

GRADE 5: Reading

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Reading Fluency & Accuracy (F & A)	<p>R:F&A:5:1 Read grade-level appropriate material with...</p> <p>1.1 <i>Accuracy:</i> reading material appropriate for grade 5 with at least 90 – 94% accuracy</p> <p>1.2 <i>Fluency:</i> reading with <u>appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</u></p> <p>1.3 <i>Fluency:</i> reading familiar text with phrasing and expression and with attention to text features, such as punctuation, italics, and dialogue</p>	Underlined points	
Word Identification skills & Strategies (WID)	<p>R:WID:5:1 Apply word identification and decoding strategies by...</p> <p>1.1 Identify multi-syllabic words by using:</p> <ul style="list-style-type: none"> ○ <i>Knowledge of letter sounds</i> <i>Six Syllable types –</i> <ol style="list-style-type: none"> 1. <i>closed (vowel makes short sound)</i> 2. <i>open (vowel makes long sound)</i> 3. <i>silent e (word ends in silent e, long vowel sound)</i> 4. <i>vowel combination (2 vowels together),</i> 5. <i>r-controlled (vowel + r)</i> 6. <i>consonant – le (-le at end of word)</i> ○ Syllable division ○ Word patterns including prefixes and suffixes <p>1.2 Reading multi-syllabic words, by using knowledge of sounds, syllable types or word patterns</p> <p>1.3 Reading grade-level appropriate words in connected text with automaticity</p> <p>1.4 Reading grade-appropriate words</p>		
Vocabulary Strategies (V:1)	<p>R:V:5:1 Identify the meaning of unfamiliar vocabulary by...</p> <p>1.1 using strategies to unlock meaning ...</p>	See glossary for definition of base word	

	<ul style="list-style-type: none"> ○ Prior knowledge ○ Knowledge of word structure <ul style="list-style-type: none"> ○ knowledge of word structure ○ prefixes/suffixes ○ base words ○ Context <ul style="list-style-type: none"> ○ context clues ○ Resources <ul style="list-style-type: none"> ○ Dictionaries ○ Glossaries ○ Thesauruses - ADDED 	
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Breadth of Vocabulary (V:2)	<p>R:V:5:2 Show breadth of vocabulary knowledge, demonstrating word meanings or relationships by...</p> <ul style="list-style-type: none"> 2.1 Identifying synonyms and antonyms <ul style="list-style-type: none"> ○ Identifying homophones (e.g. sea/see, same sound, different meaning and spelling) ○ Identifying homographs (e.g. dove/dove, same spelling, different pronunciation, different meaning) ○ Identifying shades of meaning (e.g. tired, exhausted) 2.2 Selecting appropriate words or explaining the use of words in context including: content-specific vocabulary <ul style="list-style-type: none"> Words with multiple meanings Precise vocabulary ○ <i>Collect words to expand personal vocabularies</i> 	<p>EXAMPLE: In this passage, the bear could best be described as acting</p> <ul style="list-style-type: none"> a. excited b. playful c. harmful d. curious
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Initial Understanding of Literary Text (LT:1)	<p>R:LT:5:1 Demonstrate initial understanding of elements of literary text by...</p> <ul style="list-style-type: none"> 1.1 Identifying or describing character(s) <ul style="list-style-type: none"> ○ Identifying or describing setting ○ Identifying or describing problem/solution ○ Identifying or describing major events or plot ○ Identifying any significant changes in character(s) over time 1.2 Paraphrasing or summarizing key ideas/plot with 	<p>Is this the language that is used on the assessment?</p>
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	major events sequenced		
Initial Understanding of Literary Text (LT:1)	<p>R:LT:5:1 Demonstrate initial understanding of elements of literary text by...</p> <p>1.3 Generating questions before, during and after reading to enhance recall, expand understanding and/or gain new information</p> <p>1.4 Recognizing that each genre has its own characteristics (e.g. <i>poetry, plays, fairy tales, tall tale, fables, fantasy, realistic fiction, folktales, historical fiction, biography, autobiography, adventure/action</i>); Identifying the characteristics of a <u>mystery</u></p> <p>1.5 Recognizing literary devices as appropriate to genre (e.g. rhyme, alliteration, simile, dialogue, foreshadowing, personification)</p> <ul style="list-style-type: none"> o Identifying the literary devices of a <u>imagery and simple metaphors</u> 	<p>Take out mystery introduction add it to laundry list</p> <p>Add biography, autobiography, adventure/action to introduction list</p>	
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)	<p>R:LT:5:2 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>2.1 Making logical predictions</p> <p>2.2 <u>Describing characters' physical characteristics or personality traits or interactions</u></p> <ul style="list-style-type: none"> o Providing examples of thoughts, words or actions that reveal characters' personality traits or <u>their changes over time</u> o Making inferences about problem, conflict or solution <p>2.3 Making inferences about the <u>relationship among elements (plot, character, setting) within text</u></p> <p>2.4 Identifying the narrator</p> <p>2.5 Identifying the author's message (implied or stated, as in a fable)</p>	<p>Remove: theme</p>	
Analysis and Interpretation	<p>R:LT:5:2 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p>		

