5th Grade Literacy Vertical Learning Progressions
Reading
Standard 1

Standard 1: *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.*		
7th	RI RL	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6th	RI RL	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5th	RI RL	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4th	RI RL	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3rd	RL RI	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as RI the basis for the answers.

Reading
Standard 2

Standard 2: *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*		
7th	RL	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	RI	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
6th	RL	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.
	RI	Determine a 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.
5th	RL	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
	RI	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
4th	RL	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	RI	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

3rd	RL	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	RI	Determine the main idea of a text; recount the key details and explain how they support the main idea.

Reading

Standard 3

Standard 3: *Analyze how and why individuals, events, and ideas develop and interact over the course of a text.*		
7th	**RL**	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	RI	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
6th	**RL**	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.
	RI	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
5th	**RL**	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).
	RI	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text
4th	**RL**	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).
	RI	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what

		happened and why, based on specific information in the text.
3rd	**RL**	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	RI	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Reading
Standard 4

Standard 4: *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 and tone.*		
7th	**RL**	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. , alliteration) on a specific verse or stanza of a poem or selection of a story or drama.
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
6th	**RL**	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings.
5th	**RL**	Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area

4th	**RL**	Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g. Herculean).
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
3rd	**RL**	Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Reading
Standard 5

		Standard 5: *Analyze the structure of texts, 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.*
7th	**RL**	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning
	RI	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6th	**RL**	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.
	RI	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
5th	**RL**	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	RI	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
4th	**RL**	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.

	RI	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
3rd	**RL**	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	RI	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently

Reading

Standard 6

Standard 6: *Assess how point of view or purpose shapes the content and style of a text.*		
7th	**RL**	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text
	RI	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
6th	**RL**	Explain how an author develops the point of view of the narrator or speaker in a text.
	RI	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
5th	**RL**	Describe how a narrator's or speaker's point of view influences how events are described.
	RI	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
4th	**RL**	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations
	RI	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
3^d	**RL**	Distinguish their own point of view from that of the narrator or those of the characters.

	RI	Distinguish their own point of view from that of the author of a text

Reading

Standard 7

Standard 7: *Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*		
7ᵗʰ	**RL**	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	RI	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
6ᵗʰ	**RL**	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.
	RI	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
5ᵗʰ	**RL**	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).

	RI	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently
4th	**RL**	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.
	RI	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
3RD	**RL**	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	RI	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Reading
Standard 8

Standard 8: *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*		
7th	**RL**	Not applicable to literature)
	RI	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
6th	**RL**	(Not applicable to literature)
	RI	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
5th	**RL**	(Not applicable to literature)
	RI	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
4th	**RL**	(Not applicable to literature)
	RI	Explain how an author uses reasons and evidence to support particular points in a text.
3rd	**RI**	(Not applicable to literature)
	RL	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Reading

Standard 9

Standard 9: *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*		
7th	**RL**	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history
	RI	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
6th	**RL**	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.
	RI	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
5th	**RL**	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	RI	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
4th	**RL**	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
	RI	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3RD	**RL**	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
	RI	Compare and contrast the most important points and key details presented in two texts on the same topic.

Reading

Standard 10

Standard 10: *Read and comprehend complex literary and informational texts independently and proficiently.*		
7th	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RI	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
6th	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RI	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5th	RL	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.
	RI	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

4th	**RL**	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RI	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3rd	**RL**	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently
	RI	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.