

**COMMUNITY UNIT SCHOOL DISTRICT 200  
ESSENTIAL LEARNINGS- READING/GIFTED PROGRAM  
GRADE 5**

**FIFTH GRADE**

**1. Subject expectation (State Goal 1)**                      **The student will read with understanding and fluency at the appropriate level of challenge.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Apply word analysis and vocabulary skills to comprehend selections</b>
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<b>Critical Content</b>	<b>1.A.3a*</b>	<p>a. apply knowledge to determine the meaning of words and phrases using</p> <ul style="list-style-type: none"> <li>• word origins</li> <li>• word patterns</li> <li>• derivations</li> <li>• synonyms</li> <li>• antonyms</li> <li>• idioms</li> <li>• contractions</li> <li>• compound words</li> <li>• homonyms</li> </ul>
	*	<p>b. know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words</p>
	<b>1.A.3b*</b>	<p>c. determine the meaning of words in context, including words with multiple meanings, using denotation and connotation strategies</p>
	<b>1.A.4a *</b>	<p>d. identify and interpret to express implied meanings of words</p> <ul style="list-style-type: none"> <li>• idioms</li> <li>• similes</li> <li>• analogies</li> <li>• metaphors</li> </ul>
	*	<p>e. use synonyms and antonyms to express the implied meaning of a word</p>
	<b>1.A.2b</b>	<p>f. use additional resources as applicable to clarify meanings of materials, <i>such as</i></p> <ul style="list-style-type: none"> <li>• glossaries</li> <li>• newspapers</li> <li>• interviews</li> <li>• dictionaries</li> <li>• thesauruses</li> <li>• technological resources</li> </ul>
	*	<p>g. apply skills to decode multi-syllabic words</p>
	<b>1.B.2c</b>	<p>h. apply skills to correct miscues, <i>such as</i></p> <ul style="list-style-type: none"> <li>• self-correction</li> <li>• reading ahead</li> <li>• word within a word</li> </ul>

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| <b>Critical Content</b> | <b>1.B.2c</b> | <b>a. continuously check and clarify for understanding, reading silently and orally</b> <ul style="list-style-type: none"><li>• read</li><li>• reread</li><li>• read aloud</li><li>• read ahead</li><li>• use visual and context clues</li><li>• ask questions</li><li>• retell</li><li>• clarify terminology</li><li>• seek additional information</li></ul> |
|                         | <b>1.B.2d</b> | <b>b. read aloud with expression or demonstrate affective involvement with the text through expressive oral reading using appropriate</b> <ul style="list-style-type: none"><li>• phrasing</li><li>• tone of voice</li><li>• emphasis</li><li>• intensity</li><li>• pacing</li></ul>  |

## FIFTH GRADE

### 2. Subject expectation (State Goal 2)

The student will read and comprehend literary works to develop an appreciation for and an understanding of diverse human experiences, cultures, eras and ideas.

<b>Essential Learning 1*</b>	<b>Develop critical thinking on given issues in diverse human experiences, cultures, eras, fine arts and ideas</b>
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**Critical Content**

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- a. define a problem, given ill-structured, complex or technical information
- b. formulate multiple perspectives
- c. explore and articulate assumptions behind a line of reasoning in oral or written form
- d. provide evidence and data to support a claim, issue, or thesis statement
- e. extend vocabulary for thinking, including
  - knowledge
  - comprehension
  - application
  - analysis
  - synthesis
  - evaluation
  - assumption (logic)
  - evidence
  - implicit meaning
  - explicit meaning
  - conclusion
  - reasoning

