

GUSD Fifth Grade Reading

- **R.L.- Reading Literature Standards**
- **R.F.S.-Reading Foundational Skill Standards**
- **R.I.-Reading Informational Standards**

Reading Sequence	Standards (Priority)	I can statements...	Examples
R.L. 5.3	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.)	<p>I can tell how the characters, settings, or events are the same.</p> <p>I can tell how the characters, settings, or events are different.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Can you tell me how the character solved the problem in the story? Describe how these two characters are the same. How are they different?
R.L. 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>I can figure out what the author is “really saying” by the words he uses to describe the characters, setting, and events.</p> <p>I can figure out what the passage is describing or telling.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Can you tell me the reasons why you think...? Show where you linked your thinking to the text. What are the most important events that happened in the story? Can you provide specific examples from the text to support your thinking?
R.F.S. 5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication, patterns, morphology (e.g., roots, and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>I can sound out grade level words by finding the root of the word(s) with prefixes and suffixes to understand what I am reading.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> Does that sound right? Does that look right? Does that make sense? Look at the word, does it look like...? You said....does it look like...?

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<p>R.F.S. 5.4</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read on-level text with purpose and understanding.</p> <p>B. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>I can read with fluency and focus my attention on the meaning of the text.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Make your reading sound like the characters are talking to each other. • Go back and reread when it doesn't sound or look like you think it should.
<p>R.I. 5.1</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>I can figure out what the author is "really saying," by the words and information he uses.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you tell me that reasons why you think...? • Show where you linked your thinking to the text.
<p>R.I. 5.2</p>	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>I can summarize the text.</p> <p>I can explain how the main idea is supported with key details.</p> <p>I can find the main idea.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find at least two of the main ideas of this text and key details that support them? • Can you tell me how these ideas, people, and events are the same? • Can you tell me how they are different? Show me in the text.
<p>R.I. 5.5</p>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>I can tell how the texts are different.</p> <p>I can tell how the texts are the same.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What features in the text help you find important information about what you are reading? • How is the information presented/organized in this text? • What does the author want the reader to understand about this text? • What is similar and different about how the information is presented in these texts?

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Reading Sequence	Standards (Supporting)	I can statements...	Examples
R.L. 5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poetry.	I can understand the structures of stories, plays, and poems.	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me how this text is presented/organized?
R.L. 5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).	I can explain how visuals contribute to a story.	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell how the illustrations affect the mood of the text? • Does this hypertext or embedded video help you better understand the text? • What does it tell you about what you read?
R.L. 5.9	Compare and contrast stories in the same genre (e.g., adventure stories) on their approaches to Range of Reading and Level of Text Complexity.	I can compare and contrast stories from the same genre, similar themes and topic.	Use questions and prompts such as: <ul style="list-style-type: none"> • In reading books of this genre, what happened to the characters that are the same? What happened that is different? • In reading books of this genre, how did the characters solve problems in different ways across texts? • In reading books of this genre, how are the plots the same or different across the texts?

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<p>R.L. 5.2</p>	<p>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 speakers in a poem reflects upon a topic; summarize the text.</p>	<p>I can find a theme in a story.</p> <p>I can tell how characters respond to problems.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What are the most important events that happened in the story? • Can you provide specific examples from the text to support your thinking? • What is the theme of this text? • Summarize the story from beginning to end in a few sentences.
<p>R.L. 5.4</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>I can understand figurative language.</p> <p>I can understand similes and metaphors.</p>	<p>Students should tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem.</p> <p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • What do you do when you come to words or phrases you do not know? (use context)
<p>R.L. 5.6</p>	<p>Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>I know how a narrator's or speaker's point of view influences a story.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Think about what you read. Who is telling the story? • Can you tell how the person telling the story is thinking? How does this affect the events of the story?

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<p>R.L. 5.10</p>	<p>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.</p>	<p>I can read and understand fifth grade fiction.</p>	<p>Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4-5 independently.</p> <p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade ‘staircase’ of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading independently and closely, which are essential to their future success.”</p> <p>Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.</p>
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R.I. 5.3	Explain the relationship 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.	I can tell how people, events, ideas, or concepts are related.	Use questions and prompts such as: <ul style="list-style-type: none"> • Can you tell me how these ideas, people, and events are the same? • Can you tell me how they are different? Show me in the text. • Think about these historical events. Tell how they are connected.
R.I. 5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	I can understand science and social studies words.	Use questions and prompts such as: <ul style="list-style-type: none"> • What do you do when you come to words or phrases you do now know? (glossary, use context) • What features in the text can help you figure out the words or phrases?
R.I. 5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	I can compare and contrast two texts that tell about the same events or topic.	Use questions and prompts such as: <ul style="list-style-type: none"> • What does the author want the reader to understand about this text? • What is similar and different about how the information is presented in these texts?

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<p>R.I. 5.7</p>	<p>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>I can use texts to locate an answer to solve problem.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How can you group together (gather) facts and pieces of evidence from these texts to support your thinking about this topic?
<p>R.I. 5.8</p>	<p>Explain how an author uses reasons and evidence to support particularly points in a text, identifying which reasons and evidence support which point(s).</p>	<p>I can explain how authors support an idea.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • Can you find the part the author uses as evidence to support his/her claims? • Can you find the reasons the author gives for his/her thinking?
<p>R.I. 5.9</p>	<p>Integrate information from several texts on the same topic in order to write or seek about the subject knowledgeably.</p>	<p>I can put together ideas from different texts to talk about a topic.</p>	<p>Use questions and prompts such as:</p> <ul style="list-style-type: none"> • How can you group together (gather) facts and pieces of evidence from various texts to support your thinking about this topic?
<p>R.I. 5.10</p>	<p>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.</p>	<p>I can read and understand fifth grade non-fiction.</p>	<p>Same as RL 5.10</p>