

READINESS STANDARDS - Grade 5 English Language Arts

(5.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to

(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes	Academic, Affix, Base, Word, Prefix, Root, Suffix
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	Context, Multiple meaning
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	Dictionary, Glossary, Syllabication, Pronunciation

(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events	Foreshadow
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts	Conflict, Function, Plot, Relationship, Role

(5.8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) evaluate the impact of sensory details, imagery, and figurative language in literary text	Figurative language, Imagery, Sensory detail
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(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order	Main idea, Summarization, Supporting details
(C) analyze how the organizational pattern of a text (e.g., cause-and effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas	Organizational pattern, Organizational structure, Cause and effect, Sequential order, Logical order, Classification, Compare and contrast, Description
(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information	Text feature, Graphic

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(5.11) **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	Connections, Synthesize, Genre
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(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding	Inference, Textual evidence, Prediction, Draw conclusion
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(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	Summarize, Logical order
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(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence	Connections, Literary text, Informational text
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SUPPORTING STANDARDS - Grade 5 English Language Arts

(5.3) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures	Compare, Contrast, Theme, Moral, Cultures
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(B) describe the phenomena explained in origin myths from various cultures	Myth, Culture, Phenomena
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(C) explain the effect of a historical event or movement on the theme of a work of literature	Historical, Theme
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(5.4) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to

(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems	Alliteration, Internal rhyme, Onomatopoeia, Rhyme scheme
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(5.5) **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding

	Structure, Element
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(5.6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

(C) explain different forms of third-person points of view in stories	Narrator, Point of View, First person point of view, Third person point of view
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(5.7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to

(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life	Autobiography, Biography
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(5.10) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved	Draw conclusions, Purpose, Evaluate
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(5.11) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

(B) determine the facts in text and verify them through established methods	Fact, Verify
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(5.12) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to

(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument	Viewpoint, Position, Parallelism, Comparison, Causality
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(B) recognize exaggerated, contradictory, or misleading statements in text	Exaggerate, Contradictory, Misleading
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(5.13) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to

(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures	Procedural text
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(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	Factual, Quantitative
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(5.14) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to

(C) identify the point of view of media presentations	Media, Image, Graphic
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(Figure 19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding

Influence, Textual evidence

(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts

Summarize, Logical order