

**Reading Curriculum–Grade Five  
Diocese of Cleveland  
2013**

**Reading Informational Text: Nonfiction**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Informational Text

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 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.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- 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.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- 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 point(s).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Foundational Skills

Phonics and Word Recognition RF.5.3. 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.5.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

DOC: Reading, DOC: Grade 5 , II: Acquisition of Vocabulary  
E. Tools and Resources

- 1. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, and technology.

DOC: Reading, DOC: Grade 5 , IV: Reading Applications 1  
A. Text Analysis

- 1. Use text features, such as chapter titles, headings and subheadings; parts of books, including the index, table of contents, online tools to locate information.
- 5. Analyze information found in maps, charts, tables, graphs, and diagrams.
- 7. Analyze the difference between fact and opinion.

**Essential Questions**

1. What strategies can I use to clarify new information from a text?
2. How can text features such as charts, graphs, maps or multimedia help me to understand a text?
3. Why is it helpful to compare and contrast multiple texts when reading?
4. Why should I read informational texts?
5. In what ways is reading informational text different than reading literature?

**Content**  
The students will know

**Skills**  
Bloom's Taxonomy  
DOK Links  
The students will be able to

1. Author's purpose
2. Evidence
3. Literal questions

1. Analyze the author's purpose and describe his or her evidence.
2. Distinguish between fact and opinion.

<ol style="list-style-type: none"> <li>4. Inferential questions</li> <li>5. Summary</li> <li>6. Main Ideas</li> <li>7. Details</li> <li>8. Comparison and contrast</li> <li>9. Point of view</li> <li>10. Text features</li> <li>11. Vocabulary definitions</li> <li>12. Context</li> <li>13. Research</li> <li>14. Fact</li> <li>15. Opinion</li> <li>16. Decoding</li> <li>17. Phonics applications</li> <li>18. Content area applications</li> </ol>	<ol style="list-style-type: none"> <li>3. Use context clues to ask and answer literal and inferential questions.</li> <li>4. Summarize the text by determining the main ideas and details.</li> <li>5. Compare and contrast the information, points of view, or features of multiple texts.</li> <li>6. Analyze how maps, charts, tables, graphs, diagrams, and multimedia elements contribute to a text.</li> <li>7. Define new vocabulary by using context clues and other resources such as glossaries, dictionaries, and technology effectively.</li> <li>8. Select and synthesize appropriate information from various text sources and multimedia when conducting research.</li> <li>9. Utilize context clues when reading with accuracy and fluency to support comprehension.</li> <li>10. Apply phonics skills to decode multi-syllable words in a text.</li> <li>11. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> <li>12. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>13. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>14. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>15. 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.</li> </ol>
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<p><b>Common Core Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Evidence</li> <li>2. Text features</li> <li>3. Multimedia</li> <li>4. Literal</li> <li>5. Inferences</li> <li>6. Fact</li> <li>7. Opinion</li> </ol>	<p><b>Additional Vocabulary</b></p> <ol style="list-style-type: none"> <li>1. Purpose</li> <li>2. Research</li> <li>3. Fluency</li> </ol>
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<p><b>Learning Experiences (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. Internet Research Workshop. Students will work in small groups to research a topic using electronic and other text sources. After their research, they will write a collaborative essay using the writing process.</li> <li>2. Debate. After reading multiple texts on controversial topic, the students will divide into 2 groups based on their opinions on the issue and debate the topic. If students have not yet formed a opinion, they will sit in the middle until they hear others' opinions and choose a side later. Students will try to persuade the other side to change their minds.</li> </ol>	<p><b>Assessment (Suggested)</b></p> <p><b>Internet Research Workshop</b>  <b>Summative: Technology Project</b>  Students will work in small groups to research a topic using electronic and other text sources. After their research, they will write a collaborative essay using the writing process.</p> <p><b>Debate</b>  <b>Summative: Class Discussion</b>  After reading multiple texts on controversial topic, the students will divide into 2 groups based on their opinions on the issue and debate the topic. If students have not yet formed a opinion, they</p>
