Grade 5 • Claim 1 • Reading Targets

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Literary Text	Informational Text
1 Key Details: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, 2 Standard: RL-1	**8 Key Details:** Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. DOK 1, 2 Standards: RI-1, 7
2 Central Ideas: Identify or determine a theme or central idea from details in the text, or summarize the text. DOK 2, 3 Standards: RL-1, 2	**9 Central Ideas:** Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text. DOK 2, 3 Standards: RI-1, 2
3 Word Meanings: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, 2 Standards: RL-1, 4; L-4, 4a, 4b, 4c, 5c	**10 Word Meanings:** Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. DOK 1, 2 Standards: RI-1, 4; L-4, L-4a, 4b, 4c, 5c
4 Reasoning & Evidence: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation. DOK 3 Standards: RL-1, 3, 6, 9	**11 Reasoning & Evidence:** Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation. DOK 3 Standards: RI-1, 3, 6, 7, 8, 9
5 Analysis Within or Across Texts: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts. DOK 3, 4 Standards: RL-1, 3, 6	**12 Analysis Within Or Across Texts:** Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view. DOK 3, 4 Standards: RI-1, 3, 6
6 Text Structures & Features: Analyze text structures to explain information within the text. DOK 2, 3 Standards: RL-1, RL-5	**13 Text Structures Or Text Features:** Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information. DOK 2, 3 Standards: RI-1, RI-5, RI-7
7 Language Use: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context. DOK 2, 3 Standards: RL-1, 4; L-5, 5a, 5b	**14 Language Use:** Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning. DOK 2, 3 Standards: RI-1; L-5, 5a, 5b