

**Grade 5 Question Stem Bank: Common Core State Standards**  
**Reading Literature (RL) & Reading for Information (RI)**

## Key Ideas and Details

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 5.1 & RI 5.1 <b>Quote text when possible!</b> <i>Standard Description Below</i>	<b>Identify explicit information:</b> Where in the text does the author say....? In paragraph x, what does the author say about...? Which of the following quotes is the most important to...?	<b>Analyze explicit information; making inferences:</b> What inferences can you make about...? Which of the following quotes supports the conclusion that...?	<b>Evaluate explicit information and inferences:</b> According to the information in paragraph x, (Defend a position)why do you believe...? Is there a better solution to the author's conclusion in paragraph x...?
RL 5.2 & RI 5.2 <i>Standard Description Below</i>	<b>Identify Theme/Idea:</b> What is this text (story) about...? Which of the following is the main idea of this text? What was the author's main point in paragraph x? Which statement is the theme of this text (story)...?	<b>Analyze Theme/Idea:</b> How is the action of this character similar to...? In what way is ___ (theme or idea) like (or unlike) _ ?	<b>Evaluate Theme/Idea:</b> How would you have handled the situation (conflict) in lines (x-x)...? Which of the following statements about the central idea is likely true...? (Evaluate statements)
RL 5.3 & RI 5.3 <i>Standard Description Below</i>	<b>Identify elements</b> Which of the following are similarities (differences) between character x and character y...? What attitude did the character x and character y display...?	<b>Analyze Elements</b> How are the characters x and y (events) different...? What caused character ___ to change? What can you infer about ____? (character, plot, resolution) What do the character's reaction in lines (x-x) tell the reader...? What information in the text did you use to determine the relationship between these two historical events (scientific concepts)? (RI)	<b>Evaluate Elements</b> Which events (facts) were most important in this story (text). and why...? Create a scenario: How would you imagine the events from the text affecting you today..?

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## Craft and Structure

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 5.4 & RI 5.4 <i>Standard Description Below</i>	<p><b>Identify Word Use:</b>            What does the word/phrase _____ mean in this selection?            In line xx, what does the word _____ mean...?            What does prefix of _____ mean...?</p>	<p><b>Analyze Word Use:</b>            What tools can you use to help you find the meaning of _____ word...?            What does the simile (metaphor) in paragraph x compare...?</p>	<p><b>Evaluate Word Use:</b>            Which of the following words is closest to the meaning of the word _____ in line x...?</p>
RL 5.5 & RI 5.5* <i>Standard Description Below</i>	<p><b>Identify Structure:</b>            How is this text organized...?            How many stanzas does this poem have...?            How does the theme (setting or plot) develop...? (RL)            What text features are used...? (RI)</p>	<p><b>Analyze Structure:</b>            How would this story (poem) change if we took out...? (RL)            Do the authors of both these texts agree on...? (RI)            How are the two author's concepts similar (different)...? (RI)</p>	<p><b>Evaluate Structure:</b>            Why do you think the author wrote this as a _____(poem/story) instead of a _____...? (RL)            Evaluate how the idea develops (RI)</p>
RL 5.6 & RI 5.6** <i>Standard Description Below</i>	<p><b>Identify POV/Purpose:</b>            Who is the narrator (telling the story)? (RL)            From whose point of view is this written...?</p>	<p><b>Analyze POV/Purpose:</b>            What are the similarities (differences) between the two accounts...? (RI)            Why do the authors describe the events differently...?            How does the narrator's point of view influence how events are described...? (RL)</p>	<p><b>Analyze POV/Purpose:</b>            How would this story be different if another character was telling the story...? (RL)            Write a story that happened to you today at lunch (recess) and compare it to a classmate's version of the same story. How would they be different...?</p>

\*two or more texts or accounts of an event

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## Integration of Knowledge and Ideas

Standard	Basic: Remember & Understand	Standard: Apply & Analyze	Expanded: Evaluate & Create
RL 5.7 * & RI 5.7* <i>Standard Description Below</i>	<b>Identify Media Diversity:</b> Which of the following was a difference (similarity) between the written story and the movie...? (RL) Using the internet sources, find an answer to...? (RI)	<b>Analyze Media Diversity:</b> How does adding a photo or video change your understanding of a text...? Where could you find an answer to...? (digital, print, other resources)	<b>Evaluate Media Diversity:</b> Using several different sources, come up with a solution to...?
RI 5.8 <i>Standard Description Below</i>	<b>Identify Arguments/Claims:</b> What is the author's message...?	<b>Analyze Arguments/Claims:</b> Which of the following facts (details) support the author's claim (message)...?	<b>Evaluate Arguments/Claims:</b> What additional evidence could the author have added to make the points stronger...?
RL 5.9 ** & RI 5.9** <i>Standard Description Below</i>	<b>Identify Elements- Multiple Sources:</b> How are ____ and ____ alike (different)...? (RL) How do the ideas in ____ compare to the ideas in ____...?	<b>Analyze Elements- Multiple Sources:</b> Where there important details in one passage that were not in the other...? How does ____ from the ____ culture, compare to ____ from the ____ culture...? (RL)	<b>Evaluate Elements-Multiple Sources:</b> Which of the following reasons describes why ____ is better/more accurate/more believable than ____...?

\* May be difficult to assess in a short, multiple choice format (compare to video/audio/internet)

\*\*Requires 2 similar passages to assess

## **Grade 5 Common Core State Standards**

### **Key Ideas and Details**

**CCSS.ELA-LITERACY.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-LITERACY.RL.5.2** 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.

**CCSS.ELA-LITERACY.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**CCSS.ELA-LITERACY.RL.5.3** 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).

**CCSS.ELA-LITERACY.RI.5.3** 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.

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### **Craft and Structure**

**CCSS.ELA-LITERACY.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**CCSS.ELA-LITERACY.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**CCSS.ELA-LITERACY.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**CCSS.ELA-LITERACY.RI.5.5** 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.

**CCSS.ELA-LITERACY.RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

**CCSS.ELA-LITERACY.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## **Integration of Knowledge and Ideas**

**CCSS.ELA-LITERACY.RL.5.7** 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).

**CCSS.ELA-LITERACY.RI.5.7** 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.

**CCSS.ELA-LITERACY.RL.5.8** (RL.5.8 not applicable to literature)

**CCSS.ELA-LITERACY.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**CCSS.ELA-LITERACY.RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

**CCSS.ELA-LITERACY.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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## **Range of Reading and Level of Text Complexity**

**CCSS.ELA-LITERACY.RL.5.10** 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.

**CCSS.ELA-LITERACY.RI.5.10** 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.