

<b>READING ASSESSMENT FRAMEWORK</b> <b>Grade 5</b>		<b>BOLD</b> =Eligible for Assessment <i>Italics</i> =Classroom Assessment Only <u>Underlining</u> =Performance Standard moved to another Benchmark ALL CAPS=Performance Standard moved from another Benchmark <b>DOK</b> = Depth of Knowledge
<b>STRAND I: Reading and Listening for Comprehension</b>		
<b>Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</b>		
<b>DOK</b> <b>3</b>	5-8 Benchmark I-A: Listen to, read, react to, and interpret information	
<b>3</b>	<ol style="list-style-type: none"> <li>1. Listen actively and critically by: <ol style="list-style-type: none"> <li>a. asking questions;</li> <li>a. delving deeper into the topic;</li> <li>b. elaborating on the information and the ideas presented; evaluating information and ideas;</li> <li>c. making inferences and drawing conclusions; and</li> <li>d. making judgments.</li> </ol> </li> <li>2. Make connections between texts by recognizing similarities and differences based on a common theme, lesson, or message. <i>(Moved to III-B, position 6M)</i></li> <li>3. Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.</li> <li>4. Follow oral instructions that provide information about a task or assignment.</li> </ol>	
<b>REPORTING CATEGORY 1</b>		
<b>DOK</b> <b>3</b>	5-8 Benchmark I-B: Gather and use information for research and other purposes	
<b>2</b> <b>3</b> <b>3</b>	<ol style="list-style-type: none"> <li>1. Understand concept of primary source.</li> <li>2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by: <ol style="list-style-type: none"> <li>a. conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks); and</li> <li>b. evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics.</li> </ol> </li> <li>3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions.</li> </ol>	
<b>REPORTING CATEGORY 2</b>		
<b>DOK</b> <b>3</b>	5-8 Benchmark I-C: Apply critical thinking skills to analyze information	
<b>3</b> <b>3</b> <b>2</b> <b>4</b>	<ol style="list-style-type: none"> <li>1. Evaluate text to determine author's purpose and opinion by: <ol style="list-style-type: none"> <li>a. evaluating inferences, conclusions, and generalizations; and</li> <li>b. identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification. <i>(Moved to III-B, position 4M.)</i></li> </ol> </li> <li>2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.</li> <li>3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ol style="list-style-type: none"> <li>a. analyzing word choice and content;</li> <li>b. examining reasons for a character's actions;</li> <li>c. creating and presenting a product that demonstrates a personal response; and</li> <li>d. examining alternative perspectives.</li> </ol> </li> <li>4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.</li> <li>5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects</li> </ol>	

2 2	<b>to predict a logical outcome based on the information in the selection.</b> (Moved to III-B, position 5M) 6. Distinguish between fact and opinion.
<b>REPORTING CATEGORY 3</b>	
<b>DOK</b>	5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process
2	
2	1. Apply enabling strategies and skills to read by: a. <b>expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author's craft;</b> b. <b>using word reference materials;</b> c. <b>selecting key vocabulary critical to the text and applying appropriate meanings for understanding; and</b> d. <i>reading independently to increase fluency and build background knowledge.</i>
3	2. Interact with the text by: a. <b>making predictions;</b> b. <b>formulating questions;</b> c. <b>supporting answers from textual information, using previous experience, or other sources;</b> d. <i>drawing on personal, literary, and cultural understandings; and seeking additional information.</i>
2	3. <b>Read a variety of texts (e.g., fiction, nonfiction, newspaper and magazine articles, poetry, drama)</b> 4. <b>Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.</b>
<b>Strand: Literature and Media</b>	
<b>Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.</b>	
5-8 Benchmarks III-A: <i>Use language, literature, and media to understand various social and cultural perspectives</i>	
1. <i>Explain why similar character types are found in multiple cultures.</i>	
2. <i>Identify social/cultural values and beliefs reflected in literature and media.</i>	
3. <i>Identify archetypal patterns and symbols depicted through literature and media of various cultures.</i>	
<b>REPORTING CATEGORY 4</b>	
<b>DOK</b>	5-8 Benchmarks III-B: Identify ideas and make connections among literary works
3	
2	1. <b>Identify main conflict in a plot and describe how it is resolved.</b>
3	2. <b>Contrast the actions and motives of characters in literary works.</b>
2	3. <b>Explain the importance of a character's actions to the plot and theme of a literary work.</b>
3	<b>4M. EVALUATE TEXT TO DETERMINE AUTHOR'S PURPOSE AND OPINION BY:</b> <b>1. IDENTIFYING ELEMENTS OF FICTION and non-fiction THAT SUPPORT PLOT DEVELOPMENT, CHOICE OF WORDS, EFFECTIVENESS OF FIGURATIVE LANGUAGE AND PERSONIFICATION.</b> (Moved from I-C.51.b.)
2	<b>5M. ANALYZE CAUSE AND EFFECT RELATIONSHIPS, COMPARE AND CONTRAST INFORMATION, FACTS, CHARACTERS, AND OBJECTS TO PREDICT A LOGICAL OUTCOME BASED ON THE INFORMATION IN THE SELECTION.</b> (Moved from I-C.5.)
3	<b>6M. MAKE CONNECTIONS BETWEEN TEXTS BY RECOGNIZING SIMILARITIES AND DIFFERENCES BASED ON A COMMON THEME, LESSON, OR MESSAGE.</b>