

# I Can Statements

## 5<sup>th</sup> Grade Reading

Updated May 2020

### Students will spell grade appropriate words when writing consulting references as needed

I can use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context.

### Students will read grade-level text fluently

I can read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension.

I can use the context to confirm words or self-correct word recognition and for understanding, and I can reread as I see necessary.

I can independently read text that is developmentally appropriate for multiple purposes over an extended period of time without interruption.

I can produce evidence of reading.

### Students will develop phonics and word analysis in the reading process

I can decode words using my knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context.

I can read root words, prefixes, suffixes, and important words from all specific content curricula.

### Students will develop and apply comprehension skills to the reading process

I can draw conclusions, make inferences by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

I can draw conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.

### Students will use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word

I can determine the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.

**Students will develop an understanding of vocabulary**

I can use context to determine the meaning of unfamiliar or multiple-meaning words.

I can construct analogies.

I can explain the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in a text.

I can use context to determine the meaning of unfamiliar or multiple-meaning words.

I can identify and use words and phrases that signal contrast, addition, and relationships.

I can use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.

I can use conversational, general academic and domain-specific words and phrases while reading.

**Students will read, infer, analyze, and draw conclusions to comprehend and evaluate fiction from a variety of cultures and times..**

I can compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.

I can explain the theme or moral (lesson), conflict, and resolution in a story or novel.

I can describe how a narrator's or speaker's point of view influences events.

I can recognize foreshadowing.

I can explain the effect of a historical event or movement in literature.

I can introduce origin myths, and culturally significant character/ events in mythology.

I can introduce different forms of third- person points of view in stories.

**Students will read, infer, analyze, and draw conclusions to comprehend and evaluate poetry from a variety of cultures and times**

I can explain how poets use sound and visual elements in poetry.

I can identify forms of poems.

Students will read, infer, analyze, and draw conclusions to comprehend and evaluate drama from a variety of cultures and times.

I can identify structural elements of dramatic literature.

I can evaluate the critical impact of sensory details, imagery, and figurative language.

I can analyze the similarities between an original text and its dramatic adaptation.

Students will use text features to understand non-fiction text from a variety of cultures and times.

I can use multiple text features and graphics to locate information and gain an overview of the contents of text information.

I can interpret details from procedural text to complete a task, solve a problem, or perform an action.

I can interpret factual or quantitative information.

Students will use literary techniques as they read, infer, and draw conclusions to explain how an author uses reasons and evidence to support particular points.

I can evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.

I can verify facts through established methods.

I can use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning.

I can explain the type of evidence used to support a claim in a persuasive text.

I can recognize exaggerated, contradictory, or misleading statements.

Students will use literacy techniques to read, infer, and draw conclusion about the author's point of view and purpose

I can analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

I can identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.

I can use text structures to understand non-fiction text from a variety of cultures and times.

I can identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.

I can explain the difference between a stated and implied purpose for an expository text.

I can analyze how the pattern of organization of a text influences the relationships.

I can analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view.

I can integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Students will comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.**

I can explain how messages conveyed in various forms of media are presented differently.

I can compare and contrast the difference in techniques used in media.

I can identify the point of view of media presentations.

I can analyze various digital media venues for levels of formality and informality.

I can explain textual and graphic features of a web page and how they help readers to comprehend text.

**Students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical grade-appropriate text based on specific information in the text.**

I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical grade-appropriate text based on specific information in the text using text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).

I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical grade-appropriate text based on specific information in the text using text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).