

## Grade 5

### Key Ideas and Details

Online MCA: 20–30 items

Paper MCA: 24–36 items

#### Grade 5 Standard 1

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.

##### *Standard Specifications*

- Textual evidence may be explicitly stated or implied.
- Students may be required to cite specific textual evidence literally or to identify such evidence generally.
- Items include, but are not limited to, making inferences, generalizations, and predictions; drawing conclusions; recognizing cause/effect relationships; comparing and contrasting; identifying relevant details; distinguishing between fact and opinion.
- Writing and speaking will be assessed at the classroom level only.

##### **5.1.1.1 Literature**

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

##### *Item Specification*

- For the purpose of assessment, the term *quote accurately from a text* should be interpreted as citing textual evidence when drawing inferences.

##### **5.2.1.1 Informational Text**

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

##### *Item Specification*

- For the purpose of assessment, the term *quote accurately from a text* should be interpreted as citing textual evidence when drawing inferences.

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#### Grade 5 Standard 2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

### *Standard Specifications*

- Items may encompass either parts of a text (e.g., determine the central or main idea of one or more paragraphs, a section, a verse, etc.) or an entire text.
- Items may assess central idea, theme, central message or main idea. Any of these terms may be used when referencing an entire text or an extended section of a text.
- Items may also assess identification of topic and/or subject.
- Items may use the term *author's message* when assessing the central or main idea the author intended to convey to the reading audience. (Items may also use this term in conjunction with and/or when assessing author's point-of-view. See Standard 6).
- *Key supporting details* are considered relevant, or specific, details.
- Items may require summarizing or paraphrasing.
- Items may require distinguishing fact from opinion.
- Item may require recognizing similarities and differences in ideas or themes.

#### **5.1.2.2 Literature**

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.

#### **5.2.2.2 Informational Text**

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

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### **Grade 5 Standard 3**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### *Standard Specifications*

- For the purpose of assessment, in addition to their literal meaning, the terms *events* and *ideas* may include a consideration of literary elements and concepts—how they develop, interact, and/or shape a character (or an individual) or plot (or someone's story) over the course of a text.
- For the purpose of assessment, the term *individuals* may include inanimate or nonhuman subjects (characteristics, relationships, etc.).

#### **5.1.3.3 Literature**

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).

### *Item Specifications*

- Items are not limited to comparison and contrast of two or more literary elements; items may require evaluation of a single literary element.
- Items may address characterization in a poem as well as a story or drama.
- In addition to drawing on specific details, items may require the identification of main ideas or supporting ideas that aid in development of character, setting, or events—plot.
- Items may address basic and/or complex characterization.
- When assessing characterization, items may include evaluation of:
  - character traits (emotions, motivations, attitudes, intentions)
  - methods of characterization (behavior/actions, dialogue/speech, thoughts)
  - characters' influence or effect on story/plot development (sequence of events, setting—time and place—and /or theme)
  - comparison/contrast of characters
  - conflict within, between, and/or among characters
  - impact of setting on characters
  - prediction of characters' likely action in the future
- Items may assess literary elements as stand-alone features (e.g., students may be required to identify the events that comprise the main plot, or students may be required to identify the setting of a story).
- Items may assess literary elements in relationship to one another (e.g., students may be required to understand how setting impacts conflict, or how the sequence of events shapes the resolution, how setting and plot work together to create mood etc.).
- In the case of first person point-of-view where the narrator is a character in the passage, items may assess literary point-of-view.

### **5.2.3.3 Informational Text**

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.

### *Item Specifications*

- Items are not required to assess relationships or interactions between two or more individuals, events, ideas, or concepts but may assess the action or impact of a single individual, event, idea, or concept.
- Items do not exclusively assess historical, scientific, or technical texts.
- The term *concepts* refers to big ideas (e.g., perceptions, thoughts, theories, or models).
- *Technical procedures* in a text may refer to, but are not limited to, a how-to text, a list of procedures, directions, etc.
- Items include, but are not limited to, understanding sequence of events and their effect on individuals; cause and effect; impact of setting on individuals (e.g., inventors) and process (e.g., the weather's impact on commercial fishing); and prediction.

- Items may include analysis of the motivation of individuals—real people—and/or interpretation of their actions based on events.
- In the case of literary nonfiction presented as a narrative, such as a memoir, introduction of real people or characters and/or events and their development may be assessed via plot technique (i.e., exposition, rising action), etc.
- If an author uses literary style in informative text, items may assess literary elements such as mentioned above in item specifications for benchmark 5.1.3.3.

## Craft and Structure

Online MCA: 10–20 items

Paper MCA: 12–24 items

### Grade 5 Standard 4

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.

#### *Standard Specifications*

- Items are not developed from a predetermined list of words and phrases. Items arise from words and phrases appearing in context and are appropriate to the assessment of reading comprehension.
- *Tone* refers to the author’s attitude towards her/his subject. Author’s tone—as derived from specific words, phrases, figures of speech/figurative language—may be assessed under this benchmark.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Context may appear in close proximity to the word or phrase in question (i.e., in the same sentence, paragraph, or surrounding paragraphs, or it may be represented cumulatively throughout the text).
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionary, glossary, or thesaurus entries), both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Accurately use 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).
- Items may include, but are not limited to, identification of synonyms, antonyms, multiple-meaning words and phrases, figures of speech/figurative language such as simile, metaphor, and personification.

