OKLAHOMA ACADEMIC STANDARDS

ENGLISH LANGUAGE ARTS

5th Grade

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

OKLAHOMA ENGLISH LANGUAGE ARTS ACADEMIC STANDARDS – 5th Grade

1: Speaking and Listening - Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
Reading-Students will develop and apply effective communication skills through speaking and active listening.	
5.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.
5.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.
5.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
Writing-Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.	
5.1.W.1	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.
5.1.W.2	Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
2: Reading Foundations - Students will develop foundational skills for future reading success by working with sounds, letters, and text.	
Fluency-Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	
Students will continue to review and apply earlier grade level expectations for this standard. If these fluency skills are not mastered, students will address skills from previous grades.	
2: Reading and Writing Process - Students will use a variety of recursive reading and writing processes.	
Reading-Students will read and comprehend increasingly complex literary and informational texts.	
5.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
5.2.R.2	Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.
5.2.R.3	Students will begin to paraphrase main ideas with supporting details in a text.
Writing-Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.	
5.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
5.2.W.2	Students will plan *(e.g., outline)* and prewrite a first draft as necessary.
5.2.W.3	Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays.
5.2.W.4.	Students will edit and revise multiple drafts for intended purpose *(e.g., staying on topic)*, organization, and coherence.
5.2.W.5	Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).*
3: Critical Reading and Writing - Students will apply critical thinking skills to reading and writing.	
Reading-Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
5.3.R.1	Students will determine an author's stated or implied purpose and draw conclusions to evaluate how well the author's purpose was achieved.
5.3.R.2	Students will determine the point of view and describe how it affects grade-level literary and/or informational text.
5.3.R.3	Students will describe and find textual evidence of key literary elements:

	• setting • plot • characters *(i.e., protagonist, antagonist)* • characterization • theme
5.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: • simile • metaphor • personification • onomatopoeia • hyperbole • imagery • symbolism* • tone* **Students will find textual evidence when provided with examples.*
5.3.R.5	Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy.
5.3.R.6	Students will distinguish the structures of texts *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect)* and content by making inferences about texts and use textual evidence to support understanding.
5.3.R.7	Students will compare and contrast texts and ideas within and between texts.
Writing-Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
5.3.W.1	NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict *(i.e., internal, external)*, and dialogue.
5.3.W.2	INFORMATIVE - Grade Level Focus Students will introduce and develop a topic, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure
5.3.W.3	OPINION Students will clearly state an opinion supported with facts and details.
5.3.W.4	OPINION Students will show relationships among facts, opinions, and supporting details.
4: Vocabulary - Students will expand their working vocabulary to effectively communicate and understand texts.	
Reading-Students will expand academic, domain-appropriate, grade-level vocabulary through reading, word study, and class discussion.	
5.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
5.4.R.2	Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define new words and determine the meaning of new words.
5.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
5.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
5.4.R.5	Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation,

	synonyms, and parts of speech of words.
Writing-Students will apply knowledge of vocabulary to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
5.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
5.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.
5: Language - Students will apply knowledge of grammar and rhetorical style to reading and writing.	
Reading-Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
5.5.R.1	Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.
5.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
5.5.R.3	Students will recognize the subject and verb agreement.
Writing-Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
5.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.
5.5.W.2	Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences
5.5.W.3	Students will form and use the present and past verb tenses.
5.5.W.4	Students will form and use verb tense to convey various times, sequences, states, and conditions.
5.5.W.5	Students will recognize and correct inappropriate shifts in verb tense.
6: Research - Students will engage in inquiry to acquire, refine, and share knowledge.	
Reading-Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
5.6.R.1	Students will use their own viable research questions to find information about a specific topic.
5.6.R.2	Students will record and organize information from various print and/or digital sources.
5.6.R.3	Students will determine the relevance and reliability of the information gathered.
Writing-Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.	
5.6.W.1	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*.
5.6.W.2	Students will formulate a viable research question from findings.
5.6.W.3	Students will organize information found during research, following a modified citation style *(e.g., author, title, publication date)* with guidance and support.
5.6.W.4	Students will summarize and present information in a report.
7: Multimodal Literacies - Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
Reading-Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
5.7.R.1	Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.
5.7.R.2	Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.
Writing-Students will create multimodal texts to communicate knowledge and develop arguments.	

5.7.W.1	Students will create multimodal content that effectively communicates an idea using technology and appropriate media.
5.7.W.2	Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.
8: Independent Reading and Writing - Students will read and write for a variety of purposes including, but not limited to, academic and personal.	
Reading-Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
5.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
Writing-Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
5.8.W	Students will write independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)* to communicate with different audiences for a variety of purposes.