

Genres Assessed:	Literary	Informational	Part I	Part II	Part III	Part IV
	<ul style="list-style-type: none"> • Fiction (Readiness) • Literary Nonfiction (Supporting) • Poetry (Supporting) • Drama (Supporting) • Media Literacy (Embedded) 	<ul style="list-style-type: none"> • Expository (Readiness) • Persuasive (Supporting) • Procedural (Embedded) • Media Literacy (Embedded) 				
Reporting Category 1: Understanding Across Genres						
Demonstrate an ability to understand a variety of written texts across reading genres.						
(2)	Understand new vocabulary and use it when reading and writing.		✓	✓	✓	✓
(3)	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.		✓	✓	✓	✓
(Fig. 19)	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.		✓	✓	✓	✓
Reporting Category 2: Understanding and Analysis of Literary Texts						
Demonstrate an ability to understand and analyze literary texts.						
(3)	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.		✓		✓	✓
(4)	Understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.		✓		✓	✓
(5)	Understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from the text to support their understanding.		✓		✓	✓
(6)	Understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.		✓		✓	✓
(8)	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.		✓		✓	✓
(14)	Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.		✓		✓	✓
(Fig. 19)	Use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message and will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.		✓		✓	✓
Reporting Category 3: Understanding and Analysis of Informational Texts						
Demonstrate an ability to understand and analyze informational texts.						
(10)	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.			✓	✓	✓
(11)	Analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.			✓	✓	✓
(13)	Understand how to glean and use information in procedural texts and documents.			✓	✓	✓
(14)	Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.			✓	✓	✓
(Fig. 19)	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.			✓	✓	✓

Table of Contents

Using This Book 2

I • Introduction to Literary Texts 4

Unit 1: Literary Nonfiction: Memoirs 6

Unit 2: Realistic Fiction 13

Unit 3: Historical Fiction 20

Unit 4: Science Fiction 27

Unit 5: Poetry 34

Unit 6: Drama: Play 41

II • Introduction to Informational Texts 48

Unit 7: Social Studies 50

Unit 8: Science Texts 60

Unit 9: Persuasive Letters 70

Unit 10: Speeches 77

Unit 11: Procedural Texts 84

III • Reading and Understanding Across Texts 91

IV • Sample Grade 5 Reading Assessments 97

Answer Key 140

Introduction to Literary Texts

What Is It?

What is a literary text?

A literary text is a fiction or nonfiction narrative that follows a story structure. That structure leads with capturing the reader's attention with an exciting or interesting beginning. The author then gives details about the characters, the setting, and the plot. Usually a problem arises and suspense occurs over what will happen. Finally, there is a solution to the problem.

Examples

What are some examples of a literary text?

- Fables
- Tall Tales
- Fairy Tales
- Myths & Legends
- Poetry
- Realistic Fiction
- Mysteries & Adventure
- Historical Fiction
- Science Fiction
- Drama & Plays
- Literary Nonfiction
- Biographies
- Journals & Diaries
- Personal Narratives
- Memoirs

Purpose

What is the purpose of a literary text?

Literary texts tell a story. Different types of narratives will have different purposes. For example, the purpose of a fable is to use a fictional story to teach people lessons or explain mysteries of Earth, while the purpose of literary nonfiction is to share a true story in an interesting or entertaining way.

Audience

Who is the audience for a literary text?

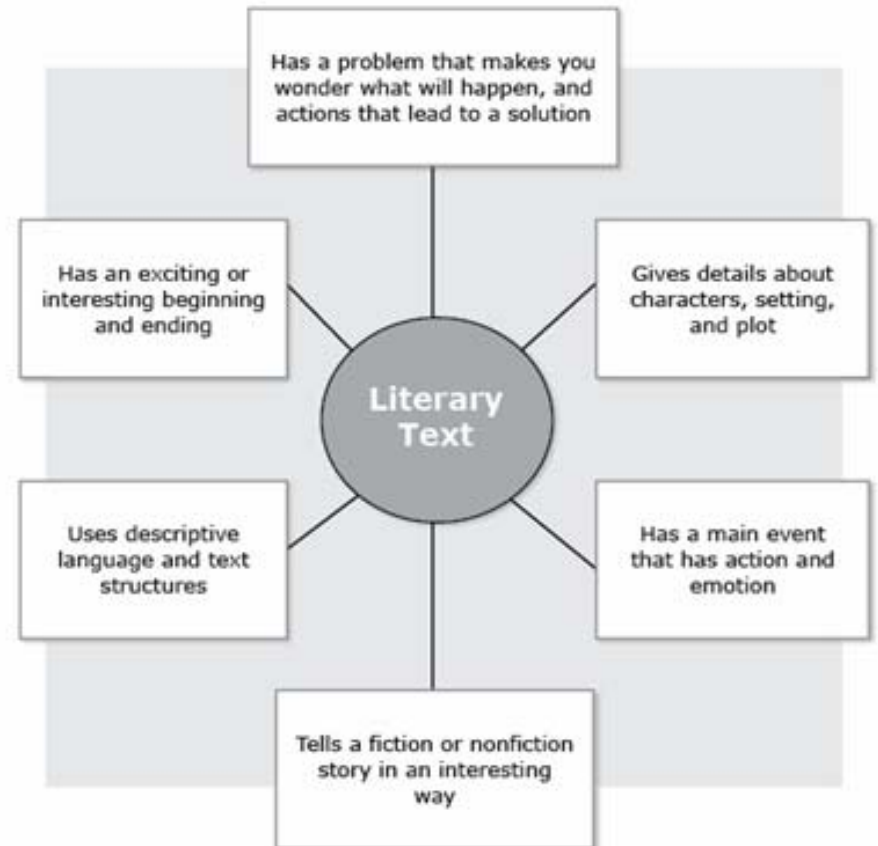
The audience is any reader. Though many people prefer certain types of literary text over other types, the stories are meant to interest anyone. Sometimes you will enjoy a story that is told really well, even though the story line is not your favorite.

