Curriculum Umbrella

Reading

5th Grades

Reading 1st Nine Weeks

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| Grade | Standard & Benchmark | Method | Core Standards |
| 5 | ID | Interact with text  Read independently | Quote accurately from a text when explaining  what the text says explicitly and when drawing  inferences from the text.  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  Read with sufficient accuracy and fluency to  support comprehension.  a. Read on-level text with purpose and  understanding |
| 5 | IIIA | Character types and cultures  Social/cultural values and beliefs  Archetypal patterns and symbols | 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.  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).  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 |
| 5 | IIIB | Conflict and resolution  Contrast characters actions and motives  Plot and theme | 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).  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. |
| 5 | IC | Author’s purpose and opinion  Evaluate information and ideas  Respond to text  Informed judgments  Cause and Effect, compare and contrast, and logical outcome  Fact and Opinion | 6. Describe how a narrator’s or speaker’s point of  view influences how events are described.  6. Analyze multiple accounts of the same event  or topic, noting important similarities and  differences in the point of view they represent.  5. 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.  8. Explain how an author uses reasons and evidence  to support particular points in a text, identifying  which reasons and evidence support which  point(s). |

Reading 2nd Nine Weeks

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| Grade | Standard & Benchmark | Method | Core Standards |
| 5 | IC | Author’s purpose and opinion  Evaluate information and ideas  Respond to text  Informed judgments  Cause and Effect, compare and contrast, and logical outcome  Fact and Opinion | 6. Describe how a narrator’s or speaker’s point of  view influences how events are described.  6. Analyze multiple accounts of the same event  or topic, noting important similarities and  differences in the point of view they represent.  5. 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.  8. Explain how an author uses reasons and evidence  to support particular points in a text, identifying  which reasons and evidence support which  point(s). |
| 5 | ID | Vocabulary strategies  Interact with text  Read a variety of text  Read independently | 3. Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Use combined knowledge of all letter-sound  correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read  accurately unfamiliar multisyllabic words in  context and out of context.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition and understanding, rereading as  necessary.  Quote accurately from a text when explaining  what the text says explicitly and when drawing  inferences from the text.  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  Read with sufficient accuracy and fluency to  support comprehension.  a. Read on-level text with purpose and  understanding |
| 5 | IIIB | Conflict and resolution  Contrast characters actions and motives  Plot and theme | 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).  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. |

Reading 3rd Nine Weeks

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| Grade | Standard & Benchmark | Method | Core Standards |
| 5 | IC | Author’s purpose and opinion  Evaluate text  Respond to a variety of text  Cause and Effect, compare and contrast, and logical outcome | 6. Describe how a narrator’s or speaker’s point of  view influences how events are described.  6. Analyze multiple accounts of the same event  or topic, noting important similarities and  differences in the point of view they represent.  5. 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.  8. Explain how an author uses reasons and evidence  to support particular points in a text, identifying  which reasons and evidence support which  point(s). |
| 5 | ID | Interact with text  Read a variety of text  Read independently | 3. Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Use combined knowledge of all letter-sound  correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read  accurately unfamiliar multisyllabic words in  context and out of context.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition and understanding, rereading as  necessary.  Quote accurately from a text when explaining  what the text says explicitly and when drawing  inferences from the text.  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  Read with sufficient accuracy and fluency to |
| 5 | IIIB | Conflict and resolution  Contrast characters actions and motives  Plot and theme | 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).  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. |

Reading 4th Nine Weeks

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| Grade | Standard & Benchmark | Method | Core Standards |
| 5 | IC | Author’s purpose and opinion  Respond to a variety of text  Cause and Effect, compare and contrast, and logical outcome | 6. Describe how a narrator’s or speaker’s point of  view influences how events are described.  6. Analyze multiple accounts of the same event  or topic, noting important similarities and  differences in the point of view they represent.  5. 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.  8. Explain how an author uses reasons and evidence  to support particular points in a text, identifying  which reasons and evidence support which  point(s). |
| 5 | ID | Interact with text  Read independently | 3. Know and apply grade-level phonics and word  analysis skills in decoding words.  a. Use combined knowledge of all letter-sound  correspondences, syllabication patterns, and  morphology (e.g., roots and affixes) to read  accurately unfamiliar multisyllabic words in  context and out of context.  b. Read on-level prose and poetry orally with  accuracy, appropriate rate, and expression on  successive readings.  c. Use context to confirm or self-correct word  recognition and understanding, rereading as  necessary.  Quote accurately from a text when explaining  what the text says explicitly and when drawing  inferences from the text.  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  Read with sufficient accuracy and fluency to |
| 5 | IIIB | Conflict and resolution  Contrast characters actions and motives  Plot and theme | 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).  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. |