

Delaware English Language Arts Standards Learning Progressions

GRADE 5: Literary Reading Standard 1

College and Career Readiness (CCR): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
Grade 4: Refer to details and examples in a text when referring to what a text says explicitly and when drawing inferences from the text	Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	Grade 6: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> • Make, test and revise predictions about text • Use the combination of explicitly stated information, personal connections, background knowledge, and connections to the text to answer questions about text • Differentiate between appropriate and inappropriate textual support • Use quotes from a text when explaining what the text says • Use quotes from the text to support inferences • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text 	<ul style="list-style-type: none"> • Textual evidence/text support • Inference • Prediction • Generalizations • Background knowledge • Explicitly stated information • Conclusion 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What happened in the text? What evidence from the text support your answer? • What does the text say about ___? • Given specific quotations from the text, what conclusions can be drawn about the text? • Given a conclusion, which specific quotation from the text can be found to support the conclusion?
5RL10: Range of Reading and Level of Text Complexity: 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. [Lexile Band: 740-1010]		
Literary Text: Includes stories (children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth) dramas (staged dialogue and brief familiar scenes) and poetry (nursery rhymes and the subgenres of the narrative poem, limerick and free verse poem).		



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GRADE 5: Literary Reading Standard 2

College and Career Ready (CCR): Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
Grade 4: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Grade 5: 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	Grade 6: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> Identify universal themes in poems, dramas, and stories Describe or graphically represent the relationship between central idea(s) and details as a scaffold to determining theme Determine a theme in literary text(s) Explain how particular details (e.g., characters' response to challenge, actions and reactions) in order to reveal a theme Explain how speakers in a poem reflect upon a topic Summarize a text, including the central idea(s) 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 	<ul style="list-style-type: none"> theme drama poem details character development speakers' perspective conflict resolution solution summary 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> How does this graphic organizer help you understand the relationship between the central idea and details? Which graphic organizer will help you best graphically represent the central idea(s) and details? Why? How? Which of the following statements best reflects the theme of the story? What evidence from the text supports your choice? What is the theme of the story? How did the characters solve the conflicts? How do the conflicts connect to the theme? How can you use your own words to summarize the text? What is the speakers' perspective and what evidence in the text supports your choice?
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Delaware English Language Arts Standards Learning Progressions

GRADE 5: Literary Reading Standard 3

College and Career Ready (CCR): Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grade 4: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 5: 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).

Grade 6: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none">Identify and describe the plot events in a story or dramaDescribe the setting of a story or dramaDetermine important details that support key ideasDescribe (or graphically represent) characters and their interactions using specific details from the textCompare and contrast characters, settings, events using appropriate graphic or written representations, and using specific details from the text(s)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).	<ul style="list-style-type: none">Literary textsKey ideasImportant/supporting key detailsStory Elements<ul style="list-style-type: none">Plot (e.g., events, climax/turning point, resolution,)Conflict (man vs. man, man vs. self, man vs. nature, etc.)Characters and character roles (hero/villain, major/minor, protagonist/antagonist)Setting (e.g., time, place)Drama Elements<ul style="list-style-type: none">ScenesDialogueStage directionsCharacter traits, actions, feelings, words	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none">What can you tell me about these characters?In what ways do the characters think alike/differently?How does this contrast affect the outcome?In what way do different settings in the story affect the outcome?Which details does the author provide to show us how the characters act with each other?What attitude did the characters display?What do _____ and _____ have in common?How does the dialogue help you understand the characters and their actions?

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Literary Text:

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Delaware English Language Arts Standards Learning Progressions

GRADE 5: Literary Reading Standard 4

College and Career Ready (CCR): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
Grade 4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Grade 5: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Grade 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> Read and reread other sentences, paragraphs, and non-linguistic images in the text to identify context clues Use context clues to help unlock the meaning of unknown words/phrases Determine the appropriate definition of words that have more than one meaning Differentiate between literal and non-literal meaning Identify and interpret figurative language and literary devices Describe how figurative language, literary devices, and other language choices enhance and extend meaning Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes 	<ul style="list-style-type: none"> Literary text Word choice Context clues Literal/ Denotative meaning Connotative meaning Figurative language or non-literal meaning (e.g., simile, metaphor, personification, hyperbole/ exaggeration, idiom) Words/phrases that reference well-known characters or stories (e.g., from well-known mythology, fairy tales, fables, legends) Literary devices (e.g., alliteration, repetition, rhythm, rhyme, dialogue) Mood 	Use questions and prompts such as: <ul style="list-style-type: none"> What does the word ____ mean in this sentence? Are there any clues around the word that can help you determine its meaning? Locate a simile/metaphor – what does the author compare? What strategies can you use to help you find the meaning of the word? Look at this group of words. What is the meaning of the phrase? What do the characters symbolize? In the story, what is a symbol of _____?
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Delaware English Language Arts Standards Learning Progressions

