



Standards for Reading		
	Literature & Fiction	Informational & Nonfiction
Key Ideas & Details	Fifth grade readers quote or paraphrase a text accurately when explaining what the texts states explicitly and when drawing inferences from it. They summarize a text and draw on specific details to determine the theme of a story, drama, or poem. In addition, fifth graders consider how characters respond to challenges in a story or drama. They compare and contrast story elements such as character, events, setting, etc..	Fifth grade readers quote or paraphrase a text accurately when explaining what the texts states explicitly and when drawing inferences from it. They summarize a text and determine one or more main ideas and explain how those ideas are supported by details. Fifth graders explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a variety of informational texts
Craft & Structure	Fifth grade readers determine the meaning of words and phrases as they are used in a text and can identify and explain the effects of figurative language. They explain how a series of chapters, scenes, or stanzas fit together to provide structure to a text (plot, rising action, climax, etc.). Fifth graders describe how a narrator's or speaker's point of view influences a story, myth, drama, or poem.	Fifth grade readers determine the meaning of both general academic and content-specific words and phrases in a relevant text. They can describe how an author uses one or more text structures (chronology, cause/effect, etc.) to present information. Fifth grade readers analyze multiple accounts of the same event or topic and compare and contrast the points of view each represents.
Integration of Knowledge & Ideas	Fifth grade readers analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. They compare and contrast the treatment of similar themes, topics, and patterns of events in stories from the same genre.	Fifth grade readers draw on information from multiple sources and demonstrate the ability to answer questions and solve problems quickly and efficiently. They explain how an author uses reasons and evidence to support particular points in a text. Fifth graders integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
Range of Reading & Text Complexity	Fifth grade readers self-select appropriate literary texts for independent reading across a variety of genres, cultures, and perspectives. They read appropriate texts with accuracy, fluency, and comprehension.	Fifth graders independently read appropriate informational texts with accuracy, fluency, and comprehension including history/social studies, science, mathematical, and technical texts.

Foundational Literacy Skills	
Phonics and Word Recognition	Fifth grade readers know and apply grade-level phonics and word analysis skills. They use their combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to decode unfamiliar words both in and out of context.
Fluency	Fifth graders read appropriate texts with sufficient accuracy to support comprehension. They apply text-appropriate rate, phrasing, and expression when reading prose or poetry orally. Fifth grade readers self-correct when their reading doesn't make sense.



Structures for Learning

During reading instructional time, students and teachers may be engaged in...

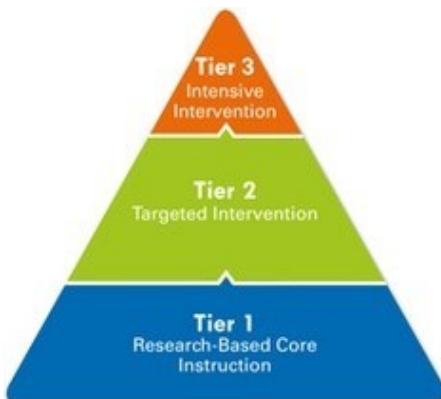
- Whole class direct & explicit instruction
- Small group direct & explicit instruction
- Flexible grouping
- Skill and Strategy Grouping
- Interactive read-aloud.
- Shared and performance reading
- Reader's Response writing
- Independent work, including centers/stations.
- Independent and partner reading.
- Teacher or peer conferencing
- Literature Circles.



Florida Center for Reading Research

A Multi-Tiered System of Support for Literacy (MTSS)

Pentucket's MTSS for Literacy is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is delivered to all students. This instruction uses the structures for learning listed above using the district approved curriculum resources. Literacy Instruction for 5th Grade occurs in a 90 minute block with a combination of whole class and flexible small group instruction on the 5 Components of Reading.

Tier 2 and Tier 3 Instruction occurs in the 90 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Reading or Title I teachers but also may occur in additional time, beyond the 90 minutes in small group pull-out sessions. This instruction focuses on specific skills and needs of students

that are behind and likely to hinder progress without focused intervention.

Benchmark assessments are given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.

Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade 5



PRSD Curriculum Tools and Resources

Grade 5

Component of Reading	Tool or Resource	Methodology
Phonics & Phonological Awareness	Linguistics - 7 Syllable study	<ul style="list-style-type: none"> • Whole class explicit skill instruction. • Small group direct and explicit skill reteaching and guided practice • Independent and collaborative practice
Vocabulary	Wit + Wisdom, Oral Language Work, Read Aloud	<ul style="list-style-type: none"> • Direct Oral Language instruction • Read Alouds • Independent and collaborative practice • Explicit vocabulary and content knowledge instruction • Vocabulary “deep dives” • Engagement with complex texts
Comprehension	Wit + Wisdom	<ul style="list-style-type: none"> • Shared core texts with whole class • Direct and explicit whole class instruction • Knowledge building content instruction • Small group Targeted Instruction • Independent reading and collaborative practice • Listening Stations • Written response to reading • End of Module Tasks • Literature circles • Reciprocal Teaching
Fluency	Wit + Wisdom and Repeated readings	<ul style="list-style-type: none"> • Small Group direct instruction • Partner reading • Repeated readings • Formal and informal fluency performances