of Literary Texts/Citing Evidence (LT:2)	2.6 Identifying causes or effects 2.7 Identifying possible motives of characters		
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Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	<p>R:LT:5:3 Analyze and interpret author's craft (techniques author uses to enhance writing), citing evidence where appropriate by...</p> <p>3.1 Demonstrating knowledge of use of literary elements (essential techniques used in literature such as characterization, setting and plot) to <u>understand literary works</u></p> <ul style="list-style-type: none"> ○ Demonstrating knowledge of use of literary devices (e.g. imagery, exaggeration) to <u>understand literary works</u> 		
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Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	<p>R:LT:5:4 Generate a personal response to what is read through a variety of means by...</p> <p>4.1 Comparing stories/texts to:</p> <ul style="list-style-type: none"> ○ Related personal experience, prior knowledge, other books ○ <u>providing relevant details to support the conclusions made</u> 		
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Initial Understanding of Informational Text (IT:1)	<p>R:IT:5:1 Demonstrate initial understanding of informational texts (expository and practical) by...</p> <p>1.1a Obtaining information from text features:</p> <ul style="list-style-type: none"> ○ table of contents ○ glossary ○ index ○ transition words/phrases ○ bold or italicized text ○ headings and subheadings ○ graphic organizers ○ charts ○ graphs ○ illustrations 		
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	<p>1.2 Using information from the text to answer questions related to clearly stated main/central ideas or key details</p> <p>1.3 Organizing information to show understanding - representing the main/central ideas or details within text through:</p> <ul style="list-style-type: none"> ○ charting ○ mapping ○ paraphrasing ○ summarizing ○ comparing/contrasting 		
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<p>Initial Understanding of Informational Text (IT:1)</p>	<p>R:IT:5:1 Demonstrate initial understanding of informational texts by...</p> <p>1.1b Obtaining information from text features...</p> <ul style="list-style-type: none"> ○ maps ○ diagrams ○ tables ○ captions ○ timelines ○ <u>citations</u> (a direct quote from the text, as opposed to a generalized summary or statement; an acknowledgement and documentation of sources of information) <p>1.4 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p>1.5 Identifying the characteristics of a variety of types of text</p> <ul style="list-style-type: none"> ○ reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies ○ practical/functional texts: book orders, procedures, instructions, announcements, invitations, recipes, menus 		
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<p>Analysis and</p>	<p>R:IT:5:2 Analyze and interpret informational text,</p>		
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<p>Interpretation of Informational Texts/Citing Evidence (IT:2)</p>	<p>citing evidence as appropriate by...</p> <p>2.1 Connecting information <i>within</i> a text</p> <p>2.2 Connecting information across texts</p> <p>Synthesizing information within or across texts by</p> <ul style="list-style-type: none"> o constructing appropriate titles o Synthesizing information within or across texts by o formulating assertions or controlling ideas <p>2.3 Drawing inferences about text including author's purpose (inform, explain persuade, entertain) or message</p> <ul style="list-style-type: none"> o Drawing basic conclusions o Forming and supporting opinions/judgments and <u>assertions about central ideas</u> that are relevant <p>2.4 Distinguishing fact from opinion</p> <p>2.5 Making inferences about causes and effects</p>		
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<p>Reading Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</p>	<p>R:RS:5:1 Demonstrate ability to monitor comprehension for different types of texts and purposes by...</p> <p>1.1 Using a range of self-monitoring and self-correction approaches (predicting upcoming text, monitoring, adjusting, and confirming, through use of print syntax/language structure, semantics/meaning, or other context cues)</p>		
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<p>Reading Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)</p>	<p>R:RS:5:2 Use comprehension strategies (flexibly and as needed)...</p> <p>2.1 before, during, and after reading literary and informational text including:</p> <ul style="list-style-type: none"> o Using prior knowledge o Sampling a page for readability o Summarizing o Predicting and making text-based inferences o Determining importance 		
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	<ul style="list-style-type: none"> ○ <u>Generating literal, clarifying and inferential questions</u> ○ <u>Constructing sensory images (visualizing)</u> ○ <u>Making connections (text-to-self, text-to-text, text-to-world)</u> ○ <u>Taking notes</u> ○ <u>Locating, using and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of book)</u> <p><u>Using text structure clues:</u></p> <ul style="list-style-type: none"> ○ <u>Chronological</u> ○ <u>Cause/effect</u> ○ <u>Compare/contrast</u> ○ <u>Proposition</u> ○ <u>Description</u> ○ <u>Classification</u> ○ <u>Support</u> ○ <u>Logical/sequential</u> 		
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<p>Breadth of Reading: Reading of Extensiveness and in Depth (B:1)</p>	<p>R:B:5:1 Demonstrate the habit of reading widely and extensively by...</p> <p>1.1 Reading with frequency, including in school, out of school, and summer reading</p> <p>1.2 Reading from a wide range of genres/kinds of text and a variety of authors</p> <p>1.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre</p>		
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<p>Breadth of Reading: Reading of Extensiveness and in Depth (B:2)</p>	<p>R:B:5:2 Demonstrate participation in a literate community by...</p> <p>2.1 Self-selecting reading materials aligned with reading ability and personal interests</p> <p>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,</p>		
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	teachers and others	
<p>Breadth of Reading: Research Across the Curriculum (B:3)</p>	<p>R:B:5:3 Research by reading multiple sources (including print and non print texts) at instructional level to report information, or to formulate a judgment by...</p> <ul style="list-style-type: none"> 3.1 <u>Identifying potential sources of information from those provided</u> 3.2 <u>Evaluating information presented in terms of relevance</u> 3.3 <u>Gathering, organizing, and interpreting the information</u> 3.4 <u>Using evidence to support conclusions</u> 	
<p>Suggested Informational and Literary Texts for Instruction and Assessment</p>	<p>R-5 Recognize a variety of texts and their characteristics and apply and practice reading strategies with many different types of literary and informational texts.</p> <ul style="list-style-type: none"> ○ <i>Reference materials</i> include: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, student newspapers, textbooks, biographies, Internet websites ○ <i>Practical materials</i> include: procedures/instructions, announcements, invitations, book orders, recipes, menus ○ <i>Literary texts</i> include: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, <u>mysteries</u> 	