How to Use It

How do you read a literary text?

1. Read from beginning to end.
2. Use a graphic organizer to keep the characters straight.
3. Research settings if they are unfamiliar.

What are some common features of a literary text?



Name _____ Date _____

1 What is the setting (time and place) of this story?

2 What does petrified mean in this story?

3 What details tell the reader that the author's family was not wealthy?

4 Why doesn't the author recognize his father?

Name _____ Date _____

5 Nicky is the author's —

- A aunt
- B brother
- C father
- D uncle

6 Why did the author's parents move to New York?

- A to get away from the rest of the family
- B to live with the author's aunt
- C to find work
- D to see the Statue of Liberty

7 The author doesn't remember the boat trip because —

- A he slept the whole time
- B it was a very short trip
- C he was a baby
- D he was seasick

8 By the end of the selection, how does the reader think the author feels about living in New York?

- A sad
- B indifferent
- C happy
- D petrified

Literary Nonfiction: Memoirs

What is a memoir?

A memoir is writing that covers a short period of time in the life of the person writing it. Memoirs focus on the events, thoughts, and feelings of that person. They are often about a specific time or place, or a moment in history that is important to the writer.

What is the purpose of a personal memoir?

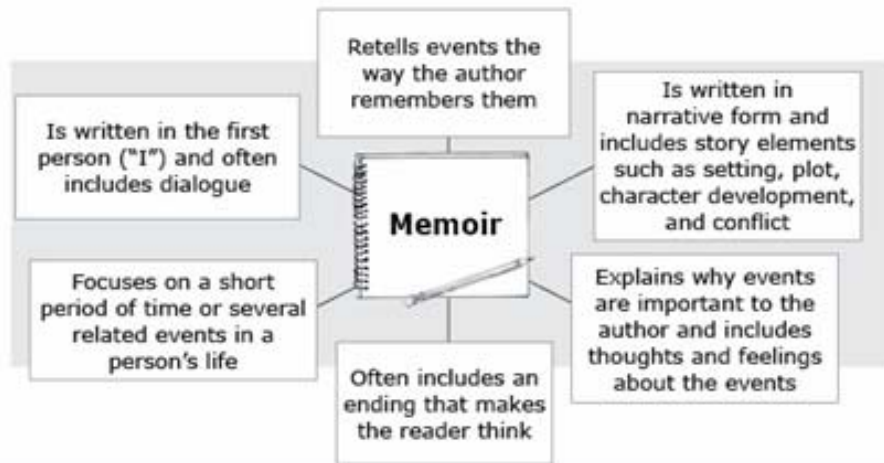
The purpose of a memoir is to describe events as the writer remembers them. Memoir writers want to share their experiences with the rest of the world. Writers may also use the memoir as a journey of self-discovery. Writing about the past can help people better understand themselves and how they came to be who they are.

Who writes memoirs?

In the past, people who took part in world-changing events, like explorations or scientific discoveries, wrote memoirs. The writers wanted to give an eyewitness account of the event. But memoirs are not always about major or public events.

How do you read a memoir?

When you read a memoir, you are reading a first-person narrative: one person's memory of an event or time. Enter into the moment with the writer. Try to picture yourself there. Think about what is important and why the writer chose to write about the event.



Read the selection. Then choose the best answer to each question.

Bienvenido a Nueva York

1 In the summer of 1937, my brother Nicky and I got exciting and scary news. My father was sending money to my aunts, Tía Manuela and Tía Rosa. The money was for us to move to New York and live with him! We would travel to New York on a boat. Traveling by airplane was something only wealthy people did. I was happy to go live in New York, but I was petrified, or very scared, of the sea trip. What if the boat sank? I didn't know how to swim very well.

2 I was ten years old, but I didn't know my mother and father. They had moved to New York City when I was two years old. They had moved there to find work and support our family. Since then they had divorced. I lived with my father's younger sisters, my aunts Tía Rosa and Tía Manuela, and my brother, Nicolas. Nicolas is two years older than me. Our home was in San Juan, the biggest city in Puerto Rico. We squeezed together in a one-room apartment with cracking walls and peeling paint. There was one bathroom and shower in the building, which all the tenants shared. As bad as this sounds, I thought everybody lived this way.

3 Finally, the August day came for Nicky, me, and Tía Manuela to begin our trip. (Tía Rosa wouldn't come to New York for another few years.) It was hard to say good-bye to our friends and neighbors. But I was still thinking about the boat. What would I do if it sank? I don't remember how many days we were on the boat. That's because I spent the whole voyage seasick in my small bed. I threw up over and over again. I was happy when the boat finally arrived and docked in Manhattan. I was in New York!



4 We walked off the boat carrying our valises, or suitcases. I saw a friendly-looking, but strange man waving to us from behind a fence. "Es su papá," Tía Manuela whispered. My father? We waved back excitedly. I spoke only Spanish. I didn't know many English words. I would have to learn a new language. I felt nervous and scared again.

5 My father's apartment was on West 116th Street and Eighth Avenue. When I walked in, I was spellbound. I couldn't believe it. The apartment had a kitchen, a bedroom, a living room, electric lights, and its own bathroom! I was amazed that only one family would be living in such a huge place! We had a lot to get used to, but the best part was that we would be living with our papá!