

Grade 5 Making the Grade on the  
Florida Standards Assessment (FSA)

Genre	Standard	Content Foci	Instructional Tools
<b>Reporting Category 1: Key Ideas and Details 15-25%</b> <i>What does the author say?</i>			
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Nonfiction</li> <li>• Fiction</li> </ul>	<u>LAFS.5.RL.1.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.(2)	<ul style="list-style-type: none"> <li>• Explicit Supporting Details</li> <li>• Inferred Ideas/Supporting Details</li> <li>• Direct Quotes as Support (Includes Character Development)</li> </ul>	<ul style="list-style-type: none"> <li>• Two Column Notes: -Main Idea/Details -Conclusion/Support -Cause/Effect</li> <li>• Power notes</li> <li>• Author's Toolbox for Bringing a Character to Life</li> </ul>
	<u>LAFS.5.RL.1.2</u> Determine a theme of a story, drama, or poem from details in the text, Including how characters in a story or drama responds to challenges or how the speaker in a poem reflects upon a topic; summarize the text.(3)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Theme (explicitly or implicitly stated) -Implications of theme</li> <li>• Theme determined by a series of events -Character response/s to challenges</li> <li>• Speaker /Narrator reflection</li> <li>• Summarize whole text</li> <li>• Key events as part of a summary</li> </ul>	<ul style="list-style-type: none"> <li>• Genre Charts</li> <li>• Author's Toolbox for Bringing a Character to Life</li> <li>• GIST Summaries</li> <li>• Theme/Topic PPT</li> <li>• Character Turning Point Graphic Organizer</li> <li>• Paraphrasing-Putting the Author's Message into New Words! PPT</li> </ul>
	<u>LAFS.5.RL.1.3</u> 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). (2)	<ul style="list-style-type: none"> <li>• Compare/Contrast using explicit or implicit details -Characters Description, Feelings, etc. -Events or (Character Interactions) -Settings,</li> </ul>	<ul style="list-style-type: none"> <li>• Author's Toolbox for Bringing a Character to Life Content Frame</li> <li>• Narrative Arch, Timeline</li> <li>• Feelings Chart</li> <li>• Character Turning Point Graphic</li> <li>• Somebody/Wanted/But/So</li> <li>• Split, Open Mind, Character Chart,</li> <li>• Events(Action)- Reactions Chart</li> </ul>
<b>Informational:</b> <ul style="list-style-type: none"> <li>• Primary Sources Nonfiction</li> <li>• Functional Materials</li> </ul>	<u>LAFS.5.RI.1.1</u> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (2)	<ul style="list-style-type: none"> <li>• Explicit Supporting Details</li> <li>• Interpret meaning of Inferred Ideas/Supporting Details</li> <li>• Quotations as Support</li> </ul>	<ul style="list-style-type: none"> <li>• Two Column Notes: -Main Idea/Details -Conclusion/Support -Cause/Effect</li> <li>• Power notes</li> <li>• Author's Toolbox for Bringing a Character to Life</li> </ul>
	<u>LAFS.5.RI.1.2</u> Determine two or more main ideas of a text; and explain how it is supported by key details; summarize the text.(2)	<ul style="list-style-type: none"> <li>• Two or more explicit and/or implicit main Ideas within one or more texts</li> <li>• Explanation of Support</li> <li>• Summarize</li> </ul>	<ul style="list-style-type: none"> <li>• One Sentence Summaries Chart</li> <li>• Main Idea Table</li> <li>• Power Notes</li> <li>• Gist</li> <li>• Summary Pyramid</li> </ul>
	<u>LAFS.5.RI.1.3</u> 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. (3)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>• Explanation and Interpretation of Relationship/Interactions between Two or More: -Individuals -Events -Ideas -Concepts</li> <li>• Synthesize Multiple Explicit and/or Implicit Details</li> <li>• Draw Inferences</li> <li>• How Details from Text Interact</li> </ul>	<ul style="list-style-type: none"> <li>• Two Column Notes: - Cause/Effect - Problem/Solution - Conclusion/Support</li> <li>• Split, Open Mind</li> <li>• Content Frame for Comparison of Individuals, Events, Ideas Or Concepts From Multiple Sources</li> <li>• <a href="#">I Used my Own Words! Paraphrasing Informational Text</a></li> </ul>