GRADE 5: Literary Reading Standard 5

College and Career Ready (CCR): Analyze the structure of text, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Grade 4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Grade 5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Grade 6: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> Identify the genre of a text Identify text features and structures of literary text Explain how a series of chapters fit together to provide the overall structure of a story Explain how a series of scenes fit together to provide the overall structure of a drama Explain how the stanzas fit together to provide the overall structure of a poem Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem 	<ul style="list-style-type: none"> Text structures related to literary text (e.g., chapter, scene, stanza) Text features related to literary text (e.g., title, chapter titles, table of contents, pictures/illustrations, punctuation, bold print, font size, italics, quotation marks) Structural elements of prose (e.g. sentence, paragraph, chapter) Structural elements of poems (e.g., line, stanza, rhyme, verse, rhythm, meter) Structural elements of drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) Relationships between parts of text and whole text 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> How is this text organized? Given two or more literary texts, tell how their structural elements differ or are similar? How would this change if we took out the <u>first</u> stanza/chapter/scene? How does the message of the story, poem, or drama progress across chapters, stanzas, or scenes? What additional information does a stanza or verse provide to the reader? How does the key event/idea in one chapter/stanza relate to an event/idea in another chapter/stanza?

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GRADE 5: Literary Reading Standard 6

College and Career Ready (CCR): Assess how point of view or purpose shapes the content and style of a text.		
Grade 4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Grade 5: Describe how a narrator's or speaker's point of view influences how events are described.	Grade 6: Explain how an author develops the point of view of the narrator or speaker in a text.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> Describe the author's overall purpose for writing a text Describe how point of view affects a literary text Identify the person who is telling the story Know that the way a person tells a story is influenced by their role and the outcomes of the story Describe how a narrator's or speaker's point of view influences how events are described 	<ul style="list-style-type: none"> Literary text(s) Author's purpose (e.g., to inform, to persuade, to entertain, to describe, to explain how) for writing a text Point of view (limited, first-person, third-person, all-knowing) Perspective View point/Attitude Speaker/Narrator Audience Influence 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Who is telling these events? Is the narrator part of the story? Is this story being told in first-person? What is the narrator's perspective? Are they in the story, or is the story being told by an outside observer? Why do you think the narrator described the events the way he/she did? How would the story be different if another character was telling the story? How does the narrator's point of view influence how the events are described?
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GRADE 5: Literary Reading Standard 7

College and Career Ready (CCR): Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Grade 4: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Grade 5: 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).

Grade 6: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> Identify the visual and multimedia elements in a literary text Determine the meaning and tone of a literary text Identify how visual and multimedia elements help increase the understanding of text Explain how authors’/directors’ choices contribute to the meaning of a literary text Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text 	<ul style="list-style-type: none"> Visual and multimedia elements (e.g., text, graphics, sound, photos, pictures, animations, audio, video) Versions of text (e.g., written, audio, visual, live, print, digital) Genres (e.g., graphic novel, multimedia presentation, fiction, folktale, myth, poem) Narrative elements (e.g., character, setting, plot, tone, mood, theme/central idea) 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> How do the images, sounds, and movements contribute to a video or live presentation of a story? How does adding photo images or video help increase understanding of the text? What audio elements can be added to a presentation of that story, folktale, myth, or poem? How does an author use words and images to convey the story? Think about how visual images influence the perspective of a written or oral story.

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GRADE 5: Literary Reading Standard 9

College and Career Ready (CCR): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Grade 4: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Grade 5: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Grade 6: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Progression to Mastery	Key Concepts	Guiding Questions/Prompts
<ul style="list-style-type: none"> Identify the characteristics of various genres Identify the theme of a text Distinguish between a topic and theme Identify and explain author's intention/purpose Identify and explain author's perspective/view point Identify, cite, and explain textual evidence (examples of author's choices) which reveal the author's intentions/purposes Compare and contrast stories in the same genre on their approaches to similar themes and topics 	<ul style="list-style-type: none"> Compare/Contrast Theme(s) Topic(s) Characteristics of various genres (e.g., mysteries, adventure stories) Author's choices (e.g., audience, word choice, text structure, mood) Author's intention/purpose (e.g., to reveal a conflict, to draw attention to an issue or event, to predict the future, to understand the past) Author's perspective/view point Text-to-text, text-to-world connections 	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Which genre is represented in this text? How do you know? What is the theme of this text? How do you know? What is the difference between a topic and a theme? What is the author's purpose? How do you know? What is the author's perspective/view point? How is _____ story the same/different than _____ story with the same genre? How is the approach the author took to build the theme/topic the same/different?
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