

**Federal Way School District  
Fifth Grade Reading Expectations**

**1. The student understands and uses different skills and strategies to read.**

<p>1.2 Use vocabulary (word meaning) strategies to comprehend text.</p>	<p><b>1.2.1</b> Understand and apply knowledge of word and language structure including word origins, word roots, prefixes, suffixes; make predictions; and verify and revise understanding during reading.  <b>Apply understanding of word and language structure to comprehend text.</b></p> <ul style="list-style-type: none"> <li>• Use word roots, prefixes, suffixes, word order, inflectional endings, and sentence structure to predict and confirm word meanings in text.</li> </ul> <p><b>1.2.2</b> Use a variety of reading strategies to comprehend words and concepts, including self-correcting, re-reading, reading on, and slowing down.  <b>Apply a variety of reading strategies to comprehend words and ideas in complex text.</b></p> <ul style="list-style-type: none"> <li>• Self-correct, re-read, read on, and/or slow down when encountering unknown words in text.</li> </ul> <p><b>1.2.3</b> Use dictionaries, glossaries, and other sources to understand and confirm word meanings.  <b>Understand and apply dictionary skills and other reference skills.</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries, thesaurus, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech.</li> <li>• Use text evidence to verify dictionary or glossary meaning.</li> <li>• Select appropriate meaning of multiple meaning words (e.g., branch – of a tree, of a bank, of government).</li> <li>• Explain shades of meaning between similar words (e.g., trash, garbage, debris).</li> </ul>
<p>1.3 Build vocabulary through wide reading.</p>	<p><b>1.3.1</b> Use word meaning, context clues, and pictures/graphics, word meaning, to comprehend text.  <b>Apply understanding of pictures/graphics and context clues to comprehend text.</b></p> <ul style="list-style-type: none"> <li>• Use text pictures and graphics to predict and confirm word meanings.</li> <li>• Use a variety of context clues to understand new words in text (e.g., explanations, elaborations, definitions, synonyms, and antonyms).</li> </ul> <p><b>1.3.2</b> Increase understanding of general and specialized vocabularies through reading across the content areas.  <b>Apply understanding of vocabulary used in literary, informational, and task-oriented texts.</b></p> <ul style="list-style-type: none"> <li>• Integrate new vocabulary from literary, informational, and task-oriented texts into written and oral communication.</li> </ul> <p><b>1.3.3</b> Identify and interpret general and specialized vocabulary critical to the meaning of text.  <b>Understand and apply technical and specialized vocabulary from context.</b></p> <ul style="list-style-type: none"> <li>• Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.</li> <li>• Recognize words that have different meanings in different content areas and determine the correct meaning from the context (e.g., property in science or social studies).</li> </ul>
<p>1.4 Apply word recognition skills and strategies to read fluently.</p>	<p><b>1.4.1</b> Read grade level text fluently.  <b>Apply word recognition skills and strategies to read fluently with comprehension.</b></p> <ul style="list-style-type: none"> <li>• Read grade level text both orally and silently with understanding.</li> <li>• Read aloud unpracticed grade level text at a target rate of 125-135 words correct per minute.</li> <li>• Read orally with appropriate expression and phrasing.</li> </ul> <p><b>1.4.2</b> Adjust rate to accommodate the form, style, and difficulty of material and purpose for reading.  <b>Apply different reading rates to text.</b></p> <ul style="list-style-type: none"> <li>• Adjust reading rate by speeding up or slowing down based on purpose (e.g., pleasure, informational reading, task-oriented reading), text level of difficulty, form and style.</li> </ul>

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**2. The student understands the meaning of what is read.**

2.1 Demonstrate evidence of reading comprehension.

**2.1.1** Demonstrate comprehension of complex texts including fiction, non-fiction, information, and task-oriented texts.

