



# Reading-Language Arts

## Grade 5th

### 3rd Nine Weeks



This academic overview can be used to monitor and support your child's at-home learning progress

#### Unit 5: Making Meaning Across Genres

##### Student Learning Targets

- I can make predictions using text features, characteristics of genre, and structures.
- I can create mental images to deepen my understanding.
- I can make inferences about the author's purpose, message, and author's craft.
- I can monitor my comprehension by rereading or using background knowledge.
- I can determine important details from the text to support my response.
- I can annotate and take notes to organize my thoughts, ideas, understandings, and questions.
- I can use evidence from the text to support conclusions and inferences about theme.
- I can explain the use of alliteration, rhyme, onomatopoeia, consonance, and assonance.
- I can understand the author's purpose by analyzing the graphic features.

##### Questions to Check for Unit Understanding

- How does a specific text structure support the author's purpose and message?
- What genre characteristics apply to the text I am reading?
- How do literary devices create meaningful experiences for the reader?

##### Key Academic Vocabulary

- Multiple Genres: characteristics of a text, or things that set it apart from other texts that help the reader better understand its purpose and content
- Author's Purpose: the reason why an author creates a text and why an author makes writing choices.
- Text Evidence: the available body of supporting, valid, and relevant details, facts, or information that supports an inference, idea, or proposition
- Claim: a position or arguable statement that the author holds about the topic or issue being discussed in the text.

#### Unit 6: Digging Deeper

##### Student Learning Targets

- I can correct or confirm my predictions using text evidence.
- I can make inferences about plot, character, and the topic
- I can consider the author's topic and intended audience and context.
- I can create new understanding based on pieces of information.
- I can monitor my comprehension by annotating when understanding breaks down.
- I can identify text, print, graphic features, key words, phrases, and information that relate to the question.
- I can paraphrase using key ideas in a section or with a whole text.
- I can annotate to identify and explain key ideas and connections.
- I can refer to specific ideas in the text that are important to the meaning.
- I can paraphrase details from a text to support a reader's inference, thought, or analysis of text.
- I can explain how poets use of figurative language contributes to the meaning of a poem.

##### Questions to Check for Unit Understanding

- How do these ideas or pieces of information change my perspective or provide new insight and understanding?
- How can I use evidence from the text to support my responses?
- How do I know if my inference is helping or hindering my understanding?

##### Key Academic Vocabulary

- Inferences: a conclusion drawn from using what you know and evidence from the text
- Plot: the progression of a story (beginning, middle, and end) including the problem/solution and where and when the selection takes place (setting)
- Figurative Language
- Comprehension