



INDIANA ACADEMIC STANDARDS FRAMEWORKS

English/Language Arts: Grade 5

Reading Comprehension	
Learning Outcome	Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.
Standard	5.RC.10: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
Evidence Statements	Academic Vocabulary
<p>Below</p> <ul style="list-style-type: none"> Compare more than one text to identify a shared topic. <p>Approaching</p> <ul style="list-style-type: none"> Explain how different texts present information on the same given topic. <p>At</p> <ul style="list-style-type: none"> Synthesize information from more than one text to answer a question. <p>Above</p> <ul style="list-style-type: none"> Synthesize information from more than one text to answer a question, and provide supporting textual evidence. 	<ul style="list-style-type: none"> Topic Combine Synthesize Compare Contrast Perspectives Textual evidence
	Considerations for Text
	<ul style="list-style-type: none"> Qualitative Considerations: <ul style="list-style-type: none"> Students should engage with two informational sources, written about the same topic, for this standard. Informational sources may include text or digital/visual resources (e.g., infographics, posters) Quantitative Considerations: <ul style="list-style-type: none"> Checkpoint Word Count: 300-562 Summative Word Count: 450-750 Checkpoint Lexile: 520-1010 L Summative Lexile: 740-1010 L
Clarification Statements	Common Misconceptions
<ul style="list-style-type: none"> Students combine information from multiple sources and source types on the same topic when writing or speaking to demonstrate knowledge of the topic. Reading information from multiple sources on the same topic requires students to determine 	<ul style="list-style-type: none"> Students may base comparisons on their opinions about a topic. It is important for students to compare aspects of multiple texts based on the <u>facts</u> they are reading about a topic.

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when information between sources is aligned, if and/or when it contradicts other information, and when a source provides unique information. To be successful with this standard, students need to be able to compare and contrast texts written by different authors with digital media sources on the same topic and then summarize the synthesized information.

Prior Knowledge and Skills

- Fluently read texts in a variety of formats that have at least 300 words and fall within a Lexile range of 520–740L.
- Identify the topic of an informational text or source.
- Answer a question based on the information provided in a text.
- Understand the role of supporting textual evidence.
- Identify textual evidence in support of a given fact or detail.
- Locate and gather relevant information from two or more texts on the same topic.
- Understand the difference between summarizing and synthesizing information.

Looking Back

4.RC.9: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

Looking Ahead

6.RC.9: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.

Instructional Resources and Strategies

- [English/Language Arts Grades K-12 Vertical Articulation Guides](#)
- [English/Language Arts Grades 2-5 Vertical Articulation Guide](#)
- [Students Making Sense of Multiple Sources, from Middle Web](#)
- [Synthesizing to Gain Better Understanding, from Crawling Out of the Classroom](#)
- [Compare and Contrast Chart, from Read Write Think](#)
- [Clarify Summary Versus Synthesis, from Smekens Education](#)
- [Explain the Value of Multiple Sources, from Smekens Education](#)
- [Discern Three Types of Syntheses, from Smekens Education](#)
- [Verbal Reasoning: Using Questioning with Graphic Organizers, from AIM Institute for Learning & Research](#)
- [Components of the Reading Rope: Literacy Knowledge, from Braintrust Tutors](#)
- [Text Comprehension, from Literacy How](#)
- [Literacy Comprehension Strategies](#)
- [Literacy Comprehension Planning Template/Template with Examples](#)
- Teach and support students in using graphic organizers matched to specific informational text structures during reading and while planning written responses

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Universal Supports for All Learners

- *Multi-Tiered Instructional Strategies and Supports Coming Soon*
- [2024 Content Connectors](#)
- [Universal Design for Learning Playbook](#)
- [UDL Guideline Infographic, from Learning Designed](#)
- [UDL Guidelines from CAST](#)
- [Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series](#)
- [Learning Styles and the Writing Process, from the University of Arizona SALT Center](#)
- [Corgi: Digital Graphic Organizers](#)
- [Reading and Writing Graphic Organizers, from BrainPop Educators](#)
- [Writing Graphic Organizers, from Student Treasures](#)

Assessment Considerations

- [Indiana Assessment Framework and Item Specifications](#)
- [ILEARN Stimulus Specifications](#)
- [ILEARN Summative PLD Map](#)
- [ILEARN Summary Writing Rubrics for Literary and Informational Text](#)
- [ILEARN ELA Performance Tasks and Student Writing Samples](#)
- [Writing Rubrics for ILEARN Performance Tasks](#)
- [IDOE Released Items Repository](#)

Interdisciplinary Connections

- [Doing a Project vs Project Based Learning](#)
- [IDOE Sample Interdisciplinary Units](#)
- [Merging STEM with ELA Through Project-Based Learning](#)

Science of Reading Considerations

Coming Soon

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