

Review,  
Practice,  
& Mastery of

# FLORIDA READING

## SUNSHINE STATE STANDARDS

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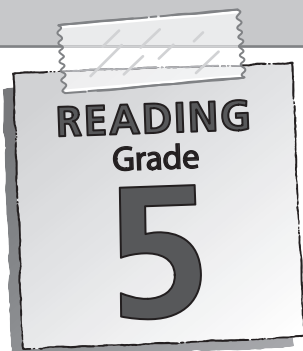
# To the Student

This book will help you review, practice, and master the Florida Reading Sunshine State Standards. Here are the steps to follow to use this book.

1. Take the Tryout Test and check your answers. Use the chart at the bottom of this page to find out your strengths and weaknesses in the areas covered. Don't be discouraged if you don't get all the answers right or if you don't understand some questions. Remember the questions that are hard for you to answer. They will be the types of questions you need to work on the most.
2. Work through the lessons that follow the Tryout Test. Each lesson reviews example items and provides a practice test based on the Sunshine State Standards. Fill in the Keeping Score chart on page 115 as you complete each practice test.
3. After completing all the lessons, take the Mastery Test. Your score on this test will show your understanding of the Sunshine State Standards.

By following the steps outlined above, you will increase your mastery of the Florida Reading Sunshine State Standards.

Lesson	Tryout Test Items	Mastery Test Items
1 Vocabulary Skills	7, 10, 15, 30, 39	1, 8, 13, 27, 33, 43
2 Word Analysis	1, 13, 28, 43	30, 39
3 Comprehension Strategies	5, 31, 40	4, 41, 44
4 Evaluating What You Read	2, 6, 8, 14, 22	5, 7, 15, 25, 40
5 Text Structures	4, 11, 41, 44	2, 10, 35
6 Reading Across Texts	17, 18, 23, 24, 25, 26, 29, 32, 34, 35, 36, 37, 38	16, 21, 22, 23, 26, 28, 29, 31, 32, 36, 37, 38
7 Literary Elements	19, 20, 21, 27, 33, 42	3, 17, 18, 19, 20, 24, 34
8 Analyzing Nonfiction	3, 9, 12, 16, 45	6, 9, 11, 12, 14, 42, 45



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## READING Lesson

# 1

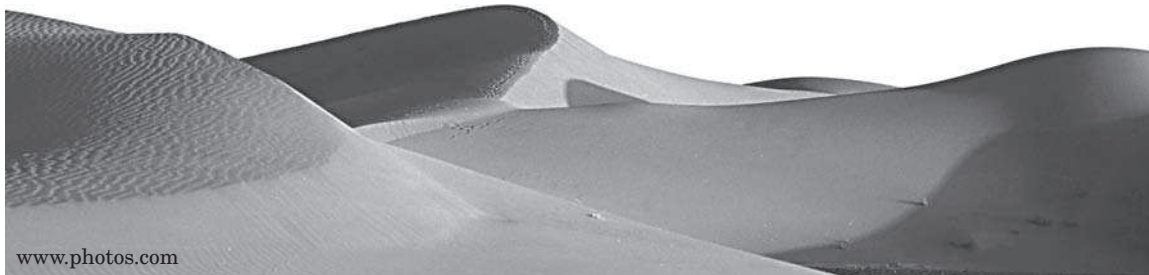
## Vocabulary Skills

This lesson covers . . . using context clues and knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of unfamiliar words; categorizing key vocabulary; relating new vocabulary to familiar words; identifying “shades of meaning” in related words; determining the correct meaning of multiple-meaning words; and determining meanings, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.

Directions: Read the passage. Then answer the questions that follow .

