

ENGLISH: READING

ALIGNED STANDARDS OF LEARNING

CURRICULUM FRAMEWORK

GRADE 5



5E-RW1 The student will

- a) after listening to or reading a familiar text, determine the meanings of words and phrases;
- b) apply phonics and word analysis skills in decoding words by decoding two-syllable words;
- c) read more than 20 common high-frequency words;
- d) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas;
- e) demonstrate understanding of word relationships by using simple, common idioms (e.g., *You bet!*, *It's a deal.*, *We're cool.*);
- f) demonstrate understanding of content-specific words.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. • Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to read accurately multisyllabic words in context and out. • Students will build their knowledge of word origins by learning about Greek and Latin affixes. • Students will also use word-reference materials to learn new words. • Homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). • An author may use a word or phrase <i>figuratively</i> for purposes of comparison, emphasis, or to provide clarity. Such language requires the reader to comprehend beyond the literal meaning of the text. 	<p>All students should</p> <ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use context as a clue to infer the correct meanings of unfamiliar words and phrases. • use context and sentence structure to determine meanings and differentiate among multiple meanings of words. • apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones. • begin to learn about Greek and Latin affixes. • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation. • understand how a prefix changes the meaning of a root word. • identify when an author uses language figuratively. • use word references and context clues to determine which meaning is appropriate in a given situation. • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed. • develop vocabulary by listening to and reading a variety of texts. • study cross-curricular vocabulary.

5E-CF1 The student will

- a) identify words in the text to answer a question about explicit information in fictional text;
- b) identify the central idea or theme of a familiar story, drama, or poem;
- c) read fictional text comprised of familiar words with accuracy and understanding.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. • Students will continue to read and comprehend fictional texts, narrative nonfiction texts, and poetry. • Narrative nonfiction is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies). • Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development. • Students will continue to further their knowledge of plot and character and their understanding of how each is developed in a literacy selection. • Students will then locate information in the text to support their predictions and conclusion. 	<p>All students should</p> <ul style="list-style-type: none"> • choose from a variety of comprehension strategies. • read a variety of fictional texts, narrative nonfiction texts, and poetry. • describe character and plot development. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • discuss the similarities and differences between a text and previously read materials (e.g., compare and contrast characters). • understand that characters are developed by: <ul style="list-style-type: none"> ◦ what is directly stated in the text; ◦ their speech and actions; and ◦ what other characters in the story say or think about them. • understand that some characters change during the story or poem and some characters stay the same. • understand that the main character has a conflict that usually gets resolved. • identify the conflict or problem of the plot. • understand that plot is developed through a series of events. • identify the events in sequence that lead to resolution of the conflict. • discuss why an author might have used particular words and phrases. • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry. • describe how an author's choice of vocabulary contributes to the author's style. • identify and ask questions that clarify various points of view. • identify main idea or theme. • summarize supporting details from text. • draw conclusions/make inferences from text.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): <ul style="list-style-type: none"> ◦ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. ◦ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. ◦ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. • The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fifth-grade students reading fifth-grade text: 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify cause and effect relationships. • make, confirm, or revise predictions. • become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty). • read familiar text with fluency, accuracy, and expression to support comprehension. • recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue).

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Hasbrouck, J.E., & Tindal, G.A., 2006					
Percentile	Fall <u>WCPM</u>	Midyear <u>WCPM</u>	Spring <u>WCPM</u>	<ul style="list-style-type: none"> • When fully developed, reading <i>fluency</i> refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.* 	

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

STANDARD 5CN1**REPORTING CATEGORY: COMPREHENSION-NONFICTION****CONTENT: READING****5E-CN1 The student will**

- a) when given a nonfiction text identify the main ideas that are supported by the key details;
- b) make connections between two individuals or events/actions in a nonfiction text;
- c) identify the beginning, middle, and end of a nonfiction text with a clear sequential structure;
- d) given two pieces of information on the same event or topic, note what is the same.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">• The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics.• Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies (e.g., using graphic organizers, question generation, and summarization).• <i>Before</i> reading, students will use text organizers to predict and categorize information.• <i>During</i> reading, students will formulate questions and make and revise ongoing predictions and inferences, using given information.• <i>After</i> reading, students will confirm or dismiss previous predictions and inferences. Students will also summarize content, identify important ideas, provide details, formulate opinions, and use writing to clarify their thinking (e.g., graphic organizers, responsive journaling).	<p>All students should</p> <ul style="list-style-type: none">• preview, pose questions, and make predictions before reading.• understand how the organizational patterns make the information easier to comprehend.• make connections between what they read in the selection and their prior knowledge.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts.• apply prior knowledge to make predictions and build additional background knowledge as context for learning.• skim material from print and digital texts to develop a general overview or to locate specific information.• determine the main idea of a text and summarize supporting key details.• identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order.• identify specific information in text that supports predictions.• form opinions and draw conclusions from the selection.• locate details to support opinions, predictions, and conclusions.• identify cause and effect relationships following transition words signaling the pattern.• distinguish between fact and opinion.• identify, compare, and contrast relationships between characters, events, and facts.• compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none">• Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and write to clarify their thinking.• Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension.		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• identify new information learned from reading.• become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty).• read familiar text with fluency, accuracy, and prosody.