



AREA V REGIONAL SUPERINTENDENTS OF SCHOOLS

ROBERT DAIBER • KERI GARRETT • MARCHELLE KASSEBAUM •

KELTON DAVIS • LARRY PFEIFFER • SUSAN SARFATY • JULIE WOLLERMAN

Text-Dependent Questions Reflecting Common Core Standards for Reading By Grade Level

Elementary

Questions developed by the Delaware Comprehensive Assessment System. Examples can be used 6-8.

Sample Questions Reflecting the Common Core State Standards for Reading

Reading Standards for Literature – Grade 2

2RL1 – Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

- Who finished the race first?
- What is so special about Mario?
- Where does the story take place?
- When did Tiesha try out for the play?
- Why did Tyrone get an “A” on his test?
- How is John different from Paul?

2RL2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

- What happens in this story? What is the central message?
- What happens in this story? What does the author hope the reader learns from the story?
- What happens in this story? What lesson does Jose learn in the story?
- What happens in this folktale? What lesson does this folktale teach?
- What happens in this fable? What is the moral of this fable?

2RL3 – Describe how characters in a story respond to major events and challenges.

- Why does the boy smile?
- How does the girl feel when she learns what happened?
- What does the dog do to find his owner?
- How does the main character change during the story?

2RL4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Why does the author repeat the words _____, _____, and _____?
- What is the meaning of _____ on page 2?
- Why does the author use rhyming words?
- Why does the author of the poem use the words _____, _____, and _____ (words that all start with the same letter)?
- How does the author supply rhythm in the song?
- How do the words _____, _____, and _____ supply rhythm in the poem?

2RL5 – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

- What happens at the beginning of the story?
- What happens at the end of the story?
- How does the beginning of the story introduce the characters and setting?
- How does the end of the story tie up the loose ends of the story?
- Complete a story map that shows the overall structure of the story. Be sure to include the beginning, middle, and end.

2RL6 – Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- How does Lawanda feel about the trip? How is that different from how her brother feels?
- How does Frank feel about getting a new dog? How is that different from how his mother feels?
- Read a portion of the story aloud using a different voice for each character.

2RL7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- How does the illustration help the reader understand the setting of the story? Use examples from the illustration and story to support your answer.
- What clue to the ending of the story is in the picture? Use examples from the picture and story to support your answer.
- How do the picture and story together help the reader understand Carlos? Use examples from both the picture and the story to support your answer.
- What does the reader learn about Maria by looking at both the picture and reading the story? Use examples from the picture and story to support your answer.

2RL8 – Not applicable

2RL9 – Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- After reading two versions of the same folktale by different authors, explain how they are alike and different.
- How are the Cinderella stories from China and the United States the same and different?

2RL10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Reading Standards for Informational Text – Grade 2

2RI1 – Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

- Who invented electricity?
- What gave Edison the idea for his invention?
- Where was the first soccer game played?
- When do birds fly south for the winter?
- Why was a written language started?
- How are insects and mammals alike and different?

2RI2 – Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

- What is the main idea of the article?
- What is the main idea of paragraph 3?
- Why is _____ a good title for the article?

2RI3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

- Describe the life cycle of a _____.
- What events lead up to the first Thanksgiving?
- Why was Christopher Columbus' voyage important?
- What are the steps in building a sandbox? Why is it important to sand the wood before it is painted?

2RI4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- What does the word _____ mean in paragraph 2?
- What does the phrase, _____ mean in paragraph 4?

2RI5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- What does the caption under the picture tell the reader?
- What clue does the heading give the reader about the next section of the text?
- Why are some words in bold print?
- Why did the author include a glossary?
- Find the word _____ in the glossary. What does the word mean?
- Look in the index. On what page can more information about dinosaurs be found?

2RI6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- What question does the author want to answer in the article? What information from the article supports your answer?
- What is the author’s purpose? What information from the article supports your answer?
- What process does the author want to explain? What information from the article supports your answer?
- What does the author want to describe? What information from the article supports your answer?

