

Alaska State Standards/KGBSD Student Performance Objectives

Fifth Grade

State Standards Content/Performance	Student Performance Objectives	Extended Learning	Assessment
<i>B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.</i>		<i>Options for students who have acquired basic language arts skills at grade level.</i>	<i>The Gates MacGinitie Reading Assessment is used as a post-test measure for each student in the spring. Terra Nova Assessment is administered</i>
<p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; • Adjusting reading pace or style based on purpose, task, and type of text. <p>R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.</p> <p>R2.6 Read and follow multi-step directions to complete a simple task.</p> <p>R2.7 Explain the characteristics of the</p>	<p>READING</p> <p>I. Reading Behaviors</p> <ol style="list-style-type: none"> 1. Read silently for longer periods of time daily 2. Select books appropriate to individual reading level 3. Recommend books to others 4. Read a variety of text types <ol style="list-style-type: none"> 4.1 Classroom texts 4.2 Nonfiction 4.3 Literature 		

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<p>following:</p> <ul style="list-style-type: none"> • Fiction and non-fiction, • Prose and poetry, and • Four major genres of fiction: short story, drama, novel, and poetry <p>R2.6 Read and follow multi-step directions to complete a simple task.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print.</p>	<p>4.4 Newspaper/magazine 4.5 Poetry</p> <p>4.6 Electronic media</p> <p>5. Reread for understanding</p> <p>6. Students will be active listeners as peers and teachers read aloud 7. Read aloud with fluency from a variety of texts</p> <p>II. Word and Structural Analysis/ Decoding</p>		

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<p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language 	<p>1. Independently integrate the main cueing systems in reading, using</p> <p>1.1 Meaning (context)</p> <p>1.2 Structure (language)</p> <p>1.3 Visual phonetic cues</p> <p>1.4 Own background knowledge</p> <p>2. Apply rules of structural analysis (contractions, compound words, prefixes, suffixes, and plurals)</p> <p>3. Know all letter/sound associations (i.e. controlled vowels, double consonants)</p> <p>4. Use decoding strategies integrating word analysis skills to pronounce words</p>		

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<p>structure, and semantics;</p> <ul style="list-style-type: none"> • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.3 Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>W2.6 Use resources such as computers, word processing software, dictionaries, and thesauruses to make choices when writing.</p>	<p>5. Know the rules to decode words by syllabication</p> <p>III. Vocabulary</p> <p>1. Use word parts to determine meaning (e.g. root words, prefixes, suffixes, compound words, and contractions)</p> <p>2. Identify and explain the parts of a dictionary</p>		

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<p>strategies; Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.1a use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.1b Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words.</p> <p>R2.2a Infer meaning from text.</p> <p>R2.8b Compare and contrast plots,</p>	<p>IV. Reading Comprehension/ Strategies</p> <p>1. Reread to check comprehension</p> <p>2. Apply the use of context clues for comprehension</p> <p>3. Draw conclusions by recognizing the feelings, actions, traits, and motives of the character</p> <p>4. Evaluate the solution to a problem and draw conclusions</p> <p>5. Make inferences and draw reasonable conclusions</p> <p>6. Identify cause/effect or</p>		

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<p>settings, and characters in a variety of works by a variety of authors.</p> <p>R2.4b Restate and summarize information or ideas from a text.</p> <p>R2.4a Retelling stories in correct sequence.</p> <p>R2.4b Restate and summarize information or ideas from a text.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.5 Locate evidence in the text and from related experiences to support understanding of a main idea.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting 	<p>problem/solution in text</p> <p>7. Retell in own words to make sense</p> <p>8. Define purpose for reading</p> <p>9. Scan table of contents/index/glossary</p> <p>10. Scan for specific information in content area books</p>		

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<p>strategies; Adjusting reading pace or style based on purpose, task, and type of text. R2.4b Restate and summarize information or ideas from a text.</p> <p>R2.1a Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonetics, language structure, and semantics; • Text structures such as illustrations, graphs, and headers; • Self-monitoring and self-correcting strategies; <p>Adjusting reading pace or style based on purpose, task, and type of text.</p> <p>R2.9b Express opinions about a text and support these opinions with textual evidence.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts. R2.9b Express opinions about a text and support these opinions with textual evidence.</p> <p>R2.4a Retelling stories in correct</p>	<p>11. Interpret data, tables, graphs, illustrations 12. Use appropriate strategies for different texts</p> <p>13. Defend and support an opinion</p> <p>14. Use prior knowledge to form opinions</p> <p>15. Sequence events</p>		

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<p>sequence.</p> <p>R2.4b Restate and summarize information or ideas from a text.</p> <p>R2.10 Identify themes in texts and connect them to personal experiences, experiences of others, and other texts.</p> <p>R2.8b Compare and contrast plots, settings, and characters in a variety of works by a variety of authors</p> <p>R2.9a Differentiate between fact and opinion.</p> <p>R2.11 Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures.</p> <p>R2.7 Explain the characteristics of the following:</p> <ul style="list-style-type: none"> • Fiction and non-fiction, • Prose and poetry, and • Four major genres of fiction: short story, drama, novel, and poetry <p>R2.8b Compare and contrast plots, settings, and characters in a variety of</p>	<p>16. Connect personal experiences with books</p> <p>17. Compare and contrast plots, settings, and characters in a variety of works by a variety of authors</p> <p>18. Differentiate between fact and opinion</p> <p>19. Connect themes from one text to similar texts from other cultures</p> <p>LITERATURE V. Literary Genres 1. Select and read literature from a variety of genres</p>		

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<p>works by a variety of authors.</p> <p>R2.8a Define and identify plots, settings, and characters in fiction.</p> <p>R2.9b Express opinions about a text and support these opinions with textual evidence</p> <p>R2.7 Explain the characteristics of the following:</p> <ul style="list-style-type: none"> • Fiction and non-fiction, • Prose and poetry, and • Four major genres of fiction: short story, drama, novel, and poetry 	<p>VI. Literary Elements</p> <ol style="list-style-type: none"> 1. Recognize elements of fiction including character, character traits, plot, and setting 2. Explain own point of view 3. Express the mood of the selection 4. Distinguish between figurative and literal language 		