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**Office of School Performance**

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| The development of the Hillsboro School District K – 6 CCSS Learning Progressions was facilitated by Susan Richmond literacy TOSA at HSD’s Office of School Performance guided by Karin Hess’ Depth of Knowledge Reading Matrix (*National* *Center for Assessment).* <http://www.nciea.org/>The DOK matrix draws from two widely accepted measures to describe cognitive rigor: Bloom's (revised) Taxonomy of Educational Objectives and Webb’s Depth-of-Knowledge Levels. The Cognitive Rigor Matrix has been developed to integrate these two models as a strategy for analyzing instruction, for influencing teacher lesson planning, and for designing assessment items and tasks. *Content and assessment experts who offered advice, counsel, and feedback include:*Steve Larson Assistant SuperintendentDayle Spitzer Executive Director of Elementary SchoolsTravis ReimanExecutive Director of English Learner Programs & Professional Developmenthttp://clipart.edigg.com/1362998641/People_Clipart/Stickmen_Clipart/Stickmen005.gifHolly Peterson Literacy Specialist TOSA, Office of School PerformanceCandace Strohm Administrative AssistantKathy Wilson Administrative AssistantNancy Grundy Administrative AssistantThe actual Learning Progressions writers were K – 6 teachers and coaches within the Hillsboro School District. Their expertise, time and commitment made this work possible: | **Contributors to the Development of this Document** |

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| **Common Core State Standards Reading Literature Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka  |
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**Quarter 1**

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| **RL5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Questions to ask students for RL.5.1:* Who \_\_\_\_\_\_? How do you know? Which word(s) from the poem supports your answer?

• What\_\_\_\_\_? How do you know? Which sentence(s) from the story supports your answer? • Where does the drama take place? How do you know? Which sentence(s) from the drama supports your answer? • Why did \_\_\_\_? How do you know? Which sentence(s) from the story supports your answer? • How is \_\_\_ different from \_\_\_? How do you know? Which sentence(s) from the story supports your answer?  | Teacher Hints: ***Quoting Accurately is addressed for the first time in grade 5.***This standard has two goals:1. Explain meaning by quoting accurately from the text.2. Draw inferences from the text by quoting accurately.Infer: ***Inference*** means a ***conclusion*** or ***judgment***. If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened.[Inference Organizer](http://havefunteaching.com/worksheets/reading/inferences/inferences-worksheet-7.pdf)[Narrative Pyramid Graphic Organizer Reflect on Key Ideas and Details](http://www.readwritethink.org/files/resources/printouts/narrative-pyramid.pdf) |
| **Grade 5** |  **Path to DOK - 1**  | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - C**j | **DOK 2 - C**l | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall what a text says explicitly regarding events and specific details (read and discussed in class). | Define (understand the meaning of…) *Standard Academic Langua*ge terms: “quote accurately”, drawing inferences and explicitly. | **Quotes accurately to answer explicit who, what, when, where and how questions (no inferences).** | Concept DevelopmentExplain the connection between the text and explaining or drawing inferences (the text as reason and evidence). | **Quotes specific parts of the text when drawing inferences.** | **Quote accurately from the text when explaining what the text says or when drawing inferences (new text not discussed in class).** | **RL5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
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**Quarter 1**

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| **RL5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Questions to ask students for RL.5.2:* What is the theme of \_\_\_\_\_ (text title)? What details in the story/poem/drama help the reader determine this theme?
	+ How does the author use the way \_\_\_\_\_\_ responds to his/her situation to develop the theme of the story?
	+ Summarize the story/drama/poem.
 | Teacher Hints: Students are asked for the first time to determine the theme through specific details in the text (how characters respond, how speakers reflect, etc...)This standard has three goals:1. Determine a theme by how the characters respond to challenges.2. Determine a theme by how the speaker reflects upon a topic3. Summarize the text.[Determine a Theme Graphic Organizer](http://www.scholastic.com/teachers/sites/default/files/images/blogs/81/6a00e54faaf86b88330147e2a03c58970b)[List of Themes](http://woub.org/etseo/readwritetell/pdfs/7.Theme_ThemesList.pdf)[Lesson Plan and Strategies to Determine a Theme Grade 5](http://betterlesson.com/lesson/24281/theme-through-problem-and-solution)[Determine Theme Mini Lessons](http://www.ereadingworksheets.com/reading-worksheets/theme-worksheet.pdf)[Answers to Determine a Theme Mini Lessons](http://www.ereadingworksheets.com/reading-worksheets/theme-worksheet-answers.html) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - C**f | **DOK 2 – Ch****(concept development)** | **DOK 2 - C**i | **DOK 2 - C**k | **DOK 2 - Cl** | **Standard** |
| **Path to DOK 2****Reading Literature CCSS****Learning Progressions** | Recall specific details in a story, drama or poem about characters and topics (read and discussed in class). | Define and understand *Standard Academic Language* terms: theme, details, summarizes, speaker, determine, character, challenges, sequence, story, drama, poem, response and reflection. | Identify key literary elements specific to a poem (rhyme, alliteration, etc...), a drama (casts of characters,etc..) and stories (character, setting, events). | **Answers who, what, when, where and how questions about a theme, using details as support (read and discussed in class).** | Understands that key details in a text about character response can help the reader determine the theme. | Understands that key details in a text about how the speaker reflects upon a topic can help the reader determine the theme. | Summarize the key events in a story, drama or poem (including character responses to those events). | **Identify the theme of a story, drama or poem from details in the text (read but not discussed in class).** | **Locate details in a story, drama or poem that tell a character’s response to challenges or how a speaker in a poem reflects on a topic (read but not discussed in class).** | **RL5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
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| **RL5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |  Questions for standard RL.5.3:* How are \_\_\_\_ and \_\_\_ alike and different? What specific details from the story support your comparison?