Genre	Standard	Content Foci	Instructional Tools
<b>Reporting Category 2: Craft and Structure 25-35%</b> <b>Structural: How does the author say it?</b>			
Literature	LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (2) <b>Open Response</b>	<ul style="list-style-type: none"> <li>Figurative Language</li> <li>Multiple Meanings</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> <li>Multiple Meaning Chart</li> <li>Understanding Multiple Meaning Words</li> <li><a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2) <ul style="list-style-type: none"> <li>a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Context Clues</li> <li>Greek and Latin Affixes and Roots</li> </ul>	<ul style="list-style-type: none"> <li>Spectrum of a Word</li> <li>Common Morpheme Chart,</li> <li>Context Clue Chart</li> <li>Understanding Context Clues</li> <li><a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. (3) <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs).</li> </ul>	Explain Nuances of Word Meanings <ul style="list-style-type: none"> <li>Figurative Language</li> <li>Common Idioms</li> <li>Adages</li> <li>Proverbs</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> <li><i>Common Idioms, Adages or Proverbs-How will I know?</i> PPT</li> <li><i>A Closer Look</i> Vocabulary Map</li> <li>Concept of Definition Map</li> <li>Word Arrays,</li> <li><a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (3)	<ul style="list-style-type: none"> <li>Narrative Story Structure reveals:               <ul style="list-style-type: none"> <li>-Character Development</li> <li>-Character Point of View</li> </ul> </li> <li>Flashback</li> <li>Foreshadowing</li> <li>Structure of Scenes of a Play</li> <li>Structure and Function of Stanzas in a Poem</li> </ul>	<ul style="list-style-type: none"> <li>Common Characteristics of Genre Charts</li> <li>Reading &amp; Understanding Poetry</li> <li><i>What Is Foreshadowing?</i> PPT</li> </ul>
	LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.(2) <b>Open Response</b>	<ul style="list-style-type: none"> <li>Influence/impact of Narrator's/Speaker's Point of View on description of events or character(s)</li> <li>Precise word choice demonstrating influence of Narrator's Point of View</li> <li><b>NOT exclusively asking the speaker/narrator's point of view</b></li> </ul>	<ul style="list-style-type: none"> <li>Author's Toolbox for Bringing a Character to Life</li> <li>Understanding Mood Based On The Setting With Evidence</li> <li>Mood Faces Chart</li> <li>Author's Point of View Comparison Chart</li> </ul>
Informational	LAFS.5.RI.2.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5</i> topics or subject area. (2)	Topic Related Vocabulary Academic Language Figurative Language	Isabel Beck's Three Tiered Vocabulary <a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a>
	LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5</i> reading and content, choosing flexibly from an array of strategies (2) <ul style="list-style-type: none"> <li>a. Use context (e.g., <i>cause/effect relationships and comparisons in text</i>) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Context Clues</li> <li>Greek and Latin Affixes and Roots</li> <li>Multiple Meanings</li> </ul>	<ul style="list-style-type: none"> <li>Context Clue Chart</li> <li>Understanding Context Clues</li> <li>Multiple Meaning Chart</li> <li>Understanding Multiple Meanings</li> <li><a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	LAFS.5.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. (3) <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs).</li> </ul> (Also assesses LAFS.5.RF.3.3 and LAFS.RF.4.4)	Nuances of word meanings <ul style="list-style-type: none"> <li>Figurative Language</li> <li>Common Idioms</li> <li>Adages</li> <li>Proverbs</li> <li>Synonyms</li> <li>Antonyms</li> <li>Homographs</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Tools Authors Use: Literary Devices and Figurative Language.</a></li> <li><i>Common Idioms, Adages or Proverbs-How will I know?</i> PPT</li> <li><i>A Closer Look</i> Vocabulary Map</li> <li>Concept of Definition Map</li> <li>Word Arrays</li> <li><a href="#">Wild About Words Vocabulary Handbook</a></li> </ul>
	LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in <i>two or more</i> texts. (3)	<ul style="list-style-type: none"> <li>Similarities and Differences of the Overall Structure of ideas, Events, Concepts or Information In <b>Two</b> Informational Texts</li> <li>Words/Details Supporting the Analysis of the Comparison</li> </ul>	<ul style="list-style-type: none"> <li>Content Frame for Comparison of Text Structures with Multiple Texts</li> <li>Informational Text Structure Chart</li> <li>One Sentence Summary Frame</li> <li>Common Characteristics of Genre Charts</li> </ul>
	LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (3)	<ul style="list-style-type: none"> <li>Similarities and Differences of Two Accounts of the Same Event/Topic</li> <li>How varying Points of View affect the account <b>(Not to be asked separately)</b></li> </ul>	<ul style="list-style-type: none"> <li>Author's Point of View Comparison Chart</li> <li>Problem Solution Notes for Two Sources</li> </ul>

