

Grade 5 Reading

2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 1: The student will demonstrate understanding of print concepts of the English language.		
5.RL.1 (Literature) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
5.RI.1 (Informational Text) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
5.RL.2 (Literature) 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. (Essential)		
5.RI.2 (Informational Text) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Essential)		
5.RL.3 (Literature) 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). (Essential)		
5.RI.3 (Informational Text) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical,		

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scientific, or technical text based on specific information in the text. (Essential)		
5.RF.3 (Foundational Skills) Know and apply grade- level phonics and word analysis skills in decoding words. (Essential)		
5.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Essential)		
5.RI.4 (Informational Text) Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area. (Essential)		
5.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.		
5.RL.5 (Literature) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (Essential)		
5.RI.5 (Informational Text) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (Essential)		
5.RL.6 (Literature)		

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Describe how a narrator’s or speaker’s point of view influences how events are described. (Essential)		
5.RI.6 (Informational Text) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Essential)		
5.RL.7 (Literature) 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, and poem).		
5.RI.7 (Informational Text) 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. (Essential)		
5.RL.8 (Literature) (Not applicable to literature)		
5.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (Essential)		
5.RL.9 (Literature) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		
5.RI.9 (Informational Text) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		

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(Essential)		
5.RL.10 (Literature) 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.		
5.RI.10 (Informational Text) 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.		

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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 2: The student will identify and manipulate the sounds of the English language and decode words, using knowledge of phonics, syllabication, and word parts.		
5.RL.1 (Literature) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
5.RI.1 (Informational Text) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)		
5.RL.2 (Literature) 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. (Essential)		
5.RI.2 (Informational Text) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Essential)		
5.RL.3 (Literature) 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). (Essential)		

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<p>5.RI.3 (Informational Text) 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. (Essential)</p>		
<p>5.RF.3 (Foundational Skills) Know and apply grade- level phonics and word analysis skills in decoding words. (Essential)</p> <p>See Stage V following.</p>	<p>HI-7: applying knowledge of spelling pattern exceptions. (a only)</p>	<p>Decoding</p>
	<p>HI-8: applying knowledge of syllabication rules when decoding unfamiliar words in context. (a only)</p>	<p>Decoding</p>
	<p>HI-9: applying knowledge of inflectional forms of words in context. (a only)</p>	<p>Decoding</p>
	<p>HI-10: applying knowledge of affixes to words in context. (a only)</p>	<p>Decoding</p>
<p>Reading - Stage V (5.RF.3 only)</p>		
<p>5.RF.3 (Foundational Skills) Stage V Know and apply grade- level phonics and word analysis skills in decoding words. (Essential)</p>	<p>B-2 applying knowledge of spelling pattern exceptions</p>	<p>Decoding</p>
	<p>HI-4 applying knowledge of basic syllabication rules when decoding unfamiliar words in content area text. (a only and only in reference to a skill area)</p>	<p>Decoding</p>
	<p>HI-5: applying knowledge of inflectional endings, to include regular and irregular forms, in context. (a only and</p>	<p>Decoding</p>

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	only in reference to a skill area)	
	HI-7: reading high-frequency words. (a only and only in reference to a skill area)	Decoding
<p>5.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Essential)</p>		
<p>5.RI.4 (Informational Text) Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area. (Essential)</p>		
<p>5.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.</p>		
<p>5.RL.5 (Literature) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (Essential)</p>		
<p>5.RI.5 (Informational Text) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (Essential)</p>		

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<p>5.RL.6 (Literature) Describe how a narrator’s or speaker’s point of view influences how events are described. (Essential)</p>		
<p>5.RI.6 (Informational Text) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Essential)</p>		
<p>5.RL.7 (Literature) 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, and poem).</p>		
<p>5.RI.7 (Informational Text) 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. (Essential)</p>		
<p>5.RL.8 (Literature) (Not applicable to literature)</p>		
<p>5.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (Essential)</p>		
<p>5.RL.9 (Literature) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		