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<ol style="list-style-type: none"> <li>3. Double-Entry Journal. Students will complete a graphic organizer in which they summarize text information on the left and write their opinions or reactions to the information on the right. The chart can be divided based on the chapter, section headings, etc. or based on teacher's prompts or questions. Each section must have a summary and an opinion response.</li> <li>4. Concept Circles. The students will complete circle diagrams showing how vocabulary words are related. Words that are connected in some way should be in the same circle. Students will then label the circle with the "concept" or reason why the words are connected. They will discuss as a class and make adjustments as needed. There may be more than one correct answer. Students must give logical reasons for their groupings.</li> <li>5. Word Explorations. Prior to reading, students will write freely on the main topic word given by the teacher and then share responses with the class. After reading the text, they will discuss how similar their free writing responses were to the text.</li> <li>6. Close Reading. Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the main idea of the selection and details that contribute to that main idea.</li> <li>7. Questioning the Text. As students read an informational text, they should generate questions about the information. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record page numbers of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted.</li> </ol>	<p>will sit in the middle until they hear others' opinions and choose a side later. Students will try to persuade the other side to change their minds.</p> <p><b>Double-Entry Journal</b>  <b>Formative: Graphic Organizer</b>  Students will complete a graphic organizer in which they summarize text information on the left and write their opinions or reactions to the information on the right. The chart can be divided based on the chapter, section headings, etc. or based on teacher's prompts or questions. Each section must have a summary and an opinion response.</p> <p><b>Concept Circles</b>  <b>Formative: Graphic Organizer</b>  The students will complete circle diagrams showing how vocabulary words are related. Words that are connected in some way should be in the same circle. Students will then label the circle with the "concept" or reason why the words are connected. They will discuss as a class and make adjustments as needed. There may be more than one correct answer. Students must give logical reasons for their groupings.</p> <p><b>Word Explorations</b>  <b>Diagnostic: Writing Assignment</b>  Prior to reading, students will write freely on the main topic word given by the teacher and then share responses with the class. After reading the text, they will discuss how similar their free writing responses were to the text.</p> <p><b>Close Reading</b>  <b>Formative: Reading Task</b>  Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the main idea of the selection and details that contribute to that main idea.</p>
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<p><b>Resources (Suggested)</b></p> <ol style="list-style-type: none"> <li>1. iPad Resources</li> <li>2. Literature Connection  Common Core Standards: Suggested Informational Texts  A History of US by Joy Hakim  About Time: A First Look at Time and Clock by Bruce Koscielniak  Ancient Mound Builders by E. Barrie Kavash  Discovering Mars: The Amazing Story of the Red Planet by Melvin Berger  England the Land by Erinn Banting  Good Pet, Bad Pet by Elizabeth Schleichert  Horses by Simon by Seymour Simon  Hurricanes: Earth's Mightiest Storms by Patricia Lauber</li> </ol>	<p><b>Catholic Identity</b></p> <p><b>Social Justice Teachings</b></p> <ul style="list-style-type: none"> <li>❖ Life and Dignity of the Human Person</li> <li>❖ Call to Family, Community, and Participation</li> <li>❖ Rights and Responsibilities</li> <li>❖ Option for the Poor and Vulnerable</li> <li>❖ Care for God's Creation</li> </ul> <p><b>Rights of Children</b></p> <ul style="list-style-type: none"> <li>❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.</li> <li>❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.</li> </ul>
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Kenya's Long Dry Season by Nellie Gonzalez Cutler  
Let's Investigate Marvelously Meaningful Maps by Madelyn Wood Carlisle  
My Librarian Is a Camel: How Books Are Brought to Children Around the World by Margriet Ruurs  
Seeing Eye to Eye by Leslie Hall  
Telescopes by Colin A. Ronan  
The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It by Steve Otfinoski  
Toys!: Amazing Stories Behind Some Great Inventions by Don Wulffson  
Underground Railroad by Henrietta Buckmaster  
We Are the Ship: The Story of Negro League Baseball by Kadir Nelson

3. Internet Resources



[Concept Circles](#)



[Double-Entry Journal](#)



[SlideSix Multimedia Presentation Sharing](#)



[New York Times learning experiences](#)



[Museum Box Learning Experience](#)



[Comprehension Games ideas](#)



[Author's Purpose Power Point](#)



[Hints About Print \(prep for research\)](#)



[Story Telling](#)

- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Five**  
**Diocese of Cleveland**  
**2013**

**Reading Literature: Fiction**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They comprehend as well as critique.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Literature

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 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 (e.g., how characters interact).

