



Delaware English Language Arts Standards Learning Progressions

GRADE 5: Informational Reading Standard 1

<p>College and Career Readiness (CCR): 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.</p>		
<p>Grade 4: Refer to details and examples in a text when referring to what a text says explicitly and when drawing inferences from the text.</p>	<p>Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Grade 6: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Make, test and revise predictions before, during and after reading • Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions • Make inferences about the content of a text • Differentiate/discriminate between relevant and irrelevant textual support • Use paraphrasing to appropriately reference text • Use quotes from a text when explaining what the text says • Use quotes from the text to support inferences from the text • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 	<ul style="list-style-type: none"> • Close reading • Text support/ Textual evidence • Inference • Prediction • Direct quotations and appropriate references to text (paraphrasing) • Generalizations • Background knowledge • Explicitly stated information from the text • Text features and structures • Types of Questions 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Before you read predict what the text may be about based on the title, cover art, and/or your prior knowledge of the subject. • What is our purpose for reading this? • What happened in the text? What evidence from the text support your answer? • What does the text say about ___? • As you read, use additional information learned to revise your prediction. • Given specific quotations from the text, what conclusions can be drawn about the text? • Given a conclusion, which specific quotation from the text can be found to support the conclusion? • Based on the information learned in the text, what could the author have meant by _____? Paraphrase and/or make reference to the text.
<p>5RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Range: 740-1010L]</p>		
<p><u>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts</u> Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 5: Informational Reading Standard 2

<p>College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		
<p>Grade 4: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Grade 5: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Grade 6: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine the main idea of informational text • Understand the difference between main ideas and key details in a text • Describe or graphically represent the relationship between main idea and details. • Informational text features and/or structure(s) help suggest main idea • Recognize how ideas are organized in an informational text • Determine how the author supports the main ideas • Summarize the main ideas in an informational text • Explain how the main ideas of a text are supported by key details • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Informational text features (as they connect the main idea) • Main topic • Difference between the main topic and key details • Focus of specific paragraphs • Paraphrasing • Summarizing 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What is this text about? • What are the main ideas developed in the text? • Which details support the main ideas? • How did you decide that these details are important? • Write a short summary about what you have read.
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<p>Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics.</p>		



Delaware English Language Arts Standards Learning Progressions

GRADE 5: Informational Reading Standard 3

College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 4: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Grade 5: 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.

Grade 6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Identify multiple individuals, events, key ideas/concepts, procedures, etc. in a variety of informational/ technical texts • Describe or graphically represent the interaction of individuals, events, ideas/concepts or step/procedures • Distinguish between key ideas/concepts, procedures, individuals, events and explanatory details/information • Compare and contrast the effect of the interactions of people, ideas, events, or concepts on history, science, or technology. • Identify the specific details/information that explain individuals, events, procedures, ideas, or concepts in informational and technical texts • Identify words/phrases that signal explanations between and among ideas, events, procedures, individuals • Cite specific information from the text that supports observations about relationships or interactions. • 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. 	<ul style="list-style-type: none"> • Key ideas/concepts, individuals, events, steps in informational texts. • Cite specific information that explains key ideas, individuals, events, steps, etc. • Key features of content-specific texts (e.g., science, technical and historical texts) based on text features (e.g., events, steps, procedures) • Text structure in informational texts (e.g., time, sequence, cause/effect, steps) • Relationships and interactions (e.g., one section of the text “explains” another, stands in “contrast” to another, or “comes before” another) • Transition/linking words that signal explanations (e.g., because, then, as a consequence, in contrast) for informational texts 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Explain the relationship between _____ and _____. • What information from the text did you use to determine the relationship between these two scientific concepts? • What information from the text did you use to determine the relationship between these two historical events? • What was the result of _____s idea? • How has the interaction between these two people affected us today? • Where in the text does the author indicate what the result of these events has been?

5RI10: Range of Reading and Level of Text Complexity: 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. [Lexile Range: 740-1010L]

Informational Text-Literary Nonfiction and Historical, Scientific, and Technical Texts

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Delaware English Language Arts Standards Learning Progressions

GRADE 5: Informational Reading Standard 4

<p>College and Career Ready (CCR): 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.</p>		
<p>Grade 4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Grade 5: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Determine the meaning of unknown words by identifying known parts (root words, Latin and Greek suffixes and prefixes) • Read and reread sentences, paragraphs, and non-linguistic images in the text to identify context clues • Use context clues to help unlock the meaning of unknown words/phrases • Determine the appropriate definition of words that have more than one meaning • Differentiate between literal and non-literal meaning • Identify and interpret figurative language • Describe how figurative language and other language choices enhance and extend meaning • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area 	<ul style="list-style-type: none"> • Informational text • Word choice • Context clues (synonyms, antonyms) • Literal/ Denotative meaning • Connotative meaning • Figurative or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration idioms,) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How can reading the sentences around the word/phrase help you determine its meaning? • What does the word _____ mean in this sentence? • What does the phrase _____ mean in this selection? • Are there any parts of the word you know? Can you use that to help you figure out the meaning of the word? • Where else in the text might you look to help you figure out what the word means? • Use a dictionary, glossary, and/or digital reference tool to confirm the meaning of unknown words.
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Delaware English Language Arts Standards Learning Progressions