Genre	Standard	Content Foci	Instructional Tools
<b>Reporting Category 3: Integration of Knowledge and Ideas 25-35%</b> <i>Logical &amp; Inferential: What does the author really mean?</i>			
<b>Literature</b> <b>2 or more literary texts and other media ( slideshow, audio presentations, graphical elements)</b>	<u>LAFS.5.RL.3.7</u> <i>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty, or a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).(3)</i>  <b>Open Response</b>  Also Assesses LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)	<ul style="list-style-type: none"> <li>Affect of visual or multimedia have on               <ul style="list-style-type: none"> <li>- Meaning/Message</li> <li>- Tone, or</li> <li>- Beauty of Text</li> </ul> </li> <li>Summarize multimedia or oral presentations</li> </ul>	<ul style="list-style-type: none"> <li>Cover to Cover</li> <li>Page-By Page</li> <li>One Sentence Summary Frame</li> <li>GIST Summaries</li> <li>Mood Versus Tone Chart</li> <li>Two Column Note taking Procedure</li> </ul>
	<u>LAFS.5.RL.3.9</u> <i>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (2)</i>	<ul style="list-style-type: none"> <li>Compare/Contrast Two Stories of the same genre on their approach to similar themes or topics</li> <li><i>Presentation, Treatment and/or Development of Themes</i> <b>(Not asked to simply identify theme)</b></li> </ul>	<ul style="list-style-type: none"> <li>Common Characteristics of Genre Charts</li> <li>Theme and Topic PPT</li> </ul>
<b>Informational</b>	<u>LAFS.5.RI.3.7</u> <i>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. (2)</i>  <b>Also Assesses</b> LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (2)  LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (2)	<ul style="list-style-type: none"> <li>Summarize Audio or Multimedia Presentation</li> <li>Determine speaker's claim /opinion</li> <li>Determine how claim is supported</li> </ul>	<ul style="list-style-type: none"> <li>Author's Point of View Comparison Chart</li> <li>One Sentence Summary Frame</li> <li>Two Column Note taking Procedure</li> </ul>
	<u>LAFS.5.RI.3.8</u> – Explain how an author uses reasons and evidence to support particular points in a text, <i>identifying which reasons and evidence support which points.</i> (3)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>Explanation of evidence to particular points in a text</li> <li>Select words or phrases supporting a point or an opposing point</li> </ul> <b>(Not exclusively asked to identify points made by the author)</b>	<ul style="list-style-type: none"> <li>Opinion Map</li> <li>Author's Point of View Comparison Chart</li> <li>Author's Point of View Chart (Single Source)</li> </ul>
	<u>LAFS.5.RI.3.9</u> – <i>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</i> (2)  <b>Open Response</b>	<ul style="list-style-type: none"> <li>Develop inference drawn from two or more text.</li> <li>Support inferences drawn from texts with details from all sources</li> </ul>	<ul style="list-style-type: none"> <li>Theme and Topic PPT</li> <li>Content Frame</li> <li>Author's Point of View Comparison Chart</li> </ul>
<b>Reporting Category 4: Language &amp; Editing 15-25%</b>			
<b>Literature or Informational</b>	<u>LAFS.5.L.1.1</u> <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)</i>	<ul style="list-style-type: none"> <li>Grammar &amp; Usage               <ul style="list-style-type: none"> <li>-Verb Tense</li> <li>-Conjunctions</li> <li>-Prepositions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Conventions Lessons</a></li> </ul>
	<u>LAFS.5.L.1.2</u> <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)</i>	<ul style="list-style-type: none"> <li>Capitalization</li> <li>Punctuation               <ul style="list-style-type: none"> <li>-comma usage</li> <li>-titles</li> </ul> </li> <li>Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Sentence Stalking</li> <li>Sentence Imitating</li> <li>Editing Checklist</li> <li>Revising/Editing Chart</li> <li><a href="#">Conventions Lessons</a></li> </ul>

<b>Text-Based Stimuli</b>	
<b>Literature</b>	<b>Informational</b>
<p><b>Literary Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Biographical and autobiographical sketches</li> <li>• Diaries, memoirs, journals, letters</li> <li>• Essays (e.g., personal and classical narratives)</li> <li>• Critiques</li> </ul> <p><b>Literary Fiction</b></p> <ul style="list-style-type: none"> <li>• Short stories</li> <li>• Poetry</li> <li>• Historical fiction</li> <li>• Fables</li> <li>• Folk tales, tall tales</li> <li>• Legends</li> <li>• Myths</li> <li>• Drama</li> <li>• Fantasy</li> <li>• Excerpts from longer works</li> </ul>	<p><b>Informational</b></p> <p><b>Primary Sources Nonfiction</b></p> <ul style="list-style-type: none"> <li>• Historical documents (e.g., Bill of Rights)</li> <li>• Essays (e.g., informational, persuasive, analytical, historical, scientific)</li> <li>• Letters, journals, diaries</li> <li>• Secondary Sources/Nonfiction</li> <li>• Magazine articles</li> <li>• Newspaper articles</li> <li>• Editorials</li> <li>• Encyclopedia articles</li> </ul> <p><b>Functional Materials</b></p> <ul style="list-style-type: none"> <li>• Consumer documents (e.g., warranties, manuals, contracts, applications)</li> <li>• Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</li> <li>• How-to articles</li> <li>• Brochures, fliers</li> <li>• Schedules</li> <li>• Website pages</li> </ul>