### Fleeting Masterpieces

- 1 They are beautiful but impermanent art. Found in the distant villages of West Africa, they are some of the world’s most dazzling wall paintings. Few people outside the villages will ever see them, however. The paintings decorate the walls of mud houses and last only from one rainy season to the next.
- 2 Women from such countries as Mauritania, Ghana, and Nigeria create these fleeting masterpieces. They use pigments, or colors, that come from local plants and clays. Their painting tools are simple: a clay bowl to hold the colored paste and a spoon handle or homemade brush to outline designs. With their bare hands, the women apply paint to large areas. The patterns they create are bold, bright, and meaningful, each telling something significant from the life of its maker. For instance, the painting might show a cooking pot, or it might repeat the pattern from a traditional cloth.
- 3 Most of these paintings are found on the outside walls of the village houses. However, some women of the Sominke tribe in Mauritania paint the inside of their houses because they spend so much time there. These women’s villages are located on the edge of the Sahara Desert, where temperatures can reach 120°F by noon. The paintings provide welcome beauty in the harsh desert surroundings.
- 4 Sadly, the tradition of making wall paintings is disappearing. For generations, mothers handed down their expertise to their daughters. Now, however, many younger women are not responsive to learning old traditions. We can only hope that this unique and beautiful art form will survive for generations to come.



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1 What does the word fleeting mean?

- Ⓐ having bold colors
- Ⓑ made by hand
- Ⓒ lasting a short time
- Ⓓ extremely large

2 Which two words from the passage have almost the SAME meaning?

- Ⓕ *patterns* and *bright*
- Ⓖ *pigments* and *colors*
- Ⓗ *show* and *repeat*
- Ⓘ *painting* and *traditional*

3 Reread these sentences from the passage.

These women's villages are located on the edge of the Sahara Desert, where temperatures can reach 120°F by noon. The paintings provide welcome beauty in the harsh desert surroundings.

What can you tell about the harsh desert surroundings from these sentences?

- Ⓐ They are not noisy.
- Ⓑ They are not quiet.
- Ⓒ They are not beautiful.
- Ⓓ They are not large.

4 In which sentence is the word bare used in the same way it is used in paragraph 2?

- Ⓕ I can't \_\_\_\_\_ to watch scary movies.
- Ⓖ That branch can't \_\_\_\_\_ the weight of a person.
- Ⓗ The \_\_\_\_\_ was trying to protect its cubs.
- Ⓘ The wind stripped the trees \_\_\_\_\_.



5 Study the thesaurus entry.

**APPLY**

*v.*

**lay on** To place something on a surface. *He wanted to lay on a thick layer of the mixture.*

**put** To place something onto something else. *He put some wallpaper on the wall.*

**spread** To smoothly coat something with one layer of a substance. *She spread the frosting over the cake.*

**smear** To put something onto a surface, usually in a sloppy way. *The baby smeared the food on her face.*

Which synonym from the thesaurus would NOT be a good replacement for the word apply as it is used in paragraph 2?

- Ⓐ lay on
- Ⓑ put
- Ⓒ spread
- Ⓓ smear

---

Use the dictionary entry and pronunciation key to answer examples 6–8.

---

**unique** (yü nēk') [French, from Old French, from Latin *unicūs*] *adj.*

**1.** Being the only one of its kind.

*Each person has a unique face.*

**2.** Single. *The math problem has a unique solution.*

**3.** Very unusual. *Her way of speaking is unique.*

**Pronunciation Key:** pat, cāke, cāre, fār, less, ēqual, tērm, it, nīce, lot, ōpen, ôrder, oil, out, cup, pūt, rüle, child, long, thin, this, zh measure

ə represents a in about, e in taken, i in pencil, o in lemon, u in circus

6 The second syllable in unique rhymes with which word?

- Ⓕ week
- Ⓖ nick
- Ⓗ cute
- Ⓘ few

7 What part of speech is unique?

- Ⓐ noun
- Ⓑ verb
- Ⓒ adjective
- Ⓓ adverb

8 From which language was the word unique formed?

- Ⓕ Latin
- Ⓖ German
- Ⓗ Greek
- Ⓘ Spanish

---

9 Study several words from the passage.

*beautiful*  
*bold*  
*bright*  
*dazzling*  
*fleeting*  
*meaningful*  
*unique*

What do these words have in common?

