

LANGUAGE ARTS / READING

GRADE 5

Standard 1: Vocabulary—The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

1. Words in Context

- a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- b. Use prior experience and context to understand and explain the figurative use of words and similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).

2. Affixes, Roots, and Stems

- a. Interpret new words by analyzing the meaning of prefixes and suffixes.
- b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
- c. Use word origins, including knowledge of less common roots (graph = writing, terras = earth) and word parts (hemi = half, bio = life) from Greek and Latin to analyze the meaning of complex words (terrain, hemisphere, biography).

3. Synonyms, Antonyms, and Homonyms—Apply knowledge of fifth grade level synonyms, antonyms, homonyms, and multiple meaning words to determine the meaning of words and phrases.

*4. Using Resource Materials and Aids

- a. Use a thesaurus to determine related words and concepts.
- b. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.

***Standard 2: Fluency**—The student will identify words rapidly so that attention is directed at the meaning of the text.

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.
2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” fifth grader reads approximately 105 words per minute).
3. Read silently for increased periods of time.
4. Increase silent reading speed through daily independent reading.

Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in the text to construct an appropriate meaning.

1. Literal Understanding

a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).

b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.

c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.

d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

2. Inferences and Interpretation

a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.

b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

c. Describe elements of character development in written works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme).

d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).

*e. Participate in creative response to text (e.g., art, drama, and oral presentation).

3. Summary and Generalization

a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.

b. Make generalizations with information gleaned from text.

c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.

d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

4. Analysis and Evaluation

a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.

b. Identify the main problem or conflict of the plot and explain how it is resolved.

c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.

e. Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order).

f. Distinguish among facts and inferences supported by evidence and opinions in text.

*5. Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).
- b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues.
- c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

1. Literary Genres—Demonstrate knowledge of and appreciation for various forms (genres) of literature.
 - a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).
 - b. Read and construct meaning from a variety of genres.
 - c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).
 - b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.
 - c. Identify the author’s purpose (persuade, inform, or entertain).
 - d. Recognize and identify the writer’s perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.
3. Figurative Language and Sound Devices—Identify figurative language and sound devices in writing and how they affect the development of a literary work.
 - a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
 - b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.
 - c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.
 - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.
 - Imagery: the use of language to create vivid pictures in the reader’s mind.
 - Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.
 - d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- *4. Literary Works—Read and respond to historically and culturally significant works of literature. Example: Compare and analyze literary works from various cultures.

Standard 5: Research and Information: The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.
 - a. Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, electronic card catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
 - b. Identify and credit the sources used to gain information.
 - c. Use text features to access information (e.g., format, italics, headings, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
 - d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
 - e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

- f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.
2. Interpreting Information—Analyze and evaluate information from a variety of sources.
 - a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).
 - b. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
 - c. Develop notes that include important information on a selected topic.
 - d. Summarize information from multiple sources into a written report or summary.
 - e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.