

Grade 5
Reading Academic Standards – End of Year
School District of Fort Atkinson

Conceptual Strand	Skills
Word-Solving Strategies	<p>At instructional level R or beyond and:</p> <ul style="list-style-type: none"> ▪ Uses a variety of word solving strategies to understand unfamiliar words such as: <ul style="list-style-type: none"> ✓ applying knowledge of letter-sound relationships ✓ analyzing word structures ✓ using context clues
Oral Reading	<ul style="list-style-type: none"> ▪ Attends to meaning ▪ Reads aloud with grade-appropriate fluency, accuracy and expression ▪ Some rereading or word-by-word reading to problem solve ▪ Often attends to phrasing and punctuation
Reading Strategies	<p>At instructional level R or beyond and:</p> <ul style="list-style-type: none"> ▪ Responses (oral & written) demonstrate strategy use and clear understanding ▪ Comprehends by using strategies such as: <ul style="list-style-type: none"> ✓ activating prior knowledge ✓ establishing purpose ✓ making predictions ✓ finding context clues ✓ developing visual images ✓ applying knowledge of text structures ✓ making connections ✓ asking questions ✓ determining importance ✓ synthesizing information ▪ Demonstrates effective behaviors such as: <ul style="list-style-type: none"> ✓ self-correcting & self-monitoring ✓ rereading ✓ adjusting reading rate according to purpose and difficulty
Summarization	<p>As grade appropriate:</p> <ul style="list-style-type: none"> ▪ Summarizes ideas drawn from stories ▪ Identifies cause-and-effect relationships ▪ Interprets events and ideas ▪ Connects different works to each other and to real life experiences ▪ Identifies and summarizes key points and details from literature, informational texts, and other print sources
Making Inferences	<p>At instructional level R or beyond and:</p> <ul style="list-style-type: none"> ▪ Gains additional meaning (as grade appropriate) by making inferences ▪ Uses a variety of grade appropriate reading materials to interpret plots, make predictions, and relate readings to prior knowledge

Conceptual Strand	Skills
Independent Reading	<ul style="list-style-type: none"> ▪ Identifies a purpose for reading, such as: <ul style="list-style-type: none"> ✓ gaining information ✓ learning about a viewpoint ✓ appreciating literature ✓ discovery ✓ enjoyment ▪ Reads for 40-50 minutes (developing reading stamina and skill) ▪ Reads from different genres choosing books by author, topic or specific information ▪ Chooses appropriately-leveled material for independent reading
Research Skills	<p>With teacher guidance:</p> <ul style="list-style-type: none"> ▪ Identifies a topic of interest (formulate a question) then seeks information by investigating available text resources ▪ Understands how text and illustrations connect to convey meaning (print, nonprint and electronic sources) ▪ Identifies and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding ▪ Recognizes, records, organizes and acknowledges pertinent information (blending discoveries into answers) ▪ Summarizes key details of informational texts, connecting new information to prior knowledge
Elements of Literature	<ul style="list-style-type: none"> ▪ Grade appropriately recognizes and recalls elements and details of story structure in order to reflect meaning, such as: <ul style="list-style-type: none"> ✓ sequence of events ✓ character ✓ plot ✓ setting
Timeliness and Accuracy	<ul style="list-style-type: none"> ▪ Completes almost all assignments on time and with care ▪ Uses reading time effectively