2RI7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- How does the diagram help the reader understand how a person breathes? Use examples from the diagram and the text to support your answer.
- How does the diagram help the reader understand how to put the chair together? Use examples from the diagram and the text to support your answer.
- How does the diagram help the reader understand how to work the _____? Use information in the diagram and the text to support your answer.

2RI8 – Describe how reasons support specific points the author makes in a text.

- Which details in the article support the main points of the text?
- How do the reasons the author gives support specific points?
- How does the author support the point that dolphins are smart?

2RI9 – Compare and contrast the most important points presented by two texts on the same topic.

- After reading two texts on dinosaurs, explain how the most important points in each text are alike and different.

2RI10 – By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Sample Questions Reflecting the Common Core State Standards in Reading

Reading Standards for Literature – Grade 3

3RL1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Who finished the race first? Which sentence(s) from the story supports your answer?
- What is so special about Mario? Which sentence(s) from the story supports your answer?
- Where does the story take place? Which sentence(s) from the story supports your answer?
- When did Tiesha try out for the play? Which sentence(s) from the story supports your answer?
- Why did Tyrone get an “A” on his test? Which sentence(s) from the story supports your answer?
- How is John different from Paul? Which sentence(s) from the story supports your answer?

3RL2 – 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.

- What happens in this ____ (story/fable/folktale/myth)?
- Place each event in a box to show the order in which it happens in the ____ (story/fable/folktale/myth).
- What lesson does the author hope the reader learns from the story? What key details in the story help the reader understand this lesson?
- What lesson does Jose learn in the story? What key details in the story help the reader understand this lesson?
- What lesson does this folktale teach? What key details in the folktale help teach this lesson?
- What is the moral of this fable? What key details in the fable help teach this moral?
- What lesson is this myth trying to teach? What key details are used to convey this lesson?

3RL3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- Explain how the boy smiling changes the story.
- Explain how the girl feels when she learns what happened. How does that affect what she does next?
- Explain what the dog does to find his owner. What does that show the reader about the dog?
- Explain why the main character changes during the story. How does that influence what happens next in the story?
- Describe ____ (a character in the story). How does his/her actions contribute to the sequence of events in the story?
- Explain how the actions of ____ (a character in the story) influence what happens next.

3RL4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

- What is the meaning of _____ on page 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What is meant by the phrase, “Put on your thinking cap,” in paragraph 6?

3RL5 – 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.

- Explain how the second chapter of the story helps the reader understand the setting of the story. Use examples from the story in your explanation.
- Explain how scene 2 builds suspense. Use examples from the drama in your explanation.
- Explain how the last stanza in the poem brings the ideas presented together. Use examples from the poem in your explanation.

3RL6 – Distinguish their own point of view from that of the narrator or those of the characters.

- Who is telling the story?
- How does Lawanda feel about the trip? How is that different from how you would feel?
- How does the narrator feel about Frank getting a new dog? How is that different from how you would feel?

3RL7 – 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).

- Explain how the illustration helps the reader understand the setting of the story. Use examples from the story and illustration in your explanation.
- Explain how the illustrations make the reader feel. Why?
- Explain how the illustration helps the reader understand the main character in the story. Use examples from the story and illustration in your explanation.

3RL8 – Not applicable

3RL9 – 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).

- How are the themes/plots/settings in Kevin Henke’s books _____ (title) and _____ (title) alike and different?

3RL10 – 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.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Exemplar texts can be found in Appendix B of the Common Core State Standards.

Reading Standards for Informational Text – Grade 3

3RI1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Who invented electricity? Which sentence(s) from the article supports your answer?
- What gave Edison the idea for his invention? Which sentence(s) from the article supports your answer?
- Where was the first soccer game played? Which sentence(s) from the article supports your answer?
- When do birds fly south for the winter? Which sentence(s) from the article supports your answer?
- Why was a written language started? Which sentence(s) from the article supports your answer?
- How are insects and mammals alike and different? Which sentence(s) from the article supports your answer?

3RI2 – Determine the main idea of a text; recount the key details and explain how they support the main idea.

- What is the main idea of the article? What key details support this main idea?
- What are the key details in the article? How do the key details support the main idea?
- What is ____ a good title for the article? How do the key details support the selection of this title?

