

Favor Academy Tutoring Center  
Foundation to Foundation Curriculum Standards

***Reading***



**Grade**

**5**



## Standards Overview

**Skills-** When reviewing the standard, each skill of focus is highlighted within the standard. The highlighted skills build over time. Students will work on the same skill over several years increasing additional skills and levels of complexity as they move through grade levels.

**Content-** Each standard also includes a content focus to help drive the skill of focus. The content is included in the standard when appropriate.

**Standard Identifier-** Each Standard has a number or identifier. Standards are read by first acknowledging the curriculum – Foundation to Foundation (F2F), the subject (REA), The Grade Level (5) and the number of the standard (1). When all of these components are combined, the standard identifier is formed: **F2FREA5.1**

**GA Standards-** Favor Academy Tutoring Center provides intervention for struggling learners and acceleration for students when ready. It is necessary to ensure students are engaging grade level material, as defined by the state of Georgia. As such, the Ga Standards have been identified at the end of each F2F standard (Ex:- [ELAGSE5RL2](#)).

F2F Skill	5th
Make Connections	
Identify Features of Text	
Make Predictions	
Identify the Theme of Text	
Identify the Main Idea	
Use Context to Ask and Answer Questions	
Summarize Text	
Drawing Conclusions	
Compare and Contrast	
Identify Author's Purpose	
Determine Cause and Effect	
Identify Supporting Details	
Distinguish Fact and Opinion	
Make Inferences	
Skim for Overview	



## Reading Standards

**F2FREA5.1** – The student will show the ability to **infer** and **draw conclusions** about various fiction and non-fiction texts (Ga Standard- [ELAGSE5RL1](#))

**F2FREA5.2**- The student will determine the **main idea** of various paragraphs written by Dr. Martin Luther King in his letter from Birmingham Jail (Ga Standard- [ELAGSE5RL12](#))

**F2FREA5.3**- The student will **make connections** between the abolitionist movement and the civil rights movement; SNCC v. SCLC, etc. (Ga Standard- [ELAGSE5RL13](#))

**F2FREA5.4**- The student will **draw conclusions** about several African civilizations based on artifacts and images

**F2FREA5.5**-The student will **compare and contrast** the Presidencies of Abraham Lincoln and John F. Kennedy; Plessy v. Ferguson and Brown v. Board; Civil Rights v. Civil War (Ga Standard- [ELAGSE5RL3](#) & - [ELAGSE5RL9](#))

**F2FREA5.6** – The student will identify the **cause and effect** of the development of the Freedman’s Bureau for African-Americans(Ga Standard- [ELAGSE5RL15](#))

**F2FREA5.7** – Students will identify **facts and opinions** of various printed text on events associated with the civil rights movement

**F2FREA5.8.** – Students will review the case “Brown v. Board of Education” and **summarize** the associated arguments and outcomes of the text.

**F2FREA8.9** – Students will **identify patterns of organization of various texts** in African American History(Ga Standard- [ELAGSE5RL5](#))

**F2FREA5.10**- Students will **make predictions** of the lives of runaway slaves once the enter free states

**F2FREA5.11** - Students will show the ability to **ask relevant questions** based on various contextual sources(Ga Standard- [ELAGSE5RL17](#))

**F2FREA5.12** – Students will review various musical selections to include: the Negro National Anthem, What’s Going On, Glory, to determine the **theme** of the lyrics (Ga Standard- [ELAGSE5RL2](#))

**F2FREA5.13** – Students will review various components of the Emancipation Proclamation to determine the **author’s purpose**

**F2FREA5.14** – Students will review several stories of the Harlem Renaissance to strengthen their ability to **identify supporting details**(Ga Standard- [ELAGSE5RL18](#))

**F2FREA5.15** – Students will review newspaper articles of several historical events to **ask and answer questions.**