• What do you learn about \_\_\_\_ and \_\_\_\_from \_\_\_\_\_\_\_? How are they alike and different? Use specific details from the drama/poem/story in your answer. • How is the setting at the beginning of the story alike and different from the setting at the end of the story? Why is the change in setting important? • What are two major events in the story? How are they alike and different? How does each event contribute to the story? | Teacher Hints: This standard can be taught in parts using a graphic organizer.This standard has one goal but can be taught in three parts:1. Compare and contrast two or more **characters**, **settings** or **events** in literature.[Comparing Two Characters Mini-Lesson](http://www5.milwaukee.k12.wi.us/dept/rti/files/2012/03/instRoutines_2CCC1T.pdf)[Compare and Contrast within Paragraphs Mini-Lessons](http://www.readwritethink.org/files/resources/lesson_images/lesson54/paragraph_practice.pdf)[Compare and Contrast Internet Articles](http://www.readwritethink.org/files/resources/lesson_images/lesson54/articles_1.html)[Compare and Contrast Student Toolkit](http://www.readwritethink.org/files/resources/lesson_images/lesson54/toolkit.pdf)[Venn Diagram Rubric](http://www.readwritethink.org/files/resources/lesson_images/lesson54/detectiverubric.pdf)[Venn Diagram](http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
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| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - Cl** | **DOK 2 - ANp** | **DOK 3 - Cu** | **Standard** |
| **Path to DOK 2,3****Reading Literature CCSS****Learning Progressions** | Recalls specific details in a story or drama about characters, settings or events (read and discussed in class). | Define and understand *Standard Academic Language*: literary elements, (characters, setting, plot, events, etc.), compare and contrast, drama, specific details and interactions. | Describe specific details about two or more characters, settings or events in ONE story or drama (read and discussed in class). | **Answer describing who, what, when, where or how questions about two or more characters, settings or events in ONE story or drama (read and discussed in class).** | Concept DevelopmentUnderstands that characters, settings and events within one story or drama can be compared and contrasted. | **Locates specific descriptive details that compare or contrast setting, events or characters (refer to compare and contrast language clues).** | Categorize details that compare and contrast two or more characters, setting or events using a graphic organizer (new text). | **Connect ideas about 2 characters, setting or events. What details make them similar/different? Explain and support with textual evidence (new text).** | RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
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**Quarter 2**

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| **RL5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Questions for RL.5.4• What is the meaning of \_\_\_\_\_\_ in paragraph 2? • Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5? • What is meant by the phrase, “As solid as the ground we stand on,” in paragraph 4? • What is meant by the phrase, “As cold as ice,” in paragraph 6? • What is meant by the phrase, “You are the sun in my sky,” in paragraph 3?• What is meant by the phrase, “He has the heart of a lion,” in paragraph 1?  |  | Resources:[Envision the Setting of a Poem Video](http://www.youtube.com/watch?v=7Uw-QavCTpw) [Tennessee Resources for RL.5.4](http://www.tncurriculumcenter.org/learning_expectation/1789)[Substituting More Precise Words](http://www.fcrr.org/studentactivities/v_036c.pdf)[Figurative Language Pinterest](http://www.pinterest.com/chasitycrum/rl-54-figurative-language/)[RL.5.4 Lessons New York](http://www.engageny.org/ccls/rl54) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**c | **DOK 1 - C**e | **DOK 1 - APg** | **DOK 2 - APn** | **DOK 2 - AN**q | **DOK 3 - AN**A | **Standard** |
| **Path to DOK 1,2,3****Reading Literature CCSS****Learning Progressions** | Understands and uses **Academic Standard Language** accurately: determine, words, phrases, text, figurative, metaphors, similes and language. | **Selects correct figurative language, (metaphors or similes) when meaning is made clearly evident in the text.****L.5.5a** Interpret figurative language, including similes and metaphors, in context. | **Determines the meaning of figurative language using common Greek and Latin affixes and roots when appropriate (L.5.4b).** | L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs. | **Use context clues and details within text passages in order to determine the meaning of words and phrases.(L.5.4a).** | Identify examples of literary devices (metaphors and similes) within a text. | **Interpret the meaning of literary devices (metaphors and similes) as they are used within a text.** | **RL5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
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| **RL5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |  Questions for Standard RL5.5: • Why are chapters \_\_\_ - \_\_\_ important? How do these chapters contribute to the story? • Why is scene \_\_\_ important in the drama? How does it provide the connection between scenes \_\_ and \_\_\_? • How do the stanzas in \_\_\_\_ (text title) fit together so the poem flows from beginning to end? | Teacher Hints: Use a graphic organizer.Goals:1. Explain the structure of a story.2. Explain the structure of a poem.3. Explain the structure of a drama. | Links:[Teacher Information Elements of Poetry](http://learn.lexiconic.net/elementsofpoetry.htm)[Drama Graphic Organizer](http://eolit.hrw.com/hlla/litelem/drama.pdf)[Analyzing a Text Structure Video](http://learnzillion.com/lessons/1780-analyze-a-texts-structure) |
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| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - Cd** | **DOK 1 - Cf** | **DOK 2 - C**h | **DOK 2 - Cl** | **DOK 2 - APn** | **DOK 2 - AN**r | **DOK 23- EVE** | **DOK 3 - SYH** | **Standard** |
| **Path to DOK 2,3****Reading Literature CCSS****Learning Progressions** | Recall the events in a story, drama or poem (as read and discussed in class). | Define and Understand the meaning of the Standard Academic Language: series, chapter, scene, stanza, provides, overall, structure, particular drama and poem. | Identify basic literary elements within a story, drama (plot, theme, characters, etc..) poems (rhyme, alliteration,similies, personification, etc...) and story (character, setting, plot, event, etc...). | Answer who, what, when, where or how questions about a story, drama or poem (basic) read but questions not discussed. | Concept DevelopmentUnderstands how a chapter is part of a story, a scene part of a drama and a stanza part of a poem  | Locates information within a particular chapter, scene or stanza in order to answer a question. | **Obtain information within a particular scene, chapter or stanza in order to answer specific questions about a text.** | Explain how a series of chapters, scenes or stanzas fit together to provide the overall text structure and give an example. | **Explain how a specific chapter contributes to the structure (event sequence) of a story (continue with scenes and dramas, stanzas and poems).** | **Synthesize Information from a stanza, chapter or scene from one source or text to summarize or explain the development of story, drama or poem.**  | **RL5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
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**Quarter 2**