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<p>5.RI.9 (Informational Text) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (Essential)</p>		
<p>5.RL.10 (Literature) 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.</p>		
<p>5.RI.10 (Informational Text) 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.</p>		

<p>2010 AZ English Language Arts Standards (ELA)</p>	<p>English Language Proficiency Standards (ELPS)</p>	
<p>Reading - Stage III</p>		
<p>Standard 3: The student will read with fluency and accuracy.</p>		
<p>5.RL.1 (Literature) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)</p>		
<p>5.RI.1 (Informational Text) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)</p>		

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<p>5.RL.2 (Literature) 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. (Essential)</p>		
<p>5.RI.2 (Informational Text) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Essential)</p>		
<p>5.RL.3 (Literature) 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). (Essential)</p>		
<p>5.RI.3 (Informational Text) 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. (Essential)</p>		
<p>5.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words. (Essential)</p>		
<p>5.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Essential)</p>		
<p>5.RI.4 (Informational Text) Determine the meaning of general academic and</p>		

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<p>domain- specific words and phrases in a text relevant to a grade 5 topic or subject area. (Essential)</p>		
<p>5.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.</p>	<p>HI-1: reading aloud passages from unfamiliar content area text with fluency. (i.e., accuracy, appropriate phrasing, and attention to punctuation)</p>	<p>Fluency</p>
<p>5.RL.5 (Literature) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (Essential)</p>		
<p>5.RI.5 (Informational Text) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (Essential)</p>		
<p>5.RL.6 (Literature) Describe how a narrator’s or speaker’s point of view influences how events are described. (Essential)</p>		
<p>5.RI.6 (Informational Text) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Essential)</p>		
<p>5.RL.7 (Literature) 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, and poem).</p>		

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<p>5.RI.7 (Informational Text) 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. (Essential)</p>		
<p>5.RL.8 (Literature) (Not applicable to literature)</p>		
<p>5.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (Essential)</p>		
<p>5.RL.9 (Literature) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		
<p>5.RI.9 (Informational Text) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (Essential)</p>		
<p>5.RL.10 (Literature) 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.</p>		
<p>5.RI.10 (Informational Text) 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</p>		

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proficiently.		
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2010 AZ English Language Arts Standards (ELA)	English Language Proficiency Standards (ELPS)	
Reading - Stage III		
Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.		
5.RL.1 (Literature) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)	HI-13: drawing conclusions from information implied or inferred in a literary selection.	Fiction/Non-Fiction
5.RI.1 (Informational Text) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Essential)	HI-13: drawing conclusions from information implied or inferred in a literary selection.	Fiction/Non-Fiction
5.RL.2 (Literature) 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. (Essential)		
5.RI.2 (Informational Text) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (Essential)		

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<p>5.RL.3 (Literature) 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). (Essential)</p>	<p>HI-18: comparing and contrasting two characters within a fictional text.</p>	Fiction
	<p>HI-19: comparing and contrasting two settings within a fictional text.</p>	Fiction
<p>5.RI.3 (Informational Text) 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. (Essential)</p> <p>See Stage V following.</p>	<p>HI-30: comparing and contrasting two items within an expository text.</p>	Non-Fiction
<p>Reading - Stage V (5.RI.3 only)</p>		
<p>5.RI.3 (Informational Text) Stage V 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. (Essential)</p>	<p>HI-31: comparing and contrasting two items within an expository text. (Only in reference to a skill area.)</p>	Non-Fiction
<p>5.RF.3 (Foundational Skills) Know and apply grade-level phonics and word analysis skills in decoding words. (Essential)</p>		
<p>5.RL.4 (Literature) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Essential)</p>	<p>HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.</p>	Fiction/Non-Fiction

