Reading Alignment--Grade 5

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| **Reading Standards for Literature** |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Narrative Text RL.5.1. Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text | Summarizes using key details and examples.  Makes inferences from text read. | F&P Benchmarking  Comprehension Toolkit-Annotated Rubric for making inferences( p.70), summarizing and synthesizing (p.62) |  |
| 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. | Determines central theme using key details in the text. | F&F Retelling Rubric  Reading log assessment  Making Meaning assessments |  |
| 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 (how characters interact). | Compares and contrasts story structure of at least two texts. | VENN Diagram, District created rubric for compare/contrast (see attached) |  |
| RL.5.IA.1 employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | F&P Benchmarking Kit, Guide for Observing and Noting Reading Behaviors, see attached rubrics for assessing reading strategies |  |
| Craft and Structure |  |  |  |
| 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. | Determines the meaning of words and phrases. | Frayer model, concept definition map,root word map (Reading strategies for Social Studies) |  |
| 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. | Explains the overall structure of a variety of text genres. | sequencing assessment (see attached)  Anecdotal notes |  |
| RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. | Explains how author’s point of view influences events in the text. | The Common Core Lesson Book (pages 104-107) |  |
| Integrate Knowledge and Ideas |  |  |  |
| RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Analyzes how visual and multimedia elements contribute to the meaning of different genres. | Making Meaning recognizing text features/analyzing text features (p.7,19) |  |
| RL.5.8. (not applicable to literature) |  |  |  |
| RL.5.9. Compare and contrast stories in the same genre (mysteries and adventure stories) on their approaches to similar themes and topics. | Compares and contrasts stories in the same genre. | Venn diagram,  District created rubric for compare/ contrast (see attached) | 5D. Reflects and synthesizes ideas  5D. Forms generalizations about genre, authors, issues  5A. Uses media center and library to research specific information on a topic |
| Range and Text Complexity |  |  |  |
| RL.5.10. 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 independently and proficiently. | Reads and comprehends fifth grade level stories, dramas and poetry independently and proficiently.  Enjoys reading to self and others. | F&P Guide for Observing and Noting Reading Behaviors  Benchmark kit  Anecdotal notes |  |
| **Reading Standards for Informational Text** |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Key Ideas & Details |  |  |  |
| Informational Text RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Uses key details and specific examples to make inferences from informational text read. | F&P Benchmark kit-non-fiction  Social studies-DBQ’s  National Geographic assessments  Comprehension Toolkit annotated rubric-inferences (see attached rubric for inferences) |  |
| RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Summarizes informational text using key details and examples. | F&P Benchmark kit- non-fiction  Social Studies DBQ  F&F Retelling rubric  Comprehension Toolkit annotated rubric determine importance(see attached)  National Geographic assessments  Main idea organizer (see attached) |  |
| RI.5.3. 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. | Describes relationships within informational content area texts. | District created observation checklist  F&F retelling rubric  Retelling rubric (see attached) |  |
| RI.5.IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. | Demonstrates and applies understanding of the reading process, strategies, and skills including making connections, questioning, visualization, making inferences, determining importance, and synthesizing. | F&P Benchmark kit-non-fiction  National Geographic assessments  F&P Guide for Observating and Noting Reading Behaviors  Strategy rubrics (see attached) |  |
| Craft and Structure |  |  |  |
| Informational Text: RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | Determines the meaning of content area vocabulary. | F&P Word list gr 5  Word in context (see attached |  |
| RI.5.5. Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Compares and contrasts the overall structure in two or more informational texts. | F&P Guide for Observing and Noting Reading Behaviors  Cause/effect organizers (see attached) |  |
| RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Analyzes multiple accounts of the same event or topic. | Compare/contrast rubric (see attached)  Anecdotal notes  Social Studies DBQ  Venn diagrams, |  |
| Integrate Knowledge and Ideas |  |  |  |
| Informational Text: 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. | Uses multiple sources of information to locate answers. | Anecdotal notes  Assessment of research | 5C Uses dictionaries and glossaries to further understanding of words  5A. Uses media center and library to research specific information on a topic |
| RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. | Explains how an author uses reasons and evidence to support particular points in a text. | Comprehension Toolkit annotated rubric for determine importance (see attachment)  Determining point of view organizer (see attachment)  Anecdotal records | 5A. Evaluates the author’s purpose, writing strategies and author’s craft |
| RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | Integrates information from several texts on the same topic. | Comprehension Toolkit annotated rubric for Summarize and Synthesize  Social Studies DBQ  Anecdotal records  Summarizing and synthesizing organizers/rubrics (see attached) | 5A. Uses media center and library to research specific information on a topic  5A. Analyzes ideas |
| Range and Text Complexity |  |  |  |
| Informational Text 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 4-5 text complexity band independently and proficiently. | Reads and comprehends fifth grade informational text including content area and technical texts independently and proficiently. | Reading logs  F&P Benchmarks-non-fiction |  |
| **Foundational Skills** |  |  |  |
| Iowa Core Standard | Pupil Progress Report Indicator | Assessment—Formative/Summative | Content |
| Print Concepts: |  |  |  |
| Phonological Awareness: |  |  |  |
| Phonics & Word Recognition: 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 (roots, affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. | Knows and applies fifth grade level phonics and word analysis skills in decoding words. | F&P Guide for Observing and Noting Reading Behaviors, Word Features Test Gr 5  F&P Benchmarks |  |
| Fluency: read with sufficient accuracy and fluency to support comprehension. a) read on level text with purpose and understanding. b) read on 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. | Reads with sufficient accuracy and fluency to support comprehension. | F&P Benchmarks, F&P Six Dimension Fluency Rubric (p.235)  DIBELS  Running Records |  |