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel,

multimedia presentation of fiction, folktale, myth, poem).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Foundational Skills

Phonics and Word Recognition RF.5.3. 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.5.4. 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.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.5.9a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Speaking and Listening

Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually,

quantitatively, and orally.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

DOC: Reading, DOC: Grade 5 , II: Acquisition of Vocabulary

B. Contextual Understanding

- 2. Use context clues to determine the meaning of synonyms, antonyms, homophones and homonyms.

E. Tools and Resources

- 1. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, and technology.

DOC: Reading, DOC: Grade 5 , III: Reading Process

A. Comprehension Strategies

- 2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.

### Essential Questions

1. How can I use comprehension strategies to make inferences about a fiction story?
2. Why is it important to summarize and analyze the plot and theme of a fiction story?
3. How can context and phonics clues be used to determine the meanings of unfamiliar words?
4. How does oral fluency improve comprehension?
5. Why should I read fiction?
6. To what extent does fiction imitate life?

### Content

The students will know

1. Context clues
2. Prediction
3. Inferences
4. Comprehension strategies
5. Plot and events
6. Theme
7. Summary
8. Main idea
9. Details
10. Comparison & contrast
11. Point of view
12. Visual and multimedia elements
13. Decoding
14. Fluency

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Use context clues and other sources to pronounce and define new vocabulary.
2. Predict what will happen next in a story using textual evidence.
3. Quote accurately from the text to answer literal and inferential questions about a story.
4. Determine a theme of a story from details in the text, including how characters in the story respond to challenges.
5. Summarize the text.
6. Compare and contrast the characters, settings, or events of a story.
7. Compare and contrast two stories from the same genre.
8. Describe the defining characteristics of a fiction story.
9. Describe how point of view influences the story.
10. Analyze how visual and multimedia elements contribute to the story.
11. Apply phonics skills to decode words in a story.

	<ol style="list-style-type: none"> <li>12. Read with accuracy and fluency to support comprehension.</li> <li>13. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>14. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story.</li> <li>15. 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.</li> <li>16. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Context clues</li> <li>2. Prediction</li> <li>3. Inference</li> <li>4. Theme</li> <li>5. Plot</li> <li>6. Point of view</li> <li>7. Fluency</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize</li> <li>2. Compare &amp; contrast</li> <li>3. Fiction</li> </ol>
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Story Comparisons. Students will complete a graphic organizer comparing and contrasting two stories in chronological order.</li> <li>2. Lansdown Word Cards. Using one index card per vocabulary word, students will write the word and its glossary/dictionary definition on the front. Then they will write an original sentence demonstrating an understanding of how that word relates to the story. They will illustrate the word on the back as well and play a vocabulary review game as a class where students ask each other questions about the words. (See link)</li> <li>3. Summary Presentation. Students will work in small groups to create a cartoon, skit, song, news report, etc. that summarizes the story and includes descriptions of the characters, setting(s), problem, three events, solution and main theme or lesson in some form.</li> <li>4. Anticipation Guide. Before reading, students will respond to a list of statements or questions by writing their opinion or prediction of a story. After reading, they will evaluate their predictions.</li> <li>5. Close Reading. Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and</li> </ol>	<p><b>Story Comparisons</b>  <b>Summative: Graphic Organizer</b>  Story Comparisons. Students will complete a graphic organizer comparing and contrasting two stories in chronological order.</p> <p><b>Lansdown Word Cards</b>  <b>Formative: Writing Assignment</b>  Students will write and share orally how the words and their definitions connect to the context of the story.</p> <p><b>Summary Presentation</b>  <b>Summative: Project</b>  Students will present all story elements, including main theme or lesson, in an oral group presentation.</p> <p><b>Anticipation Guide</b>  <b>Diagnostic: Graphic Organizer</b>  Students will make predictions prior to reading a story.</p> <p><b>Close Reading</b>  <b>Formative: Reading Task</b>  Students will receive a printed copy of a small selection of a complex text. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme.</p>

details that contribute to that theme.

