

**USD 368
Curriculum Guide**

***KS Assessment**

**Curricular Area: Reading
Grade/Course: Fifth**

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 1: The student uses skills in alphabetics to construct meaning from text.**

Knowledge Base Indicators

The student... The teacher...

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 2: The student reads fluently.**

Knowledge Base Indicators

The student...

1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at *instructional* or *independent reading levels*.
2. reads expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*.
3. uses knowledge of sentence structure to read fluently at *instructional* or *independent reading levels*.
4. uses a variety of *word-recognition* strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.
5. adjusts reading rate to support comprehension when reading *narrative, expository, technical, and persuasive* texts.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 3: The student expands vocabulary.**

Knowledge Base Indicators

The student...

1. *determines the meaning of words or phrases by using context clues (e.g., *definitions, restatements, examples, descriptions*) from sentences or paragraphs.
2. uses *synonyms, antonyms, homophones, and homographs* to determine the meaning of words.
3. chooses reference materials (e.g., dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task.

4. *determines meaning of words through knowledge of word structure (e.g., contractions, **root words*, **prefixes*, **suffixes*).
5. determines the meaning of *figurative language* by interpreting *similes*, *metaphors*, *idioms*, *analogies*, *hyperbole*, *onomatopoeia*, and *personification*.
6. Recognized the differences between the meanings of connotation and denotation.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).**

Knowledge Base Indicators

The student...

1. identifies characteristics of *narrative*, *expository*, *technical*, and *persuasive* texts, (e.g., setting, characters, problems, plot, goals, outcomes/solutions and resolutions).
2. *understands the purpose of text features (e.g., title, *graphs/charts and maps, *table of contents, *pictures/illustrations, *boldface type, *italics, *glossary, *index, *headings, *subheadings, topic and summary sentences, *captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.
3. uses prior knowledge, content, and text features to make, revise, and confirm predictions.
4. generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.
5. *uses information from the text to make inferences and draw conclusions.
6. identifies text structure (e.g., *sequence*, *problem-solution*, *comparison-contrast*, *description*, *cause-effect*).
7. *compares and contrasts varying aspects (e.g., topic, *characters'* traits, *themes*, *problem-solution*, *cause-effect* relationships) in one or more appropriate-level texts.
8. *links causes and effects in appropriate-level *narrative*, *expository*, and *technical* texts, and identifies signal words related to cause-effect relationships.
9. **retells *main ideas* or events as well as supporting details in appropriate-level *narrative*, *expository*, *persuasive*, and *technical* texts.
10. *identifies the *topic*, *main idea(s)*, supporting details, and *theme(s)* in appropriate-level texts.
11. *identifies the *author's purpose* (e.g., to persuade, to entertain, to inform).
12. establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
13. follows directions explained in *technical* text.
14. identifies evidence that supports conclusions in *persuasive* text.
15. **distinguishes between fact and opinion and recognizes *propaganda* (e.g., advertising, media) in various types of appropriate-level texts.
- 16L. produces a written summary of a text.
- 17L. skims and scans a small paragraph in text.
- 18L. identifies similarities and differences of fiction, non-fiction, poetry and folk literature.

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Knowledge Base Indicators

The student...

1. *identifies and describes *characters'* physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.
2. *identifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.
3. *identifies and describes the major conflict in a story and major events related to the conflict (e.g., crisis/turning moments, climax, resolution).
4. understands that *theme* refers to the *main idea* (implied or stated), meaning of a selection, and includes the author's ideas about the subject.

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Knowledge Base Indicators

The student...

1. understands the effects history and cultures may have on works of literature.
2. compares and contrasts various languages, traditions, and cultures found in literature.
3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Knowledge Base Indicators

The student...

1. determines focus of research from information gathered from multiple sources.
2. formulates and revises questions at knowledge, comprehension, application, and analysis levels for investigations, including questions arising from personal interests and classroom topics.
3. determines a variety of possible sources.
4. uses multiple sources (e.g., electronic texts, experts, print) to locate information relevant to research questions.
5. summarizes and organizes information from multiple sources.
6. organizes and presents information in both oral and written forms.
7. categorizes relevant information from multiple sources into major categories (e.g., topics, subtopics).

Standard 4 – Research: The student applies reading and writing skills to demonstrate

learning.

Benchmark 2: The student uses ethical research practices.

Knowledge Base Indicators

The student...

1. identifies what constitutes *plagiarism*.
2. expresses information in own words using appropriate details and in simple and compound sentences.
3. identifies references for all information used or reproduced from sources.
4. constructs a simple bibliography with author, title, publisher, year, website name and address, and copyright date.