- Ⓐ They describe the dry season.
- Ⓑ They describe the women painters.
- Ⓒ They describe the desert.
- Ⓓ They describe the paintings.





**Example 1** asks you to use **context clues** to discover the meaning of the word *fleeting*. Context clues are other words in a sentence or nearby sentence that help you understand an unfamiliar word. In the first paragraph the reader learns that these paintings last only a brief time because they are washed away every year during the rainy season. This is a clue that *fleeting* means “*lasting a short time*.” Choice © is correct.

In **Example 2**, you must identify two **synonyms**. Synonyms are words that have the same, or almost the same, meaning. In the second paragraph, the author describes how the women “use pigments, or colors, that come from local plants and clays.” The word *or* shows that *pigments* and *colors* mean the same thing. Choice © is correct.

**Antonyms** help you determine the meaning of a word in **Example 3**. Antonyms are words that have opposite meanings. In the sentence, the author writes that the paintings provide “welcome beauty” in the *harsh* desert surroundings. The author suggests that the beauty is welcome because the harsh landscape is *NOT beautiful*. Choice © is correct.

To answer **Example 4**, you must be able to use **homophones** correctly. Homophones are words that sound the same but have different meanings. The two words *bare* and *bear* are homophones. In the passage, the author describes how the women use their *bare* hands to apply paint. The word *bare* is an adjective that means “having no covering.” The sentence that also uses the adjective *bare* is choice ①, *The wind stripped the trees bare*. The other sentences use either the noun *bear* or the verb *to bear*. Choice ① is correct.

Some questions may test your knowledge of **homographs**. Homographs are words that look the same but have different pronunciations and meanings. For example, in the sentence *They use pigments . . . that come from local plants and clays*, the word *use* is a verb that is pronounced *yooz*. But *use* can also be a noun, as in the sentence *This bowl has only one use*. Here, the noun *use* is pronounced *yooss*. Other examples of homographs are *wind*, *close*, and *bass*.

In **Example 5**, you must use a **thesaurus** to find an alternate word choice. A thesaurus is a book that lists words and their synonyms. When looking for a synonym, remember that a word can have both a **denotation**, or factual meaning, and a **connotation**. The connotation is the feeling associated with the word. Connotations give words different **shades of meaning**. For example, the words *thrifty* and *stingy* both mean “to be careful with money.” Most people, however, would prefer to be called *thrifty* because *stingy* has a negative connotation.

All the synonyms in Example 5 have the same factual meaning, but the word *smear* also has a negative connotation. *Smear* is usually used to describe a careless or sloppy action. Since the passage does not suggest that the women are careless when they create their paintings, *smear* is not an appropriate synonym for *apply* in this case. Choice ① is correct.

This chart shows synonyms that have the same factual meaning but different shades of meaning.

Positive Meaning	Negative Meaning
slender	scrawny
inexpensive	cheap
curious	nosy
hungry	greedy
smart	brainy
thoughtful	picky

Examples 6–8 test your ability to use a **dictionary**. In **Example 6**, you must use a dictionary entry to identify how to correctly pronounce a word. Beside each word in a dictionary you will find its pronunciation in parentheses. The word is separated into syllables, and special symbols show how to say each syllable. A separate pronunciation key explains the symbols by giving examples of common words with those sounds. The dictionary entry in the example shows that the second syllable of *unique* is pronounced *nēk*. The guide shows that an *ē* is pronounced like the “e” in *equal*. The second syllable of *unique*, then, rhymes with *week*. Choice Ⓔ is correct.

**Example 7** asks you to identify a word’s **part of speech**. Dictionaries show a word’s part of speech by using abbreviations, such as *v.* for verb or *n.* for noun. The abbreviation is usually located just before all the definitions are listed or within each definition. The part of speech shown for the word *unique* is *adj.* It is an *adjective* (a word that describes a noun). Choice Ⓒ is correct.

