Common Core Standards: 5th Grade

Literature:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. {RL.5.1}
- 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. {RL.5.2}
- Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). {RL.5.3}
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. {RL.5.4}
- Describe how a narrator's or speaker's point of view influences how events are described. {RL.5.6}
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. {RL.5.9}
- 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. {RL.5.10}

Informational:

- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. {RI.5.2}
- 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. {RI.5.3}
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. {RI.5.4}
- 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. {RI.5.5}
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, and high end of the grades 4-5 text complexity band independently and proficiently. {RI.5.10}

Foundational Skills:

- Know and apply grade-level phonics and word analysis skills in decoding words. {RF.5.3}
- Read with sufficient accuracy and fluency to support comprehension. {RF.5.4}

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Learning Targets:	Student *I Can* Statements:	Report Card:
• Students understand that accurately quoting from a text supports a reader's explicit comprehension of or inferences about the text. {RL.5.1}	• I can understand the meaning of the text. {RL.5.1} • I can summarize text using my own words. {RL.5.1} • I can draw inferences about a text. {RL.5.1} • I can provide details and examples with accurate quotes from text to support inferences. {RL.5.1}	• Uses Comprehension strategies • Summarize and Conclude from text • Predict and Infer from text
• Students understand that details that develop the theme of a story, drama, or poem lead to a better understanding of other perspectives and cultures. {RL.5.2}	• I can summarize a text using my own words. {RL.5.2} • I can state the theme of a passage. {RL.5.2} • I can explain the relationships between theme and details in a text, actions of characters, or reflections of speakers. {RL.5.2}	• Summarize and conclude from text • Analyze the parts and relationships of a story. {New}
• Students understand that details in a story or drama develop characters, settings, or events and lead to a better understanding of other perspectives and cultures. {RL.5.3}	• I can compare and contrast two or more characters, settings, or events within a story. {RL.5.3}	• Analyze parts and relationships of a story.
• Students understand that the meaning of a word or phrase depends upon how it is used in a text. {RL.5.4}	• I can use context clues to determine words or phrases I do not know. {RL.5.4} • I can identify and explain how an author uses metaphor. {RL.5.4} • I can identify and explain how an author uses simile. {RL.5.4}	• Uses Context Clues to determine meaning of new words and phrases. {New} • Defines meaning of metaphors and simile. {New}
• Students understand that the information the reader gets in a story is impacted by the style of narration. {RL.5.6}	• I can describe how the point of view influences the story. {RL.5.6}	• Describes author's point of view

• Students understand that stories discuss common topics and themes to help the reader understand other perspectives and cultures. {RL.5.9}	• I can compare and contrast two or more stories within the same genre. {RL.5.9}	• Compare and contrast story elements {New} • Understands the purpose of texts.
• Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts. {RL.5.10}	• I can understand and share ideas from difficult stories, dramas, and poetry. {RL.5.10}	• Building Connections {Text to Text, Text to World, Text to Self} • Summarize and Conclude from text
• Students understand that key details support the main idea or main ideas of a text. {RI.5.2}	• I can identify and explain the relationship between main ideas and supporting details of non-fiction texts. {RI.5.2}	• Summarize and Conclude from text
• Students understand that historical, scientific, or technical texts use specific information to explain relationships between individuals, events, ideas, or concepts. {RI.5.3}	• I can support my answer with specific information from the text to explain the relationships between characters or events. {RI.5.3}	• Summarize and Conclude from text
• Students understand that clues in a text help a reader understand the meaning of words and phrases. {RI.5.4}	• I can use parts of a text to determine the meaning of unfamiliar words and phrases. {RI.5.4} • I can use a dictionary (online or print) to determine the meaning of unfamiliar words or phrases. {RI.5.4}	• Uses Context Clues to determine meaning of new words and phrases • Uses resources effectively. {dictionary, glossary, TOC} {New}

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• Students understand that categories of information are presented in common text structures. {RI.5.5}	• I can identify the structure of a text used to organize a text or part of a text. {RI.5.5} • I can compare and contrast structures of two or more texts. {RI.5.5}	• Building Connections {Text to Text, Text to World, Text to Self} • Summarize and Conclude from text
• Students understand that a reader's understanding of and appreciation for a text grows through deep thinking and active collaboration with others about texts. {RI.5.10}	• I can understand and share ideas from difficult informational texts. {RI.5.10}	
• Students understand that there are systemic relationships between letters and sounds and written words are composed of letter patterns that represent the sound of spoken words. {RF.5.3}	• I can apply phonics rules while reading. {RF.5.3} • I can break words apart to decode words. {RF.5.3} • I can use word roots, prefixes and suffixes to learn new words. {RF.5.3}	• Uses word roots and affixes to define and decode words. {New}
• Students understand fluent readers learn to recognize words quickly and accurately as a way of obtaining meaning from what is read. {RF.5.4}	• I can read with purpose and understanding. {RF.5.4} • I can read grade level text accurately and at the expected fluency rate. {RF.5.4} • I can read grade level text orally with expression. {RF.5.4} • I can use context clues to learn words I do not know. {RF.5.4} • I can self-correct if I make a mistake when reading. {RF.5.4}	• Fluency Rate: {EOY Goal: 124 correct words per minute} • Word Accuracy: {EOY Goal: 99%} • Lexile Range: {EOY Goal: 730 – 850}

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