Reading/Comprehension Skills

Figure 19 **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

5.1 **Reading/Fluency.** Students read grade-level text with fluency and comprehension.

5.2 **Reading/Vocabulary.** Students understand new vocabulary and use it when reading and writing.

Tools to Know-Process					Tools to Know-Comprehension		
5.1(A)	**5.2(B)**	**5 Fig.19(A)**	**5 Fig.19(B)**	**5 Fig.19(C)**	**5 Fig.19(D)**	**5 Fig.19(E)**	**5 Fig.19(F)**
read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing and comprehension)	use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words	establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension	ask literal, interpretive, evaluative, and universal questions of text	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions)	make inferences about text and use textual evidence to support understanding	summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts	make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence

Knowledge and Skills (Genres)

5.6 **Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

5.4 **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

5.5 **Reading/Comprehension of Literary Text/Drama.** Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

5.7 **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.

5.11 **Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.

5.12 **Reading/Comprehension of Informational Text/Persuasive Text.** Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.

Knowledge and Skills (Embedded or Across Genres)

5.2 **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing.

5.3 **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

5.8 **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.

5.9 **Reading/Comprehension of Text/Independent Reading.** Students read independently for sustained periods of time and produce evidence of their reading.

5.10 **Reading/Comprehension of Informational Text/Culture and History.** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.

5.13 **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents.

5.14 **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts.

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1 Understanding and Analysis Across Genres	10	Across Genres	5.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes 5.2(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words 5.2(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words	5.3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures	5 Fig.19(F) *Identified as 5.19(F) on TEA Student Expectations Tested report*
			SEs Not Included in Assessed Curriculum	*5.2(C) produce analogies with known antonyms and synonyms* *5.2(D) identify and explain the meaning of common idioms, adages, and other sayings* *5.9(A) read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks)*	
2 Understanding and Analysis of Literary Texts	19	Fiction	5.6(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events 5.6(B) explain the roles and functions of characters in various plots, including their relationships and conflicts	5.6(C) explain different forms of third-person points of view in stories	5.6 Fig.19(D) 5.6 Fig.19(E)
		Poetry		5.4(A) analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems	5.4 Fig.19(D) 5.4 Fig.19(E)
		Drama		5.5 Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	5.5 Fig.19(D) 5.5 Fig.19(E)
			SEs Not Included in Assessed Curriculum	*5.5(A) analyze the similarities and differences between an original text and its dramatic adaptation*	
		Literary Nonfiction		5.7(A) identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life	5.7 Fig.19(D) 5.7 Fig.19(E)
		Across Literary Text			
		Across Literary Text	5.8(A) evaluate the impact of sensory details, imagery, and figurative language in literary text	5.3(B) describe the phenomena explained in origin myths from various cultures 5.3(C) explain the effect of a historical event or movement on the theme of a work of literature 5.14(C) identify the point of view of media presentations	5.3 Fig.19(D) 5.8 Fig.19(D) 5.14 Fig.19(D)
			SEs Not Included in Assessed Curriculum	*5.14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)* *5.14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news)* *5.14(D) analyze various digital media venues for levels of formality and informality*	

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
3 Understanding and Analysis of Informational Texts	17	Expository	5.11(A) summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order 5.11(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification schemes) influences the relationships among the ideas 5.11(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information 5.11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	5.11(B) determine the facts in text and verify them through established methods	5.11 Fig.19(D) 5.11 Fig.19(E)
		Persuasive		5.12(A) identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument 5.12(B) recognize exaggerated, contradictory, or misleading statements in text	5.12 Fig.19(D) 5.12 Fig.19(E)
		Across Informational Text			
		Across Informational Text		5.10(A) draw conclusions from the information presented by an author and evaluate how well the author's purpose was achieved 5.13(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures 5.13(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams 5.14(C) identify the point of view of media presentations	5.10 Fig.19(D) 5.13 Fig.19(D) 5.14 Fig.19(D)
		SEs Not Included in Assessed Curriculum	*5.14(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news)* *5.14(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news)* *5.14(D) analyze various digital media venues for levels of formality and informality*		
STAAR	**46**	**28-32 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction | Expository)**		**14-18 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)**	

Writing Process				
5.15 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.				
5.15(A)	**5.15(B)**	**5.15(C)**	**5.15(D)**	**5.15(E)**
plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea	develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing	revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	edit drafts for grammar, mechanics, and spelling	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences

Knowledge and Skills Statements
5.16 Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.
5.17 Writing. Students write about their own experiences.
5.18 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.
5.19 Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
5.20 Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
5.21 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
5.22 Oral and Written Conventions/Spelling. Students spell correctly.

