

Silver Falls School District Grade-Level Curriculum Guide
READING & LITERATURE, GRADE 5

State Requirements, Grade 5: Guiding Focus for Grades 4-5

<p>Common Curriculum Goals: Recognize, pronounce, and know the meaning of words in text</p>	<p>Eligible content that may appear on state assessment, Grade 5: Students will:</p> <ul style="list-style-type: none"> • use context clues to choose the correct meaning for identified words in the reading passage. • use knowledge of commonly used prefixes and suffixes to help define words in context. • use knowledge of contractions and possessives to help determine the meaning of words in the passage. • use illustrations such as pictures, charts, graphs, or diagrams to determine the meaning of words in the passage.
<p>State Content Standard: Recognize, pronounce, and know the meaning of words in text by using phonics, language structure, contextual clues, and visual cues.</p>	
<p>State Benchmark, Grade 5: Determine meanings of words using contextual and structural clues, illustrations, and other reading strategies.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

Goal Source

Teacher Notes

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Listen actively to selections read aloud	M		
✓	✓		Use word recognition skills to help define words in context, e.g., sight words, phonics, context clues	RB M		
✓	✓		Use semantics, syntax, and graphophonemics to help define words in context	RB M		
✓	✓		Use context clues to determine the meanings of words in a passage	RB		
✓	✓		Know basic sight words at grade level	RB M		

* **I** = introduce **D** = develop **RB** = All students given opportunities to reach benchmarks. **M** = maintain **E** = extend (opportunities to exceed benchmarks)

Goal Source

Teacher Notes

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use knowledge of commonly used prefixes to help define words in context, e.g., post, kilo	M RB		
✓	✓		Use knowledge of commonly used suffixes to help define words in context, e.g., ity, ness, full, ian	M RB		
✓	✓		Use knowledge of contractions to help determine the meanings of words in a passage	M		
✓	✓		Use knowledge of possessives to help determine the meaning of words in a passage, e.g., dog's, boy's	RB M		
✓	✓		Use illustrations to help determine the meaning of words in a passage, e.g., charts, graphs, pictures, diagrams	RB M		

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State Requirements, Grade 5: Guiding Focus for Grades 4-5

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Use a variety of reading strategies to increase comprehension and learning. • Increase word knowledge through systematic vocabulary development. 	<p>Eligible content that may appear on state assessment, Grade 5: Students will:</p> <ul style="list-style-type: none"> • use tables of contents and indexes to locate specific information. • use information in illustrations, charts, graphs, and diagrams and tables to help understand a reading passage. • use a glossary to locate words and/or help clarify word meaning. • use headings to locate where needed information is likely to be found.
<p>State Content Standard: Locate information and clarify meaning by skimming, scanning, close reading, and other reading strategies.</p>	
<p>State Benchmark, Grade 5: Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use a variety of reading strategies to increase comprehension, e.g., skimming, scanning, close reading	M		
✓	✓		Use table of contents and indexes to locate specific information	M		
✓	✓		Use information in illustrations, charts, diagrams, tables, and graphs to help understand a reading passage	RB M		
✓	✓		Use a glossary to locate words and/or help clarify word meaning	M		
✓	✓		Use headings to locate where needed information is likely to be found	M		
✓	✓		Use a variety of supportive materials e.g., dictionary, atlas, encyclopedia, almanac, magazine, newspaper, to locate specific information	M		

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Common Curriculum Goals: <ul style="list-style-type: none"> • Increase word knowledge through systematic vocabulary development. 	NOTE: There are no content or performance standards vocabulary; vocabulary is to be taught and assessed, but scores are not to be used to determine standards attainment.
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Local Goals for Grade 5 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use a variety of resources to aid in the understanding of new words, e.g., dictionary, thesaurus, glossary, discussion	RB M		

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State Requirements, Grade 5: Guiding Focus for Grades 4-5

