

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.

Benchmarks/Indicators

Performance Indicators: State

As documented through state assessment -

At Level 1, the student is able to

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

At Level 2, the student is able to

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

At Level 3, the student is able to

- 5.1.spi.18. distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).
- 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.
- 5.1.spi.20. recognize that a story is told from the first person point of view.
- 5.1.spi.21. identify the author's purpose(s) (i.e. to inform or to entertain).
- 5.1.spi.22. determine whether the theme is stated or implied within a passage.
- 5.1.spi.23. identify similes, metaphors, personification, and hyperbole in context.
- 5.1.spi.24. identify the effect of sound within context (e.g., onomatopoeia, alliteration, rhyme, and repetition).
- 5.1.spi.25. identify information to support opinions, predictions, and conclusions.

- 5.1.spi.26. select a logical word to complete an analogy using synonyms, antonyms, categories and subcategories.
- 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

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

At Level 2, the student is able to

- 5.1.tpi.9. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process.
- 5.1.tpi.10. organize prior knowledge using a variety of strategies (e.g., webbing, mapping, and brainstorming).
- 5.1.tpi.11. build vocabulary by reading from a wide variety of texts and literary genres.
- 5.1.tpi.12. use content specific vocabulary.
- 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).
- 5.1.tpi.14. summarize orally what has been learned or accomplished after completing an activity or assignment.
- 5.1.tpi.15. express reactions and personal opinions to a selection or relate the selection to personal experience.
- 5.1.tpi.16. participate in creative responses to texts.
- 5.1.tpi.17. set a purpose for reading (e.g., to understand, to enjoy, and to locate information).
- 5.1.tpi.18. use library media sources to access information.
- 5.1.tpi.19. use learned strategies to determine the meaning of unfamiliar words.
- 5.1.tpi.20. read fluently basic grade appropriate selections.
- 5.1.tpi.21. read daily and independently.

At Level 3, the student is able to

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