

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 5

**Reading Skills and Strategies** (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 2a, 2b)

**Fluency and Accuracy** (GE 9; Power Standard 3; Power Indicators 3a, 3b, 3c)

**Literary Texts** (GEs 10-11 and 13-15; Power Standard 4; Power Indicators 4a, 4b, 4c, 4d, 4e, 4f)

**Informational Texts** (GEs 12 and 16; Power Standard 5; Power Indicators 5a, 5b, 5c)

**Reading Habits** (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b)

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## Grade Level 5: Reading Skills and Strategies

### CCSU Power Standards:

**Power Standard #1:** Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

**Power Standard #2:** Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	R5:1 No GLE at this grade level	<i>Phonological Awareness</i>	
1.1, 1.2	R5:2 No GLE at this grade level	<i>Concepts of Print</i>	
1.1, 1.2	<b>R5:3 Applies word identification/ decoding strategies by...</b> <ul style="list-style-type: none"> <li>Identifying multisyllabic words by using knowledge of sounds, six syllable types*/syllable division, and word patterns (including prefixes and suffixes) (*see Appendix for the six syllables)</li> </ul>	<i>Word Identification Skills and Strategies</i>	Identify multi-syllabic words using knowledge of sounds, six syllable types/syllable division, or word patterns (including prefixes and suffixes). (1a)
1.1, 1.2	<b>R5:4 Applies context and self-correction strategies by...</b> <ul style="list-style-type: none"> <li>Predicting upcoming text, monitoring, adjusting and confirming through use of print, syntax/language structure, semantics/meaning or other context cues</li> </ul>	<i>Context and Self-Correction Strategies</i>	
1.1, 1.2	<b>R5:5 Identifies the meaning of unfamiliar words by...</b> <ul style="list-style-type: none"> <li>Using strategies to unlock meaning (e.g. knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources such as dictionaries, glossaries; prior knowledge)</li> </ul>	<i>Vocabulary Strategies</i>	

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<p><b>1.1, 1.2</b></p>	<p><b>R5:6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</b></p> <ul style="list-style-type: none"> <li>Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning EXAMPLE (of shades of meaning): tired, exhausted</li> <li>Describing words in terms of categories, functions or features</li> <li>Selecting appropriate words <u>or explaining the use of words in context</u>, including content-specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (of multiple meanings): Students explain the intended meanings of words found in text—"Based on the way 'spring' is used in this passage, would having a 'spring' be necessary for survival? Explain how you know."</li> </ul>	<p><i><b>Breadth of Vocabulary</b></i></p>	
<p><b>1.3, 5.11, 5.13</b></p>	<p><b>R5:7 Uses comprehension strategies (flexibility as needed) while reading literary and informational text</b></p> <ul style="list-style-type: none"> <li>EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and <u>inferential questions</u>; constructing sensory images (e.g. making pictures in one's mind); making connections (text to self, text to text, and text to world); <u>taking notes</u>; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition and support, <u>logical/sequential</u>)</li> </ul>	<p><i><b>Comprehension Strategies</b></i> <i><b>Comprehension</b></i></p>	
<p><b>1.3, 5.11, 5.13</b></p>	<p><b>R5:8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>Sampling a page of text for readability and interest</li> <li>Previewing text selections</li> <li>Stopping to reread, adjust pace and use other strategies as needed</li> </ul>	<p><i><b>Monitoring and Adjusting strategies</b></i></p>	<p>Use strategies to monitor own reading. (2a)  Recognize a variety of text structures to construct meaning. (2b)</p>

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## Grade Level 5: Fluency and Accuracy

CCSU Power Standards:

**Power Standard #3:** Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<p><b>R5:9 Reads grade-level appropriate material with:</b></p> <ul style="list-style-type: none"> <li>• <b>Accuracy:</b> reading material appropriate <u>for grade 5</u> with 90-94 % accuracy (see Appendix for sample titles)</li> <li>• <b>Fluency:</b> reading with <u>appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</u> (See Appendix for suggested rates)</li> <li>• <b>Fluency:</b> reading with phrasing and expression, and with attention to text features, such as punctuation, italics and dialogue</li> </ul>	<b><i>Accuracy and Fluency</i></b>	<p>Read material appropriate for the end of fifth grade with 90 -100% accuracy. (3a)</p> <p>Read grade level text correctly at 125-150 words per minute. (3b)</p> <p>Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression, and attention to text features (including punctuation, italics, dialogue). (3c)</p>

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## Grade Level 5: Literary Texts

CCSU Power Standards:

**Power Standard #4:** Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p><b>R5:10 Demonstrate initial understanding of elements of literary text by...</b></p> <ul style="list-style-type: none"> <li>Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time</li> <li>Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</li> <li>Identifying the characteristics of a variety of types of text (e.g. <b>literary texts</b> poetry, plays, fairy tales, fantasy, fables realistic fiction, folktales, historical fiction, <u>mysteries</u>)</li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	<p>Describe character traits, motives, and changes over time in context of interactions with other characters, setting, events, etc. (4a)</p> <p>Summarize key ideas or plot. (4d)</p>
1.3, 5.11, 5.13	<p><b>R5:11 Demonstrates initial understanding of author’s craft used in literary texts by...</b></p> <ul style="list-style-type: none"> <li>Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, <u>imagery</u>, or <u>simple metaphors</u></li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	
1.3, 5.11, 5.13	<p><b>R5:13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>Making logical predictions EXAMPLE: “Which event is most likely to happen next?”</li> <li><u>Describing characters’</u> physical characteristics, personality traits, or <u>interactions</u>; or providing examples of thoughts, words, or actions that reveal characters’ personality traits or <u>their changes over time</u></li> <li>Making inferences about problem, conflict, solution, or <u>the relationship among elements (plot, character, setting) within</u></li> </ul>	<b>Analysis and Interpretation of Literary Text/Citing Evidence</b>	<p>Make inferences using evidence (details) from text (passage). (4c)</p> <p>Identify the narrator (point of view). (4b)</p> <p>Identify author’s basic message (theme). (4e)</p> <p>Interpret and analyze grade-appropriate poetry (including identifying speaker). (4f)</p>