6. Pre-Reading Cards. As a pre-reading activity, provide students with index cards that have story element clues on them (i.e., a card might be labeled Setting--a small town). Students read or hear read the first chapter of a selection. Students record any inferences, predictions, or conclusions that develop based on what they heard. Once students have completed the reading, they review the cards to see how well they were able to infer, predict, or draw conclusions about the story element listed on their cards. Later, this can be turned into a short research paper that includes details from the text that support the students' original thoughts. This activity can be adapted for shorter selections by reading only the first paragraph.
7. Story Map. Students will create a story map for the basic elements of a story such as setting, character, conflict, rising action, and resolution. The organizers can be created for whole groups to contribute to. As students become more familiar, they can create story maps for texts they read independently. Graphic versions of a story map are available online. See link.
8. Picture Book Language. Small groups of students will receive several picture books. They will look for words and phrases from those texts that reflect figurative language. A scribe from each group will record words and phrases. Group members should determine the specific type of figurative language the author used for each word or phrase found. Each group can share their examples with the class and provide rationale for how each word or phrase was labeled.



[Story Map](#)



[Lansdown Word Cards](#)

### Resources (Suggested)

1. iPad Resources
2. Literature Connection  
*Just My Luck* by Emily Moore  
From the Common Core Standards-suggested books:  
Grades 4–5 Text Exemplars: Stories  
*Alice's Adventures in Wonderland* by Lewis Carroll  
*Bud, Not Buddy* by Christopher Paul Curtis  
*M. C. Higgins, the Great* by Virginia Hamilton  
*The Birchbark House* by Louise Erdrich  
*The Secret Garden* by Frances Hodgson Burnett  
*Where the Mountain Meets the Moon* by Louise Erdrich  
*The Black Stallion* by Walter Farley
3. Internet Resources  
 [Graphic Organizers for Character Traits](#)  
 [Graphic Organizers](#)  
 [More Graphic Organizers](#)  
 [Anticipation Guide](#)  
 [Anticipation Guide 2](#)

### Catholic Identity

#### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Option for the Poor and Vulnerable
- ❖ Care for God's Creation

#### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.



[Make an Animated Video](#)



[Figurative Language Baseball](#)



[Comprehension Games ideas](#)



[Tagul Cloud](#)



[On Line Web 2.0 Tools](#)



[Story Writing](#)

- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Five  
Diocese of Cleveland  
2013**

**Reading Literature: Drama**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They use technology and digital media strategically and capably.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Literature

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 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 (e.g., how characters interact).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Foundational Skills

Phonics and Word Recognition RF.5.3. 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 (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency RF.5.4. 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.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Speaking and Listening

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### Essential Questions

1. How is the structure and organization of a play important?
2. How does oral reading fluency contribute to the presentation of a drama?
3. In what ways does figurative language enhance a drama or play?
4. Why should I read or view plays?

### Content

The students will know

1. Drama
2. Independent reading
3. Summary
4. Story elements
5. Theme
6. Figurative language
7. Structure of drama
8. Purpose of drama
9. Fluency (dialect, expression, pausing, smoothness, and clarity)
10. Point of view

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Determine the theme of a drama from details in the text.
2. Compare and contrast the story elements (characters, setting, problem, events and solution) in a drama, and discuss how they are related.
3. Summarize the text.
4. Evaluate how the characters' points of view contribute to the play.
5. Use context clues to define words and phrases in a play.
6. Interpret figurative language such as metaphors and similes.
7. Demonstrate how scenes fit together to provide structure for a drama or play.
8. Differentiate between text that is spoken and directional text (stage directions and character changes).
9. Read a play aloud with fluency and independence.
10. Demonstrate that the purpose is to entertain an audience by integrating dialect, expression, rate, pausing, clarity, and smoothness.
11. Analyze how visual and multimedia elements contribute to a drama or play.
12. Apply phonics skills to decode words in a drama or play.