This chart shows the eight parts of speech and their abbreviations.

Part of Speech	Abbreviation
noun	n.
pronoun	pron.
verb	v.
adverb	adv.
adjective	adj.
preposition	prep.
conjunction	conj.
interjection	interj.



**Example 8** asks about a word's **etymology**. Most English words were created long ago from other languages, such as French, German, Latin, and Greek. A word's etymology is the story of how it became the word that it is now. Dictionary entries often include information about the word's etymology. This information is often found in brackets ([ ]). The word *unique* was created from the Latin word *unicus*, which means "single." Choice Ⓒ is correct.

**Example 9** asks you to **categorize** words. Organizing important words into categories can help you understand more about their meanings and the meaning of the passage. All the words listed *describe the paintings*. Choice Ⓓ is correct. Seeing the words all together can help you understand how the author feels about the paintings. You may also notice other similarities. Since all the words in the box describe the noun *paintings*, they are all adjectives.

### Test-Taking Tips

- 1 Context clues can be located almost anywhere in a text. Many times they're found in the same sentence as the unfamiliar word. Other times, they're somewhere in the same paragraph. Once in a while, you may need to read the whole passage before you can determine the meaning of the unfamiliar word.
- 2 Some words can be used as more than one part of speech. (In the sentence "Please plant that green plant," the first *plant* is a verb and the second *plant* is a noun.) Before looking for a word's definition in a dictionary, determine the word's part of speech in the sentence. The definition you select in the dictionary must share the same part of speech.
- 3 When looking for antonyms (opposites), don't be fooled by choices that actually mean the same.
- 4 When determining the meanings of homophones and homographs, pay special attention to the context. Which meaning makes the most sense in the sentence?

**Go for it!**

## Test Practice 1: Vocabulary Skills

Estimated time: 15 minutes

Directions: Read the passage. Then answer the questions that follow.

1 Today, Americans devour over 9 million tons of tomatoes each year. But in colonial times, Americans refused to eat them. They considered the tomato poisonous because it belonged to a family of deadly plants. Thomas Jefferson was one of the first Americans to plant tomatoes in his garden. He may have enjoyed tasting its sweet red flesh, but few of his fellow citizens were ready to join him. Tomatoes were not mentioned at all in the first American cookbooks.

2 Europeans welcomed the tomato into their diet much more quickly. By the 1700s, tomatoes already were popular in Italy, Portugal, and other countries close to the Mediterranean Sea. American sailors who visited these lands enjoyed eating tomatoes and may have spread the word about them when they returned home. But most Americans still needed to be convinced that tomatoes were edible.

3 Some historians say that in 1820 a well-known farmer in Salem County, New Jersey, may have calmed Americans' fears. Robert Gibbon Johnson bravely ate a tomato on the Salem courthouse steps, shocking the crowd when he did not die. Two decades later, however, some Americans were still cautious. One 1840s cookbook recommended boiling a tomato for three hours to get rid of its "raw taste."

4 By the late 1890s, Americans had begun to trust the tomato. Indeed, it was rapidly becoming popular. *The Book of Good Dinners for My Friend*, a Boston cookbook of the era, included numerous recipes for tomatoes. It taught Americans how to broil, stuff, and fry tomatoes, as well as make tomato salad, sauce, and soup.

5 Over 100 years later, the "poisonous" tomato is a staple of the American diet. We now know that fresh tomatoes are not only safe to eat but good-tasting and nutritious. They are low in calories, a good source of fiber, and high in vitamins A and C. They also contain the substance *lycopene*, which may help prevent certain forms of cancer.



