

**Brookings School District 5-1
5th Grade Reading Curriculum
June 2010**

Standard:	Learning Target: ● = mastered ○ = introduced	Assessment:	Resources:	Q1	Q2	Q3	Q4
Indicator 1: Students can recognize and analyze words.							
5.R.1.1 Students can construct meaning by using word parts and categories. - Application	<ul style="list-style-type: none"> I can interpret words with different endings (-ed, -s, -er, -est) to construct meaning. (5.R.1.1) 	Reproducible worksheets	Portals to Reading, Daily Language Review, Daily Oral Language				
	<ul style="list-style-type: none"> I can interpret compound words to construct meaning. (5.R.1.1) 	Reproducible worksheets, write sentences with correct meaning	Portals to Reading, Trophies basal reading series- Theme 2				
	<ul style="list-style-type: none"> I can use a root to tell what a word means. (5.R.1.1) 	Dream Chasers pp. 82, 85, 98, and 127	Trophies basal reading series -in every unit Dream Chasers (Silver Burdett & Ginn)				
	<ul style="list-style-type: none"> I can interpret acronyms to construct meaning. (5.R.1.1) 	Write sentences with acronyms	Teacher power point presentation, <u>Mrs. Frisby and the Rats of NYMH</u>				
	<ul style="list-style-type: none"> I can find antonyms of words to construct meaning. (5.R.1.1) 	Dream Chasers pp. 96 and 112	Trophies basal reading series, Daily Oral Language, Daily Language Review, Dream Chasers, Portals to Reading				
	<ul style="list-style-type: none"> I can find synonyms of words to construct meaning. (5.R.1.1) 	Dream Chasers pp. 96 and 112	Trophies basal reading series , Daily Oral Language, Daily Language Review, Dream Chasers, Portals to Reading				

	<ul style="list-style-type: none"> I can use homophones, homographs, and homonyms to construct meaning. (5.R.1.1) 	Homophones—p. 94 Homographs—p. 113 Homonyms—p. 54, 59, and 65	Dream Chasers				
	<ul style="list-style-type: none"> I can find the correct meaning of a word that has more than one meaning by using context clues. (5.R.1.1) 	Vocabulary Worksheet p. 34	Trophies basal reading series -Theme 2 (“Iditarod Dream”)				
	<ul style="list-style-type: none"> I can divide three and four syllable words. (5.R.1.1) 	Reproducible worksheets	Trophies basal reading series -Theme 5, Portals to Reading				
5.R.1.2 Students can determine word meaning using prior knowledge and context clues. - Analysis	<ul style="list-style-type: none"> I can figure out word meaning using prior knowledge and context clues. (5.R.1.2) 	Closure activity reproducible worksheets, compound word assessment, Guess the Covered Word (in Month by Month Phonics)	Portals to Reading, Trophies basal reading series, Dream Catchers, Month by Month Phonics				
Indicator 2: Students can comprehend and fluently read text.							
5.R.2.1 Students can utilize comprehension strategies while constructing meaning. - Application	<ul style="list-style-type: none"> I can make connections from text to text, text to self and text to world. (5.R.2.1) 	Writing journals	Assorted novels				
	<ul style="list-style-type: none"> I can write questions about the text before, during, and after reading. (5.R.2.1) 	Writing journals	Assorted novels				
	<ul style="list-style-type: none"> I can make predictions from the text. (5.R.2.1) 	Writing journals	Assorted novels				
	<ul style="list-style-type: none"> I can draw conclusions from the text. (5.R.2.1) 	Trophies—end of selection tests, Dream Chasers pp. 173 and 194	Trophies basal reading series, Dream Chasers				
	<ul style="list-style-type: none"> I can form mental images during reading. (5.R.2.1) 	Draw pictures of assigned story	Selected texts				
	<ul style="list-style-type: none"> I can summarize what I read. (5.R.2.1) 	Writing journals	Assorted novels				

	<ul style="list-style-type: none"> I can bring together what I know to create an original idea (synthesize). (5.R.2.1) 	Write alternative ending to previously read story	Novels, Trophies basal reading series				
	<ul style="list-style-type: none"> I can distinguish fact from opinion. (5.R.2.1) 	Dream Chasers pp. 14 and 78 Trophies—Theme 4	Dream Chasers, Trophies basal reading series				
	<ul style="list-style-type: none"> I can identify the main idea of a text. (5.R.2.1) 	Trophies—end of selection tests, Portals—reproducible worksheets	Portals to Reading, Trophies basal reading series, Discovery Education Streaming				
	<ul style="list-style-type: none"> I can sequence the events of a text. (5.R.2.1) 	Dream Chasers pp. 26 and 81	Portals to Reading, Dream Chasers				
	<ul style="list-style-type: none"> I can determine cause and effect. (5.R.2.1) 	Portals pp. 121, 124, 133, and 169	Portals to Reading, Dream Chasers, Trophies basal reading series				
	<ul style="list-style-type: none"> I can compare and contrast. (5.R.2.1) 	Venn diagram, T-chart	Novels, Trophies basal reading series				
	<ul style="list-style-type: none"> I can classify and categorize. (5.R.2.1) 	Dream Chasers pp. 5, 13, 27, and 66	Dream Chasers				
5.R.2.2 Students can apply fluency strategies to gain meaning from text. - Application	<ul style="list-style-type: none"> I can determine purpose for reading (enjoyment or information). (5.R.2.2) 	Dream Chasers pp. 25, 184, and 187; Trophies—end of selection tests	Dream Chasers, Trophies basal reading series				
	<ul style="list-style-type: none"> I can self-monitor and adjust my oral reading speed for different types of text. (5.R.2.2) 	Checklists from oral reading, AR tests	Trophies basal reading series, selected novels, Reader’s Theater, poetry unit				

