

## Fifth Grade Reading Learning Targets 2016-2017 REGIONAL SCHOOL UNIT #22

RSU #22 is committed to the optimal learning of all students. As RSU #22 continues to move towards meeting 2018 graduation expectations, we have elected to look at proficiency learning targets K-12. Rather than only the high school being responsible to report student proficiency, we have listed learning targets at each grade level. We know that some children may be able to meet standards beyond the targets listed at the grade level. We also know that some students will need more time to meet the expectations.

**In some instances, students would only be expected to meet a 2, the foundational proficiency level.** Keep in mind that some students may be working at lower levels or higher levels.

Standards Scored on the 2016-2017 Report Card:

### Reading: Informational Argument and Reasoning

Learning Target	Proficiency Level
Understands authors use facts, reasons, evidence, and qualifying statements to support a claim.	3
Understands authors might present conflicting opinions or counterclaims in a text.  Understands not all information in a text is relevant to the claim being made.  Understands not all sources used to support a claim are of equal value.	2
Understands when an author is trying to convince or persuade an audience.	3

### Central Idea

Learning Target	Proficiency Level
Understands authors use text and graphic features to provide additional support for the central idea ( <i>charts, graphs, diagrams, sidebars</i> ).	2
Understands authors develop the central idea throughout the entire text.	

Understands authors provide additional information which expands and defines the central idea in a text ( <i>glossary, hyperlinks, key words, captions, subheadings, electronic menus, indexes, icons</i> ).	
Understands common organizational patterns or structures can be used to identify the critical information needed to determine the central idea ( <i>sequence pattern, problem/solution pattern, cause/effect pattern, descriptive pattern</i> ).  Understands authors may use more than one organizational pattern within a text.	2
Understands the relationship between supporting ideas and the central idea.	2

### Text Features and Structures

Learning Target	Proficiency Level
Understands how the author's use of organizational structures and signal words convey information and enhance the text.	3
Understands various text features can be used to highlight or enhance information ( <i>bold words, italicized words, fonts, captions, guide words, charts, graphs</i> ).  Is skilled at identifying text features that are used to organize stories, poems, plays, and informational text ( <i>chapter, chapter headings, paragraph, verse, stanza, scene, index, glossary</i> ).	2
Understands authors use a variety of text features to organize and emphasize information within a text.	3
Understands the organizational structure for a text is bound by the characteristics of the selected genre ( <i>e.g., characteristics of the selected genre such as historical or science fiction, characteristics of informational text, characteristics of persuasive text</i> ).  Understands authors select text features and structures that support a specific point of view or mood.	2
Understands authors use text features and structures to support a	3

specific point of view or mood in a text.	
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## Reading: Literature

### Literature: Point of View/Purpose

Learning Target	Proficiency Level
Understands a story is told through first or third person narration.	2
Understands authors use different narrators to present different information or views and develop the plot.	
Understands the differences between first and third person narration.	

### Literature: Story Elements

Learning Target	Proficiency Level
Understands a plot usually involves one or more conflicts which are based on problems that need to be solved.	2
Understands how the author uses different types of conflict among the characters in the story to enhance the plot ( <i>e.g., the cause and effect of characters' actions</i> ).	3

### Literature: Theme

Learning Target	Proficiency Level
Understands theme is shaped and refined by different events, characters, settings, and interactions.	3

## Language: Acquisition:

### Use of Language

Learning Target	Proficiency Level
Is skilled at recognizing rhythmical patterns in a text ( <i>regular beats,</i>	2

<p><i>rhymes, repeated patterns, alliterations</i>).</p> <p>Understands effects of rhymes and other repetitions or sounds used to create a specific mood or tone in a story.</p> <p>Understands authors deliberately select words to create specific images and/or feelings.</p>	
<p>Understands authors use rhythmical patterns and/or descriptive words to create specific images and/or feelings.</p>	3
<p>Understands literal and figurative (non-literal) meaning of words.</p> <p>Understands figurative language in a text (<i>simile, metaphor, homonym, homograph</i>).</p>	2
<p>Understands authors use specific figurative language (<i>similes, metaphors, homonyms, homographs, homophones</i>) to provide meaning and contribute to the overall tone/ mood and message of the text.</p>	3

### Vocabulary

Learning Target	Proficiency Level
<p>Understands common Greek and Latin affixes, roots, and root words.</p> <p>Understands Greek and Latin affixes, roots, and root words can be used to determine the meaning of unknown words.</p>	2