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- 
- 1 What does the word devour mean?
- Ⓐ to grow from seeds
  - Ⓑ to eat with enthusiasm
  - Ⓒ to throw away
  - Ⓓ to sell
- 2 Which two words from the first paragraph have almost the SAME meaning?
- Ⓔ *tomatoes* and *sweet*
  - Ⓕ *poisonous* and *deadly*
  - Ⓖ *colonial* and *citizens*
  - Ⓗ *first* and *few*
- 3 What does the word edible mean as it is used in paragraph 2?
- Ⓐ valuable
  - Ⓑ useful
  - Ⓒ easy to grow
  - Ⓓ safe to eat
- 4 Reread this sentence from the passage.
- Over 100 years later, the “poisonous” tomato is a staple of the American diet.
- What does staple mean in this sentence?
- Ⓔ metal fastener
  - Ⓕ major crop
  - Ⓖ important part
  - Ⓗ yarn fiber
- 5 Which sentence uses the word die in the same way it’s used in paragraph 3?
- Ⓐ My sister wants to \_\_\_\_\_ her hair green.
  - Ⓑ The sun will cause the \_\_\_\_\_ to fade.
  - Ⓒ The tree will \_\_\_\_\_ if you don’t water it.
  - Ⓓ He added a bright red \_\_\_\_\_ to the mixture.

**6** Study the thesaurus entry.**RAW***adjective*

- chilly** noticeably cold. *The chilly wind stung Angela's face as she walked to class.*
- immature** lacking development and maturity. *Mr. Langdon was intent on turning his immature students into responsible young adults.*
- naked** lacking covering. *The farmer finished harvesting the corn, leaving the land naked and empty.*
- uncooked** not cooked. *Uncooked chicken will make you very sick.*

Which synonym is the BEST replacement for raw as it is used in paragraph 3?

- Ⓐ chilly
- Ⓑ immature
- Ⓒ naked
- Ⓓ uncooked

**7** Reread this sentence from the passage.

By the 1700s, tomatoes already were popular in Italy, Portugal, and other countries close to the Mediterranean Sea.

Which word rhymes with the word close as it is used in the sentence?

- Ⓐ hose
- Ⓑ dose
- Ⓒ doze
- Ⓓ mows

**8** Read the following sentence about tomatoes.

Soon the room was filled with the \_\_\_\_\_ of simmering tomatoes.

Which word would BEST show that the author did not like tomatoes?

- Ⓐ smell
- Ⓑ perfume
- Ⓒ stench
- Ⓓ scent



Use the dictionary entry and pronunciation key to answer questions 9 and 10.

**Mediterranean** (me də tə rā'ne ən)  
*adj.* Of or relating to the region around the Mediterranean Sea. Countries in this region include Greece, Italy, Malta, Portugal, and others.

**Pronunciation Key:** pat, cāke, cāre, fār, less, ēqual, term, it, nīce, lot, ōpen, ōder, oil, out, cup, pu t, rüle, child, long, thin, this, zh measure  
 ə represents a in about, e in taken, i in pencil, o in lemon, u in circus

- 9 What part of speech is Mediterranean?
- Ⓐ noun
  - Ⓑ verb
  - Ⓒ adverb
  - Ⓓ adjective
- 10 Which syllable of Mediterranean has the same sound as the “e” in *equal*?
- Ⓕ the first syllable
  - Ⓖ the third syllable
  - Ⓗ the fifth syllable
  - Ⓘ the sixth syllable



Points Earned/Total = \_\_\_\_/10

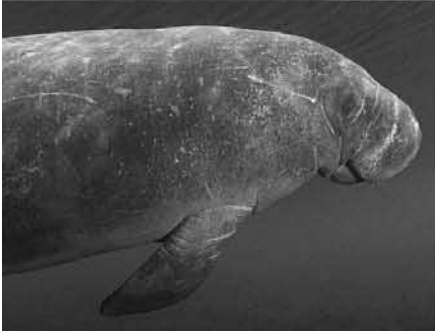


Review,  
Practice,  
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Teacher Guide • Grade 5

# FLORIDA READING

SUNSHINE STATE STANDARDS



PERFECTION LEARNING®



## To the Teacher

The *Review, Practice, and Mastery* program is a refresher course. It provides a self-directed approach to reviewing and practicing the Florida Reading Sunshine State Standards. Use the following steps to incorporate *Review, Practice, and Mastery* into your classroom.

