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| **2013 & 2104 Grade 5 ELA** |  |  |
| **Standard (Literature)** |  |  |
| **RL 5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing  inferences from the text. | | |
| * Explain why the young fireflies complain about eh older fireflies. (2013; CR) * What makes Gustahote lonely while he’s an earth creature? (2013; CR) * What does the narrator’s description on paragraph 18 most likely look suggest about Anna? (2014; MC) * Which words from the story best show Grandma Talley’s sense of humor? (2014; MC) * In the passage, how does Squire Gordon treat Black Beauty? (SQ; CR) * In the beginning of each passage, both Gustahote and the FireFlies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. (2013; ER) | | |
| **RL 5.2** 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. | | |
| * How does Black Beauty feel about being broken by his master? (SQ; CR) * What makes Gustahote lonely while he’s an Earth CREATURE? Use two details from the passage to support why Gustahote is lonely. (2013; CR ) * Which paragraph best expresses a theme of the story? (2014; MC) * Which word best describes how Supphatra is feeling in paragraph 12 (2014; MC) * Which sentence best supports the theme of the story? (2014; MC) * Explain why young fireflies complain about the older fireflies (2013; CR) * In the beginning of each passage, both Gustahote and the FireFlies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. (2013; ER) | | |
| **RL 5.3** 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). | | |
| * Based on paragraphs 12 through 19, which sentence best explains the difference in the characters’ reactions to the objects in the trunk? (2014; MC) * Which detail best shows what Grandma Talley thinks about change? (2014; MC) * Explain why the young fireflies complain about the older fireflies. (2013; CR) * An important contrast in the story is between (SQ; MC) * What makes Gustahote lonely while he’s an earth creature? (2013; CR) | | |
| **RL 5.4** Determine the meaning of words and phrases as they are used in a text, including figurative  language such as metaphors and similes. | | |
| * In paragraph 19, what does the narrator mean when she says “her laughter floated through the house sweet as the taste of jellybean”? (2014; MC) * Read Grandma Talley’s words from paragraph 26 of the story. “Remember, Kincaid, we take our loved ones in our hearts wherever we go. I won’t be more than a heartbeat away”. When grandma Talley says she “Won’t be more than a heartbeat away” she means she won’t seem far because (2014; MC) * In paragraph 7, what does the author’s use of the phrase “picked up the pace and flashed me a playful smile” indicate? (2014; MC) * Read this sentence from paragraph 15 of the story. “Timidly, I scooped a little onto my plate, followed by some curried meats and vegetables”. What does the work “timidly” suggest? (2014; MC) * When the grandfather says in paragraph 6 that Heidi is “not wanting in intelligence” he means that she (SQ; MC) | | |
| **RL 5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | | |
| * How does the final paragraph contribute to the reader’s understanding of the story? (SQ; MC) * How does paragraph 14 fit into the structure of the story (2014; MC) * Why does the author most likely include both paragraphs 16 and 17.(2014; MC) * How does paragraph 1 prepare the reader for the rest of the story? (2014; CR) | | |
| **RL 5.6** Describe how a narrator’s or speaker’s point of view influences how events are described. | | |
| * The narrator of the story helps the reader understand (SQ; MC) * How does the narrator’s point of view contribute to the mood of the story? (2014; CR) * Both stories are told from the perspective of an animal. How does this perspective affect how the stories are told? Compare and contrast how Black Beauty and the robin view their surroundings. Describe how the animals’ perspectives influenced how events are described? (SQ; ER) | | |
| **RL 5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their  approaches to similar themes and topics. | | |
| * In the beginning of each passage, both Gustahote and the FireFlies believe something about themselves that is not true. Write a response comparing and contrasting what the characters believe at the beginning of the passages. Explain when the lessons are learned and how the characters have changed. (2013; ER) | | |
| **Language Standards** | | |
| **Language 5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.   1. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the   meaning of a word or phrase.   1. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning   of a word (e.g., photograph, photosynthesis).   1. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital,   to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | |
| * Which information helps the reader understand the meaning of “cherish” in paragraph 6? (2014; MC) * When the grandfather says in paragraph 6 that Heidi is “not wanting in intelligence”, he means that she (SQ; MC) | | |

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| **2013 & 2014 Grade 5 ELA** |  |  |
| **Standard (Information)** |  |  |
| 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | | |
| * Which sentence from the passage best explains how a wind tunnel works? (2013; MC) * The statement that “NASA also works with others that need to use wine tunnels” most strongly suggests that (2013; MC) * Read these sentences from paragraphs 2 and 11. “You have to be an outstanding rider for BMX racing. If you want to race, a good rule is to buy the best bike you can afford”. What can the reader conclude from these sentences? (2014; MC) | | |
| **5.2** Determine two or more main ideas of a text and explain how they are supported by key details;  summarize the text. | | |
| * Which key detail helps the reader understand the importance of using wind tunnels? (2013; MC) * Which of the following best summarizes the main idea of the passage? (2013; MC) * In “The Young Man and the Sea”, what lesson can be learned from the author’s trip around the world? (2014; CR) * According to the author, what is the value of being a smart risk-taker? (2014; CR) * According to the passage, how were the farmers not treated with respect? (SQ; MC) * According to the passage, Chavez encouraged farmers to solve their problems through all of the following except (SQ; MC) * Chavez’s childhood was one of (SQ; MC) | | |
| **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. | | |
| * How did Fred Ross change Chavez’s life? (SQ; MC) * Which of these is more important to BMX racing than to freestyle BMX? (2014; MC) * Based on the information in the passage, how would freestyle BXM best prepare a rider for BMX racing? (2014; MC) * How did the author’s reasons for making the voyage change over the course of his adventure? (2014; CR) * The most important feature of a wind tunnel used to test vehicles that can land on Mars is the ability to test how (2013; MC) | | |
| **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. | | |
| * The word “collide” comes from a Latin word meaning “strike together”. Based on this information, what is the meaning of “collide” in paragraph 2? (2014; MC) * As they are used in paragraph 10, what do the words “trick out” mean? (2014; MC) | | |
| **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. | | |
| * Which paragraph does the photograph of the racers best help the reader understand? (2014; MC) | | |
| **5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying  which reasons and evidence support which point(s). | | |
| * The information in paragraphs 7 and 8 best supports the idea that manufacturers develop (2014; MC) * Which sentence from the passage best explains why NASA uses wind tunnels to test spacecraft models? (2013; MC) | | |
| **5.9** Integrate information from several texts on the same topic in order to write or speak about the  subject knowledgeably. | | |
| * How does Zac Sunderland from “The Young Man and the Sea” demonstrate the ideas described in “How to be a Smart Risk Taker” Use details from both articles to support your response. (2014; ER) | | |

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| **UNTESTED (Literature)** |  |  |
| **RL 5.7**  Analyze how visual and multimedia elements  contribute to the meaning, tone, or beauty of a  text (e.g., graphic novel, multimedia presentation  of fiction, folktale, myth, poem). | **RL 5.8**  Not applicable to literature | **RL 5.10**  By the end of the year, read and comprehend  literature, including stories, dramas, and poetry,  at the high end of the grades 4–5 text complexity  band independently and proficiently |
| **UNTESTED (Information)** |  |  |
| **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. | **RI 5.6**  Analyze multiple accounts of the same event or topic, noting important similarities and  differences in the point of view they represent. | **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. |