

Lake Washington School District  
Teaching and Learning Framework

# Fifth Grade

## Reading

Power Standards | June 2008

## EALR 1: The student understands and uses different skills and strategies to read.

### Power Standards


Apply a variety of strategies to comprehend words and ideas in complex text.

### Evidence of Learning

Use abstract, derived root words, prefixes, and suffixes from Greek and Latin to analyze the meaning of complex words (e.g., collide, collision).

## EALR 2: The student understands the meaning of what is read.


### Power Standards

Apply comprehension monitoring strategies before, during, and after reading: determine importance using theme, main idea and supporting details in grade-level informational/expository text and/or literary/narrative text. 

### Evidence of Learning

State the main idea of a passage and provide several text-based details supporting it.

Select, from multiple choices, a sentence that best states the theme or main idea of a story, poem, or selection.


Apply comprehension monitoring strategies before, during, and after reading: predict and infer from grade-level text. 

Make, confirm, and revise prediction based on prior knowledge and evidence from the text.


Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.

Generate and answer questions about the text before, during, and after reading to aid comprehension

Use questioning strategies to comprehend text.


Apply comprehension monitoring strategies during and after reading: summarize grade-level informational/expository text and literary/narrative text. 

Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text (e.g., newspaper or magazine articles).

Apply understanding of printed and electronic text features to locate information and comprehend text. 

Locate information using grade-level appropriate text features.

Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).

Understand and analyze story elements. 

Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.

## EALR 2 (continued)

### Power Standards

Apply understanding of text organizational structures.

### Evidence of Learning

Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension.

Identify and use text written in the text organizational structures of *cause and effect* and *order of importance* to find and organize information and comprehend text.

Differentiate between text organizational structures of informational/expository text and literary/narrative text.