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| **RL5.6** Describe how a narrator’s or speaker’s point of view influences how events are described. | Questions for Standard RL5.6:• What is the narrator’s point of view in the story? How does that point of view influence how \_\_\_? Use examples from the story to support your answer. • What information is unknown to the reader because \_\_\_\_ (text title) is told from \_\_\_\_’s point of view? How does that impact the story? • Why is telling \_\_\_\_ (text title) from \_\_\_’s point of view effective? Use examples from the story to support your answer. • Why does the author tell the story in the \_\_\_-person point of view instead of the \_\_\_-person point of view? Use examples from the story to support your answer. • How would the story be different if it had been told in the first-person point of view rather than the third-person point of view? Use examples from the story to support your answer. • Which story is more effective—the one told from the first-person point of view or the one told from the third-person point of view? Why? Use examples from the story to support your answer. | Teacher Hints:Goals:1. Describe how a narrator’s point of view influences how events are described. | Links:[Opinion and Proof Worksheet](http://www.readingquest.org/pdf/opinion.pdf)[Point of View Graphic Organizer](http://www.somers.k12.ny.us/intranet/skills/organizing/pointview/ptofview.pdf)[3 Circle Venn Diagram](http://www.readwritethink.org/files/resources/printouts/Venn3Circles.pdf)[2 Circle Venn Diagram](http://www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf)[Point of View Activity and Worksheet](http://www.morningsidecenter.org/teachable-moment/lessons/point-view-grades-3-6) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **DOK - 3** | **Path to DOK - 4** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 3 - C**u | **DOK 4 - AN**Q | **DOK 4 - EV**S | **DOK 4 – SY**V | Standard |
| **Path to DOK 3,4****Reading Literature CCSS****Learning Progressions** | Recall basic facts or events from a narration read or discussed in class. | Define and Understand the meaning of the Standard Academic Language : speaker, narrator, point of view, influences | Identify and describe the characters, setting and sequence of events. Identify characters who are speaking (in a text read and discussed) | **Answer questions that identify a character’s point of view.** | Concept DevelopmentUnderstands that points of view may influence how events are described. | **Locate information to identify which character is speaking in the first person or third person.** | **Use text evidence to explain a character’s point of view.**  | Use speaker’s discourse style to help understand their point of view. | **Justify reasoning behind speaker’s discourse style and how it influences their point of view.** | **RL5.6** Describe how a narrator’s or speaker’s point of view influences how events are described. |
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**Quarter 2**

