

Key Ideas and Details: Literature and Information

R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences (RL & RI).



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
R.5.1 Key Ideas and Details (RL & RI)	Does not locate relevant details and evidence when explaining what text says explicitly or implicitly yet.	Locates and refers to basic details and/or evidence from the text when explaining what the text says explicitly.	Locates and refers to key details and/or evidence from the text when explaining what the text says implicitly and makes logical inferences	and cites details from the text/evidence in multiple ways to accurately support inferences. and elaborates to explain more about how the details/evidence supports the inference.
	☐ I cannot locate relevant details when explaining what the text says explicitly yet.	☐ I can locate and refer to basic details and evidence from the text ☐ I can identify explicit information directly from the text ☐ My inference is basic and/or not logical	☐ I can locate and refer to key details and/or evidence to help explain the inference ☐ I can determine what the text says implicitly in order to make a logical inference.	☐ and I can use reasoning to explain how the text evidence supports my inference(s).
				☐ This quote shows... ☐ This proves... ☐ This reveals... ☐ This is important because... ☐ This connects because

Key Ideas and Details: Literature

R.5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
Literature	Does not determine a theme and explain how it is supported by key details yet.	Determines the theme with basic details.	Identifies a theme statement using key details throughout the entire text	and explains how the key ideas are developed throughout the text.
	☐ I cannot explain the theme from a variety of genres yet. ☐ I cannot provide details or I provide basic details that do not connect to the theme.	☐ I can determine a topic (one word) OR determine a basic theme statement. ☐ I can provide basic details that connect to the theme.	☐ I can determine a theme statement. ☐ I can identify details from multiple parts of the story to support my theme	☐ and I can explain how the details connect to the theme.
<i>For the teacher - not for students</i>		• <i>Identifies a topic word</i> • <i>Identifies a theme statement but statement may not be the most important lesson learned</i> • <i>Details given are inconsistent and may or may not be relevant to the theme</i> • <i>"Provide" could mean students choose from multiple choice options</i>	• <i>Identifies an appropriate theme statement</i> • <i>Gives multiple details from the story to support the theme statement</i>	• <i>Identifies an appropriate theme statement</i> • <i>Gives key details from <u>all</u> <u>parts</u> of the text in variety of ways</i> • <i>Reasoning justifies <u>why</u> the evidence supports the theme</i>

Key Ideas and Details: Informational

R.5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
Informational	Does not determine the central idea(s) of a text and explain how the central idea(s) is supported by key details yet.	Determines a topic of a text and provides basic details.	Identifies the central idea using key details throughout the entire text	and explains how the central idea is supported by key details in the text.
	☐ I cannot figure out the central idea or ideas of a text.	☐ I can determine the topic (one word) OR determine a basic topic sentence. ☐ I can identify basic details that may or may not support the topic.	☐ I can determine the central idea. ☐ I can identify key details that support the central idea.	☐ and I can explain how the key details support the central idea.

Key Ideas and Details: Literature

RL.5.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
R.5.3 Key Ideas and Details (RL)	Does not compare and contrast two or more characters, settings, or events in a story or drama.	Describes two or more characters, settings, or events in a story or drama.	Compares and contrasts two or more characters, settings, or events in a story or drama using key details from the text	and analyzes the implicit meaning and how it fits into the whole text.
	☐ I cannot compare and contrast two or more characters, settings, or events in a text yet.	☐ I can describe two or more characters, settings, or events in the text.	☐ I can explain how two or more characters, settings, or events are similar and how they are different using key details from the text	☐ and I can analyze how the similarities and differences impact the whole text.
		Includes a basic description of characters, setting, or events in the text,	When Comparing/Contrasting consider: Character - <i>traits, behaviors, attitudes, motivations</i> Setting - <i>location, time of day, mood, tone</i> Events - <i>problems, solutions, plot</i> ----- On the other hand Although That being said Nevertheless Just like However	By comparing ____ to ____ the reader learned that The differences between ____ and ____ are important because Although ____ and ____ are very different, their similarities _____ These similarities and differences impact the story because _____

