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| **5th Grade Learning Targets** |
| ***Reading Literature*** |
| **Key Ideas and Details (What does the text say?)** |
| 5.RL.1 Quote Accurately from a text when explaining what the text says explicitly when drawing inferences from a text |
| 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text |
| 5.RL.3 Compare and contrast two or more characters, setting, or events in a story or drama, drawing specific details in the text (e.g., how characters interact) |
| **Craft and Structure (How does the author say it?)** |
| 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes |
| 5.RL.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama or poem |
| 5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described |
| **Integration of Knowledge and Ideas (Reading to extend or deepen one’s knowledge from a range of sources)** |
| 5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, fiction, folktale, myth, poem) |
| 5.RL.8 Not applicable to literature |
| 5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar theme and topics |
| 5.RL.10 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 and independently and proficiently |
| ***Reading Informational Text*** |
| **Key Ideas and Details (What does the text say?)** |
| 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text |
| 5.RI.2 Determine two or more ideas of a text and explain how they are supported by key details; summarize the text |
| 5.RI.3 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 |
| **Craft and Structure (How does the author say it?)** |
| 5.RI.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 |
| 5.RI.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 |
| 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent |
| **Integration of Knowledge and Ideas (Reading to extend or deepen one’s knowledge from a range of sources)** |
| 5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently |
| 5. RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points |
| 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably  |
| 5.RI.10 By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band indecently and proficiently  |
| ***Reading Foundational Skills***  |
| **Phonics and Word Recognition (Phonics and Morphology are included in this cluster)** |
| 5.RF.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 |
| **Fluency (For purpose and understanding)** |
| 5.RF.4 Read and sufficient accuracy and fluency to support comprehensiona. Read grade-level text with purpose and understandingb. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readingsc. Use context to confirm or self-correct word recognition and underrating, rereading as necessary |