

Reading Measurement Topics & Performance Expectations Fifth Grade

On-line teacher resource: <http://standards.ospi.k12.wa.us>

EALR 1: Student Understands and Uses Different Skills and Strategies to Read

1.4. Apply word recognition skills and strategies to read fluently

1.4.2. Apply fluency to enhance comprehension

1.4.3. Apply different reading rates to match text

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While reading grade level appropriate materials the student applies fluency skills to enhance comprehension by:</p> <ul style="list-style-type: none"> • Reading aloud-familiar grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> accurately, using appropriate pacing, phrasing, and expression. • Reading aloud-unpracticed grade-level text with fluency in a range of 125-135 words correct per minute by end of school year. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Reading aloud-familiar grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> with some accuracy, using some appropriate pacing, phrasing, and expression. • Reading aloud unpracticed grade-level text with fluency in a range of less than 125 words correct per minute. <p>However the student exhibits major errors or omissions with score 3 elements.</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

EALR 2 The student understands the meaning of what is read.

2.1 Demonstrates evidence of reading comprehension

2.1.3. Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main ideas and supporting details in informational/expository text and/or literary/narrative text.

2.1.4. Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge.

2.1.5. Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade level text.

2.1.6. Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.

2.1.7. Apply comprehension monitoring strategies during, and after reading: summarize grade level informational/expository text and literary/narrative text.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	While listening and reading grade level appropriate materials the student is able to understand the meaning of what is read by... <ul style="list-style-type: none">• Stating the <u>main idea</u> of a passage and provide several text-based details supporting it.• Predicting or inferring text content using prior knowledge and text features. (e.g. chapter titles, bold faced words, captions, etc.)• Using text and prior knowledge to make inferences about characters and/or predict events; and confirm or revise predictions, supported with evidence from the text. Cite passages from text to confirm or defend predictions/inferences.• Summarizing which includes the most important events, information, or ideas, using text evidence/details; retelling is generally organized and sequenced. The student exhibits no major errors or omissions.
Level 2 Approaching Standard	The student exhibits no major errors or omissions regarding the simpler details and processes. However the student exhibits major errors or omissions with score 3 elements.
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Main Idea: Theme 2, 6

Predict & Infer: Theme 1, 2, 4

Summarize: Theme 3

2.2. Understand and apply knowledge of text components to comprehend text.

2.2.2. Apply understanding of printed and electronic text features to locate information and comprehend text.

2.2.3 Understand and analyze story elements

2.2.4 Apply understanding of text organizational structures

<p>Level 4 Exceeding Standard</p>	<p>In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>
<p>Level 3 Meeting Standard</p> <p>2.2.2</p> <p>2.2.3</p> <p>2.2.4</p>	<p>While listening and reading grade level appropriate materials the student is able to understand the meaning of what is read by...</p> <ul style="list-style-type: none"> •Locating information using grade level appropriate text features. •Interpreting and drawing conclusions from grade level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, drawing a conclusion about which cities would receive snow). •Using organizational features and electronic sources (such as headings and numberings, CD-ROM, internet, pull-down menus, key word searches, and icons) to access information. •Using knowledge of the situation, characters’ actions, motivations, feelings, and physical attributes to determine characters’ traits. •Identifying the major actions that define the plot and how actions lead to conflict or resolution. •Explaining the influence of setting on character and plot. •Identifying the narrator and explain which point of view is used in the text. •Explaining how a story would change if a different character narrated it. •Identifying the stated theme/message in text and support with evidence from the text. •Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension. •Identify and use text written in the text organizational structures of cause and effect and order of importance to find and organize information and comprehend text. •Differentiate between text organizational structures of informational/expository text and literary/narrative text. <p>The student exhibits no major errors or omissions.</p>
<p>Level 2 Approaching Standard</p>	<p>The student exhibits no major errors or omissions regarding the simpler details processes. However the student exhibits major errors or omissions with score 3 elements.</p>
<p>Level 1 Below</p>	<p>With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.</p>

Text Organization: Theme 1; Houghton Mifflin Social Studies Textbook

Story Structure: Theme 2, 5

Sequence of Events: Theme 1

2.3. Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

2.3.1 Analyze informational/expository text and literacy/narrative text for similarities and differences and cause and effect relationships