**Apply comprehension strategies.**

- Monitor for meaning by identifying where and why comprehension was lost, and use comprehension repair strategies (rereading, looking back, reading ahead, slowing down, paraphrasing by sections, using context, taking notes, etc.) to regain meaning.
- Generate and answer questions about the text before, during and after reading to aid comprehension.
- Use questioning strategies such as QAR/Reciprocal Teaching to comprehend text.
- Draw, write about, or verbally describe the mental images that occur while reading.
- Select graphic organizers appropriate to the text and purpose for reading to organize information and to comprehend text.
- Use pre-, during, and after reading tools designed to activate and record prior knowledge to understand text (e.g., predictions guides, KWL charts, DR/TA).

**2.1.2** Demonstrate comprehension of the main idea and supporting details; through summarizing in own words and using evidence from the text.

**Understand the main idea and supporting details in text.**

- Restate the main idea of a passage and provide several text-based details supporting it.

**Understand how to summarize using the main idea and supporting details in text.**

- Summarize the main idea and the most important text based facts, details, and/or ideas from informational text such as newspaper or magazine articles (see [Text Forms and Features](#)).

**Understand the main events and supporting details in literary text.**

- Summarize the plot in literary texts such as short stories.

**2.1.3** Link characters, event, and information to prior knowledge, previous experience, and current issues to increase understanding.

**Apply prior knowledge to understand text.**

- Connect previous experiences, current issues, and information previously learned to characters, events, and information within text.

**2.1.4** Make, confirm, or revise predictions and inferences based on the text.

**Apply the strategies of prediction and inference to comprehend text.**

- Make, confirm, and revise prediction based on prior knowledge and evidence from the text before, during, and after reading.
- Cite passages from text to confirm or defend predictions and inferences.

2.2 Understand and apply knowledge of text components to comprehend text.

**2.2.1** Apply time, order, and/or sequence to analyze text.

**Understand how time, order, and/or sequence can be used to analyze text.**

- Recognize and explain the use of flashbacks to convey meaning in literary text.
- Recognize and explain the use of steps in a process to convey meaning in an informational text (e.g., scientific experiments, legislative processes, mathematical procedures).

**2.2.2** Analyze and apply text organizational structures in literary and informational text.

**Apply understanding of text organizational structures.**

- Identify text written in the organization structure of sequential order, chronological order, cause and effect, and description. Use that understanding to find and organize information and comprehend text.

**2.2.3** Analyze literary elements (plot, characters, setting, theme, point of view, conflict, resolution).

**Understand and analyze point of view.**

- Identify the speaker in a text and explain which point of view is used.
- Describe the difference between the first and third person point of view.
- Explain how the story would change if the narrator were changed.

**Understand plot and how conflict and resolution define plot.**

- Identify the major actions that define the plot and how actions lead to conflict or resolution.

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<p>continued 2.2 Understand and apply knowledge of text components to comprehend text.</p>	<p>2.2.3 continued <b>Understand character development.</b></p> <ul style="list-style-type: none"> <li>Describe a character using examples from the text including the character’s own thoughts, words, and actions as well as the physical attributes.</li> </ul> <p><b>Understand setting.</b></p> <ul style="list-style-type: none"> <li>Identify the components of setting (time, place) and explain how and why setting is important to the story.</li> </ul> <p><b>Understand theme.</b></p> <ul style="list-style-type: none"> <li>Recognize the state theme/message in text and support with evidence from the text.</li> <li>Identify common recurring themes in books by the same author.</li> </ul> <p><b>2.2.4</b> Locate and use text features (titles, headings, table of contents, index, alphabetizing, numbering, glossaries, captions etc.). <b>Apply understanding of text features.</b></p> <ul style="list-style-type: none"> <li>Locate information using grade level appropriate text features (e.g., bibliographies, chapter summaries) (See <u>Text Forms and Features</u>).</li> <li>Interpret and draw conclusions from grade level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).</li> </ul> <p><b>2.2.5</b> Use features of electronic information (web pages, search engines). <b>Apply understanding of electronic information features.</b></p> <ul style="list-style-type: none"> <li>Use the organizational features and sources of electronic information (such as heading and numberings, CD-ROM, Internet, pull-down menus, key word searches, and icons) to access information.</li> </ul>
<p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>	<p><b>2.3.1</b> Compare, contrast, and make connections within and among several texts. <b>Analyze informational and literary texts for content.</b></p> <ul style="list-style-type: none"> <li>Find similarities and differences in content between two or more texts (e.g., descriptive details in newspaper article vs. poetry; author’s points of view in different works).</li> </ul> <p><b>Analyze informational and literary text for cause and effect.</b></p> <ul style="list-style-type: none"> <li>Identify and interpret cause and effect relationships within a text and between two texts using evidence from the text(s).</li> </ul> <p><b>2.3.2</b> Identify literary devices (figurative language, exaggeration, irony, humor, dialogue). <b>Understand a function (to make the story more interesting) of literary devices.</b></p> <ul style="list-style-type: none"> <li>Recognize previously-taught literary devices (simile, personification, humor metaphor, idiom), and explain how they make the story more interesting.</li> <li>Identify literary devices such as <u>imagery</u>, <u>exaggeration</u>, <u>irony</u>, and <u>sarcasm</u> and explain how they make the story more interesting.</li> </ul> <p><b>2.3.3</b> Find, sort, analyze, and synthesize information for a specific topic or purpose. <b>Apply understanding of how to find information for a specific topic.</b></p> <ul style="list-style-type: none"> <li>Select appropriate resources such as an atlas, newspaper, magazine, memos, directories, schedules, to locate information on a specific topic.</li> </ul>

