

Fifth Grade Reading

Grade	Standard	Benchmark	Know/Apppl	Indicator	Sub-Ind.	Assessed	(Non-Assessed Indicators)					
							▲ (Assessed Indicators)					
5	1	1	K									
5	1	2	K	1			uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i> .					
5	1	2	K	2			reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i> .					
5	1	2	K	3			uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> .					
5	1	2	K	4			uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.					
5	1	2	K	5			adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i> .					
5	1	3	K	1		▲	determines the meaning of words or phrases by using context clues (e.g., <i>definitions, restatements, examples, descriptions</i>) from sentences or paragraphs.					
5	1	3	K	2			uses <i>synonyms, antonyms, homophones, and homographs</i> to determine the meaning of words.					
5	1	3	K	3			chooses reference materials (e.g., dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task.					
5	1	3	K	4		▲	determines meaning of words through knowledge of word structure (e.g., <i>contractions, ▲root words, ▲prefixes, ▲suffixes</i>).					
5	1	3	K	5			determines the meaning of <i>figurative language</i> by interpreting <i>similes, metaphors, idioms, analogies, hyperbole, onomatopoeia, and personification</i> .					
5	1	3	K	6			recognizes the differences between the meanings of <i>connotation</i> and <i>denotation</i> .					

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5	1	4	K	1		identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i> .		
5	1	4	K	2	▲	understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, ▲ glossary, ▲ index, ▲ headings, ▲ subheadings, topic and summary sentences, ▲ captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.		
5	1	4	K	3		uses prior knowledge, content, and text features to make, revise, and confirm predictions.		
5	1	4	K	4		generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.		
5	1	4	K	5	▲	uses information from the text to make inferences and draw conclusions.		
5	1	4	K	6	▲	identifies text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>).		
5	1	4	K	7	▲	compares and contrasts varying aspects (e.g., <i>topics, characters' traits, themes, problem-solution, cause-effect</i> relationships) in one or more appropriate-level texts.		
5	1	4	K	8	▲	links causes and effects in appropriate-level <i>narrative, expository, and technical texts</i> , and identifies signal words related to cause-effect relationships.		
5	1	4	K	9	▲	retells <i>main ideas</i> or events as well as supporting details in appropriate-level <i>narrative, expository, technical, and persuasive texts</i> .		
5	1	4	K	10	▲	identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.		
5	1	4	K	11	▲	identifies the <i>author's purpose</i> (e.g., to persuade, to entertain, to inform).		
5	1	4	K	12		establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).		
5	1	4	K	13		follows directions explained in <i>technical text</i> .		
5	1	4	K	14		identifies evidence that supports conclusions in <i>persuasive text</i> .		
5	1	4	K	15	▲	distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.		

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5	2	1	K	1	▲	identifies and describes <i>characters'</i> physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.				
5	2	1	K	2	▲	identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the <i>setting</i> to the story or literary text.				
5	2	1	K	3	▲	identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).				
5	2	1	K	4		understands that <i>theme</i> refers to the <i>main idea</i> (implied or stated), meaning of a selection, and includes the author's ideas about the subject.				
5	2	2	K	1		understands the effects history and cultures may have on works of literature.				
5	2	2	K	2		compares and contrasts various languages, traditions, and cultures found in literature.				
5	2	2	K	3		makes connections between specific aspects of literature from a variety of cultures and personal experiences.				

