

**SPEED S.E.J.A #802**  
 Reading Curriculum  
 Fifth Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p><b>STATE GOAL 1: Read with understanding and fluency.</b></p> <p><b>STANDARD: A: Apply word analysis and vocabulary skills to comprehend selections</b></p> <p><b>BENCHMARKS: 1A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.</b></p> <p style="padding-left: 20px;"><b>1A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.</b></p> <p>Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.</p> <p>Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.</p> <p>Use synonyms and antonyms to define words.</p> <p>Use word origins to construct the meanings of new words.</p> <p>Use root words and context to determine the denotative and connotative meanings of unknown words.</p> <p>Determine the meaning of a word in context when the word has multiple meanings.</p> <p>Identify and interpret common idioms, SIMILIES, analogies, and METAPHORS.</p> <p>Use additional resources (e.g., newspapers, interviews, technological resources) as applicable to clarify meanings of unfamiliar words.</p>	<p>Use highlighter for: root words vs. prefixes/suffixes</p> <p>Discuss pictures and/or titles prior to reading K.W.L.</p> <p>Index Card Activities: Root word or one card suffix/prefix on another card, mix &amp; match activities</p> <p>Synonyms &amp; antonyms: use popsicle sticks with cups to create categories</p> <p>Newspaper and magazine activities: make collage of meaning of story or words.</p>	<p>Tests: oral, written</p> <p>Reports: oral, written</p> <p>Books</p> <p>Cartoons</p> <p>Diorama</p> <p>Games</p> <p>Graphs</p> <p>Collage</p> <p>Checklist</p> <p>Lists</p> <p>Newspapers</p> <p>Painting</p> <p>Poster</p> <p>Song lyrics</p>

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**STATE GOAL 1: Read with understanding and fluency.**  
**STANDARD: B Apply reading strategies to improve understanding and fluency**  
**BENCHMARKS: 1B2a. Establish purposes for reading, survey materials; ask questions; make predictions, connect, clarify and extend ideas**  
**1B2b. Identify structure (description, compare/contrast, cause/effect, sequence of nonfiction texts to improve comprehension.)**  
**1B2c. Continuously check & clarify for understanding (clarify terminology, seek additional information).**  
**LB2d. Read age-appropriate material aloud with fluency and accuracy.**

<p>Set a purpose for reading and adjust as necessary before and during reading.</p> <p>Formulate questions to determine meaning based on plot/character, action or setting</p> <p>Apply survey strategies (e.g. use of bold print, organization of content, key words, graphics).</p> <p>Make judgments based on prior knowledge during reading</p> <p>Distinguish between significant and minor details.</p> <p>Connect, clarify, and extend ideas through discussion, activities and various classroom groupings (e.g., partners, small group, ability level's, interest levels)</p> <p>Identify structure (e.g. description compare, cause/effect, sequence) of nonfiction text to improve comprehension.</p> <p>Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g.</p>	<p>Reader's theatre (perform oral readings)</p> <p>Re- read passages</p> <p>Teacher models fluent reading</p> <p>Introduction of new vocabulary words prior to reading</p> <p>Activity: mix &amp; match words/definitions</p> <p>Partner/small group reading</p> <p>Graphic organizers for characters, plot, setting, etc.</p> <p>Use of highlighters to identify significant information in paragraphs.</p> <p>Time lines to organize content</p> <p>Venn diagrams</p>	<p>Graphic organization reports</p> <p>Formats</p> <p>Teacher observation</p> <p>Oral questions and answer session</p> <p>Tests: oral/written</p> <p>Reports: oral/written</p> <p>Articles</p> <p>Diagrams</p> <p>Essays</p> <p>Games</p> <p>Graphs</p> <p>Survey</p> <p>Summary</p>
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<p>mapping, time lines, and Venn diagrams).</p> <p>Apply self-monitoring and self-correcting strategies (e.g. reread, read ahead, use visual and context clues, ask questions, retell, clarify terminology, seek additional information, continuously to clarify understanding during reading.</p> <p>Read age-appropriate material aloud with fluency and accuracy.</p>	<p>K.W.L. charting</p> <p>Use of bold print clues</p> <p>Have students read story into tape recorder –            Replay and critique self.</p>	<p>Script</p> <p>Questionnaire</p> <p>Sequencing</p>

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Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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**STATE GOAL 1: Read with understanding and fluency.**  
**STANDARDS: C Comprehend a broad range of reading materials.**  
**BENCHMARKS: 1c2a. Use information to form and refine questions and predictions**  
**1c2b. Make ad support inferences and form interpretations about main themes and topics.**  
**1c2c Compare and contrast the content and organization of selections**  
**1c2d Summarize and make generalizations from content and relate to purpose of material.**  
**1c2e Explain how authors and illustrators use text and art to express their ideas (point of view, design hues, metaphor).**  
**1c2f Connect information presented in tables, maps and charts to printed or electronic text.**

