

5th Grade At-a-Glance

This document is intended to provide an overview of individual grade-level objectives by highlighting and elaborating on key point additions, transitions, and shifts from grade-to-grade in the English Language Arts standards. **This document does not represent the entire scope of this grade and is not meant to replace the original standards document.** We recommend literacy teams invest time analyzing the grade-to-grade progressions and companion guidance documents in the [Vertical Alignment Edition](#) (download at sde.ok.gov/sde/oklahoma-academic-standards).

Major Concepts

Major Concepts are standards anticipated to take emphasis when developing curriculum and planning for class time, the number of tasks and texts, and teacher-developed formative assessments. Each includes a brief of grade-specific highlights.

2: Reading Foundations/Reading and Writing Process

- Allowing **multiple opportunities** for students to **revisit** a writing piece is essential in fifth grade. Instead of the linear writing process which was primarily in earlier grades, the **application** of the recursive writing process begins in fifth grade (**5.2.W.1**)
- Coherence or clearly linking ideas into an organized and focused writing piece is developed and strengthened (**5.2.W.1-5**)
- The importance of the planning stage in the writing process is explicit. (**5.2.W.2**) Further, students select the appropriate organizational structure to develop the draft into a multi-paragraph essay (**5.2.W.3**)

3: Critical Reading and Writing

- Distinguishing the **organizational** structure of text through reading (**5.3.R.6**) aligns with the organized structure of the **informative writing** mode (**5.3.W.2**)

4: Vocabulary

- Continuing to evaluate which vocabulary words are **critically important** for all students to know
- Determining which **vocabulary words** must be **directly taught**
- Building better readers and writers by analyzing **words by morphemes, using context clues and/or resources** to independently **learn** words (**5.4.R.2-5**)
- Continuing to **infer relationships** with addition of **analogies** (**5.4.R.4**)

5: Language

- Understanding and **explaining the effect** of parts of speech in sentences (**5.5.R.1**)
- Following the recursive writing process, students will revisit sentences for the **purpose of creating a rich variety of sentences structure, type and length.**

Connecting Concepts

Connecting Concepts are standards that can be bundled with Major Concepts to create rich learning tasks and inform expectations for outcomes in teacher-developed assessment.

1: Speaking and Listening

- Organizing information and determining the appropriate content to give formal and informal presentations (**5.1.W.1** bundled with **5.2.W.1**)

6: Research

- Summarizing and organizing information while maintaining meaning and presenting in an oral or written report. (**5.2.R.1** bundled with **5.6.W.4** and **5.1.W.1**)
- Investigating facts for accuracy to determine relevance and reliability (**5.3.R.5** bundled with **5.6.R.3**)
- Pairing historical fiction with student's researched information and developing the **comparisons** and **contrasts** into a **research paper** (**5.6.R.1-3**, **5.6.W.1-4** bundled with **5.2.R.2**, **5.2.W.1** and **5.7.R.2**)

7: Multimodal Literacies

- Creating **visual displays** to present the **organizational structure of texts** (**5.3.R.6** bundled with **5.7.W.2**)

8: Independent Reading and Writing

- Reading independently within Grade appropriate period of time (**5.8.W** bundled with **5.2.F-2**)
- Writing for different audiences and a variety of purpose (**5.8.W** bundled with **5.3.W.1-3**)

New Grade Level Concepts	Changed Emphasis	Critical Shifts
<p>New Grade Level Concepts are notable additions to the <i>Oklahoma Academic Standards</i> not present in the <i>Priority Academic Student Skills</i> standards.</p>	<p>Changed Emphasis spotlights aspects that may impact curriculum development.</p>	<p>Critical Shifts are notable progressions from the previous grade in the <i>Oklahoma Academic Standards</i>.</p>
<p>2: Reading Foundations/Reading and Writing Process</p> <ul style="list-style-type: none"> • Summary and Paraphrase: two distinct standards (see PASS 5.RL.3.a) <ul style="list-style-type: none"> ◦ Create an objective summary which is retelling of the text without the inclusion of student ideas (5.2.R.1) ◦ Begin to paraphrase (5.2.R.3) meaning the student uses own words and thoughts to restate or elaborate on the text <p>3: Critical Reading and Writing</p> <ul style="list-style-type: none"> • Informational Writing mode: the fifth grade level focus (5.3.W.1) • Select texts based on quantitative, qualitative, and matching reader to text and task instead of number of difficult words for reader (5.3 // see PASS 5.RL.3.1-3) • Focus on text to determine meaning instead of reader constructing own meaning (5.3 // see PASS 5.RL.3.1-3) <p>4: Vocabulary</p> <ul style="list-style-type: none"> • Expand on working vocabularies to include academic, domain-appropriate, and grade level vocabularies (5.4) <p>6: Research</p> <ul style="list-style-type: none"> • Use text features to define a text and to understand its purpose. 	<p>1: Speaking and Listening</p> <ul style="list-style-type: none"> • Provide opportunities for students to engage in collaborative discussions throughout the writing process to enhance students' writing <p>2: Reading Foundations/Reading and Writing Process</p> <ul style="list-style-type: none"> • Facilitate the recursive process of reading and writing by allowing time to edit and revise drafts (5.2) <p>3: Critical Reading and Writing</p> <ul style="list-style-type: none"> • Removal of PASS standards and adjusted to reflect outcomes over approaches • Select and evaluate texts based on a text complexity rubric <p>4: Vocabulary</p> <ul style="list-style-type: none"> • Continue to build academic vocabulary • Develop students' word consciousness by analyzing words by morphemes and understand when to use context and resources <p>6: Research</p> <ul style="list-style-type: none"> • Establish sufficient time for students to research and write papers <p>7: Multimodal Literacies</p> <ul style="list-style-type: none"> • Provide opportunities for students to create presentations using multimodal content to communicate their comprehension of the topic 	<p>1: Speaking and Listening</p> <ul style="list-style-type: none"> • Continue to use appropriate discussion rules with additional awareness to verbal and nonverbal cues <p>2: Reading Foundations/Reading and Writing Process</p> <ul style="list-style-type: none"> • Develop logical connection of ideas or coherence which (2.1.W.1-4.1.W.1) as students edit and revise for purpose, organization and coherence. (5.2.W.4) <p>3: Critical Reading and Writing</p> <ul style="list-style-type: none"> • Determine an author's stated or implied purpose in order to draw conclusions for an evaluation of how well the author's purpose was achieved (5.3.R.1) <p>5: Language</p> <ul style="list-style-type: none"> • Recognize, form, and use verb tense to convey various times, sequences, state, and conditions (5.5.R.2, 5.5.W.4) <p>6: Research</p> <ul style="list-style-type: none"> • Write research papers independently (5.6.W.1) <p>7: Multimodal Literacies</p> <ul style="list-style-type: none"> • Analyze the characteristics and effectiveness of a variety of texts to create new understandings (5.7.R.1)