**The CAFÉ Menu BINGO Board**

**5th Grade**

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| **Comprehension** | **Accuracy** | **Fluency** | **Expand Vocabulary** |
| Use prior knowledge to connect with text  6.L.5 6.L.6 | Abundant easy reading  6.RL.10, 6.RI.10 | Voracious reading  6.RL.10, 6.RI.0 | Voracious reading  6.RL.10, 6.RI.10, 6.L.6 |
| Make and adjust predictions; use text to confirm  6.RL.1 | Look carefully at letters and words  6.L.2 | Read appropriate-level texts that are a good fit  6.RL.10, 6.RI.10 | Tune into interesting words and use new vocabulary in speaking and writing  6.L.4, 6.L.6 |
| Infer and support with evidence  6.RL.1, 6.RI.1 | Cross checking… do the pictures and/or words look right? Do they sound right? Do they make sense? | Reread text  6.L.3 | Use prior knowledge and context to confirm meaning  6.RL.4, 6.RI.4 |
| Make a picture or mental image  6.RL.7 | Flip the sound | Practice common sight words and high frequency words | Use pictures, illustrations, and diagrams  6.L.4 |
| Monitor and fix up; check for understanding/back up and reread  6.RL.10 | Use the pictures… do the words and pictures match? | Adjust and apply different reading rates to match text  6.SL.6, 6.SL.2 | Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc…)  6.L.4, 6.L.5 |
| Ask questions throughout the reading process | Use beginning and ending sounds | Use punctuation to enhance phrasing and prosody (end marks, commas, etc…)  6.L.2, 6.SL.6 | Ask someone to define the word for you  6.L.4 |
| Use text features (titles, headings, captions, graphic features)  6.RL.7 | Blend sounds; stretch and reread sounds | Reread text as the author would say it, conveying the meaning or feeling  6.RL.4, 6.RI.6, 6.SL.6 | Use dictionaries, thesaurus, and glossaries as tools  6.L.4 |
| Summarize text; include sequence of main events  6.RI.2, 6.L.2 | Chunk letters and sounds together |  |  |
| Use main idea and supporting details to determine importance  6.RI.2, 6.L.2 | Skip the word, then come back |  |  |
| Determine and analyze author’s purpose and support with text  6.RL.5, 6.RI.2 | Trade a word/guess a word that makes sense |  |  |
| Recognize literary elements (genre, plot, character, setting, problem/resolution, theme)  6.RL.3 | Recognize words at sight |  |  |
| Recognize and explain cause-and-effect relationships |  |  |  |
| Compare and contrast within and between text  6.RL.9, 6.RI.9 |  |  |  |