#### **5.1.4.4 Literature**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

#### **5.2.4.4 Informational Text**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade-5 topic or subject area.

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### **Grade 5 Standard 5**

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.

#### *Standard Specifications*

- Analysis may require a consideration of a text in its entirety.
- Items may compare or contrast components of a single text or components of more than one text (e.g., how one paragraph differs from another in function or purpose).
- Items may assess how the structure of the text contributes to the development of theme, setting, plot, topic, concept, and/or idea.
- Author's and/or narrator's tone—as it is made evident from structuring of text—may be assessed under this standard.
- Creation of mood—the emotional atmosphere—as it is made evident from structuring of text, may be assessed under this standard.
- Items may assess recognition of the significance of text features such as photographs, illustrations, examples, captions, headings, graphics, charts, and tables.
- Items may assess author's presentation of sequence of events or sequence of ideas.
- Considerations of text structure may also include the devices used to create lines of poetry (e.g., verse, rhythm, meter, rhyme, syllabication, alliteration, assonance, consonance).

#### **5.1.5.5 Literature**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

#### *Item Specifications*

- Items may assess distinguishing features of fiction, drama, or poetry.

#### **5.2.5.5 Informational Text**

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.

### *Item Specifications*

- Items may address author's method of organization for nonfiction text; problem/solution; cause/effect; compare/contrast; chronological order; classification; description.
- The author's sequencing of events may be a consideration in the author's development of ideas.
- Because informational text can include literary nonfiction, considerations of text structure may also require evaluation of some literary techniques (e.g., the function of lines of poetry, either created by the author or quoted from another source to convey an idea or further illustrate a point).

## **Grade 5 Standard 6**

Assess how point-of-view or purpose shapes the content and style of a text.

### *Standard Specifications*

- *Point-of-view* items assessed under this standard may include either the method of narration (i.e., literary point-of-view) or the author's perspective (i.e., author's point-of-view.) (Literary point-of-view items may also be assessed under benchmark 5.1.3.3).
- The terms *point-of-view* and *narration*, solely as they relate to the vantage point from which the author presents action of a story, are interchangeable
- The terms *author's point-of-view* and *author's perspective*, solely as they relate to the author's purpose, may be used.
- Items may use the term *author's message* in conjunction with and/or when assessing author's point-of-view or author's perspective. (Items may also use this term when assessing the central or main idea the author intended to convey to the reading audience. See Standard 2).
- Author's choices, as they relate to author's purpose, include stylistic techniques that shape the author's message. These choices and techniques are therefore assessed under this standard. Considerations of the author's style include, but are not limited to, development of voice, word choice, syntax, use of different types of language (e.g., literal, figurative, poetic devices, imagery), etc.
- Author's and/or narrator's tone—as derived from author's style—may be assessed under this standard.
- Creation of mood—the emotional atmosphere—as it is made evident from author's style, may be assessed under this standard.

### **5.1.6.6 Literature**

Describe how a narrator's or speaker's point-of-view influences how events are described.

### *Item Specifications*

- Items may assess the recognition of and/or the distinction between first-person, third-person literary points-of-view.
- Items may assess a character's point-of-view/perspective.

### 5.2.6.6 Informational Text

Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point-of-view they represent.

#### *Item Specifications*

- Note: While the benchmark specifies the inclusion of various cultures, the understanding is that literature assessed in all grades, for any benchmark, may include perspective from many ethnicities.
- Items may assess people’s perspective of a single, particular event, or they may assess reactions to one or more events that have common elements.
- Items may assess two accounts of a single culture’s reaction to an event or to a type of event.
- The term *point-of-view* may indicate the perspective, or viewpoint, of one person or of many people.
- The terms *author’s point-of-view* and *author’s perspective*, solely as they relate to the author’s purpose, are interchangeable. (In literary nonfiction, the author and the narrator may be—but are not necessarily—one and the same.)

## Integration of Knowledge and Ideas

Online MCA: 1–4 items

Paper MCA: 0–2 items

### Grade 5 Standard 7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### 5.1.7.7 Literature

Assessed at classroom level only.

#### 5.2.7.7 Informational Text

Assessed at classroom level only.

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### Grade 5 Standard 8

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.

#### *Standard Specifications*

- *Validity of reasoning* refers to logicity or probability (i.e., whether something makes sense such as, an article discussing dinosaurs that gives an obviously incorrect historical time frame for their existence).
- *Relevance and sufficiency of evidence* refers to the author’s credibility (i.e., whether her/his claims are supported by appropriate sources, such as an article on a life-changing experience featuring quotations from an interview with the featured person).

### **Literature 5.1.8.8**

Not applicable to literature.

### **5.2.8.8 Informational Text**

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

#### *Item Specifications*

- Items may assess adequacy, accuracy and appropriateness of author's evidence, and credibility of sources.
  - Items may assess basic fallacies of logic, such as lack of logicity, stereotyping and generalizing.
  - Items may assess the identification of author's use of fact versus opinion or the appropriateness of author's defense of facts or opinions.
  - Items may examine cause-and-effect relationships.
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### **Grade 5 Standard 9**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **5.1.9.9 Literature**

Assessed at classroom level only.

#### **5.2.9.9 Informational Text**

Assessed at classroom level only.

## **Range of Reading and Level of Text Complexity**

### **Grade 5 Standard 10**

Read and comprehend complex literary and informational texts independently and proficiently.

#### **5.1.10.10 Literature**

Assessed at classroom level only.

#### **5.2.10.10 Informational Text**

Assessed at classroom level only.