

# KPBSD ELA CURRICULUM

## 5<sup>TH</sup> GRADE – READING STANDARDS FOR INFORMATIONAL TEXT

### Desired Results

<p><b>PRIORITY STANDARDS</b></p> <p><b>5.RL.1</b> Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p> <p><b>5.RL.4</b> Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a fifth grade topic or subject.</p> <p><b>5.RL.9</b> Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p> <p><b>SUPPORTING STANDARDS</b></p> <p><b>5.RI.2.</b> Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.</p> <p><b>5.RI.3.</b> Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>5.RI.5</b> Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><b>5.RI.6</b> Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g.,</p>	<b>Transfer</b>	
	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• Read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to fifth grade (from upper fourth grade to sixth grade), with scaffolding as needed at the high end of the range.</li> </ul>	
	<b>Meaning</b>	
	<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
<p>Students will understand...</p> <ul style="list-style-type: none"> <li>• Not all information is explicitly or clearly stated in text.</li> <li>• There are a variety of strategies including context, text features, morphology, and search tools, that readers can use to define unknown words.</li> <li>• Text varies in the types and complexity of information provided.</li> <li>• Information gained from multiple sources can enhance understanding.</li> </ul>	<p>Students will keep considering...</p> <ul style="list-style-type: none"> <li>• Why is it important to support ideas with relevant and specific quotes found in the text?</li> <li>• Why is it important to understand the meaning of keywords or phrases relative to a specific topic?</li> <li>• What strategies do effective readers use to understand informational text?</li> <li>• How are formal and informal outlines of several informational texts used to take and organize notes to write a report or comprehend the text?</li> <li>• How do author’s words inform or persuade readers?</li> <li>• How are formal and informal outlines of informational text used to take and organize notes to write a report or comprehend the text?</li> </ul>	
<b>Acquisition</b>		
<p>Students will know...</p> <ul style="list-style-type: none"> <li>• How to accurately quote from informational text when explaining what it says.</li> <li>• How to accurately quote from informational text to support inferences that are made.</li> </ul>	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> <li>• Quoting accurately and correctly from the text to explain what the text is about.</li> <li>• Using details and information from text to support their inference.</li> </ul>	

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<p>social studies topics, media messages about current events).</p> <p><b>5.RI.7</b> 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><b>5.RI.8</b> 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>	<ul style="list-style-type: none"> <li>• How to determine the meanings of words and phrases in science and social studies texts.</li> <li>• How to use information from several different informational texts on the same topic to help write or speak with knowledge about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding the meaning of fifth grade domain specific vocabulary words using a variety of strategies.</li> <li>• Accessing search tools to define unknown words.</li> <li>• Locating information on a specific topic in multiple texts.</li> <li>• Selecting the information that is relevant to a topic and integrate with other information.</li> <li>• Writing or speaking about a topic using information gained from multiple sources.</li> </ul>
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### Evidence

Evaluative Criteria	Assessment Evidence
<p>Teacher and/or student generated test Rubrics Checklist Formal and Informal observations Formal Assessment (ie PEAKS, Aimsweb, Edperformance) Students respond to an open-ended question based on current text by using quotes as evidence of understanding.</p>	<p>PERFORMANCE TASK(S): To show evidence of meeting this standard, students will:</p> <ul style="list-style-type: none"> <li>• In small groups, use direct quotes from text to debate an opinion from the text.</li> <li>• Identify missing words from sentences using context clues and define the unknown words.</li> <li>• Actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words by using context clues.</li> <li>• Decode new vocabulary to find meaning.</li> <li>• Incorporate new words into writing piece and classroom discussions.</li> <li>• Complete a Venn Diagram.</li> <li>• Reader’s Response journal</li> <li>• Classwide Peer Tutoring</li> <li>• Journal</li> <li>• Summarize</li> </ul>

### Vocabulary

<p>Inference Quote Explicitly Accurately Summary Summarize</p>	<p>Comparison Contrast Structure Chronology Perspective Historical</p>	<p>Print Source Digital Source Reasons Evidence Key Points Text</p>
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Interaction Point of View Text Features Context Morphology	Contemporary First-Hand Account Second-Hand Account Primary Source Secondary Source	Compare Contrast Integrate Complexity
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### Technology Skills

- I can...
- Evaluate websites for accuracy, credibility, and reliability and tell if a source is biased and follow acceptable Use Policy guidelines set by my district.
  - Understand Fair Use guidelines and their application to all forms of work.
  - Save, retrieve, and delete files in addition to using pictures and movies into my projects.
  - Work cooperatively online with other learner to create documents that have a variety of items like tables, graphs, pictures, and other graphics.
  - Use a graphic organizer and presentation programs to make connections and display relationship.