<p>Use evidence in TEXT to form and refine questions, predictions, and HYPOTHESES. Ask open-ended questions.</p> <p>Identify evidence for INFERENCES and interpretations based on text combined with prior knowledge</p> <p>Compare the content and organization (THEMES, topics, text structure, STORY ELEMENTS) of various selections.</p> <p>Recognize similarities/differences of varying styles or points of view.</p> <p>Select reading strategies for text appropriate to the reader's purpose.</p> <p>Synthesize key points (ideas) and supporting details to form conclusions.</p> <p>Interpret imagery and figurative language (alliteration, METAPHOR, SIMILE, personification).</p>	<p>Power point slides or video tape as visual aides.</p> <p>Question/answer session.</p> <p>Use graphic organizers to identify metaphors, similes, etc.</p> <p>Written assignments to practice written expression of ideas.</p> <p>Introduce complimentary reading passages across content areas.</p> <p>Pre-assessments to determine reading level</p> <p>Charades-metaphors, similes</p> <p>Sequential order using only pictures from text/story</p> <p>Use computer research for cultural backgrounds</p>	<p>Audio tape</p> <p>Illustration</p> <p>Mapping</p> <p>Sculpture</p> <p>Tests: oral, written</p> <p>Graph</p> <p>Sequencing events poster</p> <p>Show and tell posters</p>
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**Learner Outcomes  
(Skills/Concepts)**

Explain how authors and illustrators use TEXT and art to express their ideas

Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.

Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.

Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

**Suggested Activities and Materials**

Introduce complimentary reading passages across content areas

**Assessment/Evidence of Mastery**

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Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p><b>STATE GOAL 2: Read and understand literature representative of various societies, eras, and ideas.</b>  <b>STANDARD: A Understand how literary elements and techniques are used to convey meaning.</b>  <b>BENCHMARKS: 2A2a. Identify literary elements and literary techniques (characterization, use of narration, use of dialogue) in a variety of literary works. 2A2b. Describe how literary elements (theme, character, setting, plot, tone, conflict) are used in literature to create meaning. 2A2c. Identify definitive features of literary forms (realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).</b></p> <p>Read a wide range of fiction</p> <p>Identify LITERARY ELEMENTS and techniques in literary genres (fables, biographies, historical fiction) and tell how they affect the story.</p> <p>Predict how the story might be different if the author changed literary elements or techniques (dialect, setting, vocabulary).</p> <p>Explain how a technique or element affects the events or characterization in a literary work.</p> <p>Make INFERENCES about character traits and check TEXT for verification</p> <p>Analyze the use of unfamiliar vocabulary.</p> <p>Use comprehension strategies (association, categorization, GRAPHIC ORGANIZERS) to enhance understanding</p> <p>Identify ways in which fiction and nonfiction works are organized differently.</p>	<p>Classroom &amp; school library offers range of fiction for designated free reading time.</p> <p>Discussion of literary elements.</p> <p>Post-it note activity to make inferences about characters.</p> <p>Vocabulary word match with meanings of words.</p> <p>Compare and contract fiction and non-fiction writing</p> <p>Use of Graphic organizers.</p> <p>Venn Diagrams</p> <p>KWL</p>	<p>Tests: oral, written</p> <p>Reports: oral written</p> <p>Comparison charts/graphs</p> <p>Venn diagram</p> <p>Categorizing charts/ posters</p>

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**Learner Outcomes**  
(Skills/Concepts)

**Suggested Activities and Materials**

**Assessment/Evidence of Mastery**

**STATE GOAL 2: Read and understand literature representative of various societies, era, and ideas**  
**STANDARD: B Read and interpret a variety of literary works**  
**BENCHMARKS: 2B2a. Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.**

**2B2b. Identify and explain themes that have been explored in literature from different societies and eras.**

**2B2c. Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.**

Create an extension to a literary TEXT (alternate ending, additional dialog for a character.)

Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.

Analyze and remedy difficulties in comprehension (questioning, rephrasing, analyzing).

Compare ideas from texts representing a variety of times and cultures.

Make INFERENCES and draw conclusions about context, events, character, and settings.

Read a wide range of nonfiction (books, newspapers, magazines, textbooks, visual medial).

Support plausible interpretations with evidence from the text.

Independent work on adding dialogue on changed ending to story

Introduce alternate reading material (i.e.: magazine, newspaper, etc. or "drawing the story"

Venn diagrams

Graphic organizers

Comparison charts

Tests: oral, written

Reports: oral, written

Venn Diagram

Posters

Collage

Check lists