GRADE 6: Reading

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Reading Fluency & Accuracy (F & A)	<p>R:F&A:6:1 Read grade-level appropriate material with...</p> <p>1.1 <i>Accuracy:</i> reading material appropriate for <u>grade 6</u> with at least 90 – 94% accuracy</p> <p>1.2 <i>Fluency:</i> reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</p> <p>1.3 <i>Fluency:</i> reading familiar text with phrasing and expression and with attention to text features, such as punctuation, italics, and dialogue</p>		
Word Identification skills & Strategies (WID)	<p>R:WID:6 :1 Apply word identification and decoding strategies by...</p> <p>1.1 Identifying multi-syllabic words using:</p> <ul style="list-style-type: none"> ○ Knowledge of sounds ○ Syllable division ○ Word patterns 		
Vocabulary Strategies (V:1)	<p>R:V:6:1 Identify the meaning of unfamiliar vocabulary by...</p> <p>1.1 using strategies to unlock meaning</p> <ul style="list-style-type: none"> ○ Prior knowledge ○ Word structure <ul style="list-style-type: none"> ○ knowledge of word structure ○ prefixes/suffixes ○ base words ○ Context <ul style="list-style-type: none"> ○ context clues ○ prior knowledge ○ Resources <ul style="list-style-type: none"> ○ Dictionaries ○ Glossaries ○ Thesauruses – ADDED to K-4? 	See glossary for definition of base word	

Breadth of Vocabulary (V:2)

R:V:6:2 Show breadth of vocabulary knowledge, demonstrating word meanings or relationships by...

