



Reading - Fifth Grade

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectations:

- 1.01 Continue to develop oral language and listening skills.
- 1.02 Demonstrate knowledge of concepts of print.
- 1.03 Expand reading skills through phonemic awareness.
- 1.04 Use decoding strategies to read unfamiliar words.
- 1.05 Read to develop fluency, expression, accuracy, and confidence.
- 1.06 Expand reading vocabulary.
- 1.07 Reading strategies to facilitate comprehension.
- 1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- 1.09 Develop appropriate information skills and study skills to facilitate learning.
- 1.10 Develop skills to facilitate reading to learn in a variety of content areas.
- 1.11 Read independently for a variety of purposes.
- 1.12 Experience various literary and media genres.
- 1.13 Develop and sustain a motivation for reading.

Accomplishments

- 5.1.01 Continue to develop oral language and listening skills.
 - a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.
 - b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).
 - c. Understand, follow, and give oral multi-step directions that may include illustrations.
 - d. Formulate and respond to questions from teachers and other group members.
 - e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
 - f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
 - g. Create and deliver an oral presentation that includes an introduction and conclusion.
 - h. Create and deliver an oral presentation that uses visual aids or props and incorporates several sources.
 - i. Use different voice levels and speech patterns for small groups, informal discussions, and reports.
 - j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).
 - k. Present and/or perform original or published literary work with a group and/or individually.
 - l. Participate in recitations of assigned/self-selected passages.
- 5.1.02 Demonstrate knowledge of concepts of print.
 - a. Use parts of text (e.g., title, title page, table of contents, chapter titles, glossary, appendix, and index).
 - b. Use common text features to enhance understanding (e.g., headings, keywords, graphics, captions, side bars, footnotes).
 - c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, autobiographies).
- 5.1.03 Expand reading skills through phonemic awareness.
 - a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, read alouds).
 - b. Understand rhyming patterns in printed materials.
 - c. Respond and analyze the effects of sound in language. (e.g., alliteration, onomatopoeia, rhythm, beat).
- 5.1.04 Use decoding strategies to read unfamiliar words.
 - a. Continue to use knowledge of letter-sound correspondence knowledge and structural analysis to decode words.
 - b. Expand understanding and use of root words, prefixes, and suffixes to decode words.
 - c. Use syllabication to decode words.
 - d. Understand, recognize, and use spelling patterns and word families to decode words.
 - e. Decode unknown grade level words utilizing learned strategies and verify word meanings within the context.
- 5.1.05 Read to develop fluency, expression, accuracy, and confidence.
 - a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader's theater).
 - b. Read with fluency and confidence from a variety of text (e.g., poetry, drama, newspapers, novels, textbooks).

- c. Participate in guided oral reading.
- d. Read orally using appropriate pronunciation, expression, and rate.
- e. Adjust speed based on the purpose for reading and reading level.
- f. Read independently daily.

5.1.06 Expand reading vocabulary.

- a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.
- b. Build vocabulary through frequent read alouds.
- c. Infer word meanings using roots, prefixes, and suffixes.
- d. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.
- e. Use appropriate synonyms, antonyms, and homonyms.
- f. Foster word consciousness (e.g., word play, word walls and word sorts).
- g. Use context clues and pronunciation cues when appropriate to determine the correct meaning/usage of multiple meaning words.
- h. Select the correct word to complete an analogy.
- i. Explore the impact of vocabulary in evaluating ideas, information, and experiences.
- j. Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words).
- k. Build vocabulary by reading from a wide variety of text and literary genres.

5.1.07 Employ pre-reading strategies to facilitate comprehension.

- a. Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to locate specific information/facts, to discover models for writing).
- b. Utilize reference sources to build background for reading.
- c. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, outlining).
- d. Explore significant words to be encountered in selected/assigned text.
- e. Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).
- f. Make predictions about text using text features (e.g., title, author, illustrations, and text format).
- g. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.

