



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.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text and how they impact the plot.
Evidence Statements	Academic Vocabulary
Below - Describe one character, setting, or event using explicit details from one or more sections of the text. Approaching - Identify a character's action from one section of a text that causes a specific event to occur. - Describe two or more characters, settings, or events by using details from more than one section of the text. - Compare or contrast two or more characters, settings, or events by using details from more than one section of the text. At - Describe, compare, or contrast two or more characters, settings, or events in a story or play, and identify textual evidence for support. - Explain how the characters, settings, or events in a story impact the plot. Above - Explain how a character, setting, or event in a story or drama impacts the plot using textual evidence for support.	- Story - Play/Drama - Character - Setting - Event - Plot - Setting - Detail - Conflict - Climax - Resolution - Textual evidence - Supporting details
	Considerations for Text
	- Qualitative Considerations: - Students should engage with literary text, including stories and plays, for this standard. - Texts should include more than one character and changes in setting. - Quantitative Considerations: - Checkpoint Word Count: 300-562 - Summative Word Count: 450-750 - Checkpoint Lexile: 520-1010 L - Summative Lexile: 740-1010 L
Clarification Statements	Common Misconceptions
- Students describe characters in a story using textual evidence related to the characters' thoughts, words, and actions. - Students use textual evidence to describe a setting, character, or event in the story or	Some students may believe there is only one way to interpret a text. Students need to consider how their prior knowledge and perspective influence their understanding of a story.

drama. For example, students may consider how characters interact with one another, or how settings influence the events. Students also consider character traits or responses to events. • Story elements (e.g., plot, setting, characters, conflict, theme, point of view) develop the story in a logical way and enable readers to easily follow the text. • Settings can include real or fictional places, as well as time periods (e.g., historical fiction).	• Some texts do not provide enough to allow students to fully understand all story elements, so they must fill in the gaps with prior experiences and personal preferences, leading to problems with comprehension. • Students may lack an understanding of multiple plots and settings.
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. • Describe the elements of plot in a story or play. • Describe a character's traits, motivations, or feelings. • Reference specific details or examples in the text to support descriptions of a character, setting, or event. • Use punctuation to quote accurately from a text (e.g., comma, quotation marks, single quotation marks).	
Looking Back	Looking Ahead
4.RC.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	6.RC.3: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot. (E)
Instructional Resources and Strategies	
• English/Language Arts Grades K-12 Vertical Articulation Guides • English/Language Arts Grades 2-5 Vertical Articulation Guide • Using Think-Alouds to Improve Reading Comprehension, from Reading Rockets • Text Comprehension, from Literacy How • Literacy Comprehension Strategies • Story Maps, from Reading Rockets • Literacy Comprehension Planning Template/Template with Examples • Components of the Reading Rope: Verbal Reasoning, from Braintrust Tutors • Comprehension, Narrative Text Structure: Character Characteristics, from The Florida Center for Reading Research • Teach and support students in using graphic organizers matched to specific text structures during reading and while planning written responses.	
Universal Supports for All Learners	
• <i>Tiered Supports Coming Soon</i> • 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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