	<p>13. 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.</p> <p>14. 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.</p>
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<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Drama</li> <li>2. Figurative language</li> <li>3. Simile</li> <li>4. Metaphor</li> <li>5. Scene</li> <li>6. Expression</li> <li>7. Clarity</li> <li>8. Dialect</li> <li>9. Rate</li> <li>10. Script</li> <li>11. Act</li> <li>12. Directions</li> </ol>	<ol style="list-style-type: none"> <li>1. Audience</li> <li>2. Compare and contrast</li> <li>3. Elements of drama</li> <li>4. Summary</li> <li>5. Play</li> <li>6. Entertain</li> </ol>

<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Readers' Theater. Students will take roles and read a play/script aloud multiple times, practicing fluency. They will present to other classes, parents, etc.</li> <li>2. Cooperative Group Discussion. In cooperative groups students will read through a play and determine a theme of the story, the author's point of view, and explain how the scenes fit together to provide the overall structure of the drama.</li> <li>3. Venn Diagram. Using a Venn diagram, students will compare and contrast two characters in a drama and discuss how they are similar and different. They will summarize the information and present it to the class.</li> <li>4. Fluency Circles. Students will work in groups of 2 or 3 to practice fluency skills using a short section of a play. Students can use a rubric to assess each other.</li> <li>5. Graphic Organizer. Students will use a comparison matrix organizer like a T-Chart to compare and contrast one or more elements of two plays. Students should use specific details to identify or illustrate literary elements such as central messages, lesson, or morals. Graphic organizing software is a useful tool for this activity.</li> <li>6. Mood Charades. With the whole group, students will generate a list of moods. They will write the moods on cards. Each student will pull a mood card out of a container. The students will show the mood through facial expression and body movements, no speaking allowed. This activity can be repeated using student drawings. Students draw the mood adding and changing details while the whole group guesses the mood.</li> </ol>	<p><b>Fluency Pre-assessment</b>  <b>Diagnostic: Observation</b>  Teacher will make notes on students' first read aloud to determine where students' fluency needs improvement.</p> <p><b>Readers' Theater Rehearsals</b>  <b>Formative: Oral Assessment</b>  Teacher will make anecdotal notes of students' fluency progress.</p> <p><b>Fluency Circles</b>  <b>Formative: Peer Assessment</b>  Students will evaluate each other's fluency using a rubric.</p> <p><b>Readers' Theater Final Presentation</b>  <b>Summative: Oral Assessment</b>  Teacher will use final fluency assessment with rubric.</p> <p><b>Cooperative Group Discussion</b>  <b>Formative: Cooperative Group Work</b>  Students will determine theme, author's point of view, and how the scenes provide the overall structure of the drama.</p> <p><b>Venn Diagram</b>  <b>Graphic Organizer</b>  Using a Venn diagram, students will compare and contrast two characters in a drama and discuss how they are similar and different. They will summarize the information and present it to the class.</p>

<b>Resources (Suggested)</b>	<b>Catholic Identity</b>
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1. iPad Resources
2. Literature Connections
  - Ten-Minute Plays for Middle School Performers: Plays for a Variety of Cast Sizes* by Rebecca Young
  - More Ten-Minute Plays for Middle School Performers: Plays for a Variety of Cast Sizes* by Rebecca Young and Ashley Gritton
  - Stagings: Short Scripts for Middle and High School Students* by Joan Garner
  - More Short Scenes and Monologues for Middle School Students: Inspired by Literature, Social Studies, and Real Life* by Mary Hall Surface
  - 10 Holiday Plays for 4th, 5th and 6th Graders* by Gregory C. Young
  - Read-Aloud Plays: The Iliad, the Odyssey, the Aeneid: Three Classics Adapted Into Engaging Plays--Plus Background and Activities--Just for Middle Schoolers* by Gwen Bowers
  - A Gilgamesh Play For Teen Readers: A Tale of the First Myth & Legend of Ancient Mesopotamia for Middle & High Schoolers* by Jerry Parks

3. Internet Resources



[Fluency Rubric](#)



[The Grinch Readers' Theater Script](#)



[Baker's Dozen Readers' Theater Script](#)



[Readers' Theater Scripts](#)

### Social Justice Teachings

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Option for the Poor and Vulnerable
- ❖ Care for God's Creation

### Rights of Children

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

**Reading Curriculum–Grade Five  
Diocese of Cleveland  
2013**

**Reading Literature: Poetry**

**Standards Assessed**

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They respond to the varying demands of audience, task, purpose, and discipline.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- 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.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- 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.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- 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.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Reading: Foundational Skills

Fluency RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Speaking and Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CCSS: CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects PreK-5, OH: CCSS: Grade 5, Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5.5a. Interpret figurative language, including similes and metaphors, in context.

