CONTENT AREA: Reading

GRADE LEVEL: 5

Standard Descriptions:

READING STANDARDS for LITERATURE: (RL)

READING STANDARDS for INFORMATIONAL TEXT: (RIT)

The grade 5 standards define what students should understand and be able to do by the end of the grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specifics—that together define the skills and understandings that all students must demonstrate.

Blue: Standards 1 through 3 (TEST WINDOW 1)
Yellow: Standards 4 through 6 (TEST WINDOW 2)

Key Ideas and Details	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.

	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	Analyze how and why individuals, events and ideas develop and interact over the course of a text.
Craft and Structure	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.
	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.
	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity	Read and comprehend complex literary and informational texts independently and proficiently.

Grade Level/ Content Area	Alternate K-PREP Statement Aligned KAS Standards	KAS Standard
Grade 5 Reading	**R-5.1** Determine the meaning of specific words or phrases in text relevant to grade 5 content. READING STANDARDS FOR INFORMATIONAL TEXT	**(RIT.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. READING STANDARDS FOR INFORMATIONAL TEXT
	R-5.2 Determine the meaning of figurative language as it is used in text. READING STANDARDS FOR LITERATURE	**(RL.4)** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. READING STANDARDS FOR LITERATURE
	R-5.3 Determine a theme of a story from details in a text including how characters in a story respond to challenges. READING STANDARDS FOR LITERATURE	**(RL.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. READING STANDARDS FOR LITERATURE

	R-5.4 Determine two main ideas of a text and how they are supported by key details. READING STANDARDS FOR INFORMATIONAL TEXT	**(RIT.2)** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. READING STANDARDS FOR INFORMATIONAL TEXT
	R-5.5 Compare and contrast two characters, settings and events in a story. READING STANDARDS FOR LITERATURE	**(RL.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). READING STANDARDS FOR LITERATURE
	R-5.6 Determine the relationships between two events or ideas in an historical, scientific or technical text. READING STANDARDS FOR INFORMATIONAL TEXT	**(RIT.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. READING STANDARDS FOR INFORMATIONAL TEXT