

## Reading Grade Expectations: Grade 5

### Standard 1.1: Reading Strategies

#### Early Reading Skills and Strategies: Phonological Awareness

R5: 1 No GLE at this grade level

#### Early Reading Skills and Strategies: Concepts of Print

R5: 2 No GLE at this grade level

### Word Identification Skills and Strategies

R5: 3 Applies word identification/decoding strategies by...

- Identifying multisyllabic words by using knowledge of sounds, six syllable types\*/syllable division, and word patterns (including prefixes and suffixes)  
(\*See Appendix for the six syllable types.)

### Context and Self-Correction Strategies

R5: 4 Applies context and self-correction strategies by...

- Predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/language structure, semantics/meaning, or other context cues

### Vocabulary Strategies and Breadth of Vocabulary

R5: 5 Identifies the meaning of unfamiliar words by...

- 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)

R-5-2.1

R5: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...

- Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning  
EXAMPLE (of shades of meaning): tired, exhausted

R-5-3.1

- Describing words in terms of categories, functions, or features
- Selecting appropriate words or explaining the use of words in context, 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."

R-5-3.2

### Comprehension Strategies

R5: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text. EXAMPLES of reading-comprehension strategies might include: using prior knowledge; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; 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 and support, logical/sequential)

## Monitoring and Adjusting Strategies

**R5: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...**

- Sampling a page of text for readability and interest
- Previewing text selections
- Stopping to reread, adjust pace, and use other strategies as needed

## Standard 1.2: Reading Accuracy

### Accuracy and Fluency

**R5: 9 Reads grade-level-appropriate material with:**

- **Accuracy:** reading material appropriate for grade 5 with 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (See Appendix for suggested rates.)
- **Fluency:** reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

## Standard 1.3: Reading Comprehension

## Standard 5.13: Responding to Text

### Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

**R5: 10 Demonstrate initial understanding of elements of literary text by...**

- 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

R–5–4.1

- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

R–5–4.2

- Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries)

**R5: 11 Demonstrate initial understanding of author’s craft used in literary texts by...**

- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, or simple metaphors

### Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

**R5: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...**

- 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)

R–5–7.1

- Using information from the text to answer questions related to main/central ideas or key details

R–5–7.2

- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting) R-5-7.3
- Identifying the characteristics of a variety of types of text (e.g., **reference:** reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet Web sites, biographies; and **practical/functional texts:** procedures, instructions, book orders, announcements, invitations, recipes, menus)

## **Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices**

### **Analysis and Interpretation of Literary Text/Citing Evidence**

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

#### **R5: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...**

- Making logical predictions  
EXAMPLE: "Which event is most likely to happen next?" R-5-5.1
- Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time R-5-5.2
- Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text (e.g., how the setting affects a character or plot development) R-5-5.3
- Identifying the narrator R-5-5.4
- Identifying author's message or theme (implied or stated, as in a fable) R-5-5.5
- Identifying causes or effects, including possible motives of characters

#### **R5: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...**

- Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to analyze literary works R-5-6.1

#### **R5: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through...**

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

## **Standard 1.3: Reading Comprehension Standard 5.13: Responding to Text**

### **Analysis and Interpretation of Informational Text/Citing Evidence**

#### **R5: 16 Analyze and interpret informational text, citing evidence as appropriate by...**

- Connecting information *within* a text or *across* texts R-5-8.1
- Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) R-5-8.2

- Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant R-5-8.3
- Distinguishing fact from opinion R-5-8.4
- Making inferences about causes or effects R-5-8.5

## Standard 1.4: Reading Range of Text

### Reading Extensively

#### R5: 17 Demonstrates the habit of reading extensively\* by...

- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

*\* Materials should be at the student's instructional and 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.*

### Reading Widely and In Depth

*(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)*

#### R5: 18 Demonstrates the habit of reading widely and in depth by...

- Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., **literary texts:** poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries; **informational:** biography, reports, encyclopedias, children's magazines, student newspapers, content trade books, Internet Web sites; and **practical/ functional texts:** procedures, instructions menus, recipes, announcements, invitations)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

## Standard 1.4: Reading Range of Text

## Standard 5.12: Literate Community

### Literate Community

#### R5: 19 Demonstrates participation in a literate community by...

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in in-depth 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