1. Have students take the Tryout Test and check their answers. You may wish to have students enter their answers on the Student Information and Answer Sheet on page 7 of this teacher guide. Then have them use the reproducible Skills Chart on page 5 of this teacher guide to assess their strengths and weaknesses in the areas covered.
2. Have students work through the lessons, paying close attention to the areas in which they need improvement. Each lesson is followed by a practice test that focuses on the skills covered in the lesson. Have students fill in the Keeping Score chart on page 115 of the student book after they complete each test.
3. After completing all the lessons, have students take the Mastery Test to check their progress. They can enter their answers on the Student Information and Answer Sheet on page 8 of this teacher guide. Then have them complete the Skills Chart on page 6 of this teacher guide. They can compare their totals with those from the Tryout Test.

The chart that begins on page 9 of this teacher guide correlates the lessons to the Florida Reading Sunshine State Standards.

Lesson	Tryout Test Items	Mastery Test Items
1 Vocabulary Skills	7, 10, 15, 30, 39	1, 8, 13, 27, 33, 43
2 Word Analysis	1, 13, 28, 43	30, 39
3 Comprehension Strategies	5, 31, 40	4, 41, 44
4 Evaluating What You Read	2, 6, 8, 14, 22	5, 7, 15, 25, 40
5 Text Structures	4, 11, 41, 44	2, 10, 35
6 Reading Across Texts	17, 18, 23, 24, 25, 26, 29, 32, 34, 35, 36, 37, 38	16, 21, 22, 23, 26, 28, 29, 31, 32, 36, 37, 38
7 Literary Elements	19, 20, 21, 27, 33, 42	3, 17, 18, 19, 20, 24, 34
8 Analyzing Nonfiction	3, 9, 12, 16, 45	6, 9, 11, 12, 14, 42, 45

## Tryout Test Skills Chart

Score your answers on the Tryout Test; then use this chart to find your strengths and weaknesses in the skills covered on the Reading part of the Florida state test.

1. Place the number of points earned in each white box. For each incorrect answer, place a 0 in the white box.
2. Add each column and write the total points earned in the box at the bottom of the column.
3. For example, if you answer question 7 correctly, you have 1 out of 5 points on the Vocabulary Skills (Lesson 1) part of the Reading test. You may want to focus on these skills as you work through the lessons.

Question	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
1								
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Total	/5	/4	/3	/5	/4	/13	/6	/5

# Florida Sunshine State Standards

This chart correlates the Grade 5 tested benchmarks from the reading strand of the Florida Sunshine State Standards to the lessons in *Review, Practice, and Mastery*.

Lessons	READING PROCESS
<b>Lesson 1</b> Vocabulary Skills	<p><b>Fluency:</b> The student demonstrates the ability to read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>The student will:</p> <p><b>LA.5.1.5.1</b> demonstrate the ability to read grade-level text (<i>See all lessons.</i>); and</p> <p><b>LA.5.1.5.2</b> adjust reading rate based on purpose, text difficulty, form, and style. (<i>See all lessons.</i>)</p> <p><b>Vocabulary Development:</b> The student uses multiple strategies to develop grade-appropriate vocabulary.</p> <p>The student will:</p> <p><b>LA.5.1.6.1</b> use new vocabulary that is introduced and taught directly;</p> <p><b>LA.5.1.6.2</b> listen to, read, and discuss familiar and conceptually challenging text;</p> <p><b>LA.5.1.6.3</b> use context clues to determine meanings of unfamiliar words;</p> <p><b>LA.5.1.6.4</b> categorize key vocabulary and identify salient features;</p> <p><b>LA.5.1.6.5</b> relate new vocabulary to familiar words;</p> <p><b>LA.5.1.6.6</b> identify “shades of meaning” in related words (e.g., blaring, loud);</p> <p><b>LA.5.1.6.8</b> use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;</p> <p><b>LA.5.1.6.9</b> determine the correct meaning of words with multiple meanings in context;</p> <p><b>LA.5.1.6.10</b> determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools;</p>
<b>Lesson 2</b> Word Analysis	<p><b>LA.5.1.6.7</b> use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;</p> <p><b>LA.5.1.6.11</b> use meanings of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</p> <p><b>Phonics/Word Analysis:</b> The student demonstrates knowledge of the alphabetic principle and applies grade-level phonics skills to read text.</p> <p>The student will:</p> <p><b>LA.5.1.4.1</b> understand spelling patterns;</p> <p><b>LA.5.1.4.2</b> recognize structural analysis;</p> <p><b>LA.5.1.4.3</b> use language structure to read multi-syllabic words in text.</p>

