

# Oregon English/Language Arts Grade-level Standards Grade 5

## READING

### Decoding and Word Recognition

**CCG:** Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fifth grade, read aloud unpracticed grade-level text at a rate of 125-150 wcpm (words correct per minute).

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

### Listen to and Read Informational and Narrative Text

**CCG:** Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own,\* applying comprehension strategies as needed.

#8 *The Forest of S. T. Shrew*  
#13 *We All Need Trees*  
#17A&B *People of the Forest*  
#18 *Tale of the Sun*  
#90 *Native Ways*



#### Skills to Support Standards:

- Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.
- Make connections to text, within text, and among texts across the subject areas.
- Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.
- Match reading to purpose—location of information, full comprehension, and personal enjoyment.
- Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.
- Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

\*Suggested grade-level target for reading on own: Fifth Grade, 625,000 words annually.

*Italicized text defines content that may appear on classroom work samples and State Writing Assessments or on Reading and Literature Knowledge and Skills Tests in 2005-06.*

**Bold text defines instructional standards.**

Oregon Department of Education  
Oregon Standards – 2005-06 School Year

# Oregon English/Language Arts Grade-level Standards Grade 5

## READING

### Vocabulary

**CCG:** Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas  
*#2 Get in Touch with Trees*  
*#8 The Forest of S. T. Shrew*  
*#14A Renewable or Not?*



#### Skills to Support Standards:

- **Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.**
- *#2 Get in Touch with Trees*
- **Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.**

*Determine meanings of words using contextual and structural clues.*

*Understand and explain frequently used synonyms, antonyms, and homographs.*

*Determine the meanings of figurative expressions, such as those in similes and metaphors.*

Use word origins to determine the meaning of unknown words and phrases.

Know less-common roots (graph=writing, logos=the study of) and word parts (auto=self, bio=life) from Greek and Latin, and use this knowledge to analyze the meaning of complex words (*autograph, autobiography, biography, biology*).

Use a thesaurus to determine related words and concepts.

### Read to Perform a Task

**CCG:** Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.  
*#39B&C Energy Sleuths*  
*#75 Tipi Talk*  
*#93 Paper Civilizations*

Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.

*Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.*

*Find information in specialized material (e.g., thesaurus, almanac, newspaper).*

Follow multiple-step directions (e.g., for completing an experiment or an activity or for using a product).

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## READING

**CCG:** Demonstrate general understanding of grade-level informational text across the subject areas.  
*#2 Get in Touch with Trees*  
*#80A Nothing Succeeds Like Succession*

### **Informational Text: Demonstrate General Understanding**

*Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.*

Identify key facts and information after reading several passages or articles on the same topic.

**CCG:** Develop an interpretation of grade-level informational text across the subject areas.  
*#80A Nothing Succeeds Like Succession*

### **Informational Text: Develop an Interpretation**

*Predict future outcomes supported by the text.*

*Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence **and prior knowledge.***

*Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.*

**CCG:** Examine content and structure of grade-level informational text across the subject areas.  
*#80A Nothing Succeeds Like Succession*

### **Informational Text: Examine Content and Structure**

*Determine the author's purpose, and relate it to specific details in the text.*

*Draw conclusions about whether portions of the passage are facts or opinions.*

*Recognize and analyze characteristics of persuasive text.*

Evaluate new information and ideas by testing them against known information and ideas.

Identify and analyze text that uses prioritization as an organizational pattern (e.g., newspaper articles).

# Oregon English/Language Arts Grade-level Standards Grade 5

## LITERATURE

### Listen to and Read Literary Text

**CCG:** Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

#4D Sounds Around  
#5A&B Poet-Tree  
#8 Forest of S. T. Shrew  
#18 Tale of the Sun  
#89A&V Trees for Many Reasons



#### Skills to Support Standards:

- Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.
- Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

#4D Sounds Around

### Literary Text: Demonstrate General Understanding

**CCG:** Demonstrate general understanding of grade-level literary text.

#4D Sounds Around  
#8 Forest of S. T. Shrew

*Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.*

*Identify the main events of the plot, their causes, and the influence of specific events on future actions.*

#4D Sounds Around

### Literary Text: Develop an Interpretation

**CCG:** Develop an interpretation of grade-level literary text.

#4D Sounds Around  
#8 Forest of S. T. Shrew  
#18 Tale of the Sun

*Predict future outcomes supported by the text.*

*Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.*

*Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly*

#18 Tale of the Sun

*Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.*

#4D Sounds Around

# Oregon English/Language Arts Grade-level Standards Grade 5

## LITERATURE

### Literary Text: Examine Content and Structure

**CCG:** Examine content and structure of grade-level literary text.

#4D Sounds Around

#8 Forest of S. T. Shrew

*Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.*

*Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.*

*Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).*

#4D Sounds Around

#8 Forest of S. T. Shrew

Evaluate the believability of characters and the degree to which a plot is believable or realistic.