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
1 Composition		5.15(B)* develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing 5.15(C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed 5.15(D)* edit drafts for grammar, mechanics, and spelling 5.18(A)* create multi paragraph essays to convey information about the topic that: (i)* presents effective introductions and concluding paragraphs (ii)* guide and inform the reader's understanding of key ideas and evidence (iii)* include specific facts, details, and examples in an appropriately organized structure (iv)* use a variety of sentence structures and transitions to link paragraphs	5.15(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea 5.15(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences 5.16(A) write imaginative stories that include: (i) a clearly defined focus, plot, and point of view (ii) a specific, believable setting through the use of sensory details (iii) dialogue that develops the story 5.16(B) write poems using: (i) poetic techniques (e.g., alliteration, onomatopoeia) (ii) figurative language (e.g., simile, metaphor) (iii) graphic elements (e.g., capital letters, line length) 5.17(A) write a personal narrative that conveys thoughts and feelings about an experience 5.18(B) write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing) 5.18(C) write responses to literary and expository texts and provide evidence from the text to demonstrate understanding 5.19(A) write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives

Rptg Cat	STAAR	Readiness Standards	Supporting Standards
2 Revision		5.15(C)* revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions, by adding, deleting, combining and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed	
3 Editing		5.15(D)* edit drafts for grammar, mechanics, and spelling 5.20(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking] 5.20(C)* use complete simple and compound sentences with correct subject-verb agreement 5.21(A)* use capitalization 5.21(B)* recognize and use punctuation marks 5.22(A)* spell words with more advanced orthographic patterns and rules 5.22(D)* use spelling pattern and rules and print and electronic resources to determine and check correct spellings	5.20(A)* use and understand the function of the following parts of speech in the context of [reading], writing, [and speaking]: (i)* verbs (irregular verbs and active voice) (ii)* collective nouns (e.g., public, class) (iii)* adjectives (e.g., descriptive, including origins: French windows, American cars) and their comparative and superlative forms (e.g., good, better, best) (iv)* adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot) (v)* prepositions and prepositional phrases to convey location, time, direction, or to provide details (vi)* indefinite pronouns (e.g., all, both, nothing, anything) (vii)* subordinating conjunctions (e.g., while, because, although, it) (viii)*transitional words (also, therefore) 5.20(B)* use the complete subject and the complete predicate in a sentence 5.21(A)* use capitalization for: (i) abbreviations (ii) initials and acronyms (iii) organizations 5.21(B)* recognize and use punctuation marks: (i)* commas in compound sentences (ii)* proper punctuation and spacing for quotations 5.21(C) use proper mechanics including italics and underlining for titles and emphasis 5.22(A) spell words with more advanced orthographic patterns and rules: (i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician (ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal) (iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation) 5.22(B) spell words with: (i) Greek roots (e.g., tele, photo, graph, meter) (ii) Latin roots (e.g., spec, scrib, rupt, port, ject, dict) (iii) Greek suffixes (e.g., -ol-ogy, -phobia,-ism,-ist) (iv) Latin derived suffixes (e.g., -able, -ible, -ance, -ence) 5.22(C) differentiate between commonly confused terms (e.g., its, it's; effect, affect) 5.22(E) know how to use and spell-check function in word processing while understanding its limitations
# Items			

Genres Represented in Revision and Editing Sections	
Literary • Fiction • Poetry • Personal Narrative	**Informational** • Expository • Procedural • Persuasive

Listening and Speaking	
Knowledge and Skills Statements	
5.27 **Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity.	
SEs Not Included in Assessed Curriculum	*5.27(A)* *listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective* *5.27(B)* *follow, restate, and give oral instructions that include multiple action steps* *5.27(C)* *determine both main and supporting ideas in the speaker's message*
5.28 **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	
5.29 **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	

Research	
Knowledge and Skills Statements	
5.23 **Research/Research Plan.** Students ask open-ended research questions and develop a plan for answering them.	
SEs Not Included in Assessed Curriculum	*5.23(A)* *brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic* *5.23(B)* *generate a research plan for gathering relevant information about the major research question*
5.24 **Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	
SEs Not Included in Assessed Curriculum	*5.24(A)* *follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts* *5.24(B)* *differentiate between primary and secondary sources* *5.24(C)* *record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes* *5.24(D)* *identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format* *5.24(E)* *differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources*
5.25 **Research/Synthesizing Information.** Students clarify research questions and evaluate and synthesize collected information.	
SEs Not Included in Assessed Curriculum	*5.25(A)* *refine the major research question, if necessary, guided by the answers to a secondary set of questions* *5.25(B)* *evaluate the relevance, validity, and reliability of sources for the research*
5.26 **Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience.	
SEs Not Included in Assessed Curriculum	*Students are expected to synthesize the research into a written or an oral presentation that:* *5.26(A)* *compiles important information from multiple sources* *5.26(B)* *develops a topic sentence, summarizes findings, and uses evidence to support conclusions* *5.26(C)* *presents the findings in a consistent format* *5.26(D)* *uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited)*