

Fifth Grade Quarter 2

Reading Standards

Literature, Informational and Foundational Skills

Grade	Cluster	Standard	Arizona College and Career Ready Standards	Explanation and Instructional Vocabulary	
5	RL	1	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (Q1-Q4)</p> <p>Student friendly: I can accurately quote from a fiction text when I am explaining or supporting inferences that I have made.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand and explain what is directly stated in a text by citing specific details and examples from the text. • Understand and explain inferences, generalizations, and conclusions formed about a text, by citing specific details and examples from that text. • Synthesize information and ideas after reading a text. • Use quotations from the text in their writing. <p>Teacher Strategies:</p> <ul style="list-style-type: none"> • Use the RACE strategy: Restate, answer, cite evidence and explain • Use close reading strategies and annotations • Use Thinking Map (Tree Map) to organize main idea and key details. • Use sentence starters to cite evidence; “The author states that...” 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Explicit • Inference

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5	RL	2	<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 speaker in a poem reflects upon a topic; summarize the text. (Q1-Q4)</p> <p>Student Friendly:</p> <p>I can determine the theme of a fiction text or poem.</p> <p>I can summarize a fiction text in my own words.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Summarize a text orally and in writing. Identify and understand the theme of a fictional text or poem. <p>Teacher Strategies:</p> <ul style="list-style-type: none"> Use the RACE strategy: Restate, answer, cite evidence and explain Use close reading strategies and annotations. Use Thinking Map (Tree Map) to organize main idea and key details. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> Theme Summarize

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5	RL	3	<p>Compare and contrast two or more characters, settings, events in a story or drama, drawing on specific details in the text. (Q1-Q4)</p> <p>Student Friendly:</p> <p>I can compare and contrast characters, setting, or events using details in the text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand and explain similarities and differences between literary elements. <p>Teacher Strategies:</p> <ul style="list-style-type: none"> • Use the RACE strategy: Restate, answer, cite evidence and explain • Use close reading strategies and annotations. • Use Thinking Map (Tree Map) to organize main ideas and key details. • Use Thinking Maps (double-bubble) to compare and contrast story details. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Compare • Contrast

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5	RL	4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (Q1-Q4)</p> <p>Student Friendly:</p> <p>I can understand the meaning of words and phrases including figurative language.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Distinguish between literal and figurative language. • Use context clues to determine the meaning of words or phrases. <p>Teacher Strategies:</p> <ul style="list-style-type: none"> • Use close reading strategies and annotations • Use Thinking Map (Tree Map) to organize main idea and key details. • Use an anchor chart to identify vocabulary and language. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Literal language • Figurative language • Context clues • Simile • Metaphor • Idiom • Personification • Onomatopoeia • Hyperbole • Alliteration

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5	RL	5	<p>Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. (Q1-Q4)</p> <p>Student Friendly:</p> <p>I can explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify structural elements including exposition, rising action, climax, falling action, and resolution. • Understand and explain the relationships among structural elements in a text. <p>Instructional Suggestions:</p> <ul style="list-style-type: none"> • Use close reading strategies and annotations • Use Thinking Map (Tree Map) to organize main idea and key details 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Stanza • Scene • Drama • Plot • Exposition • Rising Action • Climax • Falling Action • Resolution

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5	RL	10	<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. (Q1-Q4)</p> <p>Student Friendly: I can read and understand fifth grade stories, plays and poems independently.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read a wide variety of texts that challenges them as a reader. <p>4-5th Grade Lexile Band 770-980</p>	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Proficient

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5	RI	1	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Student friendly: I can accurately quote from an informational text when I am explaining or supporting inferences that I have made.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Explain the main ideas (either explicit or inferred) of a text and summarize the overall text. • Understand and explain what is directly stated in a text by citing specific details and examples. • Use evidence from the text to support your opinions about the text. • Determine when it's best to paraphrase vs. quote directly when responding to questions about a text. <p>Instructional Suggestion:</p> <ul style="list-style-type: none"> • Use the RACE strategy: Restate, answer, cite evidence and explain • Close reading strategies and annotations • Use thinking map (tree map) to organize main idea and key details 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Inference • Inferring • Accurately • Conclude