DOC: Reading, DOC: Grade 5 , III: Reading Process

A. Comprehension Strategies

- 3. Make critical comparisons across texts.

DOC: Reading, DOC: Grade 5 , V: Reading Applications 2

A. Literary Elements

- 7. Interpret how author's choice of words appeals to the senses and suggests mood.

### Essential Questions

1. How is poetry different from prose?
2. What are the elements and structures of poetry that deepen my understanding of poetry?
3. How do I identify, respond to, analyze, and compare the elements of poetry?
4. Why should I read poetry?
5. In what way does poetry teach me about life?

### Content

The students will know

1. Analysis of poetry
2. Figurative language
3. Oral reading of poetry
4. Textual evidence
5. Inferences
6. Theme
7. Verse
8. Stanza
9. Structure of text
10. Point of view
11. Figures of speech

### Skills

[Bloom's Taxonomy](#)

[DOK Links](#)

The students will be able to

1. Quote accurately from a text when explaining what the text says explicitly.
2. Quote accurately when drawing inferences from the text.
3. Determine a theme of a poem from details in the text.
4. Analyze and summarize the poem.
5. Analyze how stanzas fit together to provide the overall structure of a poem.
6. Read poetry orally with accuracy, appropriate rate, and expression.
7. Interpret figurative language, including similes and metaphors, in context.
8. Describe how a narrator's or speaker's point of view

	<p>influences how events are described.</p> <ol style="list-style-type: none"> <li>9. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>10. Interpret how author’s choice of words appeals to the senses and suggests mood.</li> <li>11. Make critical comparisons across texts.</li> <li>12. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>13. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</li> </ol>
<b>Common Core Vocabulary</b>	<b>Additional Vocabulary</b>
<ol style="list-style-type: none"> <li>1. Metaphor</li> <li>2. Alliteration</li> <li>3. Simile</li> <li>4. Personification</li> <li>5. Stanza</li> <li>6. Onomatopoeia</li> <li>7. Rhyme</li> <li>8. Theme</li> <li>9. Verse</li> </ol>	
<b>Learning Experiences (Suggested)</b>	<b>Assessment (Suggested)</b>
<ol style="list-style-type: none"> <li>1. Graphic Organizer. Students will use a graphic organizer to analyze and summarize a poem.</li> <li>2. Similes and Metaphors. Each student will choose a different person from history and write similes and metaphors to describe that person. Students should base their comparisons on facts.</li> <li>3. Wordle. Using Wordle, students will indicate the figurative language used in the poem and design a Wordle page.</li> <li>4. Recording. Students will record and prepare a slideshow of a group reading a poem. They will use sentences and illustrations on the slides summarizing the poem.</li> <li>5. Choral Reading. In small groups, the students will read various poems with accuracy, expression and appropriate rate.</li> <li>6. Close Reading. Students will receive a printed copy of a short, complex poem. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the theme of the selection and details that contribute to that theme.</li> <li>7. Questioning the Text. As students read a difficult poem, they should generate questions about the poem. Questions can be written on sticky notes and placed in the book as students read. As they find answers to their questions, they record line numbers of the answer on the original sticky note. Topic-specific lists of questions and their answers can be posted.</li> </ol>	<p><b>Choral Reading</b>  <b>Summative: Reading Task</b>  In small groups, the students will read various poems with accuracy, expression and appropriate rate.</p> <p><b>Recording Experience</b>  <b>Summative: Performance</b>  Students will record and prepare a slideshow of a group reading a poem. They will use sentences and illustrations on the slides summarizing the poem.</p> <p><b>Wordle</b>  <b>Formative: Cooperative Group Work</b>  Using Wordle, students will indicate the figurative language used in the poem and design a Wordle page.</p> <p><b>Similes and Metaphors</b>  <b>Summative: Written Assessment</b>  Each student will choose a different person from history and write similes and metaphors to describe that person. Students should base their comparisons on facts.</p> <p><b>Compare and Contrast</b>  <b>Summative: Graphic Organizer</b>  Students will use a graphic organizer to analyze and summarize a poem.</p>



[Wordle](#)



[Creating Presentations](#)



[Word Clouds with Style](#)

