



Diocese of Greensburg Curriculum

Reading Grade 5

Unit	Standards	Content	Skills
<p>Comprehension Strategies</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Central idea (main idea) and details • Inferences • Prediction • Summarizing • Generalizations • Fact & Opinion • Text Structure • Compare & Contrast • Cause & Effect • Sequence (Chronological Order) • Problem & Solution • Drawing Conclusions • Text connections • Titles, headings, sidebars, photographs, captions, graphs, bold, italic 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Make and defend predictions using information presented in the text. • State details in a text to justify an inference. • Cite details from the text that support key main ideas. • Compare and contrast various texts. • Identify and distinguish between cause and effect relationships in text. • Make text to self, text to text, and text to world connections. • Make connections to stories and figures from the Bible. • Explain events in chronological order. • Summarize the key details of the text. <ul style="list-style-type: none"> ○ Identify the main idea of the text. ○ Cite specific details within the text that support the main idea or central theme of the text.

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	<p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> ○ Formulate valid inferences and make predictions based on information presented in the text and background knowledge. ○ Provide a summary of the text. ○ Develop generalizations from details presented in the text. ○ Distinguish between facts & opinion. ○ Find details that support facts & opinions presented in the text. ○ Recognize the various patterns authors use to organize text (i.e., sequence, cause and effect, compare and contrast, problem & solution, description). ○ Determine the sequential

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			<p>order of events presented in a text.</p> <ul style="list-style-type: none"> ○ Organize the steps in a process in the order in which they occur. ○ Explain how information gained from illustrations, maps, and photographs helps readers understand the text.
<p>Genres</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Genre <ul style="list-style-type: none"> ○ Fiction <ul style="list-style-type: none"> ▪ Historical Fiction ▪ Realistic Fiction ▪ Science Fiction ○ Narrative ○ Poetry ○ Drama ○ Folklore/Myths/Legends/Tall Tales ○ Fantasy ○ Mystery ○ Non-Fiction <ul style="list-style-type: none"> ▪ Informational ▪ Speeches/Letters 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the main literary genres and the characteristics of each genre. • Analyze the features of a text and classify it according to genre. • Compare and contrast the approach to similar themes in different genres. • Read and comprehend text from various genres. • Highlight Gospel values and other elements of Catholic

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	<p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> ▪ Autobiography/Biography/Memoirs ▪ Magazine/Newspaper Articles ▪ Online Sources 	<p>identity in various genres.</p>
<p>Story Elements</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <hr/> <p>Reading: Literature</p> <p>Key Ideas and Details</p> <p>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.</p> <p>RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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.</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>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).</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions</p>	<ul style="list-style-type: none"> • Character (antagonist & protagonist) • Setting (including time & place) • Plot (exposition, rising action, climax, falling action, resolution) • Conflict <ul style="list-style-type: none"> ○ Character vs. Character ○ Character vs. Society ○ Character vs. Self ○ Character vs. Nature 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the elements of a story. • Differentiate between main and supporting characters in a story. • Identify antagonist & protagonist. • Identify character traits. • Analyze character development. • Summarize a story's plot. • Identify the elements of plot (exposition, rising action, climax, falling action, resolution). • Analyze plot development in a text. • Identify elements of setting development. • Cite textual evidence related to story elements. • Analyze how setting shapes plot and characters.

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	<p>of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>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.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>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.</p> <p>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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		<ul style="list-style-type: none"> • Develop conflict in a sequential order. • Discuss a character's actions and choices in light of Catholic moral values. • Make comparisons to figures from the Bible.
<p>Figurative Language</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <hr/> <p>Reading: Literature</p> <p>Craft and Structure</p> <p>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.</p>	<ul style="list-style-type: none"> • Figurative Language <ul style="list-style-type: none"> ○ Similes ○ Metaphors ○ Personification ○ Onomatopoeia ○ Hyperbole ○ Alliteration ○ Assonance ○ Idioms • Irony • Flashback 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify, cite, illustrate, and interpret figurative language from published and student generated works. • Differentiate between literal and figurative meaning.

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	<p>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.</p> <p>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.</p> <p>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.</p> <p>Language</p> <p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.5.5a. Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Foreshadowing • Symbolism 	<ul style="list-style-type: none"> • Identify irony, flashbacks, foreshadowing, and symbolism from published and student generated works. • Highlight Gospel values in discussion of literary text.
<p>Theme</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <p>Capacities of the Literate Individual</p> <p>Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language</p> <p>They come to understand other perspectives and cultures.</p>	<ul style="list-style-type: none"> • Theme • Central idea (main idea) <ul style="list-style-type: none"> ○ Supporting details • Author's purpose <ul style="list-style-type: none"> ○ To inform ○ To entertain ○ To persuade • Audience • Mood 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the various points of view used in writing. • Determine the narrator's point of view in fiction and non-fictional text.

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	<p>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.</p> <p>Speaking and Listening 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.</p> <p>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.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> • Point of view <ul style="list-style-type: none"> ○ 1st person ○ 3rd person ○ Limited ○ Objective ○ Omniscient 	<ul style="list-style-type: none"> • Distinguish between purposes for writing. • Identify the author's purpose and intended audience. • Identify the central idea (main idea) of the text. • Determine the theme. • Cite specific details within the text that support the main idea or central theme of text. • Cite evidence from the text that suggests mood. • Analyze how setting shapes plot, mood, and characters. • Determine the purpose or main idea of Biblical stories.
<p>Speaking and Listening</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5 CCSS: Grade 5</p> <hr/> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> • Oral presentation • Use visual displays • Collaborative discussion • Listening comprehension • Peer review • Following directions • Formal vs Informal language • Oral and dramatic reading 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Speak clearly and accurately at an understandable and fluent pace. • Use visual displays when appropriate. • Speak in a manner appropriate to task and audience. • Apply knowledge of language and its conventions when speaking.

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	<p>SL.5.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>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.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>		<ul style="list-style-type: none"> • Engage in discussions with partners and groups on specific topics and texts. • Listen attentively and respond appropriately to comments posed by others. • Evaluate and communicate strengths and weaknesses of another's oral presentation. • Use peer feedback to improve oral presentation skills. • Recall and follow directions presented orally. • Listen attentively and respond appropriately. • Distinguish between formal and informal language. • Perform a dramatic presentation. • Demonstrate fluency in oral reading, individually and in a group. • Read at school Masses and prayer services, as permitted. • Use Verbal skills: Volume and articulation • Use Nonverbal skills: facial expressions, eye contact, posture, and poise

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	<p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Spelling</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <hr/> <p>Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> • Spelling patterns-vowels/consonants • Prefixes and suffixes • Plurals • Homophones/Homonyms • Phonics-sound patterns • Dictionary/Thesaurus skills • Synonyms/Antonyms • Diphthongs • Compound Words • Contractions • Decoding Syllables 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Use spelling patterns. • Consult reference materials to check spelling. • Use prefixes and suffixes to change root words. • Differentiate between meaning of words based on spelling.

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	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
<p>Vocabulary</p>	<p>CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5</p> <p>CCSS: Grade 5</p> <hr/> <p>Language</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find</p>	<ul style="list-style-type: none"> • Context clues • Multiple meaning words • Root words • Suffixes and prefixes • Synonyms • Antonyms • Greek & Latin affixes • Homophones • Homographs 	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Use a variety of strategies to analyze and decode unfamiliar words. • Utilize context clues to derive word meaning. • Identify and use root words, suffixes, & prefixes to define new words. • Use words in correct context. • Recognize synonyms and antonyms. • Determine the correct pronunciation of words.

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	<p>the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		

