



# 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	<b>5.RC.6:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)
Evidence Statements	Academic Vocabulary
<ul style="list-style-type: none"><li>Determine two or more main ideas of a text.</li><li>Use key text evidence to support the main ideas of a text.</li><li>Summarize the text using the main ideas and key details.</li></ul>	<ul style="list-style-type: none"><li>Main idea</li><li>Key details</li><li>Summary/Summarize</li></ul>
Clarification Statements	Common Misconceptions
<ul style="list-style-type: none"><li>The main idea is not always stated in the first or first few sentences. Sometimes it is repeated throughout the text or is not explicitly stated at all. Being able to identify patterns in the details will help students find the main idea.</li><li>Supporting details are reasons, examples, facts, steps, or other kinds of evidence that back up and explain the main idea. Details make up most of the information in what a person reads, but some details are more important than others.</li><li>When summarizing, readers reduce larger sections of text to the bare essentials: the gist, the key details, and the main points that are worth noting and remembering. Good readers are able to summarize their reading by reducing the extraneous language and examples while focusing on the most relevant facts.</li></ul>	<ul style="list-style-type: none"><li>Students often misunderstand the main idea to simply be what a text is about. Modeling and support may be required in order for students to understand the main idea as the most important point an author is trying to make.</li><li>Students may have difficulty determining what information is essential. Students often misinterpret details as being the main idea and need to be guided to see the author's overall point or big picture.</li><li>Students may have difficulty understanding that not all information in a text is considered supporting details, or that authors sometimes provide additional details that are not essential to the understanding of the main idea.</li></ul>
Looking Back	Looking Ahead
<b>4.RC.5:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)	<b>6.RC.5:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

	<b>6.RC.6:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	<b>6.RC.7:</b> Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text. (E)
<b>Instructional Resources and Strategies</b>	
<ul style="list-style-type: none"> <li>• <a href="#">English/Language Arts Grades K-12 Vertical Articulation Guides</a></li> <li>• <a href="#">English/Language Arts Grades 2-5 Vertical Articulation Guide</a></li> <li>• <a href="#">How do I Teach Main Idea?, from Reading Rockets</a></li> <li>• <a href="#">What is a Main Idea?, from Khan Academy</a></li> <li>• <a href="#">Components of the Reading Rope: Verbal Reasoning, from Braintrust Tutors</a></li> <li>• <a href="#">Text Comprehension, from Literacy How</a></li> <li>• <a href="#">Using Think-Alouds to Improve Reading Comprehension, from Reading Rockets</a></li> <li>• <a href="#">Literacy Comprehension Strategies</a></li> <li>• <a href="#">Story Maps, from Reading Rockets</a></li> <li>• <a href="#">Literacy Comprehension Planning Template/Template with Examples</a></li> </ul>	
<b>Universal Supports for All Learners</b>	
<ul style="list-style-type: none"> <li>• <a href="#">2024 Content Connectors</a></li> <li>• <a href="#">Universal Design for Learning Playbook</a></li> <li>• <a href="#">UDL Guideline Infographic, from Learning Designed</a></li> <li>• <a href="#">UDL Guidelines from CAST</a></li> <li>• <a href="#">Universal Supports for All Learners in English/Language Arts, from IDOE's 2023 Future Focused IAS Learning Series</a></li> <li>• <a href="#">Learning Styles and the Writing Process, from the University of Arizona SALT Center</a></li> <li>• <a href="#">Corgi: Digital Graphic Organizers</a></li> <li>• <a href="#">Reading and Writing Graphic Organizers, from BrainPop Educators</a></li> <li>• <a href="#">Writing Graphic Organizers, from Student Treasures</a></li> </ul>	
<b>Assessment Considerations</b>	
<ul style="list-style-type: none"> <li>• <a href="#">Indiana Assessment Framework</a></li> <li>• <a href="#">Exploring Released Items for Writing Instruction - SmART Tool Tutorial</a></li> <li>• <a href="#">Smarter Balanced SmART Tool</a></li> <li>• <a href="#">ILEARN Constructed Response Item Types and Scoring</a></li> <li>• <a href="#">IDOE Released Items Repository</a></li> <li>• <a href="#">I AM - Indiana's Alternate Measure</a></li> </ul>	
<b>Interdisciplinary Connections</b>	
<i>Coming Soon</i>	
<b>Disciplinary Literacy</b>	

*Coming Soon*

Contact IDOE's [Office of Teaching and Learning](#) with any questions.