GRADE 5: Informational Reading Standard 5

<p>College and Career Ready (CCR): Analyze the structure of text, 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.</p>		
<p>Grade 4: Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Grade 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.</p>	<p>Grade 6: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Demonstrate understanding that organizational structures are used to convey information. • Demonstrate understanding that information is written in time order. • Demonstrate understanding that information is written comparing objects/people/events. • Demonstrate understanding that information is written telling causes and effects. • Demonstrate understanding that information is written telling about problems and the solutions. • 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. 	<ul style="list-style-type: none"> • Characteristics of informational text (e.g., how-to, biographies, technical, informational/ expository) • Signal words (grade appropriate) • Text features(e.g., captions, bold print, subheadings, glossaries, indices) • Search tools (e.g., electronic menus, icons, key words, sidebars, hyperlinks) • Text structure/patterns of organization (e.g., chronology, comparison, cause/effect, problem/solution) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Identify the structure in this text/part of a text. • How is the structure of this part of the text the same or different than another part of the same text? • How is the structure in this text the same or different than another text? • Compare ideas or concepts in the same text. How are the ideas or concepts the same/different? • Compare these two texts about _____. How are the ideas or concepts the same/different?
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GRADE 5: Informational Reading Standard 6

<p>College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.</p>		
<p>Grade 4: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Grade 5: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>Grade 6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>
<p>Progression to Mastery</p>	<p>Key Concepts</p>	<p>Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the intended audience • Describe how the author addresses the needs of the audience • Describe/explain how the author's choices reflect his/her point of view, focus, attitude or bias • Describe how the author's choices shape the content • Understand that multiple accounts might include both firsthand and secondhand accounts • Describe similarities and differences between two or more accounts of the same event or topic • Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Author's point of view/focus/attitude/bias • Audience • Compare and Contrast • First-hand account • Second-hand account • Author's perspective (background) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Why do you think the authors describe or tell about the events or topics differently? • Why would the point of view be different in these versions? • Where is the information coming from for the different accounts of the event or topic? • Are these first- or secondhand accounts of the events? • Describe the similarities and differences between the accounts. • What details did the author provide to convey the difference between ____ and ____?
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Delaware English Language Arts Standards Learning Progressions

GRADE 5: Informational Reading Standard 7

<p>College and Career Ready (CCR): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		
<p>Grade 4: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Grade 5: 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.</p>	<p>Grade 6: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify digital or print sources • Differentiate between relevant and irrelevant information • Differentiate between reliable and unreliable resources • Deconstruct questions/problems to identify needed information • Access media sources to solve a problem or answer a question • Use relevant information to solve a problem or answer a question • Use a variety of media sources to solve a problem or answer a question • 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 	<ul style="list-style-type: none"> • Digital or print sources (such as: Google, Bing, Wolfram Alpha, Wikipedia, dictionary.com, atlas, glossaries, encyclopedias) • Graphics/images/illustrations (e.g., pictures, photographs, charts, graphs, diagrams, time lines, animations, interactive elements on Web pages, audio, video) • Relevant vs. irrelevant information • Reliable vs. unreliable resources 	<p>Question Stems and Prompts:</p> <ul style="list-style-type: none"> • Use digital or print sources to find the answer to ____. • Use the information from ____ and ____ to find the answers to ____. • How do you know if the information is reliable? Relevant? • How would you solve the problem of ____? What resource would you use to locate information? • Summarize information from different formats. • Use the information from several different sources to come up with a solution to a problem. • Which search engine/website would be the best to use in order to locate the answer to the question?
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**Delaware English Language Arts Standards
Learning Progressions**

GRADE 5: Informational Reading Standard 8

<p>College and Career Ready (CCR): 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.</p>		
<p>Grade 4: Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Grade 5: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>Grade 6: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p style="text-align: center;">Progression to Mastery</p>	<p style="text-align: center;">Key Concepts</p>	<p style="text-align: center;">Guiding Questions/Prompts</p>
<ul style="list-style-type: none"> • Identify the author’s key ideas /points • Identify (e.g., by telling, writing, graphically representing) reasons/examples/evidence/details that support the author’s key ideas/points • Know the difference between evidence and reasons • Differentiate between relevant and irrelevant reasons/examples /evidence/details • Identify the relevant reasons/ examples/evidence an author gives to support points in a text • Explain what evidence is used and how it supports what the author is saying • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Main/key ideas • Supporting details • Relevant vs. irrelevant details • Relationship between reasons/examples/evidence 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Identify at least two points the author is trying to make in this text. • What reasons did the author give to support the point(s)? • Is there any proof in this text to support what the author says? • How does the evidence support the reasons? • Which reasons/evidence support which points? • What evidence could the author have added to make the points stronger?
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Delaware English Language Arts Standards Learning Progressions

GRADE 5: Informational Reading Standard 9

<p>College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>		
<p>Grade 4: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Grade 5: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Grade 6: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Establish a purpose for gathering information • Identify the most important points from several texts • Identify the key/supporting details from several texts • Cite specific examples and details to support inferences • Compare/contrast information from several texts on the same topic • Use the author's name or expressions like, "the author states," or "in the author's opinion" when quoting from the texts • When inferring from the text, cite what the author said that lead to that conclusion. • Integrate information by graphically representing the most important points presented by two texts on the same topic • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • Informational text (both literary nonfiction and expository/technical texts) • Compare/contrast • Author's Purpose • Important points/main ideas • Most important vs. least important points • Key/supporting details • Purpose for gathering information • Methods to manage and organize selected information (e.g., graphic organizers, electronic notes) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What information do you need to gather? Why? • What are the most important points from the texts? • Which details support the most important points? • What inferences can you make? • What information/examples are needed to support the inference? • How is the information the same and different from the texts used to gather information on a topic? • Why did the author write this text? • What conclusion(s) can be made? • Why do you think that? Can you give specific examples from the text that support your thinking? • Where, in the text, does author say that? • Which graphic organizer will best help you pull together/organize the information from both texts?
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