**Essential Learning 2  
(Learning Standard A)**

**Understand how fictional literary elements and techniques  
are used to convey meaning**

<b>Critical Content</b>	1.C.2a 1.C.2b	a. develop and use reading comprehension strategies: <ul style="list-style-type: none"><li>• paraphrase thoughts</li><li>• summarize ideas</li><li>• extend ideas beyond the text</li><li>• think aloud</li><li>• visualize</li><li>• question</li><li>• predict</li></ul>
	2.A.3d* 1.C.3e*	b. identify author's purpose and viewpoint in writing a given text
	2.A.3a* 2.A.3d* 2.A.5a*	c. explain how authors and illustrators use text and art to express their ideas
		d. identify and analyze literary elements and techniques in a variety of works, including <ul style="list-style-type: none"><li>• characterization</li><li>• dialogue</li><li>• word choice</li><li>• description</li><li>• figurative language<ul style="list-style-type: none"><li>– metaphor</li><li>– simile</li><li>– hyperbole</li></ul></li><li>• foreshadowing</li><li>• point of view</li><li>• flashbacks</li></ul>
	2.A.2b 2.A.3a*	e. describe how the development of literary elements contribute to the overall impact of a piece of literature, including <ul style="list-style-type: none"><li>• character</li><li>• setting</li><li>• plot</li><li>• subplot</li><li>• tone</li><li>• conflict</li><li>• point of view</li><li>• voice</li></ul>
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	1.C.2b	f. determine the implicit and explicit meaning in a story, including <ul style="list-style-type: none"><li>• making inferences about character traits</li><li>• predicting how the story might be different if the author changed the setting, dialect, point of view or vocabulary</li></ul>
	2.A.2c 2.A.3c*	g. identify and analyze definitive features of various literary works, <i>such as</i> <ul style="list-style-type: none"><li>• biographical fiction</li><li>• drama</li><li>• electronic forms</li><li>• fantasy</li><li>• historical fiction</li><li>• mystery</li><li>• realistic fiction (short stories and novels)</li></ul>

**Essential Learning 3  
(Learning Standard A)**

**Understand how non-fiction elements and techniques are used to convey meaning**

<b>Critical Content</b>	1.C.2a	<b>a. develop and use reading comprehension strategies:</b> <ul style="list-style-type: none"><li>• paraphrase thoughts</li><li>• summarize ideas</li><li>• extend ideas beyond the text</li><li>• think aloud</li><li>• visualize</li><li>• question</li><li>• predict</li><li>• connect ideas</li></ul>	
	1.C.2b		
	1.C.2d		
	1.B.2a		<b>b. establish a purpose for reading</b>
	2.A.3d*		<b>c. identify author’s purpose, viewpoint and intended audience in writing a given text</b>
	1.C.3e*		<b>d. compare how authors and illustrators use text and art to express their ideas</b>
	2.A.3a*		<b>e. identify and analyze non-fiction elements including</b> <ul style="list-style-type: none"><li>• topic</li><li>• introduction</li><li>• main idea/multiple main ideas</li><li>• supporting ideas</li><li>• elaboration (relevant vs. irrelevant)</li><li>• transition</li><li>• conclusions</li></ul>
	1.B.2b		<b>f. distinguish between various text structures including</b> <ul style="list-style-type: none"><li>• sequence</li><li>• problem/solution</li><li>• cause/effect</li><li>• compare/contrast</li><li>• description</li><li>• example</li></ul>
	1.C.2f		<b>g. connect and interpret information displayed in charts, tables, and maps to printed text</b>
	*		<b>h. develop skills for technical reading, <i>such as</i></b> <ul style="list-style-type: none"><li>• directions on a computer screen</li><li>• written directions</li><li>• “how to” manuals</li><li>• entry forms for contests</li><li>• order forms</li><li>• applications</li></ul>

**Essential Learning 4  
(Learning Standard A)**

**Understand the unique features of other literary works, including poetry, drama, mythology, advertising and traditional folk literature**

<b>Critical Content</b>	2.A.3a*	<b>a. identify and analyze various techniques:</b> <ul style="list-style-type: none"><li>• figurative language, <i>such as</i>:<ul style="list-style-type: none"><li>– personification</li><li>– metaphor</li><li>– onomatopoeia</li><li>– hyperbole</li></ul></li><li>• oral tradition</li><li>• media techniques and persuasion</li><li>• use of sound <i>such as</i> rhyme, rhythm, alliteration</li><li>• organization of a script</li></ul>
	2A.3c *	<b>b. identify characteristics of a variety of poetic forms</b>

<b>Essential Learning 5</b>	<b>Read and interpret a variety of literary works</b>
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| <b>Critical Content</b> | <b>2.B.2a</b>  | <b>a. respond to literary material by making text-to-self connections, including</b> <ul style="list-style-type: none"><li>• making inferences</li><li>• drawing conclusions</li><li>• accessing prior knowledge</li></ul> |
|                         | <b>2.B.3b*</b> | <b>b. compare and interpret themes that have been explored in literature from different societies and eras by making text-to-text connections</b>  |
|                         | <b>2.B.2c</b>  | <b>c. relate literary works and their characters, settings and plots to current and historical events, people and perspectives by making text-to-world connections</b>   |
|                         | <b>2.B.3c*</b> | <b>d. analyze conflicts in literary works, including</b> <ul style="list-style-type: none"><li>• man vs. man</li><li>• man vs. self</li><li>• man vs. nature</li><li>• man vs. society</li></ul>                           |
|                         | <b>1.C.4b*</b> | <b>e. support plausible interpretations with evidence from the text</b>  |