5.1.08 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
 1. formulating clarifying questions.
 2. predicting outcomes based upon prior knowledge and adjusting appropriately.
 3. using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).
 4. creating mental images.
 5. expressing reactions and personal opinions to a selection or relating the selection to a personal experience.
 6. making inferences and recognizing unstated assumptions.
 7. verifying or modifying the pre-reading purpose.
 8. drawing conclusions based on evidence gained.
- b. Check for understanding after reading by
 1. indicating sequence of events in fiction and nonfiction text.
 2. selecting main idea and supporting details from text.
 3. identifying the author's purpose (e.g., to entertain, to inform, to explain, to persuade).
 4. discussing similarities and differences in events and/or characters using evidence cited in three or more texts.
 5. selecting, prioritizing, and organizing information to meet a specific purpose.
 6. stating reasonable generalizations in reference to two or more pieces of text on a similar topic.
 7. locating information to support opinions, predictions, and conclusions.
 8. identifying cause and effect relationships.
 9. distinguishing between fact/opinion and reality/fiction.
 10. identifying and interpreting figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery).
 11. recognizing a common theme between two passages.
 12. reflecting upon comprehension strategies utilized to make meaning from text.

5.1.09 Develop appropriate informational skills and study skills to facilitate learning.

- a. Use and discern appropriate reference sources in various formats (e.g., interviews with family, community leaders and government leaders; encyclopedias, card/electronic catalogs, almanacs, newspapers, and periodicals).

- b. Use media (e.g., photographs, videos, films, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.
- c. Use current technology as a research and communication tool for personal interest, research, and clarification.
- d. Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, and diaries, directions, and internet sites).
- e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.
- f. Skim materials to develop a general overview of content or to locate specific information.
- g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).
- h. Develop notes that include important concepts, paraphrase, summaries, and identification of reference sources.
- i. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, periodicals) on daily life.
- j. Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).
- k. Gather and record information on a research topic using three or more sources.

5.1.10 Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop and maintain vocabulary specific to content and to current events.
- b. Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of contents).
- c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).
- d. Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).
- e. Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films).

5.1.11 Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

5.1.12 Experience various literary and media genres.

- a. Read and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, film, video) genres.
- b. Predict and determine the sequence of events in a story including possible problems and solutions.
- c. Identify the conflict of the plot.
- d. Interpret a character's feelings and identify his motives.
- e. Trace changes in the main character and describe how this affects the plot.
- f. Make inferences about print and non-print text.
- g. Identify how culture, ethnic, and historical eras are represented in print and non-print texts.
- h. Compare and contrast events and characters using evidence cited from print and non-print text(s).
- i. Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives.
- j. Summarize selected passages.
- k. Retell a story from a different point of view.
- l. Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).

5.1.13 Develop and sustain a motivation for reading.

- a. Visit libraries/media centers and book fairs to explore books.
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others).
- c. Read daily from self-selected materials.
- d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- e. Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.
- f. Experience and develop an awareness of literature that reflects a diverse society.
- g. Choose to read as a leisure activity.

Fifth Grade Benchmarks/Indicators

PERFORMANCE INDICATORS STATE

As documented through state assessment -

At Level 1, the student is able to

- a. 5.1.spi.1. recognize root words, prefixes, suffixes, and syllabication as aids in determining meaning within context.
- b. 5.1.spi.2 select appropriate synonyms, antonyms, and homonyms within context.
- c. 5.1.spi.3. identify compound words, contractions, and common abbreviations within text.
- d. 5.1.spi.4. select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, side bars).
- e. 5.1.spi.5. identify setting, characters, and plot in a passage.

At Level 2, the student is able to

- a. 5.1.spi.6. recognize and use grade appropriate vocabulary within context.
- b. 5.1.spi.7. select questions used to focus and clarify thinking before, during and after reading the text.
- c. 5.1.spi.8. determine correct meaning/usage of multiple-meaning words within context.
- d. 5.1.spi.9. determine word meanings within context.
- e. 5.1.spi.10. identify the sequence of events in fiction and non-fiction selections.
- f. 5.1.spi.11. select stated or implied main idea and supporting details from text.
- g. 5.1.spi.12. identify stated or implied cause and effect relationships.
- h. 5.1.spi.13. distinguish between elements of fact/opinion and reality/fantasy.
- i. 5.1.spi.14. determine inferences from selected passages.
- j. 5.1.spi.15. select the appropriate summary statement for a given passage.
- k. 5.1.spi.16. locate information using available text features (e.g. maps, charts, graphics, indexes, glossaries, and tables of content).
- l. 5.1.spi.17. recognize reasonable predictions of future events within a given context.

