5th Grade Reading Learning Targets
May 2010

5.R.1.1 Students can construct meaning by using word parts and categories. - Application
- I can interpret words with different endings (-ed, -s, -er, -est) to construct meaning. (5.R.1.1)
- I can use linking verbs to tell when something is happening (past, present and future) - (is, are, was, were, be, been, being).   (5.R.1.1)
- I can interpret abbreviations to construct meaning. (5.R.1.1)
- I can interpret compound words to construct meaning. (5.R.1.1)
- I can use a root to tell what a word means. (5.R.1.1)
- I can interpret acronyms to construct meaning. (5.R.1.1)
- I can find antonyms of words to construct meaning. (5.R.1.1)
- I can find synonyms of words to construct meaning. (5.R.1.1)
- I can use homophones, homographs, and homonyms to construct meaning. (5.R.1.1)
- I can find the correct meaning of a word that has more than one meaning by using context clues. (5.R.1.1)
- I can distinguish contractions from possessives to construct meaning. (5.R.1.1)
- I can divide three and four syllable words. (5.R.1.1)

5.R.1.2 Students can determine word meaning using prior knowledge and context clues. - Analysis
- I can figure out word meaning using prior knowledge. (5.R.1.2)
- I can figure out word meaning using context clues. (5.R.1.2)

5.R.2.1 Students can utilize comprehension strategies while constructing meaning. - Application
- I can make connections from text to text, text to self and text to world. (5.R.2.1)
- I can write questions about the text before, during, and after reading. (5.R.2.1)
- I can make predictions from the text. (5.R.2.1)
- I can draw conclusions from the text. (5.R.2.1)
- I can form mental images during reading. (5.R.2.1)
- I can summarize what I read. (5.R.2.1)
- I can bring together what I know to create an original idea (synthesize). (5.R.2.1)
- I can distinguish fact from opinion. (5.R.2.1)
- I can identify the main idea of a text. (5.R.2.1)
- I can sequence the events of a text. (5.R.2.1)
- I can determine cause and effect. (5.R.2.1)
- I can compare and contrast. (5.R.2.1)
- I can classify and categorize. (5.R.2.1)

5.R.2.2 Students can apply fluency strategies to gain meaning from text. - Application
- I can determine purpose for reading (enjoyment or information). (5.R.2.2)
- I can adjust my reading speed for different types of text. (5.R.2.2)
- I can self-monitor my reading to make sure I understand. (5.R.2.2)

5.R.3.1 Students can distinguish literary genres based on characteristics, structures, and patterns. - Analysis
- I can identify the characteristics of fiction (fables, folktales, fairytales, legends, realistic fiction, tall tales, historical fiction, science fiction, fantasy, myths). (5.R.3.1)
- I can identify the characteristics of nonfiction (biographies, autobiographies, expository text, editorials, and procedural text). (5.R.3.1)
- I can identify the characteristics of Poetry (haikus, cinquains, limericks, acrostic poetry, ballads, narrative poetry, free verse poetry, and concrete poetry). (5.R.3.1)
- I can tell about the rhyme, rhythm, repetition, pattern and stanzas in a poem. (5.R.3.1)

5.R.3.2 Students can interpret literary elements of character, setting, plot, theme, point of view, and mood. - Evaluation
- I can identify character traits. (5.R.3.2)
- I can determine meaning of the story based on the character traits. (5.R.3.2)
- I can determine setting (time and place). (5.R.3.2)
- I can sequence plot events. (5.R.3.2)
- I can find the main problem in the story. (5.R.3.2)
- I can find the solution to the main problem if there is one. (5.R.3.2)
- I can explain the moral of the story of the story (theme). (5.R.3.2)
- I can identify who is telling the story (point of view). (5.R.3.2)
- I can determine the feeling the author creates for the reader (mood). (5.R.3.2)

5.R.3.3 Students can identify literary devices within text. - Application
- I can identify similes. (5.R.3.3)
- I can identify metaphors. (5.R.3.3)
- I can identify idioms. (5.R.3.3)
- I can identify personification. (5.R.3.3)
- I can identify hyperbole (exaggeration). (5.R.3.3)
- I can identify alliteration. (5.R.3.3)
- I can identify onomatopoeia. (5.R.3.3)
- I can identify dialogue. (5.R.3.3)
- I can identify slang/jargon/dialect. (5.R.3.3)
- I can identify foreshadowing. (5.R.3.3)
- I can identify flashbacks. (5.R.3.3)

5.R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations. - Analysis
- I can explain the culture in a text. (5.R.4.1)
- I can identify how regions and cultures affect language. (5.R.4.1)
- I can compare the culture in two different texts. (5.R.4.1)
- I can explain the time period of a text. (5.R.4.1)
- I can compare the time period of two different texts. (5.R.4.1)
- I can explain the geographical location of a text. (5.R.4.1)
- I can compare the geographical locations of two different texts. (5.R.4.1)

5.R.5.1 Students can select information from two or more reference sources to meet a goal. - Analysis
- I can use reference materials to find information. (5.R.5.1)
- I can use graphic aids found in text to find information. (5.R.5.1)
- I can pick out the important information. (5.R.5.1)
- I can combine information from multiple sources to create an idea. (5.R.5.1)
- I can tell the difference between primary and secondary sources. (5.R.5.1)
- I can use the text structure to help me find information. (5.R.5.1)

Examples of reference material features and effects: title page, subheadings, italics, captions, sidebars, photos/illustrations, charts and tables, citations, bibliography

Examples of graphic aids: maps, charts, graphs, diagrams, timeline

Examples of informational text: description, sequence, cause/effect, problem solution, compare/contrast

Examples of reference sources: periodical, nonfiction trade books, text books, electronic media, encyclopedia, atlas, thesaurus, journals, maps, globe

5.R.5.2 Students can identify the author's purpose in argumentative and persuasive text. - Knowledge
- I can identify the topic of a persuasive text. (5.R.5.2)
- I can identify the main ideas of a persuasive text. (5.R.5.2)
- I can identify the supporting ideas of a persuasive text. (5.R.5.2)
- I can identify different viewpoints presented in a text. (5.R.5.2)
- **I** can identify persuasive devices and propaganda in advertising and editorials (glittering generalities, bandwagon, testimonial) (5.R.5.2)

5.R.5.3 Students can choose references to meet the needs of an assigned task. - Application
- I can find information in a thesaurus (5.R.5.3)
    - ✓ Thesaurus
    - ✓ Almanac
    - ✓ Internet
    - ✓ Encyclopedia
    - ✓ Nonfiction text
    - ✓ Periodicals
    - ✓ Dictionary
    - ✓ Atlas
    - ✓ Newspaper

- I can use organization features of reference materials (5.R.5.3)
  - ✓ Title Page
  - ✓ Table of Contents
  - ✓ Chapter Headlines
  - ✓ Glossary
  - ✓ Index
  - ✓ Diagrams
  - ✓ Maps Time lines
  - ✓ Photos
  - ✓ Illustrations
  - ✓ Captions graphs charts
  - ✓ Bold, Italics, Parentheses