

KPBSD ELA CURRICULUM

5TH GRADE – READING STANDARDS FOR LITERATURE

Desired Results

<p>PRIORITY STANDARDS</p> <p>5.RL.1 Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.4 Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p> <p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.</p> <p style="text-align: center;">SUPPORTING STANDARDS</p> <p>5.RL.2 Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p> <p>5.RL.3 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 conflicts are resolved).</p> <p>5. RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	Transfer	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • Read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to fifth grade (from upper fourth grade to sixth grade), with scaffolding as needed at the high end of the range. 	
	Meaning	
	<p style="text-align: center;">ENDURING UNDERSTANDINGS</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • Inferences are based on information from a story that is not explicitly stated. • Specific events from a text support inferences. • An author’s choice of words and phrases affects the meaning and tone of a piece. • Words and phrases carry meaning beyond their literal definitions. • Similar themes can be presented in various ways within the same genre. 	<p style="text-align: center;">ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • Why do readers read? • How do readers construct meaning? • How does word choice impact the overall meaning of the text? • How does the author’s use of structure affect the meaning of the text? • How does the author’s point of view and purpose shape and direct the text? • How does a specific genre approach a particular theme? • What is the most effective way to present a theme within a specific genre?
	Acquisition	
<p>Students will know...</p> <ul style="list-style-type: none"> • How to accurately find the words or phrases from text that supports their answer. • How to make logical conclusions based on the evidence in the text. • How to create lists of clues stated in the text to support their inference. • How to determine the meaning of literal and figurative language (metaphors and similes) in text. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Drawing inferences from a text. • Quoting accurately from a text when explaining and inferences • Using context clues to determine the meaning of unknown words. • Recognizing figurative language and analyze its meaning. • Using synonyms and antonyms to develop word knowledge. 	

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<p>5.RL.6 Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.</p> <p>5.RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<ul style="list-style-type: none"> • How to compare and contrast stories in the same genre for approach to theme and topic. 	<ul style="list-style-type: none"> • Identifying similes and metaphors.
Evidence		
Evaluative Criteria	Assessment Evidence	
BASED ON STANDARDS- Teacher generated tests Student and/or Teacher Generated Rubrics Checklists Formal & Informal Observations Formal Assessments (ie PEAKS, Aimsweb, Edperformance)	PERFORMANCE TASK(S): To show evidence of meeting this standard, students will: <ul style="list-style-type: none"> • Engage in small group discussions. • Engage in a debate on a given topic. • Respond to open-ended questions. • Read/Aloud and Think/Aloud. • Guided Reading. • Illustrations of examples of figurative languages. • Identifying literary elements in various texts. • Compare & contrast stories with similar themes within the same genre. • Genre study. 	
Vocabulary		
Textual Evidence Inference Quote Explicit Theme Summarize Reflect Compare Contrast Interact Figurative Language	Literal Language Simile Metaphor Onomatopoeia Synonyms Antonyms Stanza Free Verse Chapter Scene	Structure Culture Perspective Multimedia Tone Genre Traditional Contemporary Mysteries Adventures

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Technology Skills

I can...

- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
- Understand Fair Use guidelines and their application to all forms of work.
- Save, retrieve, and delete files in addition to using pictures and movies in my projects.
- Work cooperatively online with other students to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
- Use a graphic organizer and presentation programs to make connections and display relationship.