At Level 3, the student is able to

- a. 5.1.spi.18. distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).
- b. 5.1.spi.19. identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
- c. 5.1.spi.20. recognize that a story is told from the first person point of view.
- d. 5.1.spi.21. identify the author's purpose(s) (i.e. to inform or to entertain).
- e. 5.1.spi.22. determine whether the theme is stated or implied within a passage.
- f. 5.1.spi.23. identify similes, metaphors, personification, and hyperbole in context.
- g. 5.1.spi.24. identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, and repetition).
- h. 5.1.spi.25. identify information to support opinions, predictions, and conclusions.
- i. 5.1.spi.26. select a logical word to complete an analogy using synonyms, antonyms, categories and subcategories.
- j. 5.1.spi.27. identify, using a graphic organizer, placement of events.

PERFORMANCE INDICATORS TEACHER

As documented through teacher observation -

At Level 1, the student is able to

- a. 5.1.tpi.1. demonstrate active listening and observe conversational conventions in both formal and informal settings.
- b. 5.1.tpi.2. decode unknown words utilizing learned strategies and verify word meanings within the context.
- c. 5.1.tpi.3. read orally with fluency using appropriate pronunciation, expression, and rate.
- d. 5.1.tpi.4. recognize various literary genres (e.g., poetry, short stories, plays, novels, folk tales, myths, and science fiction).
- e. 5.1.tpi.5. relate and discuss literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).
- f. 5.1.tpi.6. understand, follow, and give oral multi-step directions, which may include pictures or graphics.
- g. 5.1.tpi.7. predict outcomes and adjust as additional information is acquired.
- h. 5.1.tpi.8. connect life experiences to text.

At Level 2, the student is able to

- a. 5.1.tpi.9. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process.
- b. 5.1.tpi.10. organize prior knowledge using a variety of strategies (e.g., webbing, mapping, and brainstorming).
- c. 5.1.tpi.11. build vocabulary by reading from a wide variety of texts and literary genres.
- d. 5.1.tpi.12. use content specific vocabulary.
- e. 5.1.tpi.13. use metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, and drawing on earlier reading).
- f. 5.1.tpi.14. summarize orally what has been learned or accomplished after completing an activity or assignment.
- g. 5.1.tpi.15. express reactions and personal opinions to a selection or relate the selection to personal experience.
- h. 5.1.tpi.16. participate in creative responses to texts.
- i. 5.1.tpi.17. set a purpose for reading (e.g., to understand, to enjoy, and to locate information).

- j. 5.1.tpi.18. use library media sources to access information.
- k. 5.1.tpi.19. use learned strategies to determine the meaning of unfamiliar words.
- l. 5.1.tpi.20. read fluently basic grade appropriate selections.
- m. 5.1.tpi.21. read daily and independently.

At Level 3, the student is able to

- a. 5.1.tpi.22. design and deliver an oral presentation incorporating several sources, using visual aids or props.
- b. 5.1.tpi.23. recognize, create, and discuss the techniques of propaganda (i.e., band wagon, loaded words, testimonials).
- c. 5.1.tpi.24. discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.
- d. 5.1.tpi.25. identify how culture, ethnicity, and historical eras are represented in literary text.
- e. 5.1.tpi.26. relate text to prior personal and historical experiences as well as previously read print and non-print media.
- f. 5.1.tpi.27. make inferences and recognize unstated assumptions.
- g. 5.1.tpi.28. make connections among various texts showing similarities and differences.
- h. 5.1.tpi.29. use media and current technology as a research and communication tool to view, read, and represent information.
- i. 5.1.tpi.30. extend ideas presented in texts.
- j. 5.1.tpi.31. interact with the text(s) (e.g., ask questions, make comments, use post-it notes).