<b>Essential Learning 6*</b>	<b>Make connections to the fine arts</b>
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| <b>Critical Content</b> | <b>*</b> | <b>a. extend interpretation of literary works by connecting to the fine arts</b> |
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**3. Subject expectation  
(State Goals 3 & 4)**

**The student will respond to literary experiences by listening, writing and speaking to communicate.**

<b>Essential Learning 1 (Learning Standard A, State Goal 4)</b>	<b>Listen effectively in formal and informal situations</b>
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<b>Critical Content</b>	<b>4.A.3a*</b>	<b>a. demonstrate ways that listening attentively can improve comprehension, <i>such as</i></b> <ul style="list-style-type: none"> <li>• provide feedback to a speaker</li> <li>• summarize and paraphrase complex messages (oral reading and discussion)</li> </ul>
	<b>4.A.2a</b>	• formulate relevant and focused questions
	<b>4.A.2c</b>	<b>b. make inferences or draw conclusions based on oral communication</b>
		<b>c. restate and carry out a variety of oral instructions</b>

<b>Essential Learning 2 (Learning Standard B State Goal 3)</b>	<b>Compose well-organized and coherent writing for specific purposes and audiences as related to literary experiences</b>
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<b>Critical Content</b>	<b>3.C.2a</b>	<b>a. write for a variety of purposes and for specified audiences in a variety of forms</b>
	<b>3.B.3a*</b>	<b>b. exhibit careful reading by producing documents that convey a clear understanding and interpretation of ideas by displaying</b> <ul style="list-style-type: none"> <li>• focus</li> <li>• organization</li> <li>• elaboration</li> <li>• coherence</li> <li>• evidence from the literature</li> </ul>
	<b>1.C.4b*</b>	<b>c. support judgments through references to the text and to prior knowledge</b>
	*	<b>d. make connections to themselves, other texts and society</b>

<b>Essential Learning 3 (Learning Standard B, State Goal 4)</b>	<b>Communicate ideas orally to demonstrate an understanding of a literary work</b>
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<b>Critical Content</b>	<b>4.B.2a</b>	<b>a. contribute meaningfully and politely to small and large group discussions by following accepted guidelines for verbal interaction</b> <ul style="list-style-type: none"> <li>• appropriate volume and rate</li> <li>• courteous, turn-taking behavior</li> <li>• respectful, relevant responses</li> <li>• eye contact</li> <li>• appropriate language and vocabulary</li> </ul>
	<b>4.B.3c*</b>	<b>b. develop strategies to manage or overcome communication anxiety</b>
	<b>4.B.3a*</b>	<b>c. deliver focused, coherent presentations that convey ideas clearly</b>
	<b>4.B.3a*</b>	<b>d. clarify and support spoken ideas with evidence and examples</b>
	*	<b>e. engage the audience with appropriate verbal cues, facial expressions and gestures</b>
	*	<b>f. deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details</b>

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5/06/01

\* exceeds state standards as cited  
Board Approved 7/11/01

**4. Subject expectation (State Goal 5)**                      **The student will use language arts to acquire, assess, analyze and communicate information.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas as related to literary works</b>
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| <b>Critical Content</b> | <b>5.A.2a</b>  | <b>a. frame a central question about an issue or situation</b>                                  |
|                         | <b>5.A.3a*</b> | <b>b. identify appropriate resources to solve problems or answer questions through research</b> |
|                         | <b>5.B.2b</b>  | <b>c. cite sources used</b>   |
|                         | <b>5.A.2b</b>  | <b>d. quote or paraphrase information sources, citing them separately</b>                       |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze and evaluate information acquired from various sources</b>
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| <b>Critical Content</b> | <b>5.B.2a</b> | <b>a. determine the accuracy, timeliness and reliability of materials from various sources</b> |
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<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply acquired information, concepts and ideas to communicate in a variety of formats</b>
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| <b>Critical Content</b> | <b>5.C.2a</b>  | <b>a. create a variety of products to communicate acquired information for specific audiences and purposes</b>   |
|                         | <b>5.C.2b</b>  | <b>b. prepare and deliver oral presentations based on inquiry or research</b>  |
|                         | <b>5.C.3a*</b> | <b>c. plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources</b>   |
|                         | <b>5.C.3b*</b> | <b>d. prepare and orally present original work supported by research, <i>such as</i></b> <ul style="list-style-type: none"><li><b>• poems</b></li><li><b>• monologues</b></li><li><b>• reports</b></li><li><b>• plays</b></li><li><b>• stories</b></li></ul> |
|                         | <b>5.C.3c*</b> | <b>e. take notes, conduct interviews, organize and report information in oral, visual and electronic formats</b>   |