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| **RL5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). | Questions for Standard RL5.7:• Which visual elements in \_\_\_\_\_\_ (a graphic novel) contribute to the novel’s meaning/tone/beauty? Use specific examples from the graphic novel to support your answer. • Which visual elements in \_\_\_\_\_\_ (a multimedia presentation of fiction) contribute to its meaning/tone/beauty? Use specific examples from the multimedia presentation to support your explanation. • How do the multimedia elements (animation/video/audio/still images) in \_\_\_\_\_\_ (a multimedia presentation of fiction) contribute to its meaning/tone/beauty? Use specific examples from the multimedia presentation to support your answer.  | Teacher Hints: This is the first time tone and beauty are addressed in the context of visual influences. Visual Elements: pictures, images or illustrationsMultimedia elements: sounds and movement such as videos and audio books.Goals:1. Analyze how visual elements contribute to text.2. Analyze how multimedia elements contribute to text. | Links:[Brainstorming Writing Ideas for Folktales, Fairytale Can be Used for Reading](http://sitemaker.umich.edu/heathercondon/files/graphic_organizer-all_types.pdf)[Folktales From Around the World Lesson Packs](http://eps.schoolspecialty.com/external/read_write_think/folktales.pdf)[Many Lessons Plans for RI.5.7](http://www.uen.org/core/displayLessonPlans.do?courseNumber=4250&standardId=70581) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - Cf** | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 2 - AP**n | **DOK 1 - AN**o | **DOK 2 - AN**p | **DOK 3 - EV**C | **Standard** |
| **Path to DOK 2,3****Reading Literature CCSS****Learning Progressions** | Recall basic details or facts about the use of meaning, tone or beauty in a text (read and discussed in class). | Define and Understand the meaning of the Standard Academic Language: tone, beauty/effectiveness, visual and multimedia features (such as features presented in graphic novels, multimedia presentations of fiction, folktale, myth or poem). | Answer who, what, when, where or how questions about meaning, tone or beauty in a text (read and discussed in class). | Concept DevelopmentUnderstands that visual/multimedia elements contribute to the meaning and tone of the piece. | **Locate examples of visual or multimedia elements that contribute meaning, tone or beauty to a specific text.** | Obtain information from visual or multimedia features that specifically lends an interpretation to the meaning, tone or beauty of a text. | **Identifies what specific visual or multimedia elements represent (meaning, beauty, tone, etc...).** | Categorizes the identified visual or multimedia features represented in a novel, presentation, folktale, myth or poem (possible graphic). | **Cite evidence and develop a logical argument for how the categorized visual or multimedia elements add to the meaning, tone, and beauty of a text** | **RL5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). |
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| **RL5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |  Questions for RL.5.9:• How are \_\_\_\_\_\_ (text title) and \_\_\_\_\_\_ (text title) alike and different in their approach to similar themes? Which text is more effective in relaying this theme? Why? Use examples from both texts to support your answer. (Texts should be two stories of the same genre—two mysteries or two adventure stories.) • How are \_\_\_\_\_\_ (text title) and \_\_\_\_\_\_ (text title) alike and different in their approach to similar topics? Which text is more interesting? Why? Use examples from both texts to support your answer. (Texts should be two stories of the same genre—two mysteries or two adventure stories.)  | Teacher Hints: Use a graphic organizer to compare and contrast stories.Goal:1. Compare and contrast stories in the same genre. | Resources:[Learning About Genre Lesson Plan](http://www.colorincolorado.org/watch_and_learn/57467/)[Action/Adventure Genre Poster](http://www.sanchezclass.com/docs/Genre%20Poster%20-%20Action%20Adventure.pdf)[Mystery Genre Poster](http://www.sanchezclass.com/docs/Genre%20Poster%20-%20Mystery.pdf)[Scholastic Lesson The Genre of Mysteries](http://www.scholastic.com/teachers/lesson-plan/exploring-mystery-genre)[Pine Glen Fifth Grade Genre Project - Fun to View](http://pineglen.info/2013/12/fifth-grade-genre-project/)[Side by Side Narrative Text Structures](http://www.fcrr.org/studentactivities/c_010c.pdf) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** |
| **Continued to Next Page** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**d | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**i | **DOK 2 - C**k |
| **Path to DOK 3,4****Reading Literature CCSS****Learning Progressions** | Recall or locate basic information in stories of the same genre regarding events and specific details (read and discussed in class). | Understands and uses Standard Academic Language terms: compare and contrast, genre, mysteries, adventures, approaches, similar - theme and topic. | Identify similarities of characters, setting, and event sequence in stories of the same genre. | Answers basic questions about how stories with similar themes or topics (read and discussed in class) are introduced and conclude. | Concept Development:Understands that different genre can approach themes and topics differently (mysteries approach the plot early, adventures approach exciting risks early on).  | **Summarize events in stories of the same genre (introduction, development and conclusion). Discuss how each story has a similar approach to a topic or theme based on the genre type.** | Make generalizations about how to recognize stories of the same genre (What story elements do you see in most mysteries? Adventures?) |
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| **RL5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | Resources:[Teacher Video Making a Claim using Texts of the Same Genre](http://www.engageny.org/resource/common-core-instruction-making-a-claim-using-two-texts-with-similar-themes)[34 Student Videos of Stories in Same Genre to Compare](http://ccss5.watchknowlearn.org/Category.aspx?CategoryID=15584)[Graphic Organizer for Comparing Texts](http://www.theeducationcenter.com/my-files/mailbox/viewer.do?DETAIL=121113_ccc_g46_02&showPattern=true&isSaved=false&isColorVersion=false)[Myths Lesson Plan](https://artsedge.kennedy-center.org/educators/lessons/grade-5/Greek_Mythology_Cultures_and_Art.aspx) |  |
| **Grade 5** | **Path to DOK - 3** | **Path to DOK - 4** |
| **Continued from previous page…** | **End Goal** |
| **DOK Guide 🡺** | **DOK 2 - AN**p | **DOK 2 - AN**t | **DOK 3 - ANz** | **DOK 3 - EVE** | **DOK 3 - SY**H | **DOK 4 - CL** | **DOK 4 - SY**U | **Standard** |
| **Path to DOK 3,4****Reading Literature CCSS****Learning Progressions** | Categorize (list on a graphic) approaches to themes and topics noted in stories of the same genre. | Distinguish between genres by identifying characteristics. | **Compare and contrast theme and topic approaches within the same genre. Use a graphic organizer to note similarities and differences (Venn).** | Share results of comparing and contrasting how different genres approach a theme or topic. Verify the reasonableness of the results during discussion or presentation. | **Synthesize information within one text about how it approaches a theme or topic. What influence did genre play?** | Develop (write) the generalized results of how specific genres approach a theme or topic. Apply this generalization to new texts (not read or discussed in class). Does the generalization apply to all? | **Compare and contrast multiple stories of the same genre using evidence gathered, generalizations, any graphics used, etc… Conclude with a statement or section about approaches to themes and topics.** | **RL5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
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| **Common Core State Standards Reading Informational Text Learning Progressions** |
| **If** we know the DOK level of each standard, we can work backwards and create the small sequential steps called ***learning progressions,*** the predicted set of skills needed to be able to complete the required task demand of each standard.  |
| ***Understanding the reading literature DOK pattern*** ***allows us to align the Learning Progressions of each standard for developmentally cognitive instruction.*** |
| **Th**e Cognitive Rigor DOK Matrix *(Hess, Jones, Carlock, Walkup 2009)* has been decoded into a learning progressions chart *(Richmond 2013).*http://l.thumbs.canstockphoto.com/canstock3354940.jpgRoyalty Free RF Clipart Illustration Of A 3d Blanco Man Climbing Up A Red Carpet Staircase by Jiri Moucka  |
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**Quarter 1**

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| **RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Questions for standard RI.5.1:* Based on the information in \_\_\_\_\_\_ (text title), which \_\_\_ is best for \_\_\_\_? How do you know? Which sentences from the article support your answer?