Indicator 3: Students can apply knowledge of text structures, literary devices, and literary elements to develop interpretations and form responses.

5.R.3.1 Students can distinguish literary genres based on characteristics, structures, and patterns. - Analysis	<ul style="list-style-type: none"> I can identify the characteristics of fiction (fables, folktales, fairytales, legends, realistic fiction, tall tales, historical fiction, science fiction, fantasy, myths). (5.R.3.1) 	Trophies—end of selection tests, Teacher created assessment	Novels, Trophies basal reading series, fairy tale work set				
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	<ul style="list-style-type: none"> I can identify the characteristics of nonfiction (biographies, autobiographies, expository text, editorials, and procedural text). (5.R.3.1) 	Trophies—end of selection tests	Trophies basal reading series				
	<ul style="list-style-type: none"> I can identify the characteristics of poetry (rhyme, rhythm, repetition, pattern and stanzas. (5.R.3.1) 	Work samples, teacher made matching quiz	Houghton Mifflin English—Unit 12, Trophies basal reading series, various poems				
5.R.3.2 Students can interpret literary elements of character, setting, plot, theme, point of view, and mood. - Evaluation	<ul style="list-style-type: none"> I can identify character traits. (5.R.3.2) 	Story map	Thea Holton story map, story webbing (www.lauracandler.com), character trait bookmark, Trophies basal reading series, novels				
	<ul style="list-style-type: none"> I can determine setting (time and place). (5.R.3.2) 	Story map, Dream Chasers p. 41	Trophies basal reading series, novels, Dream Chasers				
	<ul style="list-style-type: none"> I can sequence plot events. (5.R.3.2) 	Story map, <u>Best Christmas Pageant Ever</u> worksheet p. 43, Dream Chasers p. 26, 35, 50, 81, and 88	Trophies, Literature Based Reading (Instructional Fair), novels, Dream Chasers				
	<ul style="list-style-type: none"> I can find the main problem in the story. (5.R.3.2) 	Story map	Trophies basal reading series, novels				
	<ul style="list-style-type: none"> I can find the solution to the main problem if there is one. (5.R.3.2) 	Story map, Trophies—end of selection tests	Trophies basal reading series, novels				
	<ul style="list-style-type: none"> I can explain the moral of the story (theme). (5.R.3.2) 	Story map	Trophies basal reading series, novels				
	<ul style="list-style-type: none"> I can identify who is telling the story (point of view). (5.R.3.2) 	Story map	Trophies basal reading series, novels				
	<ul style="list-style-type: none"> I can determine the feeling the author creates for the reader (mood). (5.R.3.2) 	Oral/written response to questions from teacher, matching exercise	e-books from public library, teacher made tests				

5.R.3.3 Students can identify literary devices within text. - Application	<ul style="list-style-type: none"> I can identify similes. (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Houghton Mifflin English text, Discovery Education Streaming (“Boris the Lifeguard”), Traits of Good Writing, Mailbox magazine				
	<ul style="list-style-type: none"> I can identify metaphors. (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Houghton Mifflin English text, Discovery Education Streaming (“Boris the Lifeguard”), Mailbox magazine				
	<ul style="list-style-type: none"> I can identify idioms. (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Houghton Mifflin English text, Mailbox magazine				
	<ul style="list-style-type: none"> I can identify personification. (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Mailbox magazine				
	<ul style="list-style-type: none"> I can identify hyperbole (exaggeration). (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Houghton Mifflin English text, Discovery Education Streaming (“Boris the Lifeguard”), Mailbox magazine				
	<ul style="list-style-type: none"> I can identify alliteration. (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Mailbox magazine				
	<ul style="list-style-type: none"> I can identify onomatopoeia. (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Traits of Good Writing, Mailbox magazine				
	<ul style="list-style-type: none"> I can identify dialogue. (5.R.3.3) 	Teacher made matching test of sentences and vocabulary	Trophies basal reading series, novels, Reader’s Theater				