3RI3 – 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.

- What caused the plant to grow? What information from the article supports your answer?
- What is the effect of not getting enough sleep? What information from the article supports your answer?
- Why is it important to sand the wood before it is painted? What information from the article supports your answer?
- Explain how a bird makes its nest. Use information from the article in your explanation.
- Explain the relationship between _____, _____, and _____ (series of historical events). Use information from the article in your explanation.
- Explain the relationship between _____ and _____ (scientific concepts/ideas). Use information from the article in your explanation.
- Explain the steps in _____ (a technical procedure). Use information from the article in your explanation.

3RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- What does the word _____ mean in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What does ____ (a general academic word/phrase) mean as it is used in this article? How does it help the reader's understanding of the information presented?
- What does ____ (a domain-specific word/phrase) mean?

3RI5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- What does the caption under the picture tell you?
- What information do the headings give the reader about the next section of the text?
- Why are some words in bold print?
- Why does the author provide hyperlinks?
- Where can more information on ____ be located?

3RI6 – Distinguish their own point of view from that of the author of a text.

- How does the author feel about the topic? Do you agree or disagree? Explain why or why not.

3RI7 – 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).

- How does the map help the reader understand why the countries fought for control of the river?
- How does the photograph help the reader understand why people were eager to visit the canyon?
- How does the map help the reader understand where the battle occurred?
- How does the photograph help the reader understand when the event occurred?
- How does the map help the reader understand how the Mississippi River helped farmers get their crops to market?

3RI8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- Explain how the first paragraph relates to the second paragraph. Use examples from the article in your explanation.
- Explain how the author develops his/her idea across the paragraphs. Use examples from the article in your explanation.
- Explain what the author does to help the reader understand how to put the tent together. Use examples from the article in your explanation.

3RI9 – Compare and contrast the most important points and key details presented in two texts on the same topic.

- How are the most important points in the two texts about _____ alike and different?
- How are the key details in the two texts about _____ alike and different?

3RI10 – 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.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Exemplar texts can be found in Appendix B of the Common Core State Standards.

Sample Questions Reflecting the Common Core State Standards for Reading

Reading Standards for Literature – Grade 4

4RL1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Who finished the race first? How do you know? Use details and/or examples from the story to support your answer.
- What is so special about Mario? How do you know? Use details and/or examples from the story to support your answer.
- Where does the story take place? How do you know? Use details and/or examples from the story to support your answer.
- Why did Tiesha try out for the play? How do you know? Use details and/or examples from the story to support your answer.
- Why did Tyrone get an “A” on his test? How do you know? Use details and/or examples from the story to support your answer.
- How is John different from Paul? Use details and/or examples from the story to support your answer.

4RL2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.

- What is the theme of _____ (text title)? What are the details in the story/drama/poem that help the reader determine this theme.
- Summarize the story/drama/poem. What details from the story/drama/poem should be included in the summary?

4RL3 – 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).

- Where does the story take place? Why is that important? Which specific details from the story support your answer?
- Explain how the girl feels when she learns what happened. Use specific details from the drama in your explanation.
- Explain what the dog does to find his owner. Use specific details from the story in your explanation.
- Explain why the main character changes during the story. Use specific details from the story in your explanation.
- What word best describes Adriana? Which specific details from the story support your answer?
- Explain how the girl’s thoughts help the reader understand her. Use specific details from the drama in your explanation.
- Explain how the boy’s actions help the reader understand him. Use specific details from the story in your explanation.
- Explain how the girl’s words help the reader understand the setting of the drama. Use specific details from the drama in your explanation.

4RL4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

- What is meant by the phrase, “Put on your thinking cap,” in paragraph 4?
- What is the meaning of _____ on page 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What does it mean to have the Midas touch? How does this reference help the reader understand the character in the story?
- What is meant by a Herculean task? How does this reference help the reader understand the task the character faced?

4RL5 – Explain the 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.