• Why are \_\_\_\_ important? How do you know? Give specific examples from the article that support your answer. • Which step is most important in \_\_\_? How do you know? Which sentences from the article support your answer? • Why is it important that \_\_\_\_? How do you know? Which sentences from the article support your answer? • As a result of \_\_\_\_, what will most likely happen to \_\_\_\_? Which sentences from the article support your answer? • How are\_\_\_ and \_\_\_ alike and different? How do you know? Use specific examples from the article to support your answer.  | Teacher Hints: ***Quoting Accurately is addressed for the first time in informational text.***This standard has two goals: (This is not about teaching how to insert quotation marks).1. Explain textual meaning by quoting accurately.2. Draw inferences from the text by quoting accurately.[Teaching Video: Teaching Strategies to Analyze Informational Text](https://www.teachingchannel.org/videos/analyzing-text-as-a-group)[Inference Organizer](http://havefunteaching.com/worksheets/reading/inferences/inferences-worksheet-7.pdf)[Training Video Analyzing Text Connects to Writing and Accuracy](https://www.teachingchannel.org/videos/analyzing-text-brainstorming)[Many Great Ideas and Lesson for Grade 5 Inferring](http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/5th%20grade%20resource%20book/5th%20-%20infer/5th%20-%20infer.pdf)[Determine What's Important in a Text Excellent Classroom Tools](http://www.readinglady.com/mosaic/tools/Madison%20DI%20documents.pdf)[Amazing Expository Text Structure Classroom Resources](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf) |
| **Grade 5** |  **Path to DOK - 1**  | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - C**j | **DOK 2 - C**l | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recall details about text events read and discussed in class. | Define and understand *Standard Academic Language*:” quote accurately”, and “drawing inferences” and explicitly.  | **Answer who, what, when, where and how questions when explaining what the text says explicitly or drawing basic inferences (read and discussed in class).** | Concept DevelopmentUnderstands how details in a text should be quoted accurately when explaining what a text says or when drawing inferences. | **Quotes specific parts of the text accurately to explain what the text says explicitly (new text).** | **Quotes accurately from the text when drawing inferences from the text (new text).** | **RL5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
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**Quarter 1**

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| **RI5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text**.** |  Questions for standard RI.5.2:* What are the two main ideas of the article? Which key details in the article support these main ideas?

• Summarize the information in the article.  | Teacher Hints: ***Include a multi-paragraph text in order to determine two or more main ideas.***This standard has two goals:1. Determine two or more main ideas and explain how they are supported by key details.2. Summarize the text (in order to summarize students must determine what is important in the text).[Grade 4 Summary Practice for Students Needing Support](http://www.studyzone.org/testprep/e4topic.cfm?TopicID=19)[Sum it Up Graphic](http://www.readingquest.org/pdf/sumitup.pdf)[Sum it Up Directions](http://www.readingquest.org/pdf/sumitup_dir.pdf)[Frame it Up Lesson Closure](http://www.readingquest.org/pdf/closure_frame.pdf)[Intro. to Main Idea Quick Slide Share](http://www.slideshare.net/mrsmorrison/main-idea-theme-erica)[Mini-Lesson Main Idea Worksheet](http://www.worksheetlibrary.com/subjects/languagearts/advancedreading/mainidea/mainidea1.pdf)[5th Grade Main Idea and Summary](http://www.swcs.us/home/studentlearning/Courses%20of%20Study/PowerStandards/5th%20grade%20resource%20book/5th%20main%20idea/5th%20-%20main%20idea.pdf) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **K**a | **K**c | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - C**i | **DOK 2 - C**k | **DOK 2 - C**l | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Recall key details that support the main idea(s) of a text read and discussed in class. | Define and understand *Standard Academic Language*: main idea, summarize, supporting and key details. | Answer who, what, when, where and how questions about the main idea(s) using key details from the text. | Understands that key details support specific main idea(s) and can be clues to determine those ideas. | **Summarize the key details of a text.** | **Identify two main ideas in a multi-paragraph text.** | **Locate and give examples of key details that specifically support two or more main ideas of a text.** | **RI5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text**.** |
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**Quarter 1**

