### Fifth Grade Reading Standards for Informational Text: Key Ideas and Details

**Essential Questions:**
1. Why do readers read?
2. How do readers construct meaning?

**Essential Vocabulary:** inference, quote, explicitly, accurately, summary, summarize, interaction, point of view

**College and Career Readiness Anchor Standard 1 for Reading:** 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.

RI.5.1 Quote accurately from text when explaining what the text says explicitly and when drawing inferences from the text.

#### Grade 5 Enduring Understandings

**Prior Background Knowledge Required:**
- Students will ...
  - draw an inference.
  - find and use details and examples from the text to support their inference.

**Students will know...**
- Vocabulary:
  - inference
  - quote
  - explicitly
  - accurately

**Students will understand...**
- that not all information is explicitly or clearly stated in text.

**Students will be able to...**
- quote accurately and correctly from the text to explain what the text is about.
- use details and information from text to support their inference.

---

**College and Career Readiness Anchor Standard 2 for Reading:** Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

#### Grade 5 Enduring Understandings

**Prior Background Knowledge Required:**
- Students will ...
  - determine the main idea of the text.
  - create a summary statement using the main ideas and relevant details from the text.

**Students will know...**
- Vocabulary:
  - summary
  - summarize

**Students will understand...**
- that a summary is a brief description of the main idea(s) of the text.
- that a text can have more than one main idea.

**Students will be able to...**
- determine two or more main ideas and find the most important details that strengthen these main ideas.
- summarize the text in their own words.
<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will ...</td>
<td>Vocabulary:</td>
<td>that a point of view can</td>
<td>describe the connections</td>
</tr>
<tr>
<td>• use text, including by and</td>
<td>interaction</td>
<td>change over time or when</td>
<td>between two or more people,</td>
</tr>
<tr>
<td>about Montana American Indians, to</td>
<td>point of view</td>
<td>new information is</td>
<td>events, or concepts in a</td>
</tr>
<tr>
<td>support their answer/opinions.</td>
<td></td>
<td>presented.</td>
<td>historical, scientific, or</td>
</tr>
<tr>
<td>• think about historical events and</td>
<td></td>
<td>• that not everyone shares</td>
<td>“how to” text by using the</td>
</tr>
<tr>
<td>tell how and why they are</td>
<td></td>
<td>the same point of view.</td>
<td>text to support their</td>
</tr>
<tr>
<td>connected.</td>
<td></td>
<td></td>
<td>findings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• analyze relationships or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>interactions between</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>different cultures including</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>American Indians.</td>
</tr>
</tbody>
</table>

**College and Career Readiness Anchor Standard 3 for Reading:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(IEFA) 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. Include texts by and about Montana American Indians.

**Grade 5 Enduring Understandings**

Adoption Date: July 22, 2013
### Fifth Grade Reading Standards for Informational Text: Craft and Structure

#### Essential Questions:
1. How does word choice impact the overall meaning of the text?
2. How does the author’s use of structure affect the meaning of the text?
3. How does the author’s point of view and purpose shape and direct the text?

#### Essential Vocabulary:
- text features
- context
- morphology
- comparison
- contrast
- structure
- chronology
- perspective
- historical
- contemporary
- firsthand account
- secondhand account
- primary source
- secondary source

#### College and Career Readiness Anchor Standard 4 for Reading: 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.
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.

#### Grade 5 Enduring Understandings

**Prior Background Knowledge Required:**
Students will …
- ask and answer questions to determine the meaning of words and phrases related to fourth grade text.
- recognize words and phrases within a text.

**Students will know...**
**Vocabulary:**
- text features
- context
- morphology

**Students will understand...**
- that they are able to define unknown words using a variety of strategies including context, text features, morphology, and search tools.

**Students will be able to...**
- find the meaning of fifth grade domain specific vocabulary words using a variety of strategies.
- access search tools to define unknown words.

**College and Career Readiness Anchor Standard 5 for Reading: 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.**
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.

**Grade 5 Enduring Understandings**

**Prior Background Knowledge Required:**
Students will …
- identify structures used to describe events, ideas, and concepts in a text or part of a text.
- utilize text features to support their reading.

**Students will know...**
**Vocabulary:**
- comparison
- contrast
- structure
- chronology
- perspective

**Students will understand...**
- that the structure of nonfiction texts vary and can be compared and contrasted.
- that various perspectives exist.

**Students will be able to...**
- compare and contrast different structures to describe events, ideas, and concepts in a text or part of a text.
- discuss similarities and differences unique to various perspectives.
**College and Career Readiness Anchor Standard 5 for Reading:**

(IEFA)RI.5.6: Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent.