- Explain the major differences between poems, dramas, and prose. Use examples from your reading in your explanation.
- What are the structural elements of a story? How do they contribute to the telling of a story or the relaying of a message?
- How do they help the reader understand the story or message?
- What are the structural elements of a poem? How do they contribute to a poem? How do they help the reader understand the poem or its message?
- What are the structural elements of a drama? How do they contribute to the drama? How do they help the reader understand the drama or message?

4RL6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- Why does the author tell the story in the third-person point of view instead of the first-person point of view?
- How would the story be different if it had been told in the first-person point of view rather than the third-person point of view?
- Is telling the story from the first-person point of view effective? Why or why not? Use examples from the story to support your answer.
- Which story is more effective—the one told from the first-person point of view or the one told from the third-person point of view? Why? Use examples from both texts in your answer.
- Compare and contrast the point of view from which ____ (text title) and ____ (text title) are narrated. Use examples from both texts in your comparison.

4RL7 – 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.

- How is reading ____ (a drama) the same and different from viewing the drama? Use examples from each version to support your answer.
- How does watching a play help a reader understand stage directions?
- How is reading ____ (text title) the same and different from viewing a filmed version? Use examples from each version to support your answer.
- How is reading ____ (text title) the same and different from hearing an oral presentation of it? Use examples from each version to support your answer.

4RL8 – Not applicable

4RL9 – 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.

- _____ (text title) and _____ (text title) have similar themes. How are the authors' treatments of that theme alike and different? Which author is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.)
- _____ (text title) and _____ (text title) have similar topics. How are the authors' treatments of that topic alike and different? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.)
- Both _____ (text title) and _____ (text title) are quest tales. How are the patterns of events alike and different? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts selected should be stories, myths, and traditional literature from different cultures.)

4RL10 – 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.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Reading Standards for Informational Text Grade – 4

4RI1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- Based on the information in _____ (text title), which car is best for a large family? How do you know? Which details and/or examples from the article support your answer?
- Why are spiders important? How do you know? Which details and/or examples from the article support your answer?
- Which step is most important in constructing a bridge? How do you know? Which details and/or examples from the article support your answer?
- Why is it important that birds fly south for the winter? How do you know? Which details and/or examples from the article support your answer?
- As a result of their work, what will most likely happen to the snow geese population? How do you know? Which details and/or examples from the article support your answer?
- How are insects and mammals alike and different? How do you know? Use details and/or examples from the article to support your answer.

<p>4RI2 – Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> • What is the main idea of the article? Which key details in the article support this main idea? • What is the main idea of the article? Explain how the key details in each paragraph support this main idea. • Summarize the information in the article.
<p>4RI3 – 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.</p> <ul style="list-style-type: none"> • What caused the plant to grow? What information from the article supports your answer? • What is the effect of not getting enough sleep? What information from the article supports your answer? • Why is it important to sand the wood before it is painted? What information from the article supports your answer? • Explain how the bird made its nest. What information from the article supports your explanation?
<p>4RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <ul style="list-style-type: none"> • What does the word _____ mean in paragraph 2? • Which words help the reader understand the meaning of _____ in paragraph 5?
<p>4RI5 – 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.</p> <ul style="list-style-type: none"> • What is the overall structure of this article? What is the most likely reason the author chose that structure? • What is the overall structure of paragraph 4? • Why is chronological order a good way to organize the information in this article? • Why is cause/effect a good way to organize the information in this article?
<p>4RI6 – Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <ul style="list-style-type: none"> • Explain how the firsthand and secondhand accounts of the launching of the space shuttle are similar and different. Use examples from both accounts in your answer. • Describe the differences in focus and in the information provided between the firsthand and secondhand accounts of the launching of the space shuttle. Use examples from both texts in your explanation. • Explain why the firsthand and secondhand accounts of the launching of the space shuttle are similar and different. Use details from both accounts in your answer. • Explain why the firsthand and secondhand accounts of the launching of the space shuttle have a different focus and present different information. Use details from both texts in your explanation.

4RI7 – 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.