**Resources (Suggested)**

1. iPad Resources
2. Literature Connection  
Common Core Standards: Suggested Poetry  
"A Bird Came Down the Walk" by Emily Dickinson  
"Casey at the Bat" by Ernest Lawrence Thayer  
"Dust of Snow" by Robert Frost  
"Fog" by Carl Sandburg  
"Little Red Riding Hood and the Wolf" by Roald Dahl  
"The Echoing Green" by William Blake  
"The New Colossus" by Emma Lazarus  
"They Were My People" by Grace Nichols  
"Words Free As Confetti" by Pat Mora
3. Internet Resources



[Poetry](#)



[Ken Nesbitt's Poetry for Kids](#)



[Poetry Just for Kids 2](#)



[Poetry As We See It](#)



[Simile and Metaphor Lesson](#)



[Scholastic Poetry](#)



[Poetry Out Loud](#)



[Music and Poetry Resources](#)



[Poetry Slam/Jam](#)

**Catholic Identity**

**Social Justice Teachings**

- ❖ Life and Dignity of the Human Person
- ❖ Call to Family, Community, and Participation
- ❖ Rights and Responsibilities
- ❖ Option for the Poor and Vulnerable
- ❖ Care for God's Creation

**Rights of Children**

- ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
- ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
- ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
- ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
- ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
- ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
- ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
- ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
- ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
- ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

# PARENT GUIDE

## GRADE FIVE READING CURRICULUM

### DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Five.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	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.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading: Literature	
Key Ideas and Details	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	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.
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	Describe how a narrator’s or speaker’s point of view influences how events are described.
Integration of Knowledge and Ideas	
	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

<b>Range of Reading and Level of Text Complexity</b>	
	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.
<b>Reading: Informational Text</b>	
<b>Key Ideas and Details</b>	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
	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.
<b>Craft and Structure</b>	
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>Integration of Knowledge and Ideas</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.
	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Range of Reading and Level of Text Complexity</b>	
	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.
<b>Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>Presentation of Knowledge and Ideas</b>	
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<b>Writing</b>	
<b>Text Types and Purposes</b>	
	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
<b>Production and Distribution of Writing</b>	
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
<b>Research to Build and Present Knowledge</b>	
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

<b>Research to Build and Present Knowledge continued</b>	
	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<b>Language</b>	
<b>Knowledge of Language</b>	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
<b>Vocabulary Acquisition and Use</b>	
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figurative language, including similes and metaphors, in context.
<b>Diocese of Cleveland Standards</b>	
<b>Acquisition of Vocabulary</b>	
<b>Tools and Resources</b>	
	Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, and technology.
<b>Contextual Understanding</b>	
	Use context clues to determine the meaning of synonyms, antonyms, homophones and homonyms.
<b>Reading Applications I</b>	
<b>Text Analysis</b>	
	Use text features, such as chapter titles, headings and subheadings; parts of books, including the index, table of contents, online tools to locate information.
	Analyze information found in maps, charts, tables, graphs, and diagrams.
	Analyze the difference between fact and opinion.
<b>Reading Process</b>	
<b>Comprehension Strategies</b>	
	Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
	Make critical comparisons across texts.
<b>Reading Applications II</b>	
<b>Literary Elements</b>	
	Interpret how author’s choice of words appeals to the senses and suggests mood.

# READING CURRICULUM

## GRADE FIVE

### DIOCESE OF CLEVELAND

## Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
<b>Capacities of the Literate Individual</b>	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
<b>Reading: Foundational Skills</b>	
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	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.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Reading: Literature</b>	
Key Ideas and Details	
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	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.
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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Integration of Knowledge and Ideas	
	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Date Taught	
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	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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	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.
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Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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Research to Build and Present Knowledge	
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Date Taught	
Research to Build and Present Knowledge continued	
	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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Text Analysis	
	Use text features, such as chapter titles, headings and subheadings; parts of books, including the index, table of contents, online tools to locate information.
	Analyze information found in maps, charts, tables, graphs, and diagrams.
	Analyze the difference between fact and opinion.
<b>Reading Process</b>	
Comprehension Strategies	
	Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
	Make critical comparisons across texts.
<b>Reading Applications II</b>	
Literary Elements	
	Interpret how author's choice of words appeals to the senses and suggests mood.