

Fourth and Fifth grade Literacy Standards

	Fourth	Fifth
READING LITERATURE	<ul style="list-style-type: none"> • Students determine the theme of a story, play, or poem from details in the text and summarize the text. • Students compare and contrast the point of view from which different stories are told, including the difference between first and third person accounts. 	<ul style="list-style-type: none"> • Students determine the theme of a story, play or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic, and students summarize the text. • Students describe how a narrator’s or speakers’ point of view influences how events are described.
READING FOR INFORMATION	<ul style="list-style-type: none"> • Students refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Students interpret information presented in charts, graphs, or other visual sources of information and explain how the information contributes to an understanding of the text. 	<ul style="list-style-type: none"> • Students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Students 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.
WRITING	<ul style="list-style-type: none"> • Students introduce a topic clearly and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information in paragraphs and sections and use formatting (such as headings), illustrations, and multimedia when useful. • Students link ideas within categories of information using words and phrases such as <i>another, for example, also, and because</i>. • Students use precise language and subject-specific vocabulary. 	<ul style="list-style-type: none"> • Students introduce a topic clearly, providing a general observation and focus, and develop the topic with facts, definitions, concrete details, quotations, or other information. • Students provide a concluding statement or section related to the information or explanation presented. • Students group related information logically and use formatting (such as headings), illustrations, and multimedia when useful. • Students link ideas within and across categories of information using words, phrases, and clauses (<i>such as, in contrast, or especially</i>) • Students use precise language and subject-specific vocabulary.