

Grade 5
Student Friendly

EARLY READING STRATEGIES (ERS:1) Phonemic Awareness and Phonological Knowledge	<u>Student Friendly</u>
R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...	
No GLE at this grade level	
EARLY READING STRATEGIES (ERS:2) Concepts of Print	<u>Student Friendly</u>
R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...	
No GLE at this grade level	
READING FLUENCY and ACCURACY (F&A)	<u>Student Friendly</u>
(R:F&A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)	
R:F&A: Reads grade-level appropriate material with...	
R:F&A:5:1.1: Accuracy: reading material appropriate for <u>grade 5</u> with 90-94% accuracy (See Appendix F for sample titles.)	Everyday, I will practice reading carefully, to become a better reader.
R:F&A:5:1.2: Fluency: reading with <u>appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</u> (See Appendix C for suggested rates.)	I will make my reading fluent and <u>adjust my pace (reading rate) as needed.</u>
R:F&A:5:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue	When reading familiar text, I will use text features (punctuation italics, and dialogue) to read with correct phrasing and expression.

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WORD IDENTIFICATION SKILLS and STRATEGIES (WID)	<u>Student Friendly</u>
R:WID: Applies word identification/ decoding strategies by ...	
R:WID:5:1.1: Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/ syllable division, and word patterns (including prefixes, and suffixes) (See Appendix B for the six syllable types.)	I will use my knowledge of syllables, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.
R:WID:5:1.2: Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns	I will read multi-syllabic words by using knowledge of sounds, syllable types or word patterns.
R:WID:5:1.3: Reading grade-level appropriate words (in connected text) with automaticity	I will read fifth grade words in text with automaticity.
R:WID:5:1.4: Reading grade-appropriate words	I will read fifth grade high-frequency words.
R:WID:5:1.5: No stem at this grade level	
R:WID:5:1.6: No stem at this grade level	
VOCABULARY STRATEGIES (V:1)	<u>Student Friendly</u>
(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:V:1: Students identify the meaning of unfamiliar vocabulary by...	
R:V:5:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)	<p>I will use strategies and resources to help me understand the meaning of words.</p> <p>Strategies</p> <ul style="list-style-type: none"> • Prefixes • Suffixes • Base Words • Context Clues • Prior Knowledge <p>Resources</p> <ul style="list-style-type: none"> • Dictionaries • Glossaries
BREADTH of VOCABULARY (V:2)	<u>Student Friendly</u>
R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...	
R:V:5:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning EXAMPLE (of shades of meaning): tired, exhausted	I will identify synonyms, antonyms or homonyms/ homophones or shades of meaning (tired/exhausted).
R:V:5:2.2: Selecting appropriate words or <u>explaining the use of words in context</u> , including, content specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way “spring” is used in this passage, would having a “spring” be necessary for survival? Explain how you know.	I will explain the meaning of <u>words in context</u> , including content specific vocabulary, words with multiple meanings or precise vocabulary.
R:V:5:2.3: No stem at this grade level	

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INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)	Student Friendly
(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:1: Demonstrate initial understanding of elements of literary texts by...	
R:LT:5:1.1: Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time	I will identify/describe the following in a story: <ul style="list-style-type: none"> • Characters • Setting Problem/Solution • Major Events • Plot • How Characters Change
R:LT:5:1.2: Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text	I will paraphrase (use my own words) to summarize the key ideas/plots with major events sequenced.
R:LT:5:1.3: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.
R:LT:5:1.4: Identifying the characteristics of a variety of types of text (e.g., literary texts : poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, <u>mysteries</u>)	I will identify the characteristics of the following literary texts (fiction). <ul style="list-style-type: none"> Poetry Plays Realistic Fiction Fairy Tales Fables Tall Tales Fantasy Folktales Historical fiction <u>Mysteries</u>
R:LT:5:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, <u>imagery</u> , or <u>simple metaphors</u>	I will identify the following in text: <ul style="list-style-type: none"> • Rhyme • Dialogue • Alliteration • Description • Simile • <u>Imagery</u> • <u>Simple Metaphors</u>

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ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)	<u>Student Friendly</u>
(R:LT:2: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...	
R:LT:5.2.1: Making logical predictions EXAMPLE: Which event is most likely to happen next?	I will make logical predictions.
R:LT:5.2.2: <u>Describing characters'</u> physical characteristics, personality traits, or <u>interactions</u> ; or providing examples of thoughts, words, or actions that reveal characters' personality traits or <u>their changes over time</u>	I will <u>describe characters'</u> traits, <u>interactions</u> , or <u>their changes over time</u> using examples of thoughts, words, or actions.
R:LT:5.2.3: Making inferences about problem, conflict, solution, or <u>the relationship among elements (plot, character, setting) within text</u> (e.g., how the setting affects a character or plot development)	I will make inferences about a text's problem, conflict, solution, or <u>how plot, character, and setting affect each other</u> .
R:LT:5.2.4: Identifying the narrator	I will <u>identify the narrator (who is telling the story)</u> .
R:LT:5.2.5: Identifying author's message or theme (implied or stated, as in a fable)	I will identify the author's message or theme.
R:LT:5.2.6: Identifying causes or effects, including possible motives of characters	I will identify causes and effects including possible motives of characters.
R:LT:5.2.7: No stem at this grade level	
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)	<u>Student Friendly</u>
(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...	
R:LT:5.3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to <u>analyze literary works</u>	I will explain how the author uses literary elements and devices such as imagery and exaggeration to examine <u>(analyze) texts (literary works)</u> .
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)	<u>Student Friendly</u>
R:LT:4: Generates a personal response to what is read through a variety of means by...	
R:LT:5.4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	I will compare what I have read to my own experiences, things that I already know, and other books that I have read.
R:LT:5.4.2: <u>Providing relevant details to support the conclusions made</u>	I will <u>develop a conclusion using many supportive and relevant details</u> .