<table>
<thead>
<tr>
<th>Grade 5 Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior Background Knowledge Required:</strong></td>
</tr>
<tr>
<td>Students will …</td>
</tr>
<tr>
<td>• understand that first- and second-hand accounts of events exist.</td>
</tr>
<tr>
<td>• understand that history is made up of first- and second-hand accounts that are affected by point of view.</td>
</tr>
<tr>
<td><strong>Students will know…</strong></td>
</tr>
<tr>
<td>Vocabulary:</td>
</tr>
<tr>
<td>• historical</td>
</tr>
<tr>
<td>• contemporary</td>
</tr>
<tr>
<td>• firsthand account</td>
</tr>
<tr>
<td>• secondhand account</td>
</tr>
<tr>
<td>• primary source</td>
</tr>
<tr>
<td>• secondary source</td>
</tr>
<tr>
<td><strong>Students will understand…</strong></td>
</tr>
<tr>
<td>• that similarities and differences in accounts of historical events exist.</td>
</tr>
<tr>
<td>• that differing point of view about the same events exist.</td>
</tr>
<tr>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>• describe and discuss differing accounts of the same event or topic from differing perspectives, both historical and contemporary, including that of the American Indian.</td>
</tr>
</tbody>
</table>

Adoption Date: July 22, 2013
### Essential Questions:
1. How does analyzing diverse media help us to build our own knowledge?
2. How does the use of evidence impact the author’s claim?
3. How does analyzing more than one text help us to interpret the author’s intent and build our knowledge?

### Essential Vocabulary:
- print source
- digital source
- reasons
- evidence
- key points
- text
- compare
- contrast
- integrate

### College and Career Readiness Anchor Standard 7 for Reading:
**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**

**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.

### Grade 5 Enduring Understandings

#### Prior Background Knowledge Required:

**Students will...**
- explain how text features contribute to the meaning of the text.
- interpret information that is presented visually, orally, or quantitatively.

**Vocabulary:**
- print source
- digital source

**Students will know...**
- that vast amounts of print and digital information exist.
- that specific strategies are needed to locate precise information.

**Students will understand...**
- use multiple sources to gain information and solve problems.
- determine which digital and print sources will provide the appropriate type of information.
- access needed information efficiently.

### Grade 5 Enduring Understandings

#### Prior Background Knowledge Required:

**Students will...**
- find the reasons the author gives for his/her thinking.
- explain how the author uses evidence to support particular points.

**Vocabulary:**
- reasons
- evidence
- key points

**Students will know...**
- that authors use reasons and evidence to support the points they are making within a text.
- that different points in a text require unique supporting reasons and evidence.

**Students will understand...**
- identify the reasons and evidence that are provided in a text.
- connect the reasons and evidence to the point which they support.
- explain how the reasons and evidence enhance the understanding of key points.
**College and Career Readiness Anchor Standard 9 for Reading:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

<table>
<thead>
<tr>
<th>Grade 5 Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prior Background Knowledge Required:</strong></td>
</tr>
<tr>
<td>Students will …</td>
</tr>
<tr>
<td>• compare and contrast key details from two different texts.</td>
</tr>
<tr>
<td><strong>Students will know…</strong></td>
</tr>
<tr>
<td>Vocabulary:</td>
</tr>
<tr>
<td>• text</td>
</tr>
<tr>
<td>• compare</td>
</tr>
<tr>
<td>• contrast</td>
</tr>
<tr>
<td>• integrate</td>
</tr>
<tr>
<td><strong>Students will understand…</strong></td>
</tr>
<tr>
<td>• that text varies in the types and complexity of information provided.</td>
</tr>
<tr>
<td>• that information gained from multiple sources can enhance understanding.</td>
</tr>
<tr>
<td><strong>Students will be able to…</strong></td>
</tr>
<tr>
<td>• locate information on a specific topic in multiple texts.</td>
</tr>
<tr>
<td>• select the information that is relevant to a topic and integrate with other information.</td>
</tr>
<tr>
<td>• write or speak about a topic using information gained from multiple sources.</td>
</tr>
</tbody>
</table>

Adoption Date: July 22, 2013
## Fifth Grade Reading Standards for Informational Text: Range of Reading and Level of Text Complexity

### Essential Questions:
1. How does reading add meaning to your life?
2. How do readers adapt when text becomes more complex?

### Essential Vocabulary: complexity

### College and Career Readiness Anchor Standard 10 for Reading: Read and comprehend complex literary and informational texts independently and proficiently.

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.

### Grade 5 Enduring Understandings

<table>
<thead>
<tr>
<th>Prior Background Knowledge Required:</th>
<th>Students will know...</th>
<th>Students will understand...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• read and comprehend previous grade level informational text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>complexity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will understand...</strong></td>
<td><strong>that they will be presented with and be able to select more complex text as their reading skills improve.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students will be able to...</strong></td>
<td><strong>read and comprehend grade level informational text.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>