

Grade Five
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Correlations with Oklahoma
Instructional Reading Goals and Objectives

- I. READING PROCESS: Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts.**
- A. Vocabulary: Knowledge of words and meanings.
The student will:
1. Expand vocabulary through word study , the reading of literature, and class discussion (e.g., multiple meanings, dictionary definitions, and meaning in context).
 2. Interpret new words by analyzing the meaning of **prefixes, suffixes**, and word parts.
 3. Use **synonyms, antonyms, homonyms**, and multiple meaning words correctly.
 4. Determine the meaning of unknown words by using a glossary and dictionary.
 5. Use a thesaurus to identify alternative word choices and meanings.
 6. Identify technical and specialized terms and determine meanings of words using a variety of strategies including phonics, prediction, context, **structural analysis**, and references.
- B. Comprehension: Ability to interact with the words and concepts on the page to understand what the writer has said.
The student will:
1. Read and comprehend both fiction and nonfiction that is appropriately designed for the second half of Grade 5.
 2. Use before-reading strategies independently
 - a. preview
 - b. activate prior knowledge
 - c. predict content of text
 - d. formulate questions
 - e. determine the purpose for reading a passage
 - *3. Continue to predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues independently.
 4. Develop detailed mental pictures from the content of the text.
 - *5. Apply appropriate reading strategies according to the purpose for reading and the nature of the text (e.g., content area reading, pleasure reading, technical reading).
 - *6. Adjust reading rate according to the purpose for reading and the difficulty of the text.
 - *7. Skim text to develop a general overview of content or to locate specific information
- C. Fluency: Ability to identify words rapidly so that attention is directed at the meaning of the text.
The student will:
- *1. Independently read aloud level 5 books that have been

previewed by the teacher using intonation, pauses, and emphasis that signal the structure of the sentence and meaning of the text.

- *2. Use punctuation as a cue for pausing, characterization, and reading with expression.
- *3. Read silently for increased periods of time.
- *4. Increase silent reading speed through daily independent reading.

II. **RESPONDING TO TEXT: Students read, construct meaning, and respond to a wide variety of literary forms.**

The student will:

- A. Identify major elements of story structure (e.g., setting, characters, goal, conflict, major events of the plot, and resolution).
- *B. Construct the actions, appearances, and motives (e.g., loyalty, selfishness, conscientiousness), of characters in a work of fiction and discuss the importance of the character to the plot or theme.
- *C. Describe how a character's traits are revealed through dialogue.
- D. Recognize and interpret relationships in narrative and expository text (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
- E. Identify and analyze the characteristics of a variety of **genres** (e.g., plays, poetry, **fiction, nonfiction, fantasy, fairytales, fables, folktales, legends, myths, historical fiction, biography, autobiography**).
- F. Identify similarities and differences between reading selections.
- *G. Compare different versions of the same stories from different cultures.
- H. Determine a statement of central purpose, theme, or key concept/main idea of a story, poem, or expository text.
- I. Locate and identify important details that support a **main idea** or describe a key concept.
- J. Distinguish between fact, supported inferences, and opinion in **expository** text.
- K. Make inferences and draw conclusions/generalizations from evidence presented in the text and the reader's prior knowledge.
- *L. Synthesize the connections between personal experience and text through discussions, art, drama, **Reader's Theater**, reading log/response journal.
- M. Interpret poetry and recognize characteristics of poetry (e.g., rhymed, unrhymed, shaped, patterned [cinquain, diamante]).
- N. Interpret meaning from the author's use of **figurative language** in context (e.g., **simile, metaphor, personification, dialect, and idiom**).
- O. Determine the author's purpose (persuade, inform, entertain) and point of view when not explicitly stated.
- P. Continue to support ideas by reference to evidence in the text.

III. **INFORMATION AND RESEARCH: Students read widely to acquire knowledge, conduct research, and organize information.**

The student will:

- *A. Select a topic, formulate questions, and synthesize information from a variety of resources.

- *B. Develop notes that include important information on a selected topic.
- C. Use a variety of comprehension and study strategies to gather and record information for research topics (outlining, graphic organizers, summarizing).
- D. Demonstrate the use of functional print to gain information and accomplish tasks (e.g., schedules, letters, catalogs, directories, charts, maps, graphs, tables, diagrams, and directions).
- E. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).
- F. Demonstrate appropriate use of informational sources (e.g., from electronic card catalogs and databases, encyclopedias, dictionaries, thesauruses, atlases, almanacs, tables of contents, glossaries, indexes, magazines, newspapers, and technology / Internet).
- G. Understand how text features make information assessable and usable (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
- *H. Summarize information from multiple sources into written report or summary.
- *I. Understand and apply test-taking strategies.

IV. EFFECTIVE READING HABITS: Students demonstrate behaviors, habits, and attitudes of an effective reader.

The student will:

- *A. Expand participation in daily, independent reading of self-selected literature (e.g., **Sustained Silent Reading/Drop Everything and Read**; 20-30 minutes daily).
- *B. Share and discuss books and authors daily, in pairs, in small groups, and in large groups.
- *C. Respond to daily oral reading led by teacher through discussion, art, drama, technology, and multimedia projects.
- D. Read a variety of materials including contemporary and poetry, **historical fictions, mysteries, science fiction, biographies, autobiographies, and nonfiction.**
- *E. Read for a variety of purposes such as for pleasure, to gain information, to communicate, or to support an opinion.
- *F. Recommend favorite books and authors for others to read through book talks, class, discussions, and response projects.

V. WRITING

The student will:

- A. Use a writing process to develop and refine composition skills.
 1. Participate in prewriting activities such as brainstorming, using graphic organizers, freewriting, notes, and logs.
 2. Select a focus and an organizational structure based on purpose, audience length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger text.
 3. Revise selected drafts for coherence, progression, logical support of ideas, and word choice by adding, deleting, combining, and/or

- rearranging.
- 4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
- 5. Refine selected pieces frequently to “publish” for general and specific audiences.
- B. Communicate through a variety of written forms and for various audiences and purposes (to inform, to persuade, to entertain, to instruct, to describe).
 - 1. Simple, compound, and complex sentences.
 - 2. Narrative, descriptive, **expository**, and persuasive paragraphs and longer compositions that establish and support a central idea with a topic sentence; supporting paragraphs with facts, details, explanations, or examples; and a conclusion paragraph that summarizes the points.
 - 3. Creative stories and poems using **figurative language (alliteration, personification, simile, and metaphor)**.
 - 4. Friendly and business letters, “thank you” notes, and invitations.
 - *5. Journals.
 - *6. Reports.
- C. Use descriptive language including action verbs and vivid adjectives and adverbs

VI. GRAMMAR/USAGE AND MECHANICS

The student will:

- A. Demonstrate appropriate practices in speaking and writing. For example, students are expected to write using complete sentences, correct capitalization, punctuation, and spelling.
 - 1. Grammar/Usage
 - a. Singular and plural forms of nouns
 - b. Subject, direct object, and object of prepositions
 - c. Subject, object, reflexive, and possessive pronouns
 - d. Present, past, future, present perfect verbs tense
 - e. Subject verb agreement
 - f. Descriptive, comparative, superlative, and demonstrative adjectives
 - g. Time, place, and manner adverbs
 - h. Comparative forms of adverbs
 - i. Avoid sentence fragments and run-ons
 - 2. Capitalization
 - a. Proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, and state colleges and universities
 - b. Proper adjectives
 - c. Conventions of letter writing
 - 3. Punctuation
 - a. Parentheses
 - b. Quotation marks

- c. Apostrophes in contractions and possessives
- d. Terminal punctuation
- e. Conventions of letter writing
- 4. Spelling
 - a. Spell previously spelled words correctly in final writing products.
 - b. Accurately spell words that are commonly misspelled in the English language (e.g., their too, there, they, then, until, our).
 - *c. Use reference materials and technology to check and correct spelling (e.g., thesaurus, dictionary, encyclopedia, peers, adults).
 - d. Use multi syllable constructions, contractions, compounds, and common homophones, prefixes and suffixes.
- B. Identify and write the five parts of a letter with correct capitalization and punctuation.

VII. LISTENING/SPEAKING

The student will:

- A. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a report that conveys ideas clearly and relates to the background and interest of the audience.
- *B. Speak before a group using appropriate delivery (volume, enunciation, and movement) and language skills (pronunciation, word choice, and usage).
- *C. Deliver oral responses to literature.
 - 1. Summarize significant events and details.
 - 2. Articulate an understanding of several ideas or images communicated by the literary work.
 - 3. Use examples or textual evidence from the work to support conclusions.
- *D. Determine the purposes for listening, such as to gain information, to solve problems, or to enjoy and appreciate.
- *E. Recognize barriers to effective listening.
- *F. Understand the major ideas and supporting evidence in spoken messages.
- *G. Distinguish between the speaker's opinion and verifiable fact.
- *H. Demonstrate positive concepts of self and others.

VIII. VISUAL LITERACY

The student will:

- *A. Distinguish fact, opinion, and fantasy in print and nonprint media, such as in literature, electronic media, and advertising.
- *B. Interpret and evaluate the various ways visual image makers, such as graphic artists, illustrators, and news photographers represent meaning.

- *C. Compare and contrast print, visual, and electronic media, such as film with a written story.
- *D. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
- *E. Listen to, view, or read literature which tells of characters in American and other cultures.
- *F. Access information from a variety of sources including dictionary, and encyclopedia, a thesaurus, and atlas, an almanac, and the Internet.