# Oregon English/Language Arts Grade-level Standards Grade 5

## WRITING

### Planning, Evaluation, and Revision

**CCG:** Pre-write, draft, revise, edit, and publish across the subject areas.



#### Skills to Support Standards:

- Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
- Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- Identify audience and purpose.
- Choose the form of writing that best suits the intended purpose—personal letter, letter to the editor, review, poem, report, or narrative.
- Use the writing process—prewriting, drafting, revising, editing, and publishing successive versions.
- Focus on a central idea, excluding loosely related, extraneous, and repetitious information.
- Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.
- Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.
- Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

# Oregon English/Language Arts Grade-level Standards Grade 5

## WRITING

### Writing

**CCG:** Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs; and use precise words and fluent sentence structures that support meaning.

These standards are assessed using Oregon's Official Writing Scoring Guide in grades 3 - CIM.

*Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.*

*Write multi-paragraph compositions that:*

- *Engage readers with an interesting introduction.*
- *Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference.*
- *Develop new ideas in separate paragraphs.*
- *Provide details and examples to support ideas.*
- *Provide transitions to link paragraphs.*
- *Offer a concluding paragraph that summarizes important ideas and details.*

*Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.*

*Use a variety of descriptive words, demonstrating awareness of impact on audience.*

*Use simple and compound sentences and begin using complex sentences.*

*To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.*

# Oregon English/Language Arts Grade-level Standards Grade 5

## WRITING

### Conventions

#### Spelling

**CCG:** Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

*Spell correctly:*

- *roots or bases of words,*
- *prefixes (understood/misunderstood, excused/unexcused),*
- *suffixes (final/finally, mean/mean-ness),*
- *contractions (will not/won't, it is/it's, they would/they'd),*
- *syllable constructions (in-for-ma-tion, mol-e-cule), and*
- *words with more than one acceptable spelling (advisor, adviser).*

#### Grammar

*Correctly use:*

- *verbs that are often misused (lie/lay, sit/set, rise/raise),*
- *modifiers (words or phrases that describe, limit or qualify another word) and pronouns (he/his, she/her, they/their, it/its).*

*Ensure that verbs agree with their subjects.*

#### Punctuation

*Correctly use:*

- *parentheses to explain something that is not considered of primary importance to the sentence,*
- *a colon to separate hours and minutes (10:30 a.m., 6:30 p.m.) and to introduce a list (collect the following items for the project: map, picture, scissors, tape), and*
- *commas in direct quotations (He said, "I'd be happy to go.")*

*Correctly place commas and periods inside quotation marks.*

#### Capitalization

*Use correct capitalization.*

#### Handwriting

*Write legibly in cursive or manuscript.*

*Read cursive fluently.*

Student accountability for grades 3-8 and CIM standards begins 2005-06.

# Oregon English/Language Arts Grade-level Standards Grade 5

## WRITING

### Writing Modes

**CCG:** Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.\*

#4D Sounds Around

#5A&B Poet-Tree

#6B Picture This!

#9 Planet Diversity

#20 Environmental Exchange Box

#21B Adopt a Tree

#31 Plant A Tree

#47 Are Vacant Lots Vacant?

#54 I'd Like to Visit a Place

Where

#60 Publicize It!

Work Samples can be selected from any of the listed modes.

*Personal Narrative*

*Fictional Narrative (Imaginative)*

*Expository*

**Persuasive (Work Sample only)**

\*Suggested word length: Fifth Grade, 400 words.

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## WRITING

### Writing Applications

#### Narrative Writing

Write fictional narratives:

- Establish a plot, point of view, setting, conflict, and resolution.
- Show through description, rather than tell (summarize), the events of the story.

#### Expository Writing: Response to Literary Text

Write responses to literature:

- Demonstrate an understanding of a literary work.
- Support interpretations through references to the text and to prior knowledge.
- Develop interpretations that exhibit careful reading and understanding.

