

5.R.1.1 Students can **construct meaning** by using word parts and categories.

Blooms Level: Application

Learning targets to meet this standard:

Word Parts:

- Decode words with inflectional endings (affixes) with and without spelling change:
 - plurals (irregular)
 - verb tenses (past, present, future tense, past participle)
 - comparatives (er) and superlatives (est)
- Divide three and four syllable words
- Identify root words to which prefixes and suffixes have been added

Categories:

- Understand meaning of abbreviations and acronyms
- Use antonyms/synonyms
- Use homophones/homographs
- Distinguish between contractions and possessives

Verbs Defined:

- Construct meaning – build understanding

Key Terms Defined:

- Word parts – syllables, root words, prefixes, suffixes
- Categories – groups of words with similar characteristics

Teacher Speak:

Students can construct meaning (build understanding) by using word parts (syllables, root words, prefixes, suffixes) and categories (groups of words with similar characteristics).

Student Speak:

I can build understanding (construct meaning) by using:

- syllables,
- root words,
- prefixes, and
- suffixes (word parts)

and groups of words with similar characteristics:

- abbreviations and acronyms,
- antonyms and synonyms,
- homophones and homographs, and
- contractions and possessives (categories).

Possible resources/references:

Phonics They Use – Richard Allington & Patricia Cunningham

Month by Month Phonics – Richard Allington & Patricia Cunningham

Antonym & Synonym Handbooks – Scholastic

The King Who Rained by Fred Gwynne

WORKING DOCUMENT

5.R.1.2 Students can **determine** word meaning using prior knowledge and context clues.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify context clues in sentences and paragraphs
- Infer specific word meanings in the context of reading passages

Verbs Defined:

- Determine – figure out

Key Terms Defined:

- Prior knowledge – experiences and background knowledge to build meaning
- Context clues – surrounding words that clarify meaning

Teacher Speak:

Students can determine (figure out) word meaning using prior knowledge (experiences and background knowledge to build meaning) and context clues (surrounding words that clarify meaning).

Student Speak:

I can figure out (determine) word meaning using experiences and background knowledge (prior knowledge) and surrounding words that clarify meaning (context clues).

Possible resources/references:

5.R.2.1 Students can **utilize** comprehension strategies while constructing meaning.

Blooms Level: Application

Learning targets to meet this standard:

- Comprehension strategies such as:
 - connect text to text, text to self, and text to world
 - formulates question before, during, and after reading
 - infer making predictions and drawing conclusions from text
 - form mental images during reading
 - summarize
 - synthesize (bringing together what i know to create an original idea)
 - distinguish fact from opinion
 - identify main idea
 - sequence events
 - determine cause and effect
 - compare and contrast
 - classify and categorize

Verbs Defined:

- Utilize – to make use of

Key Terms Defined:

- Comprehension strategies – methods used to understand text

Teacher Speak:

Students can utilize (to make use of) comprehension strategies (methods used to understand text) while constructing meaning.

Student Speak:

I can make use of (utilize) methods used to understand text (comprehension strategies) while constructing meaning.

- making connections
- predicting
- visualizing
- inferring
- questioning
- determining importance
- summarizing
- evaluating
- synthesizing

Possible resources/references:

Strategies That Work - Stephanie Harvey

Guiding Readers and Writers – Fountas & Pinnell

Conversations – Regie Routman

Reading Essentials – Regie Routman
The Art of Teaching Reading – Lucy Calkins
Reflect, Revisit & Retell – Linda Hoyt
Snapshots – Linda Hoyt
Classrooms That Work – Allington & Cunningham
<http://www.readwritethink.org>
Reading Handbook – Great Source

WORKING DOCUMENT

5.R.2.2 Students can **apply** fluency strategies to gain meaning from text.

Blooms Level: Application

Learning targets to meet this standard:

- Apply fluency strategies: skimming, scanning, predicting, using contextual clues, rereading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

- Apply – make use of

Key Terms Defined:

- Fluency strategies – methods to increase accuracy, phrasing and pace

Teacher Speak:

Students can apply (make use of) fluency strategies (methods to increase accuracy, phrasing and pace) to gain meaning from text.

Student Speak:

I can make use of (apply) methods to increase accuracy, phrasing and pace (fluency strategies) to gain meaning from text.

Possible resources/references:

5.R.3.1 Students can **distinguish** literary genres based on characteristics, structures, and patterns.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify and distinguish within fiction genres
- Identify and distinguish within non-fiction genres
- Identify and distinguish within poetry genres
- Identify rhyme, rhythm, repetition, pattern, and stanza within poetry
- Identify and distinguish the characteristics of drama

Verbs Defined:

- Distinguish – separate into categories

Key Terms Defined:

- Genres – categories of literature
- Characteristics – distinguishing traits
- Structures – arrangements
- Patterns – repeated works or ideas

Teacher Speak:

Students can distinguish (separate into categories) literary genre (categories of literature) based on characteristics (distinguishing traits), structure (arrangements), and patterns (repeated work or ideas).

Student Speak:

I can separate into categories (distinguish) categories of literature (literary genres) based on distinguishing traits (characteristics), arrangements (structures), and repeated work or ideas (patterns).

