

**OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
LANGUAGE ARTS CHECKLIST
~GRADE 5~**

Phonemic Awareness, Word Recognition and Fluency—Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

Acquisition of Vocabulary—Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

___ 1. Define the meaning of unknown words by using

context clues and the author’s use of definition, restatement and example.

- ___ 2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.
- ___ 3. Identify the connotation and denotation of new words.
- ___ 4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.
- ___ 5. Use word origins to determine the meaning of unknown words and phrases.
- ___ 6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.
- ___ 7. Identify the meanings of abbreviations.
- ___ 8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies—Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

- ___ 1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
- ___ 2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.
- ___ 3. Make critical comparisons across texts.
- ___ 4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.
- ___ 5. Make inferences based on implicit information in texts, and provide justifications for those inferences.
- ___ 6. Select, create and use graphic organizers to interpret textual information.
- ___ 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- ___ 8. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back or summarizing what has been read so far in text.
- ___ 9. List questions and search for answers within the text to construct meaning.
- ___ 10. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).
- ___ 11. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Reading Applications: Informational, Technical and Persuasive Text—Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build

text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

- ___ 1. Make inferences about informational text from the title page, table of contents and chapter headings.
- ___ 2. Summarize main ideas in informational text, using supporting details as appropriate.
- ___ 3. Locate important details about a topic, using different sources of information, including books, magazines, newspapers and online resources.
- ___ 4. Identify examples of cause and effect used in informational text.
- ___ 5. Draw conclusions from information in maps, charts, graphs and diagrams.
- ___ 6. Clarify steps in a set of instructions or procedures for completeness.
- ___ 7. Distinguish fact from opinion.

Reading Applications: Literary Text—Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

- ___ 1. Explain how a character’s thoughts, words and actions reveal his or her motivations.
- ___ 2. Explain the influence of setting on the selection.
- ___ 3. Identify the main incidents of a plot sequence and explain how they influence future action.

- ___ 4. Identify the speaker and explain how point of view affects the text.
- ___ 5. Summarize stated and implied themes.
- ___ 6. Describe the defining characteristics of literary forms and genres, including poetry, drama, chapter books, biographies, fiction and non-fiction.
- ___ 7. Interpret how an author’s choice of words appeals to the senses and suggests mood.
- ___ 8. Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors and personification.

Writing Processes—Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

- ___ 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
- ___ 2. Conduct background reading, interviews or surveys when appropriate.
- ___ 3. State and develop a clear main idea for writing.
- ___ 4. Determine a purpose and audience.
- ___ 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.
- ___ 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.

- ___ 7. Vary simple, compound and complex sentence structures.
- ___ 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
- ___ 9. Vary language and style as appropriate to audience and purpose.
- ___ 10. Use available technology to compose text.
- ___ 11. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
- ___ 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
- ___ 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
- ___ 14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.
- ___ 15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.
- ___ 16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- ___ 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product.

Writing Applications—Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and

structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

- ___1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting.
- ___2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence.
- ___3. Write letters that state the purpose, make requests or give compliments and use business letter format.
- ___4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas.
- ___5. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Writing Conventions—Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

- ___1. Spell high-frequency words correctly.
- ___2. Spell contractions correctly.
- ___3. Spell roots, suffixes and prefixes correctly.
- ___4. Use commas, end marks, apostrophes and quotation marks correctly.
- ___5. Use correct capitalization.

- ___6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).
- ___7. Use prepositions and prepositional phrases.
- ___8. Use adverbs.
- ___9. Use objective and nominative case pronouns.
- ___10. Use indefinite and relative pronouns.
- ___11. Use conjunctions and interjections.

Research—Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

- ___1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
- ___2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
- ___3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).
- ___4. Compare and contrast important findings and select sources to support central ideas, concepts and themes.
- ___5. Define plagiarism and acknowledge sources of information.
- ___6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered.

Communication: Oral and Visual—Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their

communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

- ___1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
- ___2. Interpret the main idea and draw conclusions from oral presentations and visual media.
- ___3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
- ___4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.
- ___5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
- ___6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.
- ___7. Adjust speaking content according to the needs of the situation, setting and audience.
- ___8. Deliver informational presentations (e.g., expository, research) that:
 - a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;
 - b. support the main idea with relevant facts, details, examples, quotations, statistics, stories and anecdotes;
 - c. organize information, including a clear introduction, body and conclusion and follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast);
 - d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
 - e. draw from several sources and identify sources used.
- ___9. Deliver formal and informal descriptive

presentations recalling an event or personal experience that convey relevant information and descriptive details.

- ____10. Deliver persuasive presentations that:
 - a. establish a clear position;
 - b. include relevant evidence to support a position and to address potential concerns of listeners;
and
 - c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).