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5	RI	2	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Student Friendly: I can summarize a text by determining two or more main ideas and explaining how they are supported by key ideas.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Summarize a text in order to find the main idea and supporting information. • Connect details or information and explain how they develop one or more main ideas. • Connect inferred and/or explicitly stated ideas from across texts to determine two or more main ideas. • <p>Instructional Suggestion:</p> <ul style="list-style-type: none"> • Use the RACE strategy: Restate, answer, cite evidence and explain • Close reading strategies and annotations. • Use thinking map (flow map) to organize main idea and key details. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Summarize • Main Idea

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5	RI	3	<p>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 a text.</p> <p>Student Friendly: I can explain relationships between multiple individuals, events or ideas based on specific information from the text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Connect and explain the different types of relationships in a text. • Understand the text structure (e.g., text features and organizational structure) in a text. • Use information and language from a text to explain the connections between or among events, ideas or concepts in a text. • Determine the reasons for interactions between elements of a text (is one thing meant to show contrast to the other, complement it, explain it?) <p>Teacher Strategies:</p> <ul style="list-style-type: none"> • Use the RACE strategy: Restate, answer, cite evidence and explain • Close reading strategies and annotations. • Use thinking map (double bubble) to organize main idea and key details. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Affix • Cite

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5	RI	4	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic of subject area.</p> <p>Student Friendly: I can use context clues to determine the meaning of words or phrases in different information text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use sentence level context clues to figure out the meaning of unknown words and phrases in a text. • Determine the meaning of a new word formed when a known affix is added to a known root word. • Consult reference materials to find the pronunciation of a word to clarify its meaning. • Understand and explain the difference between the literal meaning (denotation) of a word and the feelings or mood attached to the word (connotation). <p>Teacher strategies:</p> <ul style="list-style-type: none"> • Use the RACE strategy: Restate, answer, cite evidence and explain • Close reading strategies and annotations • Use thinking map (partial flow-map) to organize main idea and key details. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Denotation • Connotation • Appropriate

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5	RI	5	<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>Student Friendly: I can compare and contrast the overall structure or information in two or more texts.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Determine how a text is organized. • Understand and explain text features in order to compare and contrast the text structure of two or more texts. • Explain where the organization of a text changes in a particular passage. • Compare and contrast the organizational structures in two or more texts. <p>Teacher Strategies:</p> <ul style="list-style-type: none"> • Use the RACE strategy: Restate, answer, cite evidence and explain • Close reading strategies and annotations • Use thinking map (double bubble) to organize main idea and key details and to compare and contrast ideas. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Compare/contrast • Problem/solution • Cause/effect • Similarities • Differences

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5	RI	10	<p>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 4–5 text complexity band independently and proficiently. (Q2-Q4)</p> <p>Student Friendly: I can read and understand fifth grade informational text.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects. • Choose texts from multiple genres, cultures, and historical periods. • Demonstrate an understanding of complex, information texts with diverse content, perspective and time periods. 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Informational Text • Genres • Perspectives

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5	RF	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, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (Q1-Q4)</p> <p>Student Friendly: I can read unfamiliar words that have more than one syllable.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use phonics to pronounce unfamiliar multisyllabic words. • Apply knowledge of roots and affixes in order to decode words and define words. • Understand that when an affix is added to a root word, the affix will change the meaning of the entire word or the part of speech. <p>Prefixes- un, sub, post, bi, pre, dis, de, bio, multi, non, centi, mili, hydro, micro, Roots- rupt, geo, auto, graph, struct, Suffixes- able, cycle, ant, logy,</p>	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Syllabication • Morphology • Roots • Affixes • Multisyllabic

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5	RF	4abc	<p>Read with sufficient accuracy and fluency to support comprehension. (a) Read grade-level text with purpose and understanding. (b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (Q1-Q4)</p> <p>Student Friendly: I can read and understand fifth grade texts. I can read fifth grade books and poems aloud accurately, at the right speed and with expression. I can use context clues to help me figure out or correct words I am having trouble with.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Adjust reading rate according to the purpose for the reading. • Demonstrate fluent reading in order to comprehend a text. • Use context clues and visual clues to guide self-correction. <p>Teacher Strategies:</p> <ul style="list-style-type: none"> • Teacher Read-Alouds • Small group reading instruction • Read Naturally for fluency (Teacher Resource – District Shared Drive) • Six Minute Solution (Teacher Resource – District Shared Drive) 	<p>Instructional Vocabulary:</p> <ul style="list-style-type: none"> • Fluency • Context Clues • Comprehension • Prose • Poem