			Even though In contrast	
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Key Ideas and Details: Informational

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
R.5.3 Key Ideas and Details (RI)	Does not explain the relationships or interactions between two or more individuals, events, ideas or concepts based on specific evidence in the text.	Describes the basic relationships or interactions between two or more individuals, events, ideas or concepts	and uses key details as evidence from the text to explain these relationships	and analyzes the implicit meaning of the relationships or interactions.
	☐ I cannot explain the relationships between two or more individuals, events, ideas, or concepts in a text yet.	☐ I can describe the relationships or interactions between two or more individuals, events, ideas or concepts.	☐ and I can explain the relationships or interactions using specific evidence from the text	☐ and I can analyze how the relationships or interactions impact a reader's understanding of the text..

Craft and Structure: Literature

R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
Literature	Does not determine the meaning of literal or figurative language used in the text yet.	Determines the meaning of literal and/or figurative language	and uses text evidence to explain meaning	and analyzes how the author's choice of words/phrases affects the meaning, tone, or mood of the text
	☐ I cannot figure out the meaning of words, phrases nor figurative language used in text.	☐ I can figure out the meaning of words, phrases and/or figurative language used in the text.	☐ and I can use text evidence to help support my thinking.	☐ and I can analyze how the author's choice of words/phrases affects the meaning, tone or mood of a text.

Craft and Structure: Informational

R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
Informational	Does not determine the meaning of academic nor content-specific language used in the text yet.	Determines the meaning of academic and/or content-specific language used in the text.	and uses text evidence to explain meaning.	and analyzes how the author's choice of words/phrases affects the meaning, tone, or mood of the text.
	☐ I cannot determine the meaning of academic nor content-specific words.	☐ I can figure out the meaning of academic and/or content-specific words.	☐ and I can use text evidence to support my thinking.	☐ and I can analyze how the author's choice of words/phrases affects the meaning, tone or mood of a text.

Craft and Structure: Literature

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
R.5.5 Craft and Structure (RL)	Does not identify the different parts of a story, drama, or poem.	Identifies the different parts of a story, drama, or poem.	and explains why the parts are important to the whole	and gives key details about how the parts (chapters, scenes, stanzas) contribute to the understanding of the text as a whole.
	☐ I cannot explain how a series of chapters, scenes or stanzas fit together to determine the overall structure of a story, drama or poem.	☐ I can identify the parts of a story (beginning, middle, end, chapters, problem/conflict and solution/resolution) OR ☐ I can identify the parts of a poem (line, stanza, verse, rhythm, meter) OR ☐ I can identify the parts of a drama (scene, cast of characters, setting, descriptions, dialogue, stage directions)	and I can explain how the parts are important to the whole story, poem, or drama.	and I can give key details in order to analyze how those parts help me to better understand the story, drama, or poem as a whole (part-to-whole)
		Identifies different parts of the story and attempts to make a connection.	Must identify more than one part. How does one part of the story connect to another part? What happened in the beginning that set up what happens in the next part or at the end? The part (about/where) _____ is important to the whole story because The part _____ helps to set the tone/mood for	This part helps me better understand _____ about the whole story. (then provide details to support your response)

			_____ because The part ____ helps reveal _____ later in the story when _____	
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Craft and Structure: Informational

RI5.5 Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
R.5.5 Craft and Structure (RI)	Does not identify the overall structure in two or more texts.	Identifies the overall structure but is not able to compare and/or contrast	and is able to compare and contrast the overall structure in two or more texts	and analyzes why the author used the structure to convey specific information.
	☐ I cannot identify the overall text structure in two or more texts.	☐ I can identify the text structure in two or more texts.	☐ and I can compare and contrast the text structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.	☐ and I can analyze why the writer used the identified text structures to share specific information.

Craft and Structure: Literature

R.5.6 In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI).



