

KPBSD ELA CURRICULUM

5TH GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

Desired Results

<p>PRIORITY STANDARDS</p> <p>5.RL.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p>5.RL.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a fifth grade topic or subject.</p> <p>5.RL.9 Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p> <p>SUPPORTING STANDARDS</p> <p>5.RI.2. Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p>5.RI.3. Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>5.RI.5 Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.6 Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g.,</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 informational texts, including history/social studies, science, and technical texts 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	
	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>Students will understand...</p> <ul style="list-style-type: none"> Not all information is explicitly or clearly stated in text. There are a variety of strategies including context, text features, morphology, and search tools, that readers can use to define unknown words. Text varies in the types and complexity of information provided. Information gained from multiple sources can enhance understanding. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> Why is it important to support ideas with relevant and specific quotes found in the text? Why is it important to understand the meaning of keywords or phrases relative to a specific topic? What strategies do effective readers use to understand informational text? How are formal and informal outlines of several informational texts used to take and organize notes to write a report or comprehend the text? How do author’s words inform or persuade readers? How are formal and informal outlines of informational text used to take and organize notes to write a report or comprehend the text? 	
Acquisition		
<p>Students will know...</p> <ul style="list-style-type: none"> How to accurately quote from informational text when explaining what it says. How to accurately quote from informational text to support inferences that are made. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Quoting accurately and correctly from the text to explain what the text is about. Using details and information from text to support their inference. 	

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<p>social studies topics, media messages about current events).</p> <p>5.RI.7 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.</p> <p>5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p>	<ul style="list-style-type: none"> • How to determine the meanings of words and phrases in science and social studies texts. • How to use information from several different informational texts on the same topic to help write or speak with knowledge about the topic. 	<ul style="list-style-type: none"> • Finding the meaning of fifth grade domain specific vocabulary words using a variety of strategies. • Accessing search tools to define unknown words. • Locating information on a specific topic in multiple texts. • Selecting the information that is relevant to a topic and integrate with other information. • Writing or speaking about a topic using information gained from multiple sources.
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Evidence

Evaluative Criteria	Assessment Evidence
<p>Teacher and/or student generated test Rubrics Checklist Formal and Informal observations Formal Assessment (ie PEAKS, Aimsweb, Edperformance) Students respond to an open-ended question based on current text by using quotes as evidence of understanding.</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> • In small groups, use direct quotes from text to debate an opinion from the text. • Identify missing words from sentences using context clues and define the unknown words. • Actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words by using context clues. • Decode new vocabulary to find meaning. • Incorporate new words into writing piece and classroom discussions. • Complete a Venn Diagram. • Reader’s Response journal • Classwide Peer Tutoring • Journal • Summarize

Vocabulary

<p>Inference Quote Explicitly Accurately Summary Summarize</p>	<p>Comparison Contrast Structure Chronology Perspective Historical</p>	<p>Print Source Digital Source Reasons Evidence Key Points Text</p>
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Interaction Point of View Text Features Context Morphology	Contemporary First-Hand Account Second-Hand Account Primary Source Secondary Source	Compare Contrast Integrate Complexity
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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 into my projects.
 - Work cooperatively online with other learner 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.