Grade 5 Expandable Set of Questions aligned to Standards

#### Sample Questions Reflecting the Common Core State Standards for Reading

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| **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?
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| **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.
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| **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?
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| **Reading Standards for Literature – Grade 5** |
| **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?
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| **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?
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| **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.
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| **Reading Standards for Literature – Grade 5** |
| **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.
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| **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.)
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| **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.
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| **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.
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| **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.
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| **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.
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| **Reading Standards for Informational Text – Grade 5** |
| **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?
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| **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.
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| **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.
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| **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.
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| **Reading Standards for Informational Text – Grade 5** |
| **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?
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| **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.
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| **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.
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