

What Fifth Graders are Learning in Reading

(Based on the *Grade Expectations for Vermont Framework of Standards and Learning Opportunities*)

WORD IDENTIFICATION SKILLS

We are learning to:

- Use our knowledge of sounds, syllables, and word patterns to identify multisyllabic words

CONTEXT and SELF-CORRECTION STRATEGIES

We are learning to:

- Sample a page of text for readability and interest
- Stop to reread or adjust pace as needed
- Use language structure and meaning to monitor, adjust, and confirm as we read
- Predict upcoming text

VOCABULARY

We are learning to:

- Explain the use of words in context
- Use the best vocabulary word in a given situation
- Read new words by using our understanding of word structure
- Use dictionaries and glossaries

COMPREHENSION STRATEGIES

We are learning to:

- Use our prior knowledge
- Summarize
- Make logical predictions and tell why the prediction was made
- Make inferences about the problem, conflict, solution, or story elements (e.g. How the setting affects a character or plot development)
- Ask literal, clarifying, and inferential questions
- Visualize (e.g. making pictures in one's mind)
- Compare stories or other texts to personal experiences, prior knowledge, or other books
- Take notes about what we read

UNDERSTANDING of LITERARY TEXT

We are learning to:

- Identify the narrator
- Identify and describe character, setting, problem/solution, major events, and plot
- Paraphrases or summarizes key ideas or plot with major events sequenced
- Describe character's physical characteristics, personality traits, or interactions (using examples from the story of character's thoughts, words, or actions)
- Identify any significant changes in characters over time
- Identify author's implied message
- Identify causes or effects, including possible motives of characters
- Locate and use text features (e.g. transition words and subheadings)
- Use text structure clues (e.g. chronological, cause/effect, compare/contrast)
- Identifies characteristics of different types of texts (i.e. poetry, plays, realistic fiction, fantasy, mysteries, and historical fiction)
- Understand what authors do to create a story (e.g. rhyming, alliteration, simile imagery, or simple metaphors)

UNDERSTANDING of INFORMATIONAL TEXT

We are learning to:

- Obtain information from text features such as a table of content, glossary, index, transition words, bold or italicized text, headings, or graphic organizers
- Use explicitly stated information to answer questions about the main idea or key details
- Organizing information in charts or graphs
- Show understanding of text by paraphrasing, summarizing, comparing and contrasting
- Connect and synthesize information within a text or across texts (e.g. Creating controlling ideas)
- Form and support judgments, opinions, or assertions about central ideas
- Draw inferences about text, including author's purpose (e.g. to inform, entertain, or persuade)
- Distinguish fact from opinion
- Make inferences about cause and effect
- Identify the characteristics of a variety of informational texts (e.g. encyclopedias, magazines, content trade books, textbooks, procedures, or announcements)