Grade 5 – READING
Skills Based Report Card

	5th Grade Guided Reading Level Expectations (1st MP = T; 2nd MP = U ; 3rd MP = V)	
Foundations of Reading Skills and Expectations	**Standards**	**Students will be able to…..**
Applies word analysis strategies	**RF 5.3:** Know and apply grade-level phonics and word analysis skills in decoding words.	• Know and apply grade level phonics and word analysis skills in decoding words.
Reads grade level text fluently	**RF 5.4:** Read with sufficient accuracy and fluency to support comprehension.	• Read with sufficient accuracy and fluency.
Uses vocabulary strategies to determine meaning of new words	**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. **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.	• Use context clues to find meaning of words or phrases as used in a text. • Determine meaning of figurative language used in a text.
Reads routinely for extended period of time (Reading Stamina)	**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.	• Demonstrate active reading during independent reading time in school and at home.
Reading Fiction and Nonfiction Skills and Expectations		
Explains text elements using details and examples from text	**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. **RL 5.6:** Describe how a narrator's or speaker's point of view influences how events are described.	• Identify elements of plot, character, and setting. • Describe how a narrator or speaker's point of view influences how events are described. • Find cause/effect relationships.

Identifies main idea/theme of a text	**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. **RI 5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	• Identify the theme of a story. • Find two or three examples or provide a text summary to support a theme. • Describe how characters respond to challenges. • Describe how a speaker in a poem reflects on a topic. • Identify two or more main ideas on an informational text. • Find supporting details of a main idea.
Compares and contrasts characters, settings, events, ideas, procedures, and concepts from a text using details	**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). **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. **RI 5.6**: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	• Describe character relationships in story. • Describe character changes in a story. • Describe various changes throughout a novel. • Explain relationships between two or more individuals, events, ideas, or concepts in a nonfiction text. • Analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent.
Identifies, explains, and contrasts the organizational features of texts	**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.	• Explain text structures of various genres. • Describe structural elements of stories, drama, and poems. • Explain how series of chapters relate to each other. • Explain how stanzas of a poem fit together. • Explain how scenes in a drama fit together.
Compares and contrasts point of view, theme, characters, texts, or topics	**RL5.3:** 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).	• Use details in a text in order to compare and contrast characters, setting and event in various pieces of literature.

	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. **RI 5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information	• Compare and/or contrast stories in the same genre based on characters, setting, or theme. • Compare and/or contrast the structure of events, ideas, concepts, or information in two or more nonfiction texts
Uses visual elements in a text to gain meaning (picture, chart, etc.)	**RI 5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RL 5.7:** 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).	• Determine author's purpose for using visual tools in a text (charts, graphs, sidebars, photos, captions, etc.).
Makes inferences about a text and supports them with evidence	**RL 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Cite specific evidence from text to draw conclusions. • Make logical inferences from text. • Make predictions and provides support with clues from the text. • Revise predictions based on text.
Integrates information from different texts	**RI 5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	• Use two or more texts on same topic to gather and synthesize it to write or speak about it knowledgably. • Draw information from reputable sources.
Applies reading strategies to complex texts	**RL 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	• Record use of active reading strategies when reading complex texts (questioning, predicting, reacting to the text, etc.).
Formulates questions and answers about complex texts	**RL 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL 5.2:**	• Demonstrate understanding of literature by asking questions throughout about plot, characters, motives, etc. • Demonstrate understanding of informational text by asking questions about concepts.

	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.	• Record answers to questions throughout reading using examples from the text.
Reads a variety of genres	**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.	• Selects a variety of fiction (mystery, realistic, fantasy, etc.). • Selects variety of nonfiction (biography, informational).