

SD State Standards Disaggregated English Language Arts

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| Strand: | Reading for Literature | Anchor Standard: | Key Ideas and Details | Grade level: | 5 |
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Standards Relating to Key Ideas & Details

5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by 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.

5.RL.3 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).

Key Ideas and Details: Relevance and Essential Questions: What's the point?

| <i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i> | <i>Big Idea Statements</i> <i>(What students need to discover)</i> |
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| <p>How do people feel when someone takes something from them?</p> <p>When is having evidence important?</p> <p>Why are people drawn to series of books or movies?</p> <p>When is less better than more?</p> <p>How can the actions of characters be surprising or predictable?</p> | <p>Specific words in a story lead the reader to create their own understanding.</p> <p>Inferred understandings should be supported by specific details from the text.</p> <p>Theme is developed through the author's use of conflict and the characters' responses to that conflict.</p> <p>Summaries take a whole text and reduce it to the best parts.</p> <p>Specific details help the reader describe interactions between characters as well as compare and contrast settings or events.</p> |

Learning Progression: Key Ideas & Details (5.RL.1 5.RL.2 5.RL.3)

| Correlating Standard in Previous Year | Number Sequence & Standard | Correlating Standard in Following Year |
|---|---|--|
| 4.RL.1 Explain what a text says explicitly and draw inferences by referring to details and examples in the text. | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 6.RL.1 Cite relevant textual evidence to support analysis of what the text says explicitly as well as logical inferences drawn from the text. |
| 4.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by details in the text; summarize the text. | 5.RL.2 Determine a theme of a story, drama, or poem and explain how it is supported by 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; | 6.RL.2 Determine a theme or central idea(s) of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

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| | summarize the text. | |
| 4.RL.3 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). | 5.RL.3 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). | 6.RL.3 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. |

| Rigor and Cognitive Complexity | | |
|---|---|---|
| Know (Factual) | Understand (Conceptual) The students will understand that: | Do (Procedural/ Application) |
| 5.RL.1 <ul style="list-style-type: none"> • Text Details • Inference • Evidence • Quote • Accurately • Explicitly 5.RL.2 <ul style="list-style-type: none"> • Theme • Challenge • Speaker • Main Ideas • Details • Drama • Poem • Summarize • Reflects • Response 5.RL.3 <ul style="list-style-type: none"> • Compare • Contrast • Setting • Characters • Events • Drama • Detail | 5.RL.1 Evidence from the text supports inferences. Evidence from the text supports explanations. 5.RL.2 Characters, setting and events in text support its theme. The character's respond to challenges influence the theme. Poetry expresses how a speaker reflects on a topic. A summary can be written using the characters, setting and events that support the theme. 5.RL.3 Specific details in the text help us compare characters, settings, and events. Comparing characters, settings, and events help us understand the text. | 5.RL.1 Make inferences. Summarize text with supporting quotes. Quote specific examples and details to support inferences. 5.RL.2 Identify details that support the theme. Summarize the text including the characters, setting, and events that support the theme. 5.RL.3 Compare characters using specific details in the text. Compare settings using specific details in the text. Compare events using specific details in the text. |

| Student Friendly Language |
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| 5.RL. I can quote from text when explaining what the text says explicitly. I can quote from text when drawing inferences from the text. |

5.RL.2

I can determine the theme of a story, drama, or poem.
 I can explain how the theme of a text is supported by details.
 I can explain how characters respond to challenges in a story or drama.
 I can determine how a speaker in a poem reflects on a topic.
 I can summarize the text.

5.RL.3

I can compare and contrast two or more characters using specific details in the text.
 I can compare and contrast two or more settings using specific details in the text.
 I can compare and contrast two or more events in the story using specific details in the text.

Key Vocabulary**5.RL.1**

- Inferences
- Quote
- Quotations
- Evidence
- Explicit

5.RL.2

- Theme
- Story
- Drama
- Poem
- Details
- Characters
- Speaker
- Reflect
- Summarize
- Topic

5.RL.3

- Character
- Setting
- Event
- Compare
- Contrast
- Similarities
- Differences
- Interact

Relevance and Applications: How might the skills in the standards be applied at home, on the job, or in a real-world, relevant context?

In social situations and conversations, we will be able to contribute to discussions on various genres of literature.

Inferring is a life skill we use whenever we do not have all the explicit details we need to understand something such as how people are feeling, what the weather will be like, and deciding what to do for the weekend.

Using text evidence to support opinions makes arguments stronger and more effective.

Themes in literature can help us understand events and relationships in our lives.

Determining the theme helps us understand stories, poems, and movies. These themes are common in our everyday lives.

Understanding different characters and events in a story help us appreciate similarities and differences in people and situations in our lives.

Conversation Stem: We identify the main elements that develop theme so that...

Resources

<https://doe.sd.gov/octe/ELA-resources.aspx>

Achievement Level Descriptors

Key Ideas & Details:

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| Level 1 | Level 2 | Level 3 | Level 4 |
|---|---|--|--|
| <p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Minimally identify or summarize central ideas/themes/key events and minimally identify, and quote accurately, details to support answers or inferences and minimally use, with significant support, evidence to justify their own literary interpretations. Compare, with significant support, how information is presented to show the relationships among literary concepts, including characters or settings or events. Provide, with significant support, a minimal analysis of text structures, genre-specific features, or formats; and analyze the impact of those choices on meaning or presentation. | <p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Partially identify or summarize central ideas/themes/key events and partially identify, and quote accurately, some details to support answers or inferences and use, with minimal support, some evidence to partially justify their own literary interpretations. Compare, with minimal support, how information is presented within or across texts to show the relationships among literary concepts, including characters, settings, or events. Provide, with minimal support, a partial analysis of text structures, genre-specific features, or formats; and analyze the impact of those choices on meaning or presentation. | <p>In grade-level texts, students should be able to</p> <ul style="list-style-type: none"> Adequately identify or summarize central ideas/themes/key events and adequately identify, and quote accurately, explicit details and implicit information to support answers or inferences; and adequately use evidence to justify their own literary interpretations. Adequately analyze or compare/contrast how information is presented within or across texts to show the relationships among literary concepts, including details about characters, settings, or events. Provide an adequate and relevant analysis of text structures, genre-specific features, or formats; and analyze the impact of those choices on meaning or presentation. | <p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> Thoroughly summarize central ideas/themes/key events and thoroughly identify, and quote accurately, explicit details and implicit information to support answers or inferences; and use thorough and insightful evidence to justify their own literary interpretations. Provide an in-depth analysis or comparison/contrast of how information is presented within or across texts to show the relationships among literary concepts, including strong details about characters, settings, or events. Provide thorough and insightful analyses of text structures, genre-specific features, or formats; and analyze the impact of those choices on meaning or presentation. |