

5th Grade	Reading Literature & Informational Text					Common Core	CRAFT Menu
C	R				A	F	T
Comprehension	Respond and Responsibility				Attributes	Foundations	Text...Tone...Type
The strategies readers use to make sense of the text in order to remember, enjoy, and use what we read. I can...	How I can "SHOW" MY THINKING. I use...				I show the traits of a 21 st century learner. I am strong in...	I work accurately and fluently to make meaning. I can...	I "pull" together what I know to understand my learning.
KEY IDEAS and DETAILS	CHOICES for RESPONSE for each CORE section				The Leader in ME		TEXT - STRUCTURE - I can read to make sense of the text.
(5.6) Literature & Informational I CAN express my own opinion apart from that of the author, narrator, or those of the characters.	<u>Cooking Up Inferences</u>	<u>Double Entry Diary</u>	<u>Sticky Notes</u>	<u>3 Step Ladder to FQR</u>	Habit 1 Be Proactive	(RF 5.3) I CAN analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables.	(RL 5.5) Literature I CAN explain how a series of chapters, scenes, stanzas fits together to provide the overall structure of a story, drama, or poem.
(5.1) Literature I CAN use specific quotes from a text when drawing inferences and explaining what a text says specifically.	<u>Text Code with a Purpose in Mind</u>	<u>It Says, I Say, So</u>	<u>Cooking Up Inferences</u>	<u>Quoting the Text</u>	Habit 2 Begin with the End in Mind	(RF 5.3) I CAN use my knowledge of letter sounds and patterns to decode words.	(RI-5.5) Informational I CAN 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.
(RI-5.1) Informational I CAN use specific quotes from a text when drawing inferences and explaining what a text says specifically.	<u>Back It Up with KEY Points</u>	<u>Inferring the Meaning of New Words</u>	<u>Inferring Putting Puzzle Pieces Together</u>		Habit 3 Put First Things First	(RF 5.3) I CAN use my analysis of word structure to help me decode unfamiliar multi-syllabic words.	
							TONE - I can determine word choice and voice while I read.
(RL 5.2) Literature I CAN identify how characters respond to challenges.	<u>Cheer It in "5"</u>	<u>Character Cash</u>		<u>Text-to-Self</u>	Habit 4 Think Win-Win		(RL-5.4) Literature I CAN determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
(RL 5.2) Literature I CAN use details from a text to determine a theme.	<u>FAST</u>	<u>Analyze Characters with WALLY</u>	<u>Double Entry Diary</u>	<u>Text-to-Text</u>	Habit 5 Seek First to Understand, Then to Be Understood		(RI-5.4) Informational I CAN determine the meaning of unknown words by using context clues and the author's use of definitions, restatement, and example.
(RL 5.2) Literature I CAN use strategies to show the main idea and key details from the text.	<u>Character Report Card</u>		<u>Back It Up with Key Points</u>	<u>Text-to-World</u>	Habit 6 Synergize		
(RI 5.2) Informational I CAN determine the main idea of a text, recount details, and explain how they support the main idea.	<u>Note-taking with a GROOVE</u>	<u>Back It Up with KEY Points</u>	<u>Shake It Up with Read & Pause</u>		Habit 7 Sharpen the Saw		(RL-5.6) Literature I CAN describe how a narrator's or speaker's point of view influences how events are described.
	<u>"I" Note Taking</u>	<u>Climb the 3 Step Ladder</u>	<u>Informational 2 & 3 Sided Note Taking</u>				(RI 5.6) Informational I CAN analyze multiple accounts of the same event/topic, noting similarities & differences in the point of view they represent. SIDE 1

C	R			A	F	T
Comprehension	Respond and Responsibility			Attributes	Foundations	TYPE of Communication & Tools
<p>The strategies readers use to make sense of the text in order to remember, enjoy, and use what we read. I can...</p>	<p>How I can "SHOW" MY THINKING. I use...</p>			<p>I show the traits of a 21stcentury learner. I am strong in...</p>	<p>I work accurately and fluently to make meaning. I can...</p>	<p>I can use a variety of tools to COMMUNICATE. I can...</p>
<p>(RL 5.3) Literature I CAN compare & contrast two or more characters, settings, or events in a story or drama, using details from the text.</p>	<p><u>Double Bubble Connection</u></p>	<p><u>It Says...I Say..So...</u></p>	<p><u>Text Connections</u></p>			<p>(RL-5.7) Literature I CAN analyze graphics or images and determine what they add to a story in its meaning, tone and beauty.</p>
<p>(RI 5.3) Informational I CAN explain relationships between events & ideas and/or procedures from an informational text and use the text to support my explanation.</p>	<p><u>Shake It UP with Read & Pause</u></p>	<p><u>Back It UP with Key Points</u></p>	<p><u>Examine Relationships</u></p>			<p>(RI-5.7) Informational I CAN use information gained from illustrations and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
<p>(RI 5.8) Informational I CAN find evidence and reasons in the text that supports each point.</p>	<p><u>Back It UP with Key Points</u></p>	<p><u>Note-taking with A GROOVE</u></p>			<p>(RF 5.4.A) I CAN read grade-level text with purpose and understanding.</p>	<p>(W 5.6) Writing I CAN with some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p>(RI-5.8) Informational I CAN explain how an author uses reasons and evidence to support his/her points and identify which reasons and evidence support which point(s).</p>	<p><u>Can... Has...Is...</u></p>	<p><u>Informational Note-taking</u></p>			<p>(RF-5.4.B) I CAN read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	
<p>(RL-5.9) Literature I CAN compare and contrast stories of the same genre on their approach to similar themes and topics.</p>	<p><u>Double Bubble Connections</u></p>	<p><u>Double Entry Diary</u></p>			<p>(RF 5.4.C) I CAN use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>(RI 5.9) Informational I CAN bring together information from several texts to display my knowledge of the topic.</p>	<p><u>Shake It UP with Read & Pause</u></p>	<p><u>Climb the 3 Step Ladder</u></p>	<p><u>"I" Note Taking</u></p>			
<p>CRAFTed by Jill Nicholson - 2014</p>	<p>SIDE 2</p>				<p>(RL 5.10) Literature I CAN read and comprehend different types of literature.</p>	<p>(RI 5.10) Informational I CAN read and understand informational reading from multiple subject areas (S.S.,</p>