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<b>Lesson 3</b> Comprehension Strategies	<p><b>Reading Comprehension:</b> The student uses a variety of strategies to comprehend grade-level text.</p> <p>The student will:</p> <p><b>LA.5.1.7.1</b> explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading; <i>(Also see Lesson 5.)</i></p> <p><b>LA.5.1.7.8</b> use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.</p>		
<b>Lesson 4</b> Evaluating What You Read	<p><b>LA.5.1.7.2</b> identify the author's purpose (e.g., to persuade, inform, entertain, explain) and how an author's perspective influences text;</p> <p><b>LA.5.1.7.3</b> determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;</p>		
<b>Lesson 5</b> Text Structures	<p><b>LA.5.1.7.4</b> identify cause-and-effect relationships in text;</p> <p><b>LA.5.1.7.5</b> identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;</p>		
<b>Lesson 6</b> Reading Across Texts	<p><b>LA.5.1.7.6</b> identify themes or topics across a variety of fiction and non-fiction selections; and</p> <p><b>LA.5.1.7.7</b> compare and contrast elements in multiple texts (e.g., setting, characters, problems).</p> <tr> <td colspan="2">LITERARY ANALYSIS</td></tr> <p><b>Fiction:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</p> <p>The student will:</p> <p><b>LA.5.2.1.1</b> demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</p> <p><b>LA.5.2.1.2</b> locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;</p> <p><b>LA.5.2.1.4</b> identify an author's theme, and use details from the text to explain how the author developed that theme;</p> <p><b>LA.5.2.1.5</b> demonstrate an understanding of a literary selection and, depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;</p> <p><b>LA.5.2.1.6</b> write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;</p> <p><b>LA.5.2.1.8</b> explain changes in the vocabulary and language patterns of literary texts written across historical periods; and</p> <p><b>LA.5.2.1.9</b> use interest and recommendation of others to select a balance of age- and ability-appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. <i>(See all lessons.)</i></p>	LITERARY ANALYSIS	
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<b>Lesson 7</b> Literary Elements	<p><b>Fiction:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.</p> <p>The student will:</p> <p><b>LA.5.2.1.3</b> demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem; and</p> <p><b>LA.5.2.1.7</b> identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.</p>
<b>Lesson 8</b> Analyzing Nonfiction	<p><b>Non-Fiction:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.</p> <p>The student will:</p> <p><b>LA.5.2.2.1</b> locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations); <i>(Also see Lesson 5.)</i></p> <p><b>LA.5.2.2.2</b> use information from the text to answer questions related to explicitly stated main ideas or relevant details;</p> <p><b>LA.5.2.2.3</b> organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);</p> <p><b>LA.5.2.2.4</b> identify the characteristics of a variety of types of text (e.g., reference works, newspapers, practical/functional texts); and</p> <p><b>LA.5.2.2.5</b> use interest and recommendation of others to select a variety of age- and ability-appropriate non-fiction materials (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge. <i>(See all lessons.)</i></p>