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| **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | Questions for standard RI.5.3• How did the competition between \_\_\_\_ and \_\_\_\_ lead to the discovery of \_\_\_\_\_? What specific information from the article supports your answer? • How did the differing opinions of \_\_\_\_and \_\_\_\_\_ impact the \_\_\_\_? What specific information from the article supports your answer? • Explain how the \_\_\_\_ and \_\_\_\_\_ influenced the relationship between \_\_\_\_ and \_\_\_\_.. Use specific information from the article in your explanation. • Explain how \_\_\_\_\_\_\_. Use specific information from the article in your explanation. | Teacher Hints: ***Use relationships in historical, scientific and technical text.******Use language that pertains to time, sequence and cause/effect.***This standard has three goals:1. Explain the relationships between two or more individuals.2. Explain the relationships between two or more events.3. Explain the relationships between two or more ideas/concepts.Text Exemplar: Students explain the relationship between time and clocks using specific information drawn from Bruce Koscielniak’s *About Time: A First Look at Time and Clocks*. [RI.5.3][History Frame](http://www.readingquest.org/pdf/hist_frame.pdf)[History Frames Directions](http://www.readingquest.org/strat/storymaps.html)Star Spangled Banner RI.5.3 Lesso |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 3 – C**u(taught in several lessons) | **DOK 3 - AN**z | **Standard** |
| **Path to DOK 2,3****Informational Text****Learning Progressions** | Recall or locate specific information in a historical, scientific or technical text (read and discussed in class). | Define and understand *Standard Academic Language*: relationships, interactions, evidence (to support ideas), historical, scientific, technical texts and phrase “between 2 or more.” | Answer who, what, when, where and how questions about individuals, events, ideas or concepts based on specific information in a historical, scientific or technical text (read and discussed in class). | **Concept Development****Explain and understands how individuals, events, ideas or concepts can interact in text.** | **Locate specific information to support how two individuals interact in a text (continue with events, ideas or concepts),(read but not discussed in class).** | Explain the connection between two or more individuals or events in an historical text. | **Explain the connection between two or more events or ideas in a scientific text.** | Use the text to explain the relationships or interactions between ideas, individuals or events within one text. | **Using specific information a text, analyze the interrelationships between concepts, ideas, events or individuals.** | **RI5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
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**Quarter 2**

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| **RI5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. | Questions for RI.5.4• What does the word \_\_\_\_\_ mean in paragraph 2? • Which words help the reader understand the meaning of \_\_\_\_\_ in paragraph 5? • What does \_\_\_ (a general academic word/phrase) mean as it is used in this article?* How does it help the reader’s understanding of the information presented?

• What does \_\_\_ (a domain-specific word/phrase) mean?  | Teacher Hints: This standard is embedded in other standards.Goal: 1. Determine meaning of words and phrases. | Resources:[Identifying Key Vocabulary Worksheet as a Mini-Lesson](http://www.theeducationcenter.com/my-files/mailbox/viewer.do?DETAIL=2009_gint_am_3940)[RI.5.4 Lesson Plan Ideas](http://www.ohiorc.org/standards/commoncore/ela/resources.aspx?id=6101&parent=5005)[RI.5.4 Lesson Plan Ideas New York](http://www.engageny.org/ccls/ri54)[Determining Unfamiliar Words in Text Video for Students](http://learnzillion.com/lessons/757-determine-an-unfamiliar-word-in-a-nonfiction-text)[Context Clue Worksheets as Mini-Lessons Awesome](http://www.ereadingworksheets.com/free-reading-worksheets/reading-comprehension-worksheets/context-clues-worksheets/)  |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** |
| **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - C**e | **DOK 1 - Ce** | **DOK 1 - APg** | **DOK 2 - APn** | **Standard** |
| **Path to DOK 1,2****Informational Text****Learning Progressions** | Locate domain-specific words and phrases studied or discussed in a text (basic recall of location). | Understands and uses **Academic Standard Language** accurately: determine, general, academic, domain, specific, words, phrases, relevant. | Select words and phrases when meaning or definition is clearly evident.**L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases | **L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).** | **L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.** | **L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.** | **RI5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. |
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| **RI5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Questions for Standard RI.5.5• Which text was more effective in presenting the events leading up to the, \_\_\_\_\_\_\_\_\_ (text title) which used chronological order or \_\_\_\_ (text title) which used a cause/effect structure? Use examples from the texts to support your opinion. • Which text was more effective in explaining \_\_\_\_?* Which text used \_\_\_\_\_(structure)?

• How is the overall structure used in the explanation of photosynthesis in \_\_\_\_\_\_ (text title) and \_\_\_\_\_ (text title) alike and different? Use examples from the texts to support your comparison.  | Teacher Hints: Teach the lesson in parts. Use clue words to help compare and contrast the text (words that are: chronological, show comparison, cause and effect, problem and solution.Goal:1. Compare and contrast the overall structure in two or more texts. | Links:[Amazing Expository Text Structure Charts and Graphs!](http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf)[Text Structure Charts in English and Spanish](http://www.hoodriver.k12.or.us/cms/lib06/OR01000849/Centricity/Domain/873/LA_res_TxtStruc_ORS_Module%20copy.pdf)[Two Videos for Students for RI.5.5](http://ccss5.watchknowlearn.org/Category.aspx?CategoryID=15597)[Lesson Plans for RI.5.5](http://www.tncurriculumcenter.org/learning_expectation/1799)[RI.5.5 Mini-Lesson Worksheets](http://search.theeducationcenter.com/search/Grade-5--_Common_Core_Label-RI.5.5--keywords-worksheets)[Text Structure and Author's Purpose Student Video](http://learnzillion.com/lessons/1782-determining-authors-purpose)[Excellent Resources for Text Structure!!](http://www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources)[Huckleberry Finn Video RL.5.7](http://ccss5.watchknowlearn.org/Category.aspx?CategoryID=15583) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** |
| **Continued to next page** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**k | **DOK 2 - APn** |
| **Path to DOK 2,4****Informational Text****Learning Progressions** | Locates or recalls basic information in multiple texts regarding concepts, events, ideas, and information (read and discussed in class). | Define and Understand the meaning of the Standard Academic Language: text structure (include: compare and contrast, chronology, problem/solution, cause/effect, comparison, etc…), events, ideas and concepts. | **Answer who, what, when, where or how questions about events, ideas, concepts or information in two or more texts (read but not discussed in class).** | Concept DevelopmentUnderstands that different texts can have different text structures and explains why.  | Identify these specific text structures in informational text: chronological order, cause and effect, comparisons, problem and solution | **Obtain information using text structures to answer informational questions (which text structure uses cause and effect to …? etc…).** |
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**Quarter 2**