- How does the diagram help the reader understand how a person breathes? Use examples from the diagram and the text to support your answer.
- Explain how the chart helps the reader understand how the popularity of certain toys changes from year to year. Use examples from the chart and the text in your answer.
- How does the diagram help the reader understand the directions? Use examples from the diagram and the text in your answer.
- How does the graph contribute to the reader’s understanding of crop yields? Use examples from the graph and the text in your answer.
- How does the timeline contribute to the reader’s understanding of the development of chewing gum? Use examples from the timeline and the text in your answer.

4RI8 – Explain how an author uses reasons and evidence to support particular points in a text.

- How does the author support the idea that _____? Use examples from the article to support your answer.
- Do the reasons and evidence provided in the article support the points the author is making? Why or why not?
- Which reasons and evidence does the author use to support the points he/she makes about _____? How do these reasons and evidence help the reader understand the points the author makes?

4RI9 – Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Given the information presented in two texts, explain why exercise is the key to good health.
- Given the information presented in two texts, explain the causes of the American Revolution.

4RI10 – By the end of the 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.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Sample Questions Reflecting the Common Core State Standards in Reading

Reading Standards for Literature – Grade 5

5RL1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Who was the first to finish the race? How do you know? Which word(s) from the poem supports your answer?
- What is so special about Mario? How do you know? Which sentence(s) from the story supports your answer?
- Where does the drama take place? How do you know? Which sentence(s) from the drama supports your answer?
- Why did Tiesha try out for the play? How do you know? Which sentence(s) from the story supports your answer?
- Why did Tyrone get an “A” on his test? How do you know? Which sentence(s) from the story supports your answer?
- How is John different from Paul? How do you know? Which sentence(s) from the story supports your answer?

5RL2 – 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.

- What is the theme of _____ (text title)? What details in the story/poem/drama help the reader determine this theme?
- How does the author use the way Tyrone responds to his situation to develop the theme of the story?
- Summarize the story/drama/poem.

5RL3 – 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).

- How are Keisha and Lawanda alike and different? What specific details from the story support your comparison?
- What do you learn about Chris and John by the way they compete for the prize? How are they alike and different? Use specific details from the drama in your answer.
- How is the setting at the beginning of the story alike and different from the setting at the end of the story? Why is the change in setting important?
- What are two major events in the story? How are they alike and different? How does each event contribute to the story?

5RL4 – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

- What is the meaning of _____ in paragraph 2?
- Which words help the reader understand the meaning of _____ in paragraph 5?
- What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 4?
- What is meant by the phrase, “As cold as ice,” in paragraph 6?
- What is meant by the phrase, “You are the sun in my sky,” in paragraph 3?
- What is meant by the phrase, “He has the heart of a lion,” in paragraph 1?

5RL5 – Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

- Why are chapters 1–3 important? How do these chapters contribute to the story?
- Why is scene 2 important in the drama? How does it provide the connection between scenes 1 and 3?
- How do the stanzas in _____ (text title) fit together so the poem flows from beginning to end?

5RL6 – Describe how a narrator’s or speaker’s point of view influences how events are described.

- What is the narrator’s point of view in the story? How does that point of view influence how the accident at the carnival is described? Use examples from the story to support your answer.
- What information is unknown to the reader because _____ (text title) is told from Paul’s point of view? How does that impact the story?
- What information is known to the reader because _____ (text title) is told from Paul’s the point of view? How does that impact the story?
- Why is telling _____ (text title) from John’s point of view effective? Use examples from the story to support your answer.
- Why does the author tell the story in the third-person point of view instead of the first-person point of view? Use examples from the story to support your answer.
- How would the story be different if it had been told in the first-person point of view rather than the third-person point of view? Use examples from the story to support your answer.
- Which story is more effective—the one told from the first-person point of view or the one told from the third-person point of view? Why? Use examples from the story to support your answer.

5RL7 – 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).

- Which visual elements in _____ (a graphic novel) contribute to the novel’s meaning/tone/beauty? Use specific examples from the graphic novel to support your answer.
- Which visual elements in _____ (a multimedia presentation of fiction) contribute to its meaning/tone/beauty? Use specific examples from the multimedia presentation to support your explanation.
- How do the multimedia elements (animation/video/audio/still images) in _____ (a multimedia presentation of fiction) contribute to its meaning/tone/beauty? Use specific examples from the multimedia presentation to support your answer.