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2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.

**2.4.1** Evaluate the validity of what is read.

**Understand fact and opinion.**

- Distinguish between fact and opinion and provide supporting evidence from text.

**2.4.2** Analyze author's purpose for and style in writing.

**Apply knowledge of the author's purpose to comprehend text.**

- Identify and explain the author's purpose (e.g., entertain, enlighten, inform, explain, persuade) and apply that knowledge to comprehend text.

**Understand author's style of writing.**

- Identify author's use of word choice, sentence structure and length, and/or literary devices in a variety of texts.

**2.4.3** Recognize that authors make language choices to influence an audience.

**Understand an author's word choices to influence an audience.**

- Identify examples of author's word choice and explain how they influence an audience.

**2.4.4** Analyze and evaluate author's effectiveness for different audiences.

**Understand that authors write to an audience.**

- Identify the author's target audience and cite evidenced to support that choice.

**2.4.5** Recognize the author's point of view, tone, and use of persuasive devices.

**Understand author's use of persuasive devices and propaganda devices.**

- Cite and explain examples of author's use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements).

**Understand author's point of view.**

- Identify author's point of view and cite text-based details/facts used to support it.

**2.4.6** Extend information beyond the text to a broader idea or concept; apply information to other texts or situation, or give a response to a reading.

**Understand how to extend information beyond the text to a broader idea or concept.**

- Make generalizations about characters, ideas, problems, and solutions from a single text.
- After reading multiple texts, make generalizations about common themes, conflicts, and situations.

**Understand how to apply information from a text to other texts or situations.**

- Explain how information in a text could be used to solve a problem and cite text-based examples (e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store).

**Understand how to give a response.**

- Respond to a prompt related to a passage in the text and include text-based examples in the response.

**2.4.7** Analyze, interpret, and evaluate ideas and concepts in and among multiple texts.

**Understand ideas and concepts in multiple texts.**

- Identify and explain an idea and/or concept which occur in multiple texts (e.g., bravery, misused power).

**2.4.8** Evaluate reasoning and ideas related to a text including author's beliefs and assumptions.

**Understand an author's beliefs and assumptions.**

- Identify and explain the author's beliefs and assumptions; cite text-based reasons for choice.

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**3. The student reads different materials for a variety of purposes.**

3.1 Read to learn new information.

**3.1.1** Observe and use signs, labels, and instruction.

**Apply understanding of signs, labels, and instructions to learn new information.**

- Use signs, labels, and instructions from different sources to complete a task using grade level appropriate text (e.g., labels on math graphs).

**3.1.2** Evaluate the appropriateness of a variety of resource materials for a specific task.

**Evaluate appropriateness of a variety of resource materials for a specific task.**

- Select a variety of resource materials (e.g., library, web-based) appropriate to the task.

**3.1.3** Understand and use materials to investigate a topic (reference materials, encyclopedia, manuals, newspaper and magazine articles, trade publications, etc.).