- 2.1 Identifying synonyms and antonyms
- Identifying homophones (e.g. sea/sec, same sound, different meaning and spelling)
 - Identifying homographs (e.g. dove/dove, same spelling, different pronunciation, different meaning)
 - Identifying shades of meaning (e.g. *tired*, *exhausted*)
- 2.2 Selecting appropriate words or explaining the use of words in context including:
- Content-specific vocabulary
 - Words with multiple meanings
 - Precise vocabulary
 - *Collect words to expand personal vocabularies*

Initial Understanding of Literary Text (LT:1)

R:LT:6:1 Demonstrate initial understanding of elements of literary text by...

- 1.1 Identifying or describing character(s)
- Identifying or describing setting
 - Identifying or describing problem/solution
 - Identifying or describing major events or plot
 - Identifying any significant changes in character(s) or setting over time
- 1.2 Paraphrasing or summarizing key ideas/plot with major events sequenced

Initial Understanding of Literary Text (LT:1)

R:LT:6:1 Demonstrate initial understanding of elements of literary text by...

- 1.3 Generating questions before, during and after reading to enhance recall, expand understanding and/or gain new information
- 1.4 Recognizing that each genre has its own characteristics (e.g. *poetry, plays, fairy tales, tall tale, fables, fantasy, realistic fiction, folktales, historical fiction, biography, autobiography, adventure/action, mysteries*),

		<p>Identifying the characteristics of <u>science fiction</u>, <u>myths</u>, and <u>legends</u></p>	
<p>1.5</p>	<p>Recognizing literary devices as appropriate to genre (e.g. rhyme, alliteration, simile, dialogue, foreshadowing, personification, imagery)</p> <ul style="list-style-type: none"> ○ Identifying the literary devices of <u>flash back</u>, <u>onomatopoeia</u>, <u>repetition</u>, and <u>idioms</u> 		

