

## Fifth Grade READING Standards and Alignment

### Standard 1: Students construct meaning as they comprehend, interpret and respond to what they read

- 1.1 Make predictions and connections between new material and previous information/experiences
  - Make connections between new and prior knowledge
  - Make predictions
- 1.2 Compare and contrast important print and non print information with existing knowledge to draw conclusions and make applications
  - Draw conclusions from facts
  - Compare and contrast information from varied texts
  - Begin to distinguish between important and unimportant information
- 1.3 Interpret and provide oral, written and/or artistic responses to ideas generated by reading material in comparing responses with peers.
  - Create and share responses to reading material through: dramatization, puppetry, art, written responses, oral reports
- 1.4 Demonstrate understanding of main ideas and select important facts and details
  - Identify and comprehend main ideas and supporting details
  - Locate key words and topic sentences
  - Recall basic factual information
  - Use graphic organizers to demonstrate comprehension
  - Identify sequence of events
- 1.5 Provide accurate, detailed summaries using key elements of appropriate reading materials.
  - Summarize material from reading in own words

### Standard 2: Students apply a range of skills and strategies to read.

- 2.1 Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.
  - Continue to demonstrate proficient use of all decoding skills from K-4 continuum
  - Break long words into identifiable parts/morphographs
  - Use syllabication rules
  - Use base words, prefixes, suffixes and context clues
- 2.2 Demonstrate understanding of and analyze literary elements (e.g. plot, character, setting, point of view, conflict).
  - Identify and make connections between story elements (e.g. setting, character, plot)
  - Recognize mood of story
  - Recognize moral of various literary works (fairy tales, fables)
- 2.3 Identify and compare literary devices (e.g. figurative language and exaggeration, irony, humor, dialogue).
  - Begin to recognize literary devices in the short story, novel and poetry (e.g. simile, metaphor, idiom, exaggeration, humor, dialogue, rhyme, rhythm)
- 2.4 Use features and organization of fiction and nonfiction material to comprehend complex material (e.g. paragraphs, chapters, titles, index, tables of contents, charts, visuals)
  - Use organizational features of a text
- 2.5 Adjust fluency, rate and style of reading to the content and purpose of the material.
  - Read both orally and silently with ease
  - Adjust reading speed depending on difficulty of content
  - Utilize punctuation for oral reading expression
- 2.6 Develop vocabulary through the use of context clues, analysis of word parts, auditory clues and reference sources and construct general and specialized vocabularies related to specific academic areas, culture and technology
  - Recognize morphographs
  - Use sentence structure and meaning
  - Use synonyms, antonyms, homonyms and homophones
  - Increase use of dictionary and thesaurus
  - Identify relationships of words and distinguish word meaning (e.g. nation, nationality)
  - Acquire grade level and content area vocabulary
- 2.7 Use a variety of reading strategies to comprehend meaning including self-correcting, rereading and adjusting reading rate.
  - Reread for better understanding
  - Check understanding of material while reading
  - Memorize informational passages
- 2.8 Ask questions, check predictions, and summarize information prior to, during and after reading.

- Explain orally and in writing questions, predictions, summaries or personal experiences related to the reading material
- Generate basic recall questions from a selection
- Note and clarify inconsistencies of own predictions vs. text in reading

### Standard 3: Students set goals, monitor and evaluate their progress in reading.

- 3.1 Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties and seek guidance as needed.
  - Recognize reading strategies
  - Seek teacher and peer help as needed
- 3.2 Monitor reading successes and set reading goals.
  - Set reading goals and develop strategies to meet goals and monitor progress
- 3.3 Select authors, subjects and print and non-print material, expressing reasons for recommendations.
  - Explore and recommend various literary genre by self selection (e.g. folk tales, fairy tales, tall tales, informational books)
  - Make recommendations to peers

### Standard 4: Students select, read and respond to print and non-print material for a variety of purposes.

- 4.1 Establish and adjust the purposes for reading (e.g. personal satisfaction, life long reading habits, sharing, reflecting on the reading)
  - Set purpose for reading (e.g. pre reading strategies)
  - Demonstrate reading as an avenue for personal growth
- 4.2 Read to organize and understand information, and to use material to investigate a topic (e.g. reference material, manuals, public documents, newspapers, magazines, electronic information)
  - Select and use materials to investigate a topic
- 4.3 Read, interpret and apply information to perform specific tasks (e.g. maps, travel books, first aid manuals, catalogs)
  - Read information to perform a task (e.g. maps, newspaper, telephone book, schedules)
- 4.4 Read, analyze and provide oral, written and/or artistic responses to traditional and contemporary literature.
  - Select and read appropriate grade level literature
  - Analyze literature with teacher direction
  - Respond to literature in a variety of formats
- 4.5 Identify recurring themes, perspectives, cultures and issues by reading (e.g. identify, conflict, change)
  - Relate literature to real life
  - Recognize themes which occur in a variety of literature (e.g. culture, family, friendship, tradition)
- 4.6 Read and identify civic and social responsibilities by interpreting and analyzing social rules (e.g. handbooks, newspapers, other information)
  - Acquire an awareness for individual rights, privileges and responsibility through text
- 4.7 Identify, locate, read and interpret information from a variety of documents and sources (e.g. graphs, tables, policy statements, television, Internet).
  - Read to interpret detailed information from a variety of documents and sources

### Standard 5: Students gather, analyze, synthesize and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

- 5.1 Compare and contrast information and textual elements in print and non-print material.
  - Compare/contrast information from various sources
- 5.2 Make connections, explain relationships among a variety of sources and integrate similar information
  - Select and use resource material to investigate a topic
- 5.3 Recognize authors' points of view and purposes.
  - Identify authors' points of view and purposes (e.g. inform, entertain, persuade)
- 5.4 Recognize authors' use of language and literary devices to influence readers.
  - Participate in literary discussions based on understanding of text (e.g. authors' use of language, style, perspective)
- 5.5 Recognize, express and defend a point of view
  - Recognize various points of view