5RL8 – Not applicable

5RL9 – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

- How are _____ (text title) and _____ (text title) alike and different in their approach to similar themes? Which text is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts should be two stories of the same genre—two mysteries or two adventure stories.)
- How are _____ (text title) and _____ (text title) alike and different in their approach to similar topics? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts should be two stories of the same genre—two mysteries or two adventure stories.)

5RL10 – 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.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.

Reading Standards for Informational Text – Grade 5

5RI1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Based on the information in _____ (text title), which car is best for a large family? How do you know? Which sentences from the article support your answer?
- Why are spiders important? How do you know? Give specific examples from the article that support your answer.
- Which step is most important in road construction? How do you know? Which sentences from the article support your answer?
- Why is it important that birds fly south for the winter? How do you know? Which sentences from the article support your answer?
- As a result of their work, what will most likely happen to the snow geese population? Which sentences from the article support your answer?
- How are insects and mammals alike and different? How do you know? Use specific examples from the article to support your answer.

5RI2 – Determine the two or more main ideas of a text and explain how they are supported by key details; summarize the text.

- What are the two main ideas of the article? Which key details in the article support these main ideas?
- Summarize the information in the article.

5RI3 – 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.

- How did the competition between ____ and ____ lead to the discovery of ____? What specific information from the article supports your answer?
- How did the differing opinions of northern and southern states impact the writing of the U.S. Constitution? What specific information from the article supports your answer?
- Explain how the Boston Massacre and the Boston Tea Party influenced the relationship between England and its colonies in America. Use specific information from the article in your explanation.
- Explain how light interacts with water during photosynthesis. Use specific information from the article in your explanation.

5RI4 – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

- What does the word ____ mean in paragraph 2?
- Which words help the reader understand the meaning of ____ in paragraph 5?
- What does ____ (a general academic word/phrase) mean as it is used in this article? How does it help the reader's understanding of the information presented?
- What does ____ (a domain-specific word/phrase) mean?

5RI5 – 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.

- Which text was more effective in presenting the events leading up to the war, _____ (text title) which used chronological order or ____ (text title) which used a cause/effect structure? Use examples from the texts to support your opinion.
- Which text was more effective in explaining plant and animal cells, _____ (text title) which used compare/contrast or ____ (text title) which used description? Use examples from the texts to support your opinion.
- How is the overall structure used in the explanation of photosynthesis in _____ (text title) and ____ (text title) alike and different? Use examples from the texts to support your comparison.

5RI6 – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- After reading multiple accounts of the launching of the space shuttle, in what ways are they similar and different? How are those similarities and differences related to each author’s point of view? Use examples from the accounts to support your answer.
- After reading multiple accounts of the Boston Massacre, in what ways are they similar and different? How are those similarities and differences related to each author’s point of view? Use examples from the accounts to support your answer.

5RI7 – 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.

- Looking at the indexes of several resources, which text would be the best to use to answer a question about rock formation? What information in the indexes did you use to make your decision?
- Using online databases, what is the best way to dispose of hazardous waste? Which websites offer the best advice? Use examples from the websites to support your answer.

5RI8 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

- How does the author support the idea that eating breakfast increases student performance in school? What examples from the article support your answer?
- Which reasons and/or evidence provided in the article do a good job of supporting the points the author makes about the importance of homework? Why?
- Do the reasons and/or evidence provided in the article support the points the author is making about eating healthy foods? Why or why not?
- What reasons and/or evidence does the author provide to support the points he/she makes about the benefits of exercise? How do these reasons and/or evidence help the reader understand the points the author makes?
- What are the author’s main points? What reasons and/or evidence does the author provide to support these main points?

5RI9 – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- Given the information presented in multiple texts, explain why exercise is the key to good health.
- Given the information presented in multiple texts, explain the causes of the American Revolution.

5RI10 – 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.

- Information regarding text complexity can be found in Appendix A of the Common Core State Standards.
- Text exemplars can be found in Appendix B of the Common Core State Standards.