

Grade 5 - E1 Reading

Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.

E1a: The student reads at least twenty-five books or book equivalents each year. The quality and complexity of materials to be read is based on the lexile level of grade 5 (700L-1000L). The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and on-line material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.

Examples of activities through which students might produce evidence of reading twenty-five books include:

- ❑ *Maintain an annotated list of works read.*
- ❑ *Generate a reading log or journal.*
- ❑ *Participate in formal and informal book talks.*

E1b: The student reads and comprehends at least four books (or book equivalents) about one issue or subject, or four books by a single writer, or four books in one genre, and produces evidence of reading that:

E1b1: makes and supports warranted and responsible assertions about the texts;

E1b2: supports assertions with elaborated and convincing evidence;

E1b: draws the text together to compare and contrast themes, characters, and ideas;

E1b4: makes perceptive and well developed connections;

E1b5: evaluates writing strategies and elements of the author’s craft.

Examples of activities through which students might produce evidence of reading comprehension include:

- ❑ *Make connections between literary works according to a common theme.*
- ❑ *Participate in formal or informal book talks.*
- ❑ *Produce a literary response paper.*
- ❑ *Create an annotated book list organized according to author, theme, or genre.*
- ❑ *Recognize and compare cultural differences within text.*

- ❑ *Make relevant, logical, coherent contributions to a discussion (e.g., book talk, literature circle).*
- ❑ *Create a personal response to a selection.*
- ❑ *Debate or hold a panel discussion regarding the perspectives in various genres.*
- ❑ *Relate personal experiences to materials read using a graphic organizer.*

E1c: The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:

E1c.1: restates or summarizes information;

E1c.2: relates new information to prior knowledge and experience;

E1c.3: extends ideas;

E1c.4: makes connections to related topics or information.

Examples of activities through which students might produce evidence of reading informational materials include:

- ❑ *Present information to an audience of peers.*
- ❑ *Produce a chapter book on a factual topic using more than one source.*
- ❑ *Rewrite video game instructions for a younger reader.*
- ❑ *Summarize and expand oral and written presentation using content specific/ technical vocabulary.*
- ❑ *Retell an informational selection to demonstrate understanding.*
- ❑ *Organizes key information read using a graphic format.*

E1d: The student demonstrates familiarity with a variety of public documents (i.e., documents that focus on civic issues or matters of public policy at the community level and beyond) and produces written or oral work that does one or more of the following:

E1d.1: identifies the social context of the document.

E1d.2: identifies the author’s purpose and stance.

E1d.3: formulates an argument and offers evidence to support it.

E1d.4: examines or makes use of the appeal of a document to audiences both friendly and hostile.

E1d.5: identifies or uses commonly used persuasive techniques.

Examples of activities through which students might produce evidence of familiarity with public documents include:

- ❑ *Summarize and critique two or more local newspaper articles related to the same topic or issue.*
- ❑ *Respond to a public address made by an adult, e.g., the principal, a PTA/PTO officer, a visiting author.*

- ❑ *Write a letter to the editor in response to an editorial or to an article of local or national importance.*
- ❑ *Explain a local document to someone who has never heard of it (e.g., a school related directive, a community related brochure, or an informational pamphlet).*
- ❑ *Evaluate the use of language patterns and literary devices such as, figurative language and dialogue.*