

Northwestern School Corporation
Reading Curriculum

Fifth Grade

I. Reading Appreciation

The students will:

- Demonstrate a sense of identification and emotional involvement with a story.
- Use a variety of print resources to fulfill needs and interests.
- Engage in reading and writing activities.
- Share personal experiences and ideas through language arts activities.

II. Reading Readiness

The students will:

- Master these skills at the K-1 level.

III. Decoding

A. Phonics

The students will:

- Recognize and divide words into syllables which can be pronounced and blended back into a word.
- Decode and recognize words with irregular vowel patterns or schwa sound.
- Decode and recognize the variant sounds of the consonant (c- cake, city; g- giant, goat).
- Decode and recognize the same phonetic sound in words with variant spellings (f, ph, gh).
- Decode and recognize prefixes, suffixes, and base words to construct word meanings.

B. Word Recognition and Fluency

The students will:

- Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
- Use context clues to determine a missing word in a sentence.
- Use context clues to determine the meaning of an unknown word in a sentence.
- Understand and explain frequently used synonyms (words with the same meaning), and antonyms (words with opposite meanings).
- Recognize and use homonyms (words that are spelled and pronounced the same but with multiple meanings such as row – of corn, and row – like a boat and bank – a place of commerce and bank – of the river), homophones (words that sound the same but have different meanings such as: red and read or knight and night), and homographs (words that have the same spelling but different pronunciation such as: read and read or wind and wind).
- Apply punctuation marks when reading orally using appropriate voice inflection and pauses.
- Use a glossary/dictionary and thesaurus to find the meaning of unknown words.

- Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky.*) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky.*)

C. Word Analysis/Structure

The students will:

- Understand that suffixes and endings of words can change the tense of the verb, the number of the noun, or indicate possessives.
- Identify the parts of compound words.
- Form contractions and distinguish the components of contractions and determine when they are appropriate to use in text.
- Use word origins to determine the meaning of unknown words.
- Know less common roots and word parts from Greek and Latin and use this knowledge to analyze the meaning of complex words.

IV. Vocabulary

A. Experiential background

The students will:

- Describe common objects and events in general and specific, using age appropriate language.
- Identify and classify words into categories.
- Elaborate on word meanings.

B. Vocabulary development

The students will:

- Use surrounding words and sentences in a paragraph to determine the meaning of unknown words.
- Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- Understand and explain the figurative and metaphorical use of words in context.
- Use a glossary/dictionary and thesaurus to find the meaning of unknown words.
- Select words using context appropriate connotations and denotations.
- Compare two similar relationships stated in the form of an analogy (part to whole, base word to inflected form).
- Correctly use vocabulary specific to all content areas.

V. Comprehension strategies

The students will:

- Comprehend a wide variety of genres including picture books, predictable books, learning materials, poetry, fiction/non-fiction, folk tales, text books, cultural materials, and materials of personal choice.
- Locate the sentence that answers specific questions.
- Demonstrate the ability to identify details by recognizing specific facts from the text.
- Retell/rewrite in sentence format in correct sequence after reading a story.
- Identify the main idea of a selection and give supporting details.
- Compare and contrast the different elements in stories.
- Compare and contrast a novel and a movie made of a novel.
- Analyze text that is organized in sequential or chronological order.

- Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read.
- Use the features of informational texts, such as formats, graphic, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
- Recognize relationships by identifying the corresponding cause and effect statements.
- Identify the characteristics and/or feelings of the main character as implied by the content of the story.
- State a character-response and the possible reasons when a character demonstrates a definite reaction to other events or characters.
- Draw a conclusion from the stated facts and details given in a story.
- Given an open-ended story, write an ending based upon the facts of the story or what could be predicted. .
- Form a generalization when given a selection containing ideas about a certain topic.
- Distinguish among facts, supported inferences, and opinions in text.
- Identify the plot, theme, and setting of the story.
- Differentiate between reality/fantasy, fact/opinion, fiction/nonfiction.
- Relate a personal experience to a story character who has had a similar experience.
- Locate and read information which supports a statement or theory.
- Identify author's purpose for writing a selection.

VI. Literature

The students will:

- Recognize a biography.
- Recognize the difference between a biography and autobiography.
- Define and give examples of a folktale, fable, myth, fairy tale, tall tale, and legend.
- Recognize the basic elements of a prose selection (setting, characters, plot – problem and resolution, theme).
- Recognize the different forms of poetry.
- Identify the author's use of idioms, slang, dialect, and/or colloquialisms.
- Identify the author's use of figurative language.
- Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
- Identify elements of humor, puns, and word play.
- Identify the mood or tone of a reading selection.
- Identify and read a variety of print materials.
- Identify the main problem or conflict of the plot and explain how it is resolved.
- Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
- Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- Evaluate the author's use of various techniques to influence readers' perspectives.
- Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.