Possible resources/references:

5.R.3.2 Students can **interpret** literary elements of character, setting, plot, theme, point of view, and mood.

Blooms Level: Evaluation

Learning targets to meet this standard:

- Identify character traits
- Plot (problem/rising action/climax/solution)
- Determine setting (time and place)
- Identify point of view
- Determine the author's meaning (theme) and purpose
- Determine the feeling the author creates for the reader (mood)

Verbs Defined:

- Interpret – understand

Key Terms Defined:

- Literary elements – structures that contribute to a whole story

Teacher Speak:

Students can interpret (understand) literary elements (structures that contribute to a whole story) of character, setting, plot, theme, point of view, and mood.

Student Speak:

I can understand (interpret) structures that contribute to a whole story (literary elements) of character, setting, plot, theme, point of view, and mood.

Possible resources/references:

5.R.3.3 Students can **identify** literary devices within text.

Blooms Level: Application

Learning targets to meet this standard:

- Locate and recognize:
 - idiom
 - alliteration
 - onomatopoeia
 - slang
 - jargon
 - imagery
 - dialect
 - symbolism
 - simile
 - metaphor
 - personification

Verbs Defined:

- Identify – show what I know by telling and/or writing

Key Terms Defined:

- Literary devices – techniques used by the writer

Teacher Speak:

Students can identify (show what I know by telling and/or writing) literary devices (techniques used by the writer) within text.

Student Speak:

I can show what I know by telling and/or writing (identify) techniques used by the writer (literary devices) within text.

Possible resources/references:

5.R.4.1 Students can **examine** and **compare** texts from various cultures, time periods, and geographical locations.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify characteristics of texts that define cultures, time periods and geographical locations
- Compare characteristics of various cultures, time periods and geographical locations
- Recognize the universality of literary themes across cultures
- Identify how language reflects cultures, time periods and geographical locations

Verbs Defined:

- Examine – evaluate in writing and/or speaking
- Compare – show by writing and/or speaking how information is alike

Key Terms Defined:

- Culture – groups of people based on age, gender, religion, ethnicity and ways of life
- Time periods – a time surrounding major events that influenced culture

Teacher Speak:

Students can examine (evaluate in writing and/or speaking) and compare (show by writing and/or speaking how information is alike) text from various cultures (groups of people based on age, gender, religion, ethnicity and ways of life), time periods (a time surrounding major events that influenced culture) and geographical locations.

Student Speak:

I can evaluate in writing and/or speaking (examine) and show by writing and/or speaking how information is alike (compare) text from various groups of people based on age, gender, religion, ethnicity and ways of life (cultures), a time surrounding major events that influenced culture (time periods) and geographical locations.

Possible resources/references:

5.R.5.1 Students can **select information from two or more** reference sources to meet a goal.

Blooms Level: Analysis

Learning targets to meet this standard:

- Select informational sources for use in study and research
- Use graphic aids found in text to enhance understanding
- Differentiate important from unimportant information
- Differentiate primary and secondary sources

Verbs Defined:

- Select - choose

Key Terms Defined:

- Reference sources - periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs

Teacher Speak:

Students can select (choose) information from two or more reference sources (periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe, almanac, newspaper, dictionary, charts, and graphs) to meet a goal.

Student Speak:

I can choose (select) information from two or more periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs (reference sources) to meet a goal.

Possible resources/references:

5.R.5.2 Students can **identify** the author's purpose in argumentative and persuasive text.

Blooms Level: Knowledge

Learning target to meet this standard:

- Recognize an argumentative and/or persuasive text by using content features
- Determine if argument is substantiated
- Identify persuasive devices and propaganda (glittering generalities, bandwagon, testimonial)
- Identify author's perspective and position
- Identify topic, central ideas, supporting ideas
- Identify contrasting viewpoints and perspectives

Verbs Defined:

- Identify – recognize by telling or explaining in writing and/or speaking

Key Terms Defined:

- Argumentative text/persuasive text – text used to persuade toward a specific viewpoint

Teacher Speak:

Students can identify (explain in writing and/or speaking) the author's purpose in argumentative and persuasive text (text used to persuade toward a specific viewpoint).

Student Speak:

I can explain in writing and/or speaking (identify) the author's purpose in (text used to persuade toward a specific viewpoint (argumentative and persuasive text).

Possible resources/references:

5.R.5.3 Students can **choose** references to meet the needs of an assigned task.

Blooms Level: Application

Learning target to meet this standard:

- Use organizational features of reference material:
 - title page
 - table of contents
 - chapter headings
 - glossary
 - index
 - diagrams
 - maps
 - timelines
 - photos
 - illustrations
 - captions
 - graphs
 - charts
 - bold, italics, parenthesis

Verbs Defined:

- Choose – select

Key Terms Defined:

- References – periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs

Teacher Speak:

Students can choose (select) references (periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs) to meet the needs of an assigned task.

Student Speak:

I can select (choose) periodicals, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, maps, globe, almanac, newspaper, dictionary, charts, and graphs (references) to meet the needs of an assigned task.

Possible resources/references: