

# Oklahoma PASS

Correlated to

## Focus on Reading Strategies Perfection Learning Corporation

### Grade 5

Oklahoma Standards	Student Book pages	Teachers Guide Pages
<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of texts.</b>		
<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>		
<b>1. Words in Context</b>		
<b>a.</b> Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.	33-34, 43, 54, 64, 102, 112, 141	13, 19
<b>b.</b> Use prior experience and context to understand and explain the figurative use of words and similes (comparisons that use like or as: His feet were as big as boats), and metaphors (implied comparisons: The giants steps were thunderous).	25	13, 19
<b>2. Affixes, Roots, and Stems</b>		
<b>a.</b> Interpret new words by analyzing the meaning of prefixes and suffixes.	64	13, 19
<b>b.</b> Apply knowledge of root words to determine the meaning of unknown words within a passage.	64	13, 19
<b>3. Synonyms, Antonyms, and Homonyms - Apply knowledge of fifth grade level synonyms, antonyms, homonyms, and multiple meaning words to determine the meaning of words and phrases.</b>	14, 89, 122, 141	13, 19
<b>4. Using Resource Materials and Aids</b>		
<b>b.</b> Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.	54, 102, 122, 130	
<b>Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.</b>		
<b>2.</b> Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fifth grader reads approximately 105 words per minute).	3-4	

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<b>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.</b>		
<b>1. Literal Understanding</b>		
<b>a.</b> Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).	6-7, 19-20, 29, 38, 48-49, 59-60, 68-69, 80, 93-94, 106-107, 116-117, 126-127, 134-135, 145-146	14, 18
<b>b.</b> Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fifth grade.	3-4	
<b>c.</b> Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.	29-47, 126-144	14, 16, 21
<b>d.</b> Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.	48-67	17
<b>2. Inferences and Interpretation</b>		
<b>a.</b> Apply prior knowledge and experience to make inferences and respond to new information presented in text.	6-13, 19-24, 29-32, 38-42, 48-53, 59-63, 68-73, 80-88, 95-101, 106, 113, 116-121, 126-129, 134-140, 145-154,	20-21
<b>b.</b> Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.	15-18, 26-28, 35-37, 44-47, 56-58, 65-67, 74-77, 90-92, 103-105, 113-115, 123-125, 131-133, 142-144, 155-158	14-21
<b>c.</b> Describe elements of character development in written works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme).	106-125	20
<b>d.</b> Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).	106-125	20

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<b>3. Summary and Generalization</b>		
<b>a.</b> Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details. <b>b.</b> Make generalizations with information gleaned from text. <b>c.</b> Support ideas and arguments by reference to relevant aspects of text and issues across texts.	15-18, 26-28, 35-37, 44-47, 56-58, 65-67, 74-77, 90-92, 103-105, 113-115, 123-125, 131-133, 142-144, 155-158	14-21
<b>d.</b> Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.	16-17, 27, 34, 36, 45, 54, 64, 66, 69, 75, 91, 94, 104, 107, 114, 122, 130, 132, 135, 141, 143, 157	13-21
<b>4. Analysis and Evaluation</b>		
<b>b.</b> Identify the main problem or conflict of the plot and explain how it is resolved	29-47, 80-105	16, 21
<b>c.</b> Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	80-125	16, 20
<b>d.</b> Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.	6-13, 19-24, 29-32, 38-42, 48-53, 59-63, 68-73, 80-88, 95-101, 106, 113, 116-121, 126-129, 134-140, 145-154,	20-21
<b>e.</b> Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order).	48-67	17
<b>5. Monitoring and Correction Strategies</b>		
<b>a.</b> Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions). <b>b.</b> Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues. <b>c.</b> Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.	6-13, 19-24, 29-32, 38-42, 48-53, 59-63, 68-73, 80-88, 95-101, 106, 113, 116-121, 126-129, 134-140, 145-154,	20-21

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<b>Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.</b>		
<b>1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.</b> <b>b. Read and construct meaning from a variety of genres.</b>	3-4	
<b>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</b>		
<b>a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).</b>	29-144	14-21
<b>c. Identify the author's purpose (persuade, inform, or entertain).</b>	126-144	21
<b>3. Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work.</b>		
<b>c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</b>	25	
<b>β Imagery: the use of language to create vivid pictures in the reader's mind.</b>	25	
<b>d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).</b>	126-133	
<b>4. Literary Works - Read and respond to historically and culturally significant works of literature.</b> <b>Example:</b> Compare and analyze literary works from various cultures.	3-4	

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<b>Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.</b>		
<b>Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.</b>		
1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, instruct, and describe, while adjusting tone and style as appropriate. Example: Write a skit to present at your class talent show. Use funny words and phrases to make the audience laugh or convincing statements that might persuade them to support a particular idea.	18, 28, 37, 47, 58, 67, 77, 92, 105, 115, 125, 133, 144, 158	
4. Write personal, persuasive, formal, business letters, thank-you notes, and invitations, including the date, greeting, body, closing, and signature.	105	
7. Write responses to literature that: a. demonstrate an understanding of a designated literary work. b. support judgments through references to the text and connections to prior knowledge. c. develop interpretations and evaluations that exhibit careful reading and understanding.	18, 28, 37, 47, 58, 67, 77, 92, 105, 115, 125, 133, 144, 158	
<b>Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>		
<b>Standard 1: Listening: The student will listen for information and for pleasure.</b>		
2. Listen critically and respond appropriately to oral communication to seek information not already discussed.	78, 159	11-12