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
R.5.6 Craft and Structure (RL)	Does not identify who is telling the story or speaking and describe how the point of view influences events yet.	Identifies the narrator or speaker and his or her point of view	and describes how the narrator's or speaker's point of view affects the description of events	and explains why the author tells the story from this point of view.
	☐ I cannot identify who is telling the story and/or who is speaking. ☐ I cannot describe how the point of view influences the events of the story.	☐ I can identify the narrator or speaker. ☐ I have a basic understanding of how the narrator's/speaker's point of view influences the events of the story.	☐ and I can describe how the narrator's or speaker's point of view affects how the events of the story are told (i.e. what information is told, what is left out, etc.)	☐ and I can explain why I think the author tells the story from this point of view

Craft and Structure: Informational

R.5.6 In literary text, explain how a narrator's or speaker's point of view influences how events are described. (RL) In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (RI).



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
R.5.6 Craft and Structure (RI)	Does not analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Identifies the points of view of multiple accounts of the same event or topic noting basic details	and analyzes the accounts noting key similarities and differences	and explains how specific words, phrases, and evidence signal the author's angle on the topic/issue
	☐ I cannot identify the points of view when reading multiple texts about the same event or topic.	☐ I can identify the points of views of multiple texts about the same event or topic noting basic details	☐ and I can analyze the texts noting key similarities and differences	☐ and I can explain specific words, phrases, and evidence that show the author's point of view.

Integration of Knowledge and Ideas: Literature and Informational

R.5.7 Analyze how visual and multimedia elements contribute to the meaning of literary and informational texts.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
Integration of Knowledge and Ideas (RL & RI)	Does not analyze how visual and multimedia elements contribute to the meaning of a text.	Identifies visual and multimedia elements of a text	and explains how a visual or multimedia element contributes to part of the text	and analyzes how visuals or multimedia elements contribute to the overall meaning of the text.
	☐ I cannot analyze how visual and multimedia elements add to the meaning of a text yet.	☐ I can identify the visual and multimedia elements of a text. (i.e text, illustrations, pictures, graphics, audio, video, animation)	☐ and I can explain how visual or multimedia elements contribute to part of the text	☐ and I can analyze how visuals and multimedia elements contribute to the overall meaning of the text.

Integration of Knowledge and Ideas: Informational

RI.5.8 Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
Integration of Knowledge and Ideas (RI)	Does not identify or explain how an author uses reasons and evidence to support the claim in a text yet.	Can identify the evidence used by the author to support each reason	and explains the author's reasons that support the claim	and analyzes the strength of the reasons and evidence used to support the claim.
	☐ I cannot identify reasons and evidence to support a claim. ☐ I cannot explain how an author uses reasons and evidence to support the claim in a text yet.	☐ I can identify the evidence to support each reason	☐ and I can explain how an author uses evidence to support those reasons	☐ and I can analyze to determine the best evidence and reasons used to support the claim.

Integration of Knowledge and Ideas: Literature and Informational

R.5.9 Make informed judgments about the quality of text; make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.



	1 - Beginning 	2 - Developing 	3 - Proficient 	4 - Excelling 
Integration of Knowledge and Ideas (RL & RI)	Does not make informed judgments about the quality of texts based on connections to other texts, ideas, cultural perspectives, identities, eras and personal experiences yet.	Identifies connections to other texts, ideas, cultural perspectives, identities, eras and/or personal experiences	and analyzes how connections to other texts, ideas, cultural perspectives, identities, eras and personal experiences can influence the reading	and evaluates the quality of texts based on the analysis.
	☐ I cannot yet make an informed judgment about the quality of texts based on connections to other texts, ideas, cultural perspectives, identities, eras and personal experiences.	☐ I can make connections to - other texts, my personal experiences, and ideas in the text. - identify similar ideas between texts. - identify cultural perspectives and/or identities shown in the text - identify eras portrayed in a text.	☐ In order to analyze how connections to other texts, ideas, cultural perspectives, identities, eras and/or personal experiences can influence reading	☐ and I can use my analysis to make an informed judgment about the quality of the text.

Reader: _____