

Fifth Grade TSD Library Standards

Strand: Reading Literature

Topics	Standard	"I can...statements	Vocabulary
Key Ideas and Details	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> • I can accurately find the words or phrases from text that supports my answer. • I can make logical conclusions based on the evidence in the text. • I can create lists of clues stated in the text to support my inference. 	Inference Quote
	RL.5.2 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.	<ul style="list-style-type: none"> • I can identify the theme (<i>moral, lesson, meaning, message, view or comment on life</i>) of a story, drama, or poem. • I can use the text to find how the character's traits and actions determine the theme. • I can restate, sequentially, the main idea/events/points from a story, drama, or poem in as few words as possible. 	Theme Drama Summarize Topic Character traits Moral
	RL.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., <i>how characters interact</i>).	<ul style="list-style-type: none"> • I can find similarities between two or more characters, settings, or events. • I can find differences between two or more characters, settings, or events. 	Story elements

<p>Craft and Structure</p>	<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.5.Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<ul style="list-style-type: none"> • I can figure out the meaning of an unusual word or phrase when I read by using context clues. • I can identify metaphors and similes as types of figurative language. • I can determine the meaning of figurative language language. <ul style="list-style-type: none"> • I can explain the structure of a story, drama, or poem. • I can give details about how specific parts (<i>sentences, paragraphs, chapters, scenes, stanzas</i>) relate to each other and the whole. <ul style="list-style-type: none"> • I can identify the narrator's or speaker's viewpoint. • I can tell how and why the events of a text are influenced by the narrator's or speaker's viewpoint. 	<p>Figurative language Metaphors Similes Alliteration Onomatopoeia</p> <p>Stanza Plot Structure Exposition Rising action Climax Falling action Conclusion Chapter</p> <p>Narrator First person Third person Point of view</p>
<p>Integration of Knowledge and Ideas</p>	<p>RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., <i>graphic novel, multimedia presentation of fiction, folktale, myth, and poem</i>).</p> <p>RL.5.8.(not applicable to literature)</p> <p>RL.5.9. Compare and contrast stories in the same genre (e.g., <i>mysteries and adventure stories</i>) on their approaches to similar themes and topics.</p>	<ul style="list-style-type: none"> • I can explain the elements of visual and multimedia presentations • I can explain how the elements of visual and multimedia presentations enhance my understanding and appreciation of text. <ul style="list-style-type: none"> • I can identify characteristics of fictional genres • I can compare and contrast stories that deal with similar topics and problems (e.g., <i>meaning of friendship, freedom, responsibility</i>). • I can integrate information from two texts to display my knowledge of the topic when writing or speaking. 	<p>Multimedia Tone Beauty of text Mood</p> <p>Genre Theme Topic Mood Plot</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • I can read and understand stories, drama and poetry at my grade level. • I can reread text to find more information or clarify ideas. 	<p>Reading strategy Comprehension</p>

Integration of Knowledge and Ideas	<p>RI.5.7. 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>RI.5.8. 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> <p>RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> • I can locate appropriate print and electronic reference sources (e.g., <i>encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website</i>) for a specific purpose. • I can use pictures and words in a text to help me understand what I read. • I can distinguish fact from fiction. • I can support with evidence from the text. • I can determine the author's main purpose. • I can develop notes to organize my thinking while reading several different sources. • I can categorize notes from the different sources. • I can interpret notes for a report. • I can create a finished product that paraphrases what I learned. 	<p>Digital sources</p> <p>Fact Opinion Main purpose Evidence</p> <p>Paraphrase Categorize Interpret notes</p>
Range of Reading and Level of Text Complexity	<p>RI.5.10. 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 5 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • I can read and understand informational texts at my grade level. • I can read a variety of informational texts at many levels with and without the support of my teacher. • I can read a variety of informational texts as needed at the high end of my range. • I can use reading strategies to help me understand difficult complex text. 	<p>Reading strategy Comprehension</p>
Digital Citizenship	<p>EALR 1.1.3 Investigation & Thinking Critically</p> <p>Strategic Searching</p>	<p>I can explain although the Internet makes it very easy, copying the work of others and presenting it as one's own is called plagiarism</p>	<p>Plagiarism Citation Source Copyright</p>

Digital Citizenship

Digital Citizenship	<p>EALR 2.2.1 Practice Safety and Ethical Behavior</p> <p>Picture Perfect</p>	<p>I can consider digitally manipulated photos and giving rights to the creator</p>	<p>Plagiarism Citation Source Copyright</p>
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5th Grade

I Can Library Skills Statements

I Can:

- Select a “just right/good fit” book by myself.
- Use information I know about authors and illustrators to select books I will enjoy.
- Choose a book that interests me from different genres.
- Describe the plot, characters, setting, main ideas, theme and author's purpose.
- Use story clues or my own background knowledge to participate in book discussions.
- Choose a book that will help me answer my questions.
- Explain how Fiction and Nonfiction books are organized in the library.
- Locate books by myself in Everybody, Fiction, Nonfiction, Biography, etc. sections.
- Use a dictionary, encyclopedia, or atlas to answer questions; ask for help if needed.
- Use different parts of a book to find information.
- Use keywords to help me find information, asking for help if needed.
- Use title, author or keyword within the online catalog to locate books in the library.
- Use online resources for information that interests me.
- Use computer resources to find information (World Book online and Culturegrams).
- Respect library materials and rules.
- Work cooperatively in a group.

I Can (research):

- Skim and scan different parts of a book to find information (use text features).
- Know what kind of book to use for information, asking for help if needed.
- Understand the importance of using credible sources.
- Take notes and summarize information from a nonfiction book or website.
- Correctly use quotation marks and cite sources used.
- Use digital tools to share my ideas.