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INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)	Student Friendly
(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...	
R:IT:5:1.1a: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)	I will use text features such as ___ to help me find information. <ul style="list-style-type: none"> • Glossary • Charts • Graphs • Diagrams • Illustrations • Table of contents • Basic Transition Words • Bold or Italicized Text • Headings • Graphic Organizers • Index • Transition words/ phrases Subheadings
R:IT:5:1.1b: Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, <u>citations</u>)	I will use the following text features to help me find information: <ul style="list-style-type: none"> • Maps • Diagrams • Tables • Captions • Timelines <u>Citations</u>
R:IT:5:1.2: Using information from the text to answer questions related to main/central ideas or key details	I will answer questions about the main/central idea and key details.
R:IT:5:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or <u>comparing/ contrasting</u>)	I will organize information on graphic organizers to paraphrase, summarize or <u>compare/contrast</u> the main/central ideas or details.

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R:IT:5:1.4: Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information.	I will think up questions before, during and after reading to remember and understand new information.
R:IT:5:1.5: Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, <u>reports</u> , encyclopedias, children’s magazines, content trade books, textbooks, student newspapers, <u>Internet websites</u> , <u>biographies</u> ; and practical/ functional texts: procedures, instructions, book orders, announcements, invitations, <u>recipes</u> , <u>menus</u>)	I will identify the characteristics of the following informational texts (facts): Reference Dictionaries Magazines Trade books Newspapers Glossaries Textbooks Encyclopedias <u>Reports</u> <u>Internet Websites</u> <u>Biographies</u> Practical/Functional Texts Procedures/ Instructions Announcements Book Orders Invitations <u>Recipes</u> <u>Menus</u>
ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)	<u>Student Friendly</u>
(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)	
R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...	
R:IT:5:2.1: Connecting information <i>within</i> a text or <i>across</i> texts	I will find and compare information in different parts of a text and between texts.
R:IT:5:2.2: Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	I will read a variety of texts to find facts and form opinions.
R:IT:5:2.3: Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments <u>and assertions about central ideas</u> that are relevant	I will <u>form conclusions, make judgments, and express opinions about main/central ideas</u> . I will make inferences about the text and determine author’s purpose (inform, explain, entertain, <u>persuade</u>).
R:IT:5:2.4: Distinguishing fact from opinion	I will tell the difference between fact and opinion.
R:IT:5:2.5: Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.
READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)	<u>Student Friendly</u>
(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)	
R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...	
R:RS:5:1.1: Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/ language structure, semantics/ meaning, or other context cues)	I will correct my reading when I know it doesn’t make sense, sound right, or look right.
R:RS:5:1.2: Subsumed in R:RS:5:1.1	

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READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	
(R:RS: 2: Assume increasing text complexity F or descriptions of increasing across grade levels. See Appendix text complexity.)	
R:RS:2: Uses comprehension strategies (with flexibility and as needed)...	
R:RS:5.2.1: before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, <u>and inferential questions</u> ; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); <u>taking notes</u> ; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition, description classification, support, and <u>logical/ sequential</u>) (See also Appendix D)	<p>Before, during, and after reading I will the following strategies to help me understand literary and informational text.</p> <ul style="list-style-type: none"> • Prior knowledge • <u>Readability (checking if the book is a good fir for me)</u> • Predicting • Inferences • Asking, clarifying, and <u>inferential questions</u> • Making pictures in my mind • Making connections • <u>Taking notes</u> • Determining importance • Asking literal questions • Locating and using text features_(transition words, subheadings, bold/italicized print, parts of the book) <p>Text structure clues (chronological, cause/effect, compare/contrast, proposition and support description).</p>
BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)	<u>Student Friendly</u>
R:B:1: Demonstrates the habit of reading widely and extensively* by...	
R:B:5:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.
R:B:5:1.2: Reading from a wide range of genres/ kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (See Appendix A)	I will read a variety of genres.
R:B:5:1.3: Reading multiple texts for depth of understanding an author, <u>a subject</u> , a <u>theme</u> , or genre	I will read a variety of texts to develop a strong understanding of a author, <u>a subject</u> , a <u>theme</u> , or genre.
BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)	<u>Student Friendly</u>
*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.	
R:B:2: Demonstrates participation in a literate community by...	
R:B:5:2.1: Self-selecting reading materials aligned with reading ability and personal interests	I will choose books on my reading level that interest me.
R:B:5:2.2: Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others	I will talk in a group about books I have read writing I have done. I will listen to others talk about books they have read and writing they have done.

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BREADTH OF READING: READING FOR RESEARCH ACROSS CONTENT AREAS (B:3)	<u>Student Friendly</u>
*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.	
R:B:3:3: Research* by reading multiple sources (including print and non-print texts) to report information by...	
R:B:4:3: Research* by reading multiple sources (including print and non-print texts) to report information, or to formulate a judgment by...	
R:B:5:3: Research* by reading multiple sources (including print and non-print texts) to report information, solve a problem , or to formulate a judgment by...	
R:B:5:3.1: <u>Identifying potential sources of information from those provided</u>	When completing research, I will <u>identify/choose potential sources of information from those provided</u> .
R:B:5:3.2: Evaluating information presented, in terms of relevance	I will find and use information that is appropriate to my research topic.
R:B:5:3.3: Gathering, <u>organizing, and interpreting</u> the information	I will <u>organize and interpret</u> information I have gathered.
R:B:5:3.4: Using evidence to support conclusions	I will use information to support my conclusions.