

Semester: 1 and 2 Grade Level/Department: 5 Subject: Reading Team
 Members: T H o y t

Standard #	Description	Example or Rigor	Prior Skills Needed	Assessment	When Taught?
IB2	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	Use knowledge of root words, derivations, antonyms, synonyms, idioms, homonyms and multiple-meaning words to determine word meanings and to understand texts.	Phonics Vocabulary skills-definitions Meanings of prefixes/suffixes Dictionary	Practice book pages Formative Assessments Comprehensive Assessment Theme Tests	All year
IB4	The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	Analyze word structure and use context clues in order to understand new words.	Phonics Vocabulary Dictionary	Study Island	1 st and 2 nd quarter
IC5	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Infer main ideas and determine relevant details in non-fiction texts.	Comprehension skills- inferences Main Idea/Supporting Details Fiction and Nonfiction writings		1 st and 2 nd quarter
IC7	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.	Comprehension skills- Problem/Solution Story Elements Inferences		3 rd and 4 th quarter

IC11	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Critically read and evaluate text to identify author's point of view and purpose.	Vocabulary Three main purposes: inform, persuade, and entertain First-person and third-person		3 rd and 4 th quarter
IC13	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Follow multiple-step written directions.	Vocabulary Steps in a process Sequence of events		All year
ID2	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	Identify and analyze literary elements and devices in works of fiction including characterization, plot, tone and theme and the ways they convey meaning.	Vocabulary Story Elements		3 rd and 4 th quarter
ID7	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	Identify and determine the meanings of similes and metaphors.	Vocabulary Figurative Language		2 nd and 3 rd quarter
ID8	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	Respond to literature using ideas and details from the text to support reactions and make literary connections.	Vocabulary Prediction Main Idea/Supporting Details		2 nd and 3 rd quarter

IC3	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Summarize and paraphrase key ideas from text.	Vocabulary Sequence Main Idea/Details		2 nd and 3 rd quarter
IC4	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Identify main idea and supporting details in fiction text.	Vocabulary Sequence		1 st and 2 nd quarter
IC8	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Distinguish fact from opinion and provide evidence to support conclusions.	Vocabulary Inferences		1 st and 2 nd quarter
IC9	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Determine cause and effect and draw conclusions.	Vocabulary Inferences		All year
IC10	The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.	Compare and contrast information on the same topic from multiple sources.	Vocabulary Inferences Fact/Nonfact		3 rd and 4 th quarter

ID6	The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	Distinguish between third person omniscient and first person point of view.	Vocabulary Characters		3 rd and 4 th quarter
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Description—What is the essential standard to be learned? Define in student-friendly vocabulary.

Example or Rigor—What does this look like? Provide an example or sample problem.

Prior Skills Needed—What knowledge or skills must the student already have in order to master this standard?

Assessment—How will student mastery be measured?

When Taught—What is the proposed time frame for teaching this standard?

**Adapted from Solution-Tree 2009 Reproducibles*