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Demonstrate literal comprehension of a variety of printed materials. 	<p>Eligible content that may appear on state assessment, Grade 5: Students will identify or summarize:</p> <ul style="list-style-type: none"> • the order of events or a specific event from a sequence of events. • a statement or sentence that best indicates the main idea of the selection. • directly stated facts, e.g., actions or events; directions for an experiment or problem solving exercise; information from charts/graphs; names of characters, places, or things in the selection; special circumstances relevant to the story. • details such as key words, phrases, or sentences that explicitly state important characteristics, circumstances, or similarities and differences in characters, times, or places. • directly stated opinions ‡
<p>State Content Standard: Demonstrate literal comprehension of a variety of printed materials.</p>	
<p>State Benchmark, Grade 5: Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Recall the order of events from a selection	RB M		
✓	✓		Summarize a specific event from a selection	RB E		
✓	✓		Use a complete sentence to identify the main idea of a selection	RB M		
✓	✓		Identify supporting details of a literary selection , e.g., setting, characters, plot	RB M		
✓	✓		Identify supporting details e.g., directions for an experiment, information from charts, graphs, factual details, from an informative selection,	RB E		

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‡ Proposed eligible content for revised aligned benchmark. Students will first be held accountable for this content on the 1999-2000 statewide assessment

Local Goals for Grade 5 that Support the Grade 5 Benchmark – Literal Comprehension page 2

Goal Source

Teacher Notes

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Summarize a selection	RB E		
✓	✓		Use key words, phrases, or sentences that “show” characterization	RB E		
✓	✓		Summarize similarities and differences in characters, times, or places	RB M		
✓	✓		Identify directly stated opinions	RB M		

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WCC Grade-Level Curriculum Guide
READING & LITERATURE, GRADE 5

State Requirements, Grade 5: Guiding Focus for Grades 4-5

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> Demonstrate inferential comprehension of a variety of printed materials. 	<p>Eligible content that may appear on state assessment, Grade 5: Students will:</p> <ul style="list-style-type: none"> identify implicit relationships such as cause and effect, sequence-time relationships, comparisons, classifications, and generalizations. predict future outcomes or actions. infer an author's unstated intention(s) or meaning by drawing conclusions from images, patterns, or symbols in the text.
<p>State Content Standard: Demonstrate inferential comprehension of a variety of printed materials.</p>	
<p>State Benchmark, Grade 5: Identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

Goal Source

Teacher Notes

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Identify cause and effect relationships	RB M		
✓	✓		Identify implicit relationships such as classifications and generalizations	RB M		
✓	✓		Predict probable future outcomes, actions, or events	RB E		
✓	✓		Draw inferences about an individual character's motive, feeling, or attitude	RB E		
✓	✓		Draw conclusions from images, patterns, and symbols in a selections	RB M		

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State Requirements, Grade 5: Guiding Focus for Grades 4-5

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Demonstrate evaluative comprehension of a variety of printed materials. 	<p>Eligible content that may appear on state assessment, Grade 5: Students draw conclusions about:</p> <ul style="list-style-type: none"> • author's motivation or purpose • probable reasons for actions or beliefs • whether identified portions of the passage are facts or opinions • whether there is support in the passage to draw a particular conclusion ‡
<p>State Content Standard: Demonstrate evaluative comprehension of a variety of printed materials.</p>	
<p>State Benchmark, Grade 5: Analyze and evaluate information and form conclusions.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Draw conclusions about author's motivation or purpose	RB M		
✓	✓		Draw conclusions about probable reasons for a character's actions or belief(s)	RB M		
✓	✓		Identify portions of the passage that are facts or opinions	RB M		
✓	✓		Relate whether there is evidence in the passage to support a particular conclusion	RB M		
✓	✓		Explain personal reactions and responses to the passage	RB M		

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State Requirements, Grade 5: Guiding Focus for Grades 4-5

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Connect reading selections to other texts, experiences, issues, and events. • Read for enjoyment and information. 	<p>Eligible content that may appear on state assessment, Grade 5: Students will:</p> <ul style="list-style-type: none"> • make connections between the selection and the reader's experiences and background knowledge of other texts, movies, television programs, or music. • make connections between the selection and issues of events in the community or world.
<p>State Content Standard: Draw connections and explain relationships between reading selections and other texts, experiences, issues, and events.</p>	
<p>State Benchmark, Grade 5: Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Compare this selection to a personal experience	RB		
✓	✓		Compare and contrast the selection to other text and media, e.g., television, movies, music	RB		
✓	✓		Make connections between the theme or message in the selection to issues or events in the community	RB M		
✓	✓		Read for enjoyment and information	M		

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State Requirements, Grade 5: Guiding Focus for Grades 4-5

LITERATURE: Understand how literature records, reflects, communicates, and influences human events.