#### Expository Writing: Research Reports/Multimedia Presentations

Write research reports about ideas, issues, or events:

- Frame questions that direct the investigation.
- Establish a main idea or topic.
- Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.
- Cite references appropriately.

#2 Get in Touch with Trees  
#12 Invasive Species  
#17A People of the Forest  
#22B Trees as Habitats  
#23 The Fallen Log  
#38 Every Drop Counts  
#49A Tropical Treehouse  
#52 A Look at Aluminum  
#53 On the Move  
#58 There Ought to be a Law  
#59 Power of Print  
#79 Tree Lifecycle  
#88C Life on the Edge  
#95B Did You Notice?  
#96 Improve Your Place

#### Persuasive Writing

Write persuasive compositions:

- State a clear position in support of a proposal.
- Support a position with relevant evidence.
- Follow a simple organizational pattern.
- Address reader concerns.

#### Summaries, Business Letters, Job Applications and Resumes, Technical Writing

Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).

Write business letters to request information (e.g., for school reports).

# Oregon English/Language Arts Grade-level Standards Grade 5

## WRITING

### Research Report Writing

**CCG:** Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials. (See *Writing Applications-Expository Writing: Research Reports*)

#7 Habitat Pen Pals  
#11B Can it Be Real?  
#17B People of the Forest  
#22B Trees as Habitats  
#23 The Fallen Log  
#38 Every Drop Counts  
#39B&C Energy Sleuths  
#49A Tropical Treehouse  
#52 A Look at Aluminum  
#56 We Can Work It Out  
#57 Democracy in Action  
#58 There Ought to be a Law  
#59 Power of Print  
#79 Tree Lifecycle  
#82B Resource-Go-Round  
#86 Our Changing World  
#88C Life on the Edge  
#92 A Look at Lifestyles  
#95B Did You Notice?

Use organizational features of printed text to locate relevant information.

Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

Use a thesaurus to identify alternative word choices and meanings (e.g., when paraphrasing information).

Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries-MLA).

# Oregon English/Language Arts Grade-level Standards Grade 5

## SPEAKING AND LISTENING

**CCG:** Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose; organize oral, visual, and multimedia presentations in clear sequence, making connections and transitions among ideas and elements; use language appropriate to topic, context, audience, and purpose; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.\*

#6B Picture This!  
#7A&B Habitat Pen Pals  
#9 Planet Diversity  
#11B Can it Be Real?  
#22B Trees as Habitats  
#23 The Fallen Log  
#38 Every Drop Counts  
#39B&C Energy Sleuths  
#55B Planning the Ideal Community  
#56 We Can Work it Out  
#57 Democracy in Action  
#59 Power of Print

### Speaking

These standards are assessed using Oregon's Official Speaking Scoring Guide for the purpose of classroom work sample assessment.

Develop a focus and point of view that are appropriate to audience and purpose.

Organize information to clarify and support spoken ideas with evidence and examples.

Use descriptive words that clearly convey the message and establish the tone.

Use appropriate technical words that support clear understanding.

Use correct grammar consistently.

Engage the audience with appropriate verbal cues—volume, pitch, phrasing, pace, and modulation; facial expressions; gestures; and eye contact.

\*Suggested speech length: Fifth Grade, 2-5 minutes.

### Listening

Ask relevant questions that seek information not already discussed.

Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives.

Make inferences or draw conclusions based on an oral report.

**CCG:** Listen critically and respond appropriately across the subject areas.

#4D Sounds Around  
#6B Picture This!  
#8 The Forest of S. T. Shrew  
#9 Planet Diversity  
#11B Can It Be Real?  
#17A&B People of the Forest  
#18 Tale of the Sun  
#22B Trees as Habitats  
#23 The Fallen Log  
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Student accountability for grades 3-8 and CIM standards begins 2005-06.

## **Analysis**

**CCG:** Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multimedia communications across the subject areas.

#9 Planet Diversity

#11B Can It Be Real?

#17A&B People of the Forest

#38 Every Drop Counts

#39B&C Energy Sleuths

#56 We Can Work it Out

#57 Democracy in Action

#59 Power of Print

Identify and discuss the purposes of media—information, entertainment, persuasion, interpretation of events, and transmission of culture.

Identify and discuss the role of media in focusing people's attention on events and influencing their opinions on issues.

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