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	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	Fiction/Non-Fiction
	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	Fiction/Non-Fiction
	HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.	Fiction/Non-Fiction
5.RI.4 (Informational Text) Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area. (Essential)	HI-8: locating sequential/chronological order signal words (i.e., first, next, finally today, now, meanwhile, not long ago) in text.	Fiction/Non-Fiction
	HI-9: locating signal words that indicate comparison/contrast. (i.e., similarly, on the other hand, however, yet, in spite of)	Fiction/Non-Fiction
	HI-10: locating signal words that indicate cause and effect. (i.e., as a result of, consequently, so that, because of, since)	Fiction/Non-Fiction
	HI-20: applying understanding of content vocabulary within math, science and social studies texts.	Non-Fiction
	HI-32: identifying words (i.e., nouns, adjective, verbs and adverbs) that the author selects in a literary selection to create a graphic visual image.	Fiction/Non-Fiction

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<p>5.RF.4 (Foundational Skills) Read with sufficient accuracy and fluency to support comprehension.</p>		
<p>5.RL.5 (Literature) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (Essential)</p>	<p>HI-34: identifying structural elements of poetry. (e.g., repetition, rhyme, rhythm, verse, meter, and imagery, etc.)</p>	<p>Fiction/Non-Fiction</p>
<p>5.RI.5 (Informational Text) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (Essential) See Stage V following.</p>	<p>HI-6: making connections to text (i.e., text-to-text and text-to-self).</p>	<p>Fiction/Non-Fiction</p>
<p>Reading - Stage V (5.RI.5 only)</p>		
<p>5.RI.5 (Informational Text) Stage V Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. (Essential)</p>	<p>HI-7: explaining connections made to text while reading. (text-to-text, text-to-self, and text-to-world) (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>5.RL.6 (Literature) Describe how a narrator’s or speaker’s point of view influences how events are described. (Essential)</p>		
<p>5.RI.6 (Informational Text) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (Essential)</p>		

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<p>5.RL.7 (Literature) 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, and poem).</p>		
<p>5.RI.7 (Informational Text) 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. (Essential)</p> <p>See Stage V following.</p>	<p>HI-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, websites, podcast, webinars, etc.)</p>	<p>Non-Fiction</p>
	<p>HI-24: interpreting information from external text in nonfiction text for a specific purpose.</p>	<p>Non-Fiction</p>
	<p>HI-27: locating information from a part of a book for a specific purpose.</p>	<p>Non-Fiction</p>
	<p>HI-28: identifying specific information by using the organizational features of a book, a dictionary and a newspaper. (i.e., title, author, table of contents and glossary)</p>	<p>Non-Fiction</p>
	<p>HI-29: interpreting information from functional documents for a specific purpose. (e.g., "Which bus do I take to get home by 7pm?")</p>	<p>Non-Fiction</p>
<p>Reading - Stage V (5.RI.7 only)</p>		
<p>5.RI.7 (Informational Text) Stage V Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or</p>	<p>HI-23: locating information in print and electronic reference sources for a specific purpose. (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.) (Only in reference to a skill)</p>	<p>Non-Fiction</p>

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<p>5.RI.7 (Informational Text) Stage V 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. (Essential)</p>	<p>HI-23: locating information in print and electronic reference sources for a specific purpose. (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, website, etc.) (Only in reference to a skill area.)</p>	<p>Non-Fiction</p>
<p>5.RL.8 (Literature) (Not applicable to literature)</p>		
<p>5.RI.8 (Informational Text) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (Essential)</p>		
<p>5.RL.9 (Literature) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>See Stage V following.</p>	<p>HI-6: making connections to text (i.e., text-to-text and text-to-self).</p>	<p>Fiction/Non-Fiction</p>
<p>Reading - Stage V (5.RL.9 only)</p>		
<p>5.RL.9 (Literature) Stage V Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>HI-2: identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics. (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
	<p>HI-7: explaining connections made to text while reading. (text-to-text, text-to-self, and text-to-world) (Only in reference to a skill area.)</p>	<p>Fiction/Non-Fiction</p>
<p>5.RI.9 (Informational Text)</p>		

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<p>5.RL.10 (Literature) 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.</p>		
<p>5.RI.10 (Informational Text) 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.</p>		