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| **RI5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. |  |  |
| **Grade 5** | **Path to DOK - 3** | **Path to DOK - 4** |
| **Continued from previous page…** | **End Goal** |
| **DOK Guide 🡺** | **DOK 2 - ANp** | **DOK 2 - AN**r | **DOK 3 - APx** | **DOK 3 - SYh** | **DOK 4 - SY**U | **Standard** |
| **Path to DOK 2,4****Informational Text****Learning Progressions** | Compare or categorize different text features (i.e., language) seen in: chronological order, cause and effect, comparisons and problem and solution structures. | Analyze format, organization and internal text structures (signal words, transitions and semantic cues) of different texts. | **Apply the understanding of studied text structures by determining which text was most effective in presenting events, ideas or concepts (not read or discussed in class).** | Synthesize how an overall structure is used in the explanation of an event, idea or concept in one text. | **Synthesize the text structures in multiple texts in order to compare and contrast (use examples from various texts) to support a specific criteria (i.e., an opinion or example).** | **RI5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. |
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| **RI5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Questions for Standard RI.5.6:• After reading multiple accounts of \_\_\_\_, in what ways are they similar and different? How are those similarities and differences related to each author’s point of view? Use examples from the accounts to support your answer.  | Teacher Hints: Students analyze multiple accounts of the (i.e.,)*Boston Tea Party*, noting the similarities and differences in the point of view.Goals:1. Analyze multiple accounts of the same event. | Links:[RI.5.6 Lesson Plan Paul Revere](http://www.loc.gov/teachers/tps/journal/common_core/pdf/ElementaryLevelLearningActivity.pdf)[Two Lesson Plans for RI.5.6](http://www.uen.org/core/displayLessonPlans.do;jsessionid=BCD7BC53D02B071CBAED18301417567C?courseNumber=4250&standardId=70590)[Comparing Different Points of View of the Same Era](http://emergingamerica.org/tps/performance-assessments-5th-grade)[Compare and Contrast Graphic Organizer](http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcon_chart.pdf)[Compare and Contrast Diagram](http://www.readingquest.org/pdf/compare.pdf) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** | **Path to DOK - 4** |
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| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 2 - ANp** | **DOK 3 - EVE** | **DOK 4 - AN**N | **DOK 4 - SYV** | **Standard** |
| **Path to DOK 3,4****Informational Text****Learning Progressions** | Recall basic facts about a topic or event from multiple accounts (read and discussed in class). | Define and Understand the meaning of the Standard Academic Language: point of view, bias, similarities, differences, events, topics, evidence, multiple accounts and represent. | **Answer specific who, what, when, where or how questions about the same topic or event from multiple accounts (read but the questions have not been discussed in class).** | Concept DevelopmentUnderstands and recognizes that multiple accounts may have different points about the same topic  | Find examples of specific points in multiple accounts. | **Categorize specific points from multiple accounts with similar points of view (no contrasting at this point, just comparing).** | Verify the reasonableness of how specific points from multiple texts are presented (are the points valid?). | **Analyze (compare and contrast) multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (venn).** | **Synthesize specific points across multiple texts on the same event or topic to articulate a new perspective.** | **RI5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
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**Quarter 2**

