

Course/Grade Level: Fifth Grade Reading Curriculum

Focus: Students will determine the main ideas and details of persuasive texts so that all four types of texts are comprehended. They will develop beyond the basic comprehension of a text and begin identifying the theme. They will continue examining the basic elements of a plot and begin to analyze the climax.

R.5.1 Students will read fluently at grade level.

Students will...

- R.5.1.1 use knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently. (5.1.2.1)
- R.5.1.2 read expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*. (5.1.2.2)
- R.5.1.3 adjust reading rate to support comprehension when reading *narrative, expository, technical, and persuasive texts*. (5.1.2.5)

R.5.2 Students will develop vocabulary at grade level.

Students will...

- R.5.2.1 ▲ determine the meaning of words or phrases by using context clues (e.g., *definitions, restatements, examples, descriptions*) from sentences or paragraphs. (5.1.3.1)
- R.5.2.2 choose reference materials (e.g., dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task. (5.1.3.3)
- R.5.2.3 ▲ determine meaning of words through knowledge of word structure (e.g., contractions, ▲ *root words*, ▲ *prefixes*, ▲ *suffixes*). (5.1.3.4)
Prefixes: bi-, co-, de-, en-, tri-
Suffixes: -able/ible, -ance/ence, -ate, -ish
- R.5.2.4 determine the meaning of *figurative language* by interpreting *similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification*. (5.1.3.5)
- R.5.2.5 utilize grade level vocabulary.
- R.5.2.6 recognize and read sight words (first 500 Instant Words). (see appendix)

R.5.3 Students will demonstrate knowledge of text characteristics (narrative, expository, technical, and persuasive) at grade level.
Students will...

- R.5.3.1 identify characteristics of *narrative, expository, technical, and persuasive texts*. (5.1.4.1)
- R.5.3.2 ▲ understand the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, ▲ glossary, ▲ index, ▲ headings, ▲ subheadings, *topic* and summary sentences, ▲ captions) and use such features to locate information in and to gain meaning from appropriate-level texts. (5.1.4.2)
- R.5.3.3 ▲ identify text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*). (5.1.4.6)
- Instructional Example: find short examples of each type of text structure (often easily located in social studies or science textbook). Teacher and students analyze the text to determine the elements of each structure and why the author selected that particular type for that specific information.
- R.5.3.4 ▲ identify the *author's purpose* (e.g., to persuade, to entertain, to inform). (5.1.4.11)

R.5.4 Students will comprehend a variety of texts (narrative, expository, technical, and persuasive) at grade level.

Students will...

R.5.4.1 use prior knowledge, content, and text features to make, revise, and confirm predictions. (5.1.4.3)

R.5.4.2 ▲ use information from the text to make inferences and draw conclusions. (5.1.4.5)

R.5.4.3 ▲ compare and contrast varying aspects (e.g., *topics, characters' traits, themes, problem-solution, cause-effect relationships*) in one or more appropriate-level texts. (5.1.4.7)

Instructional Example: provide students with sticky notes and as students read they put a sticky note with a frowning face when they identify a problem and a smiley face when they identify a solution. A sticky note with a baseball bat identifies a cause and one with a hit ball identifies an effect.

R.5.4.4 ▲ link causes and effects in appropriate-level narrative, expository, and technical texts, and identify signal words related to cause-effect relationships. (5.1.4.8)

Possible cause-effect signal words: because, as a result, since, so

R.5.4.5 ▲ retell *main ideas* or events as well as supporting details in appropriate-level *narrative, expository, technical, and persuasive texts*. (5.1.4.9)

Instructional Example: model and use SWBS or Somebody/Something Wanted But So "Somebody" is the character or subject, "wanted" is the goal, "but" is the problem and "so" is the solution.

Example: Goldilocks (Somebody) wanted some food (Wanted) but the porridge was too hot (But) so she tried the other bowl (So)

R.5.4.6 ▲ identify the *topic, main idea(s)*, supporting details, and theme(s) in appropriate-level texts. (5.1.4.10)

Instructional Examples:

- teach the idea of *theme* by having students generate a list of movies all students have seen until they reach a list of 5. Then, students are divided into groups and asked to complete the statement, _____ (movie title), a story about _____. Students may need to work from a list of typical story *themes* from a wall chart: courage, equality, revenge, desire, dreams, imagination, suffering, family, loneliness, fears, prejudice, growing up, love, etc. (the author's ideas about the subject).
- model the Herringbone Technique and answer Who, What, When, Where, How and Why questions on an organizer shaped like a fish. Ask the students to read to find the main idea and to find answers to the questions and to write the main idea of the story across the backbone of the fish. On lines stemming out from the fish, they write answers to the questions: Who is the author talking about? What did they do? When do they do it? Where did they do it? How did they do it? Why did they do it?

R.5.4.7 ▲ distinguish between fact and opinion and recognize propaganda (e.g., advertising, media) in various types of appropriate-level texts. (5.1.4.15)

R.5.4.8 define and give examples of the difference between *retelling* and *summarizing*.

R.5.5 Students will use literary concepts to interpret and respond to text at grade level.

Students will...

R.5.5.1 ▲ identify and describe *characters'* physical traits, personality traits, and feelings, and explain reasons for characters' actions and the consequences of those actions. (5.2.1.1)

R.5.5.2 ▲ identify and describe the *setting* (e.g., environment, time of day or year, historical period, situation, place) and explain the importance of the *setting* to the story or literary text. (5.2.1.2)

Instructional Example: use a familiar story know by the students. Then the teacher instructs the students to give the story a new *setting* (the beach, Alaska, etc.). In pairs, students brainstorm how the story would change due to the change in *setting*. Would the characters be found in that *setting*? Would the actions of the *characters* change?

R.5.5.3 ▲ identify and describe the major conflict in a story and major events related to the conflict (e.g., *problem or conflict, climax, resolution*). (5.2.1.3)

R.5.5.4 identify *theme as it refers to the main idea* (implied or stated), meaning of a selection, and includes the author's ideas about the subject. (5.2.1.4)

R.5.5.5 identify basic elements of *plot* (e.g., *rising action, conflict, climax, falling action, resolution*).