	<ul style="list-style-type: none"> I can identify slang/jargon/dialect. (5.R.3.3) 	Class discussion	Trophies basal reading series (“Satchmo’s Blues”), novels (<u>Bud, Not Buddy</u> , <u>Sign of the Beaver</u>)				
	<ul style="list-style-type: none"> I can identify foreshadowing. (5.R.3.3) 	Class discussion	Trophies basal reading series (“The Hot and Cold Summer”), novels, <u>Figuratively Speaking</u>				
	<ul style="list-style-type: none"> I can identify flashbacks. (5.R.3.3) 	Class discussion	Novels (<u>Willie Wonka</u> , <u>Mrs. Frisby and the Rats of NIMH</u> , <u>Miss Rumphius</u>)				
Indicator 4: Students can interpret and respond to diverse, multicultural, and time period texts.							
5.R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations. - Analysis	<ul style="list-style-type: none"> I can describe the culture in a text (dress, food, language, customs). (5.R.4.1) 	Graphic organizer	Trophies basal reading series, novels (<u>Bud, Not Buddy</u> , <u>Sign of the Beaver</u>)				
	<ul style="list-style-type: none"> I can compare the cultures in two different texts. (5.R.4.1) 	Venn diagram or T chart,	Trophies, various novels				
	<ul style="list-style-type: none"> I can describe the time period of a text. (5.R.4.1) 	T chart	Trophies, various novels				
	<ul style="list-style-type: none"> I can compare the time periods of two different texts. (5.R.4.1) 	T chart	Trophies, various novels				
	<ul style="list-style-type: none"> I can explain the geographical location of a text. (5.R.4.1) 	T chart	Trophies, various novels				
	<ul style="list-style-type: none"> I can compare the geographical locations of two different texts. (5.R.4.1) 	T Chart	Trophies, various novels				

Indicator 5: Students can access, analyze, synthesize, and evaluate informational texts.						
5.R.5.1 Students can select information from two or more reference sources to meet a goal. - Analysis	<ul style="list-style-type: none"> I can use reference materials to find information. (5.R.5.1) 	European explorers research project (social studies)-rubric score, Literary Award research project (reading)—jigsaw sheet	Internet websites, encyclopedias, trade books			
	<ul style="list-style-type: none"> I can use graphic aids found in text to find information. (5.R.5.1) 	Trophies—end of selection tests	Science, social studies, and math texts; Trophies basal reading series			
	<ul style="list-style-type: none"> I can pick out the important information. (5.R.5.1) 	European explorers research project (social studies)-rubric score, Literary Award research project (reading)—jigsaw sheet	Internet websites, encyclopedias, trade books			
	<ul style="list-style-type: none"> I can combine information from multiple sources to meet a goal. (5.R.5.1) 	European explorers research project (social studies)-rubric score, Literary Award research project (reading)—jigsaw sheet	Internet websites, encyclopedias, trade books			
	<ul style="list-style-type: none"> I can use the text structure to help me find information. (5.R.5.1) 	Reproducible worksheets, Trophies—end of selection tests	Time for Kids-(social studies), Trophies basal reading series			

Examples of reference material features and effects: title page, subheadings, italics, captions, sidebars, photos/illustrations, charts and tables, citations, bibliography

Examples of graphic aids: maps, charts, graphs, diagrams, timeline

Examples of informational text: description, sequence, cause/effect, problem/solution, compare/contrast

Examples of reference sources: periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe

5.R.5.2 Students can identify the author's purpose in argumentative and persuasive text. - Knowledge	<ul style="list-style-type: none"> I can identify the topic and/or main ideas of a persuasive text. (5.R.5.2) 	Written response/oral response	Newspapers, Kid Quest, DARE, assorted magazines, Time for Kids, Discovery Education Streaming				
	<ul style="list-style-type: none"> I can identify the supporting ideas of a persuasive text. (5.R.5.2) 	Written response/oral response	Newspapers, Kid Quest, DARE, assorted magazines, Time for Kids				
	<ul style="list-style-type: none"> I can identify persuasive devices and propaganda in advertising and editorials (glittering generalities, bandwagon, testimonial). (5.R.5.2) 	Oral response, Dream Chasers p. 80	Newspapers, Kid Quest, DARE, assorted magazines, Time for Kids, Dream Chasers				
5.R.5.3 Students can choose references to meet the needs of an assigned task. - Application	<ul style="list-style-type: none"> I can find information in reference materials (thesaurus, almanac, Internet, encyclopedia, nonfiction text, periodicals, dictionary, atlas, newspaper). (5.R.5.3) 	Teacher-made quiz, teacher-made worksheets, Dream Chasers p. 188	Teacher made activities, Discovery Education Streaming, Dream Chasers				
	<ul style="list-style-type: none"> I can use organizational features of reference materials (title page, table of contents, chapter headings, glossary, index, diagrams, maps, timelines, photos, illustrations, captions, graphs, charts, bold font, italics, parentheses). (5.R.5.3) 	Dream Chasers pp. 131, 138, 139, and 146	Dream Chasers, Time for Kids, Storyworks, Trophies basal reading series, content area texts and worksheets				