**Apply knowledge of information sources to select appropriate resources for investigating a topic.**

- Locate, select, and use library, web-based, and Internet materials best suited to investigate a topic.

**3.1.4** Read and comprehend a full range of texts (instructions, magazine articles, poetry, novels, short stories, professional level materials that match career or academic interests, electronic information, etc.).

**Understand how to comprehend a full range of text..**

- Read instructions, news articles, poetry, novels, short stories, professional level materials that match career or academic interests, electronic information, etc, and demonstrate understanding of the content.

3.2 Read to perform a task.

**3.2.1** Read and understand information to perform a specific task (schedules, maps, recipes, instructions, newspaper want ads, consumer reports, travel books, first aid manuals, catalogs, yellow pages, etc.).

**Apply understanding of how to read for performing a specific task.**

- Read and explain a class schedule or bus schedule.
- Follow a recipe to make something.
- Follow instructions for bandaging a wound.

3.3 Read for career application.

**3.3.1** Identify documents that would be read for occupational/career areas of interest.

**Understand that particular documents are used in job-related settings.**

- Identify documents one might be required to read for occupational/career areas of interest (e.g., medicine, technology, education).

**3.3.2** Locate and interpret technical and non-technical documents from different career settings, such as blueprints, graphs, tables, and policies.

**Understand technical and non-technical documents used in a variety of career settings.**

- Locate and interpret technical and non-technical documents from a variety of career settings (e.g., blueprints for architects, graphs for mathematicians, tables for business leaders ). (See Text Forms and Features)

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<p>3.4 Read for literary experience in a variety of genres.</p>	<p><b>3.4.1</b> Read, respond to, and evaluate a variety of traditional and contemporary literature (poetry, essays, short stories, novels, biographies, nonfiction narratives, plays).  <b>Analyze a variety of genre.</b></p> <ul style="list-style-type: none"> <li>• Respond to a variety of genre of literature based on given criteria (e.g., compare and contrast characters, identify and explain characteristics of genre, compare and contrast mood in two genres). (See <u>Text Forms and Features</u>)</li> <li>•</li> </ul> <p><b>3.4.2</b> Read, discuss, and use literature representing a variety of cultures and historical periods to understand multiple perspectives of self, others, and world issues.  <b>Analyze literature from a variety of cultures or historical periods for relationships.</b></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., perspectives on how to punish criminals in different cultures or historical periods).</li> </ul> <p><b>3.4.3</b> Identify recurring themes in literature, such as identity, conflict, struggle, and social and economic change.  <b>Identify recurring themes in literature.</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss recurring themes in literature (e.g., identity, conflict).</li> </ul>
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**4. The student sets goals and evaluates progress to improve reading.**

<p>4.1 Assess reading strengths and need for improvement.</p>	<p><b>4.1.1</b> Use a variety of strategies to monitor reading progress and to overcome difficulties.  <b>Apply strategies to monitor and improve reading achievement.</b></p> <ul style="list-style-type: none"> <li>• Use strategies learned in 2.2.1.</li> </ul> <p><b>4.1.2</b> Set reading goals and develop strategies to meet goals and monitor progress.  <b>Understand how to set reading goals and implement improvements.</b></p> <ul style="list-style-type: none"> <li>• Set reading goals and create a plan to meet those goals, monitor progress in implementing the plan.</li> </ul>
<p>4.2 Seek and evaluate feedback to improve reading.</p>	<p><b>4.2.1</b> Use grade level content expectations to evaluate and improve own reading.  <b>Apply knowledge of grade level content expectations to own reading.</b></p> <ul style="list-style-type: none"> <li>• Identify grade level content expectations met and target unmet grade level content expectations to work on.</li> </ul>
<p>4.3 Develop interests and share reading experiences.</p>	<p><b>4.3.1</b> Express reasons for recommending books to others; share reading experiences with others.  <b>Understand how to share common literary experiences.</b></p> <ul style="list-style-type: none"> <li>• Recommend books to others and explain the reason for the recommendation.</li> <li>• Discuss common reading selections and experiences with others.</li> </ul>