**Quarter 2**

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| **RI5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Questions for Standard RI.5.7:• Looking at the indexes of several resources, which text would be the best to use to answer a question about \_\_\_\_? What information in the indexes did you use to make your decision? • Using online databases, what is the best way to \_\_\_\_\_? Which websites offer the best advice? Use examples from the websites to support your answer. | Teacher Hints: The sources here could also be used for Standard RI.5.9. Multiple print and digital sources: graphic, diagrams, timelines, animations or interactive elements on the internet.Goals:1. Draw on information from multiple sources to locate an answer to a question.2. Draw on information from multiple sources to solve a problem. | Links:[Presidential Coin Web Quest](http://www.tncurriculumcenter.org/learning_expectation/1801)[Using Resources Worksheets for Mini-Lessons](http://search.theeducationcenter.com/search/Type-worksheet--Common_Core_Strand-Reading%3A_Informational_Text--_Common_Core_Label-RI.5.7--keywords-language_arts)[Amazing Who Was? Club](http://www.us.penguingroup.com/static/pages/youngreaders/minisites/who_was/classroom/WhoWasLessonPlans_12-online.pdf) [Source Hierarchy Graph](http://www.isbe.state.il.us/common_core/pdf/ela-teach-strat-read-text-k-5.pdf)[Source Form](http://www.isbe.state.il.us/common_core/pdf/ela-teach-strat-read-text-k-5.pdf)[Inquiry Chart for Sources - Critical Thinking](http://www.ncpublicschools.org/docs/acre/standards/common-core-tools/organizers/ela/inquiry.pdf) |
| **Grade 5** | **DOK - 1** | **DOK - 2** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - Cf** | **DOK 2 - Ch** | **DOK 2 - Cl** | **DOK 2 - APn** | **Standard** |
| **Path to DOK 2****Informational Text****Learning Progressions** | Locate or recall basic facts in multiple print or digital sources (read and discussed in class). | Define and Understand the meaning of the Standard Academic Language: digital sources, print sources and their uses for locating information (dictionary, atlas, thesaurus, encyclopedia, etc.). | **Answer specific who, what, when, where or how questions about information found in digital or print sources read but not discussed specifically.** | Concept DevelopmentUnderstands that specific types of information can be found within a print or digital source and gives an example. | **Locate specific information in appropriate multiple print or digital sources.** | **Using text features efficiently as a guide, obtain and interpret information found in multiple print or digital sources.** | **RI5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently |
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| **RI5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Questions for RI.5.8• How does the author support the idea that eating breakfast increases student performance in school? What examples from the article support your answer? • Which reasons and/or evidence provided in the article do a good job of supporting the points the author makes about the importance of homework? Why? • Do the reasons and/or evidence provided in the article support the points the author is making about eating healthy foods? Why or why not? • What reasons and/or evidence does the author provide to support the points he/she makes about the benefits of exercise? How do these reasons and/or evidence help the reader understand the points the author makes? • What are the author’s main points? What reasons and/or evidence does the author provide to support these main points?  | Teacher Hints: This is the first time in the standards students have been asked to support particular points with reasons and evidence. Students learn this in grade 5 as a foundation to grade 6 reasons and evidence is replaced with argument and opinion and points are replaced by author’s claims.Goal:1. Understand how an author uses reasons and evidence to support particular points. | Resources:[Citing Textual Evidence](https://www.teachingchannel.org/videos/teaching-about-textual-evidence)[Video Finding Text Clues in Context - Gr.3 But Good Review](http://learnzillion.com/lessons/396-use-text-features-and-clue-words-to-find-evidence-in-a-text)[Teacher Training Video Strategies to Find Evidence in Text Grade 5](https://www.teachingchannel.org/videos/analyzing-text-as-a-group)[Teacher Training Video Text Talk](https://www.teachingchannel.org/videos/analyzing-text-lesson) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - C**l | **DOK 2 - AN**s | **DOK 3 - Cu** | **DOK 3 - APx** | **Standard** |
| **Path to DOK 3****Informational Text****Learning Progressions** | Recall basic facts about particular points in a text (read and discussed in class). |  Understands and using Standard Academic Language accurately: reasons, evidence, support and particular points. | Answer **basic questions** about particular points (important statements, beliefs, etc...an author makes) from a text read and discussed in class.  | Concept Development: Understands that authors must support what they say with reasons and evidence. | **Locates a reason for a statement made by an author found explicitly in the text (continue with evidence).** | **Within a text, identify a reason or evidence that supports a particular point (keep simple to practice) and explain why it supports the point.** | Explain the connection between a list of particular points and each point’s supporting reason or evidence (use categorized lists or graphic organizers). | **In a text not read or discussed, connect particular points to their identifying reasons or evidence to demonstrate understanding of the value of source support.** | **RI5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
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| **RI5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably | Questions for RI.5.9• Given the information presented in multiple texts, explain why exercise is the key to good health. • Given the information presented in multiple texts, explain the causes of the American Revolution.  | Teacher Hints: Integrate means to combine 2 or more things so they work more efficiently together.Goal:1. Integrate information from several texts on the same topic. | Resources:[Comparing Stories Graphic Organizer](http://www.theeducationcenter.com/my-files/mailbox/viewer.do?DETAIL=121113_ccc_g46_02&showPattern=true&isSaved=false&isColorVersion=false)[Comparing Three Texts](http://www.sanchezclass.com/docs/comparing-stories.pdf)[On-Line Resources for Students Comparing Texts](http://www.readwritethink.org/classroom-resources/lesson-plans/using-tiered-companion-texts-30998.html?tab=3#tabs)[Glogging about Disasters to Compare On-Line Resource](http://www.readwritethink.org/classroom-resources/lesson-plans/glogging-about-natural-disasters-30836.html)[Collaborative Inquiry Lesson Unit Encourages Source Integration](http://www.readwritethink.org/classroom-resources/lesson-plans/searching-gold-collaborative-inquiry-960.html)[Researching Sources to Write about the American Revolutionary War](http://www.readwritethink.org/classroom-resources/lesson-plans/learning-about-research-writing-881.html) |
| **Grade 5** | **Path to DOK - 1** | **Path to DOK - 2** | **Path to DOK - 3** | **Path to DOK - 4** |
|  | **End Goal** |
| **DOK Guide 🡺** | **DOK 1 - K**a | **DOK 1 - K**c | **DOK 1 - C**f | **DOK 2 - C**h | **DOK 2 - Cl** | **DOK 2 - ANp** | **DOK 2 - ANs** | **DOK 3 - Cu** | **DOK 4 - CK** | **DOK 4 - ANP** | **DOK 4 – SYU** | **Standard** |
| **Path to DOK 4****Informational Text****Learning Progressions** | Recall basic facts about a topic or event from several texts (read and discussed in class). | Understand and use Standard Academic Language accurately: Integrate, topic, knowledgeably and topic specific vocabulary related to the subject area. | Answer specific who, what, when, where or how questions about the same topic or event from several texts read and discussed in class. | **Concept Development**:Student understands that to obtain a complete idea of a topic they need to integrate information from several sources. | **Locate specific examples of information from several texts on the same topic following a teacher’s prompt.** | **Make lists or categories (graphs) of similar information found in several texts about the same topic.** | **Using a provided prompt about a topic, student determines what is relevant or not to the prompt using several sources (planning, graphic organizers)** | A student provides an explanation of how ideas were selected for relevance in a graphic organizer about a specific topic/prompt. | Student explains why topic concepts are interrelated across several texts justifying their selections of relevant information about a topic. | **Gather and organize topic specific information from multiple texts for a purpose (essay or speech) to speak knowledgeably about a topic.** | RI5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably |
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