

**Combined Curriculum Document  
Reading – Fifth Grade**

**Big Idea: Forming a Foundation (Reading)**  
Forming a foundation requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts at the appropriate grade level. This involves reading a variety of texts at the word, sentence, and connected text level across all content areas.

**Academic Expectations**

- 1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools.
- 1.2 Students make sense of the variety of materials they read.
- 1.3 Students make sense of the various things they observe.
- 1.4 Students make sense of the various messages to which they listen.

<i>Program of Studies: Understandings</i>	<i>Program of Studies: Skills and Concepts</i>	<i>Related Core Content for Assessment</i>
<p><b>EL-5-FF-U-1</b> Students will understand that knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help determine unfamiliar words while reading.</p> <p><b>EL-5-FF-U-2</b> Students will understand that fluency involves reading orally and silently with speed, accuracy, proper phrasing and expression, while attending to text features (e.g., punctuation, italics).</p> <p><b>EL-5-FF-U-3</b> Students will understand that developing breadth of vocabulary improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.</p> <p><b>EL-5-FF-U-4</b> Students will understand that many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.</p>	<p><b>EL-5-FF-S-1</b> Students will read grade-appropriate texts with automaticity; read multi-syllabic words using knowledge of sounds, word structure, syllable types, and word patterns; and explain the purpose of capitalization, punctuation, and text features (e.g., boldface type, italics, indentations) to make meaning of a variety of texts</p>	<p><b>RD-05-1.0.5</b> <b>Students will identify the purpose of capitalization, punctuation, boldface type, italics or indentations to make meaning of the text.</b></p> <p align="right"><b>DOK 1</b></p>
	<p><b>EL-5-FF-S-2</b> Students will apply context and self-correction strategies while reading</p>	
	<p><b>EL-5-FF-S-3</b> Students will read grade-appropriate material -- orally and silently --with accuracy and fluency</p>	
	<p><b>EL-5-FF-S-4</b> Students will use a variety of reading strategies to understand vocabulary and texts:</p>	
	<p>a) formulate questions to guide reading (before, during and after reading)</p>	<p><i>RD-05-1.0.6</i> <i>Students will formulate questions to guide reading.</i></p>
	<p>b) apply word recognition strategies (e.g.,</p>	<p><b>RD-05-1.0.1</b></p>