5ᵗʰ Grade Reading

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q 1	Q 2	Q 3	Q 4
C1—Analysis of Literary Plots The student analyzes literary plots.	X	X		X
C2—Characters in Literary Text The student demonstrates comprehension of literary text by analyzing characters- their changes, relationships, and interactions.	X	X		X
C3—Themes in Literary Text The student infers the theme(s) in literary texts.	X	X		X
C4—Central Idea and Details in Informational Texts The student infers the author's purpose, the central idea(s), and supporting details in informational texts.		X	X	X
C5—Informational Text Features and Structures The student analyzes informational texts by thinking about how the structure and text features reveal the author's purpose.		X	X	X
C6—Response to Reading The student discusses and writes about texts, supporting ideas with text evidence.	X	X	X	X

Learning Progression for Competency 1: Analysis of Literary Plots

The student analyzes literary plots.

Developing	Progressing	Proficient	Advanced
Retells the plot including: • Characters • Conflict • Rising action • Climax • Falling action • Resolution • Setting Follows a text with a complex plot and multiple problems, but has difficulty explaining their relation to character change, resolution, or theme	Analyzes the plot by discussing how each part is important to the whole story including: • Characters • Conflict • Rising action • Climax • Falling action • Resolution • Setting Understands relationship between events but has difficulty explaining their relation to character change, resolution, or theme Describes the impact setting has on the plot, but may have some misconceptions	All of progressing and… Explains the multiple aspects of story's main problem Identifies and explains significant aspects of the plot and their effect on the story Describes the impact setting has on the plot	All of proficient and… Follows and understands narratives with complex structure (e.g., multiple storylines, multiple points of view, subplots, circular plots, etc.) Explains how the setting creates an atmosphere and how it may change Evaluates the effectiveness of the author's plot development

Success Criteria for Proficient in Analysis of Literary Plots:

The student can:
- identify parts of the plot including
  - character
  - conflict
  - climax
  - falling action
  - resolution
  - setting.
- explain many aspects of the story's main problem.
- identify a significant event in the plot and how that event affects the whole story.
- describe the impact setting has on the plot.

Learning Progression for Competency 2: Characters in Literary Text

The student demonstrates comprehension of literary text by analyzing characters- their changes, relationships, and interactions.

Developing	Progressing	Proficient	Advanced
Identifies the major and minor characters Explains the difference between character traits and feelings Notices what the character • Says • Does • Thinks Infers the character's traits and feelings	Explains characters that • act out of character • have contradictory traits Interprets several less obvious character traits and feelings that reveal a character's complexity (positive and negative traits) Notices how characters change significantly across the story Explains how interactions with other characters and events caused the character to change	Identifies and supports multiple character traits and feelings that reveal a character's complexity Explains how the character's relationships effect the character Explains how the conflict affects the main character Explains how and why their own perceptions/opinions about characters change across a text	All of proficient and… Notices and explains how an author reveals characters and makes them seem real through • their behavior • dialogue • development across a text or series

Success Criteria for Proficient in Characters in Literary Text:

The student can:
- identify and support multiple character traits and feelings.
- support each character trait with evidence.
- explain how the character's relationships effect the character.
- explain how the conflict affects the main character.
- explain how their own perceptions/ opinions about characters change across a text.

Learning Progression for Competency 3: Theme in Literary Text

The student infers the theme(s) in literary texts.

Developing	Progressing	Proficient	Advanced
Infers one of the book's themes and supports their thinking with text evidence Notices and infers the importance of ideas in the text that are relevant to their world (e.g, sharing, caring for others, problem solving, etc.)	Infers a universal theme and supports thinking events from multiple plotlines Explains how the theme applies to own life Recognizes a symbol's significance in a text and the big idea it represents	Infers multiple universal themes and supports thinking with - explanation of symbolism - events from multiple plotlines Explains how the theme(s) can be applied to other contexts outside of the text such as to other texts and own life	Decides which themes are the most important in a story, thinking about how they were supported across the story

Success Criteria for Proficient in Theme in Literary Text:

The student can:
- infer multiple universal themes.
- support the themes with explanation of symbolism.
- support the themes with events from multiple plotlines.
- explain how evidence supports the inference with reasoning.
- explain how the theme(s) can be applied to other texts or my own life.

Learning Progression for Competency 6: Response to Reading

The student discusses and writes about texts, supporting ideas with text evidence.

Developing	Progressing	Proficient	Advanced
Responds using general language Demonstrates misconceptions about the text Misrepresents ideas in the text Response is not connected to the ideas in the text Relies solely on background knowledge rather than texts to support thinking Rarely responds to texts	Retells, paraphrases, or summarizes texts Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking **within** the text and monitor comprehension Describes personal connections to a variety of texts Responds using academic language Discusses specific ideas in the text that are important to the meaning Finds text evidence to support responses, but has difficulty selecting the *best* evidence	Retells, paraphrases, or summarizes texts in ways that maintain meaning and logical order Uses notetaking, annotating, freewriting, illustrating, or questioning to track thinking **within**, **about**, and **beyond** the text Writes responses that demonstrate understanding of texts Responds using academic language, including newly acquired content vocabulary Makes inferences and uses relevant and accurate text evidence to support responses Explains connections between the text evidence selected and the central idea of the response	All of Proficient and… Writes responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources Synthesizes information to create new understanding Effectively explains connections between well-chosen text evidence and the central idea of the response

Success Criteria for Proficient in Response to Reading:

The student can:
- track thinking with a variety of thinking notes.
- use notes to write a longer response about my reading that reflects deep understanding.
- use notes to express how my thinking has changed throughout a text.
- retell, paraphrase, and summarize texts.
- use academic vocabulary in responses.

Developing	Progressing	Proficient	Advanced
- use words learned while reading in responses. - make inferences about the text. - support inferences with relevant text evidence. - explain the connections between text evidence and central idea (or inference).			