<p>Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)</p>	<p>R:L:T:6:2 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>2.1 Explaining or supporting logical predictions</p> <p>2.2 Describing characters' traits, motivation or interactions</p> <ul style="list-style-type: none"> ○ Citing thoughts, words or actions that reveal characters' traits, motivations or their changes over time <p>2.3 Making inferences about:</p> <ul style="list-style-type: none"> ○ Cause/effect ○ External conflicts (person vs. person, person vs. nature/society/fate) ○ Relationship among elements within text (e.g. how the historical era influences the characters' actions or thinking) <p>2.4 Explaining how the narrator's point of view affects the reader's interpretation</p> <p>2.5 Identifying author's message</p>	<p>Remove: theme</p>	
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<p>Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)</p>	<p>R:L:T:6:3 Analyze and interpret author's craft (techniques author uses to enhance writing), citing evidence where appropriate by...</p> <p>3.1 Demonstrating knowledge of use of literary elements (essential techniques used in literature such as characterization, setting and plot) and literary devices (tools used by the author to enliven and</p>		
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	provide voice to the writing) to analyze literary works (e.g., imagery, exaggeration, simile, metaphor, foreshadowing, suspense)	
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Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)	<p>R:LT:6:3 Analyze and interpret author's craft (techniques author uses to enhance writing), citing evidence where appropriate by...</p> <p>3.2 <u>Demonstrating knowledge of use of literary elements</u> <u>and devices to analyze literary work (e.g., rhyme, alliteration, dialogue, flashback, onomatopoeia, repetition, idioms)</u></p>	
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Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	<p>R:LT:6:4 Generate a personal response to what is read through a variety of means by...</p> <p>4.1 Comparing stories/texts to:</p> <ul style="list-style-type: none"> o Related personal experience, prior knowledge, other books, <p>4.2 providing relevant details to support the connections made or judgments (<u>interpretive, analytical, evaluative or reflective</u>)</p>	
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Initial Understanding of Informational Text (IT:1)	<p>R:IT:6:1 Demonstrate initial understanding of informational texts (expository and practical) by...</p> <p>1.1a Obtaining information from text features:</p> <ul style="list-style-type: none"> o table of contents o glossary o index o transition words/phrases o bold or italicized text o headings and subheadings o graphic organizers o charts o graphs o illustrations <p>1.2 Using information from the text to answer questions related to clearly stated main/central</p>	
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	<p>ideas or key details</p> <p>1.3 Organizing information to show understanding - representing the main/ central ideas or details within text through:</p> <ul style="list-style-type: none"> ○ charting ○ mapping ○ paraphrasing ○ summarizing ○ comparing/ contrasting 		
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<p>Initial Understanding of Informational Text (IT:1)</p>	<p>R:IT:6:1 Demonstrate initial understanding of informational texts by...</p> <p>1.1b Obtaining information from text features:</p> <ul style="list-style-type: none"> ○ maps ○ diagrams ○ tables ○ captions ○ timelines ○ <u>citations</u> (<i>a direct quote from the text, as opposed to a generalized summary or statement; an acknowledgement and documentation of sources of information</i>) ○ <u>transitional devices</u> <p>1.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/ or gain new information</p> <p>1.5 Identifying the characteristics of a variety of types of text</p> <p>reference: dictionaries, glossaries, thesauruses, encyclopedias, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays and articles</p> <p>practical/ functional texts: book orders, procedures, instructions, announcements, invitations, recipes, menus, <u>advertisements and pamphlets</u></p>		
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<p>Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)</p>	<p>R:IT:6:2 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> 2.1 Connecting information <i>within</i> a text <ul style="list-style-type: none"> ○ Connecting information <i>across</i> texts 2.2 Synthesizing information within or across texts by constructing appropriate titles <ul style="list-style-type: none"> Formulating assertions or controlling ideas 2.3 Drawing inferences about text including author's purpose (inform, explain persuade, entertain) or message <ul style="list-style-type: none"> ○ Forming and supporting opinions/judgments and assertions about central ideas that are relevant 2.4 Distinguishing fact from opinion and <u>identifying possible bias/propaganda</u> 2.5 Making inferences about causes and effects 	
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<p>Reading Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</p>	<p>R:RS:6:1 Demonstrate ability to monitor comprehension for different types of texts and purposes by...</p> <ul style="list-style-type: none"> 1.1 Using a range of self-monitoring and self-correction approaches: <ul style="list-style-type: none"> ○ predicting and confirming ○ rereading ○ adjusting rate ○ sub-vocalizing ○ consulting resources ○ questioning ○ skimming ○ scanning ○ syntax/language structure ○ semantics/meaning ○ context cues 	
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<p>Reading Strategies for Monitoring</p>	<p>R:RS:6:2 Use comprehension strategies (flexibly and as needed)...</p> <ul style="list-style-type: none"> 2.1 before, during, and after reading literary and informational text including: 	
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<p>Adjusting and Reading Comprehension Strategies (RS:2)</p>	<ul style="list-style-type: none"> ○ Using prior knowledge ○ Sampling a page for readability ○ Summarizing ○ Predicting and making text-based inferences ○ Determining importance ○ Generating literal, clarifying and inferential questions ○ Constructing sensory images (visualizing) ○ Making connections (text-to-self, text-to-text, text-to-world) ○ Taking notes ○ Locating, using and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of book) <p>Using text structure clues:</p> <ul style="list-style-type: none"> ○ Chronological ○ Cause/effect ○ Compare/contrast ○ Proposition ○ Description ○ Classification ○ Support ○ Logical/sequential
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<p>Breadth of Reading: Extensively and in Depth (B:1)</p>	<p>R:B:6:1 Demonstrate the habit of reading widely and extensively by...</p> <p>1.1 Reading with frequency, including in school, out of school, and summer reading</p> <p>1.2 Reading from a wide range of genres/kinds of text, <u>including primary and secondary sources</u> and a variety of authors</p> <p>1.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre</p>
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<p>Breadth of Reading:</p>	<p>R:B:6:2 Demonstrate participation in a literate community by...</p> <p>2.1 Self-selecting reading materials aligned with</p>
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<p>Extensively and in Depth (B:2)</p>	<p>2.2 reading ability and personal interests 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</p>		
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<p>Breadth of Reading: Research Across the Curriculum (B:3)</p>	<p>R:B:6:3 Research by reading multiple sources (including print and non print texts) to report information, to solve a problem, or to make a decision or to formulate a judgment by... 3.1 Identifying potential sources of information 3.2 Evaluating information presented in terms of relevance 3.3 Gathering, organizing, and interpreting the information 3.4 Using evidence to support conclusions</p>		
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<p>Suggested Informational and Literary Texts for Instruction and Assessment</p>	<p>R-6 Recognize a variety of texts and their characteristics and apply and practice reading strategies with many different types of literary and informational texts. <i>Reference materials</i> include: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, student newspapers, textbooks, biographies, Internet websites <i>Practical materials</i> include: procedures/instructions, announcements, invitations, book orders, recipes, menus <i>Literary texts</i> include: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction</p>		
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