2.3.2 Analyze sources for informational appropriate to specific topic or for a specific purpose

2.3.3 Understand the function of literacy devices

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard 2.3.1 2.3.2 2.3.3	While listening and reading grade level appropriate materials the student is able to understand the meaning of what is read by... The student expands comprehension by: <ul style="list-style-type: none"> • Find similarities and differences within and between texts using text-based evidence. • Identify and interpret cause and effect relationships within a text using evidence from the text • Sort information, gathered from various sources by topic, and judge the utility of the information for a specific purpose. • Recognize previously learned literary devices (simile, personification, humor, metaphor, idiom) and explain how they make the story more interesting. • Identify literary/narrative devices such as imagery, exaggeration, and dialogue and explain how they make the story more interesting. The student exhibits no major errors or omissions.
Level 2 Approaching Standard	The student exhibits no major errors or omissions regarding the simpler details and processes. However the student exhibits major errors or omissions with score 3 elements.
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Cause & Effect: Theme 3

Compare & Contrast: Theme 4

2.4. Think critically and analyze author’s use of language, style, purpose, and perspective in literary and informational text.

- 2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text.
- 2.4.2 Analyze how an author’s style of writing achieves the author’s purpose and influences an audience
- 2.4.3 Analyze a text for fact and opinion
- 2.4.4 Understand author’s tone and use of persuasive devices
- 2.4.5 Understand how to extend information beyond the text to another text or to a broader idea or concept by generalizing
- 2.4.6 Understand ideas and concepts in multiple texts
- 2.4.7 Understand author’s purpose

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	While listening and reading grade level appropriate materials the student is able to understand the meaning of what is read by...
2.4.2	<ul style="list-style-type: none"> • Identifying and explaining the author’s purpose (e.g., entertain, inform, explain, persuade). • Identifying and explaining how author’s use of word choice, sentence structure and length, and/or literary devices influences an audience.
2.4.3	<ul style="list-style-type: none"> • Distinguishing between fact and opinion and provide supporting evidence from the text
2.4.4	<ul style="list-style-type: none"> • Identifying the author’s target audience(s) and cite examples of details and/or arguments that appeal to that audience. • Interpreting the author’s tone and support the answer with text-based evidence. • Citing and explaining examples of author’s use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements).
2.4.5	<ul style="list-style-type: none"> • Generalizing after reading multiple texts (e.g., how characters show bravery or misuse power). • Explaining how information in a text could be used to solve a problem and cite text-based examples
2.4.6	<ul style="list-style-type: none"> • Explaining an idea and/or concept, which occurs in multiple texts (e.g., bravery, misused power).
2.4.7	<ul style="list-style-type: none"> • Recognizing author’s perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting literary/narrative text details or information text facts.
	The student exhibits no major errors or omissions.
Level 2 Approaching Standard	The student exhibits no major errors or omissions regarding the simpler details and processes. However the student exhibits major errors or omissions with score 3 elements.
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Drawing Conclusions: Theme 5, 6

Fact & Opinion: Theme 2

Author’s Viewpoint: Theme 3

Propaganda: Theme 5

Making Judgments: Theme 5

Making Generalizations: Theme 6

1.2 Use vocabulary (word meaning) strategies to comprehend text.

1.2.1. Understand and apply dictionary skills and other reference skills.

1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.

1.3 Build vocabulary through wide reading.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard 1.2.1 1.2.2	While reading grade level appropriate materials the student demonstrates understanding and applies dictionary and other reference skills by: <ul style="list-style-type: none"> • Using dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech, and/or clarify shades of meaning. • Using text evidence to verify dictionary or glossary meaning. • Using word origins to determine the meaning of unknown words. • Using abstract, derived root words, prefixes, and suffixes, from Greek and Latin to analyze the meaning of complex words (e.g., collide, collision). • Using structural analysis and concept-building vocabulary strategies to understand new words and concepts in informational/expository text and literary/narrative text. • Using prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts. • Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in informational/expository text and literary/narrative text. The student exhibits no major errors or omissions.
Level 2 Approaching Standard	The student exhibits no major errors or omissions regarding the simpler details and processes. However the student exhibits major errors or omissions with score 3 elements.
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

EALR 3: The student reads different materials for a variety of purposes

- 3.1. Read to learn new information.
 - 3.2. Read to perform a task.
 - 3.4. Read for literary experience in a variety of genres.
 - 3.4.2. Understand and analyze a variety of literary/narrative genres.
- . (Not currently assessed on report card)**

EALR 4: The student sets goals and evaluates progress to improve reading.

- 4.1. Assess reading strengths and need for improvement.
 - 4.1.2. Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.
 - 4.2. Develop interests and share reading experiences
 - 4.2.1. Evaluate books and authors to share common literary experiences
- (Not currently assessed on report card)**