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	<p><u>text</u> (e.g. how the setting affects a character or plot development)</p> <ul style="list-style-type: none"> <li>Identifying the <u>narrator</u></li> <li>Identifying author's message or theme (<u>implied or stated, as in a fable</u>)</li> <li>Identifying causes or effects, including possible motives of characters</li> </ul>		
<b>1.3, 5.11, 5.13</b>	<p><b>R5:14 Analyze and interpret author's craft (citing evidence where appropriate) by...</b></p> <ul style="list-style-type: none"> <li><u>Demonstrating knowledge of use of literary elements and devices (e.g. imagery, exaggeration) to analyze literary works</u></li> </ul>	<b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b>	
<b>1.3, 5.11, 5.13</b>	<p><b>R5:15 Generates a <u>well-developed and grounded</u> personal response to what is read through a variety of means and through...</b></p> <ul style="list-style-type: none"> <li>Comparing stories or other texts to related personal experience, prior knowledge or other books</li> </ul>	<b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b>	

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## Grade Level 5: Informational Texts

CCSU Power Standards:

**Power Standard #5:** Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p><b>R5:12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>• Obtaining information from text features (e.g. table of contents, glossary, index, transition words/phrases, bold or italicize text, headings, subheadings, graphic organizers, charts, graphs or illustrations)</li> <li>• Using information from the text to answer questions related to main/central ideas or key details</li> <li>• Organizing information to show understanding (e.g. representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing or <u>comparing/contrasting</u>)</li> <li>• Identifying the characteristics of a variety of types of text (e.g. <b>reference</b>: <u>reports</u>, encyclopedias, children’s magazines, content trade books, textbooks, student newspapers, <u>internet websites</u>, <u>biographies</u>; and <b>practical/functional texts</b>: procedures, instructions, book orders, announcements, invitations, <u>recipes</u>, <u>menus</u>)</li> </ul>	<p><b>Initial Understanding of Informational Text Comprehension</b></p>	<p>Gather information and vocabulary from text features (chart, glossary, index, diagrams, illustrations, table of contents, captions, bold and italicized text, basic transition words, and headings). (5b)</p> <p>Use information (text and/or text features) to answer questions. (5a)</p> <p>Summarize, paraphrase, compare, and/or contrast information to show understanding. (5c)</p>
1.3, 5.11, 5.13	<p><b>R5:16 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>• Connecting information <i>within</i> a text or <i>across</i> texts</li> <li>• Synthesizing information within or across text(s) (e.g. constructing appropriate titles, formulating assertions or controlling ideas</li> <li>• Drawing from inferences about text, including author’s purpose (e.g. to inform, explain, entertain, <u>persuade</u>) or message: or forming and supporting opinions/judgments <u>and assertions about central ideas</u> that are relevant</li> <li>• Distinguishing fact from opinion</li> <li>• Making inferences about causes or effects</li> </ul>	<p><b>Analysis and Interpretation of Informational Text/ Citing Evidence</b></p>	

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## Grade Level 5: Reading Habits

### CCSU Power Standards:

**Power Standard #6:** Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.4, 5.12	<p><b>R5:17 Demonstrates the habit of reading extensively* by...</b></p> <ul style="list-style-type: none"> <li>Reading the equivalent of at least two books a month, including in-school, out-of-school and summer reading</li> </ul> <p><i>*Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time and frequency of reading</i></p>	<b>Reading Extensively</b>	
1.4, 5.12	<p><b>R5:18 Demonstrate the habit of reading widely and in depth by...</b></p> <ul style="list-style-type: none"> <li>Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g. <b>literary texts:</b> poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, <u>mysteries</u>; <b>informational</b>; biography, <u>reports</u>, encyclopedias, children's magazines, student newspapers, content trade books, <u>internet Web sites</u>; and <b>practical/ functional texts</b>; procedures, instructions, <u>menus</u>, <u>recipes</u>, announcements, invitations)</li> <li>Reading at least the equivalent of four books by an author about a subject, or in one genre</li> </ul>	<b>Reading Widely and In Depth</b>	Self-select reading materials (at appropriate level and interest) representative of 3 or more literary and informational genres. (6a)

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1.4, 5.12	<b>R5:19 Demonstrates participation in a literate community by...</b> <ul style="list-style-type: none"><li>• Self-selecting reading materials in line with reading ability and personal interests</li><li>• Participating in <u>in-depth</u> discussions about text, ideas and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers and others</li></ul>	<b><i>Literate Community</i></b>	Participate in focused discussions about text and respond to comments and recommendations using supporting evidence (details). (6b)
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