<p>Common Curriculum Goals: Read a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies, essays) of varying complexity from a variety of cultures and time periods.</p>	<p>Eligible content that may appear on state assessment, Grade 5: Students will:</p> <ul style="list-style-type: none"> • identify whether a passage is from a story, poem, play, or a non-fiction selection. • identify where a selection may be categorized in the library. • identify characteristics representative of a given form. • distinguish between two or more literary forms.
<p>State Content Standard: Read selections from a variety of cultures and time periods and recognize distinguishing characteristics of various literary forms.</p>	
<p>State Benchmark, Grade 5: Read a variety of literary selections, including novels, short stories, poetry, plays, and nonfiction from a variety of cultures and time periods and identify characteristics of literary forms.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>		
WCC	District	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓	Identify various forms of literature, e.g., fables, fantasy, historical fiction, biography, autobiography	RB M		
✓	✓	Read literary selections from a variety of cultures and time periods	M		
✓	✓	Identify where a selection may be categorized in the library	RB M		
✓	✓	Identify characteristics of a given form, e.g., recognize elements of a biography, autobiography, novel, informational article	RB		
✓	✓	Distinguish between two or more literary forms	RB M		

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State Requirements, Grade 5: Guiding Focus for Grades 4-5

LITERATURE: Understand how literature records, reflects, communicates, and influences human events.

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> Evaluate how the form of a literary work and the use of literary elements and devices (e.g., setting, plot, theme, character, word choice, point of view, tone, language) contribute to the work's message and impact. Analyze the development and treatment of themes in a literary work. 	<p>Eligible content that may appear on state assessment, Grade 5:</p> <p>Students will:</p> <ul style="list-style-type: none"> identify how literary elements contribute to the overall meaning of a selection, e.g., how the setting contributes to mood. identify a theme of a selection, e.g., showing courage, treating parents with respect. identify which type of literary device is used in a given passage or which passage is an example of a given literary device, e.g., identify simile, metaphor, or personification in a passage; identifying examples of sound devices such as alliteration, onomatopoeia, or rhyme patterns. identify how decisions the author makes about structure and/or word choice contribute to the effect of a selection. identify how dialogue is used to develop characters and mood in a selection.
<p>State Content Standard:</p> <p>Analyze the author's ideas, techniques, and methods and make supported interpretations of the selection.</p>	
<p>State Benchmark, Grade 5:</p> <p>Identify character, plot, setting, and theme and describe how they contribute to the meaning of a literary selection.</p> <p>Identify literary devices such as similes, rhyme, and dialogue.</p> <p>Recognize how structure and word choice contribute to the effect of a literary selection.</p>	

Local Goals for Grade 5 that Support the Grade 5 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Identify how literary elements, e.g., plot, character, setting, mood, contribute to the overall meaning of a selection	RB M		
✓	✓		Identify a theme of the selection, e.g., courage, respect, friendship	RB M		
✓	✓		Identify various literary devices, e.g., symbolism, simile, metaphor, personification, foreshadow	RB M		
✓	✓		Identify various sound devices, e.g., onomatopoeia, rhyme patterns, alliteration	RB M		

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Local Goals for Grade 5 that Support the Grade 5 Benchmark – Literary form, elements, and devices, page 2

✓	✓	Identify how the author’s word choice and/or structure contributes to the effect of the selection, e.g., imagery, literary and sound devices	RB M		
✓	✓	Identify how dialogue is used to develop characters in a selection	RB M		
✓	✓	Identify how dialogue is used to create mood in a selection	RB M		

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