Oklahoma English Language Arts

Grade 5

Adopted 2021

Listening and Speaking

1. **Students will listen and speak effectively in a variety of situations.** LS.1

   Listening

   1. Actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues. 5.1.L.1
   2. Actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose. 5.1.L.2

   Speaking

   1. Work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member. 5.1.S.1
   2. Engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings. 5.1.S.2
   3. Give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences. 5.1.S.3

Reading and Writing Foundations

a. **Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.** RW.2.A

   Print Concepts

   PC. Correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences. 5.2.PC

   Fluency

   1. Expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. 5.2.F.1
   2. Orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension. 5.2.F.2

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Spelling/Encoding

1. Use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:- letter-sound correspondences- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) 5.2.SE.1
2. Use structural analysis to correctly spell the following parts of words:- contractions- abbreviations- common spelling rules related to adding prefixes and suffixes 5.2.SE.2

Reading and Writing Process

b. Students will use a variety of recursive reading and writing processes. RW.2.B

Reading

1. Explain how key supporting details support the main idea of a text. 5.2.R.1
2. Identify details in fiction, poetry, and nonfiction texts to distinguish various genres. 5.2.R.2
3. Summarize and sequence the important events of a story. 5.2.R.3
4. Summarize facts and details from an informational text. 5.2.R.4

Writing

1. Routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts. 5.2.W.1
2. Routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions). 5.2.W.2
3. Routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed. 5.2.W.3
4. Routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest). 5.2.W.4

Critical Reading and Writing

3. Students will apply critical thinking skills to reading and writing. CRW.3

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Reading

1. Determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved. 5.3.R.1
2. Determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect. 5.3.R.2
3. Determine how literary elements contribute to the meaning of a literary text:- setting- plot- characters (i.e., protagonist, antagonist)- characterization- conflict- theme 5.3.R.3
4. Determine how literary devices contribute to the meaning of a text:- imagery- metaphor- idiom- personification- hyperbole- simile- alliteration- onomatopoeia 5.3.R.4
5. Analyze ideas in one or more texts, providing textual evidence to support their inferences. 5.3.R.5
6. Distinguish fact from opinion in an informational text and explain how reasons and facts support specific points. 5.3.R.6
7. Distinguish the structures of informational texts:- compare/contrast- cause/effect- problem/solution- description- sequential 5.3.R.7

Writing

1. Compose narratives reflecting real or imagined experiences that:- include plots with a climax and resolution- include developed characters who overcome conflicts and use dialogue- use a consistent point of view- unfold in chronological sequence- use sentence variety, sensory details, and vivid language to create interest- model literary elements and/or literary devices from mentor texts 5.3.W.1
2. Compose informative essays that- introduce and develop a topic- incorporate evidence (e.g., specific facts, examples, charts, and graphs)- maintain an organized structure with transitional words and phrases- use sentence variety and word choice to create interest- model literary devices from mentor texts 5.3.W.2
3. Write opinion essays that:- introduce a topic and state a clear opinion- incorporate relevant, text-based evidence to support the opinion- use sentence variety and word choice to create interest- organize writing in a logical sequence with transitional words and phrases 5.3.W.3

Vocabulary

4. **Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.** V.4

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Reading

1. Identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs. 5.4.R.1
2. Use context clues to clarify the meaning of words. 5.4.R.2
3. Use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words. 5.4.R.3
4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text. 5.4.R.4
5. Acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts. 5.4.R.5

Writing

1. Use grade-level vocabulary in writing to clearly communicate ideas. 5.4.W.1
2. Use precise and vivid vocabulary in writing for the intended mode and effect on the audience. 5.4.W.2

Language

5. **Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.** L.5

Reading

1. Recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences. 5.5.R.1
2. Recognize and explain the impact on meaning of parts of speech in sentences:- nouns- verb tense to identify settings, times, sequences, and conditions- subject and verb agreement- adjectives- prepositional phrases- intensive pronouns and their antecedents- coordinating conjunctions- adverbs- interjections 5.5.R.2

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Writing

1. Compose simple, compound, and complex (i.e., independent and dependent clauses) sentences. 5.5.W.1
2. Use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing. 5.5.W.2
3. Recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person. 5.5.W.3
4. Write using correct capitalization mechanics. 5.5.W.4
5. Write using correct end mark mechanics. 5.5.W.5
6. Use the correct forms of it's/its, you're/your, and they're/there/their. 5.5.W.6
7. Use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence. 5.5.W.7
8. Use a colon to introduce a list. 5.5.W.8
9. Use quotation marks to indicate dialogue, quoted material, and titles of works. 5.5.W.9
10. Use underlining or italics to indicate titles of works. 5.5.W.10
11. Use a semicolon to punctuate compound sentences. 5.5.W.11

Research

6. **Students will engage in inquiry to acquire, refine, and communicate accurate information.** R.6

Reading

1. Conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews). 5.6.R.1
2. Identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts. 5.6.R.2
3. Determine the relevance and reliability of the information gathered. 5.6.R.3

Writing

1. Formulate a viable research question. 5.6.W.1
2. Organize information found during research, following a modified citation style (i.e., author, title, publication date). 5.6.W.2
3. Write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources. 5.6.W.3

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Multimodal Literacies

7. **Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.** ML.7

   Reading

   R. Analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives. 5.7.R

   Writing

   W. Create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience. 5.7.W

Independent Reading and Writing

8. **Students will read and write independently for a variety of purposes and periods of time.** IRW.8

   Reading

   R. Read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes. 5.8.R

   Writing

   W. Write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes. 5.8.W