

**Bethlehem Lutheran School
Reading/Literature Fifth Grade**

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

State Standard 1

Students read and understand a variety of materials.

Classroom objectives

- 1.1 Use a full range of strategies to comprehend a variety of texts; such as non-fiction, rhymes, poems, and stories (for example; skim and scan, self-monitor for understanding).
- 1.2 Identify supporting details and main idea.
- 1.3 Set a purpose for reading.
- 1.4 Use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend text.
- 1.5 Monitor own comprehension and make modifications when understanding breaks down by rereading a portion, using reference aids, and using contextual information.
- 1.6 Summarize long text passages.
- 1.7 Draw inferences using contextual clues.
- 1.8 Compare and contrast different texts.
- 1.9 Select, use, monitor, and reflect upon appropriate strategies for different reading purposes.
- 1.10 Identify sequential order in expository text.
- 1.11 Use word recognition skills to understand unfamiliar words (for example; decoding multi-syllable words, affixes, root words).
- 1.12 Select appropriate definitions from the dictionary.
- 1.13 Use the pronunciation guide in the dictionary to correctly say unfamiliar words.
- 1.14 Paraphrase the key ideas in fiction and non-fiction.
- 1.15 Confirm meaning using context cues.
- 1.16 Identify the meaning of prefixes and suffixes.

- 1.17 Use background knowledge of subject and text structure to make complex predictions of content and purpose of text.
- 1.18 Use text structure, such as cause and effect, to locate and recall information.

State Standard 2

Students write and speak for a variety of purposes and audiences.

Classroom objectives

- 2.1 Generate topics and develop ideas for a variety of writing and speaking purposes (for example; telling a story, publishing a class newsletter, writing a letter to an adult, writing or orally presenting a book report, creating and producing a play, introducing a speaker or an event, narrating a presentation).
- 2.2 Organize their writing so that there is an introduction, logical arrangement of ideas, and a conclusion.
- 2.3 Chose vocabulary that communicates their messages clearly and precisely.
- 2.4 Revise drafts by adding, elaborating, deleting, combining, and rearranging text.
- 2.5 Revise drafts for coherence, progression, and logical support.
- 2.6 Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice.
- 2.7 Create readable documents with legible handwriting or word processing at the appropriate time.

State Standard 3

Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization and spelling.

Classroom objectives

- 3.1 Know and use regular and irregular plurals correctly.
- 3.2 Write in complete sentences varying the types such as compound and complex, and using appropriately punctuated dependent clauses.
- 3.3 Use adjectives (comparative and superlative forms) and adverbs appropriately.
- 3.4 Employ standard English usage in writing, including subject/verb agreement and pronoun referents.
- 3.5 Know and use correct capitalization, punctuation, and abbreviations.
- 3.6 Know and use correct pronoun case.
- 3.7 Know and use correct subject/verb agreement.
- 3.8 Know and use correct modifiers.
- 3.9 Spell frequently used words correctly using phonics rules and exceptions.
- 3.10 Identify the parts of speech such as nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections.
- 3.11 Use modifiers, homonyms, and homophones in writing and speaking.
- 3.12 Punctuate and capitalize titles and direct quotations, using possessives, and correct paragraphing in writing.
- 3.13 Use resources such as spell checkers, dictionaries, and charts to monitor their spelling accuracy.
- 3.14 Expand spelling skills to include more complex words.
- 3.15

State Standard 4

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Classroom objectives

- 4.1 Determine author's purpose.
- 4.2 Predict and draw conclusions about stories.
- 4.3 Differentiate between fact and opinion in written and spoken forms.

- 4.4 Use reading, writing, speaking, and listening to define and solve problems.
- 4.5 Respond to written and oral presentations as a reader, listener, and articulate speaker.
- 4.6 Use listening skills to understand directions.

State Standard 5

Students read to locate, select and make use of relevant information from a variety of media reference, and technological sources.

Classroom objectives

- 5.1 Frame questions to direct research.
- 5.2 Organize prior knowledge about a topic in a variety of ways (for example; graphic organizer, Venn diagram, outline).
- 5.3 Use organizational features of printed text (for example; page numbering, alphabetizing, glossaries, chapter heading, tables of contents, indexes, captions).
- 5.4 Recognize organizational features of electronic information (for example; pull-down menus, icons, key word searches).
- 5.5 Use organizational features of media or electronic information (for example; passwords, entry menu features, pull-down menus, icons, key word searches).
- 5.6 Take notes, outline, and identify main ideas in resource materials.
- 5.7 Sort information as it relates to a specific topic or purpose.
- 5.8 Give credit for borrowed information by telling or listing sources.
- 5.9 Summarize and organize ideas gained from multiple sources in useful ways (for example; outlines, conceptual maps, learning logs, timelines).
- 5.10 Find information to support ideas.
- 5.11 Present information in various forms using available technology.
- 5.12 Evaluate own research and raise new questions for further investigation.
- 5.13 Follow accepted formats for writing research, including documenting sources.
- 5.14 Use available technology to research and produce an end-product that is accurately documented.

State Standard 6

Students read and recognize literature as a record of human experience.

Classroom objectives

- 6.1 Read, respond to, and discuss a variety of novels, poetry, short stories, non-fiction, and plays.
- 6.2 Read, respond to, and discuss literature that represents points of view from places, people, and events that are familiar and unfamiliar.
- 6.3 Identify and analyze elements of plot and characterization.
- 6.4 Use knowledge of foreshadowing, metaphor, simile, and symbolism to understand the text.
- 6.5 Understand how figurative language supports meaning in a given context.
- 6.6 Identify characters, setting, problem/conflict, action/plot/events, resolution/solution, theme, mood/tone/atmosphere, and sequence in fiction.
- 6.7 Compare the diverse voices of our national experience as they read a variety of United States literature.