Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Fifth Grade Reading OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

|  |  |  |
| --- | --- | --- |
| **OAS****Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** |
| **1** | **2** | **3** | **4** |
| 5.2.R.1 | Students will create an objective summary, including main idea and supporting details,while maintaining meaning and a logical sequence of events. |  |  |  |  |
| 5.2.R.2 | Students will compare and contrast details in literary and nonfiction/informationaltexts to distinguish genres. |  |  |  |  |
| 5.2.R.3 | Students will begin to paraphrase main ideas with supporting details in a text. |  |  |  |  |
| 5.3.R.1 | Students will determine an author’s stated or implied purpose and draw conclusions to evaluate how well the author’s purpose was achieved. |  |  |  |  |
| 5.3.R.2 | Students will determine the point of view and describe how it affectsgrade-level literary and/or informational text. |  |  |  |  |
| 5.3.R.3 | Students will describe and find textual evidence of key literary elements: setting, plot, characters (i.e., protagonist, antagonist), characterization, theme. |  |  |  |  |
| 5.3.R.4 | Students will evaluate literary devices to support interpretations of literary texts: simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism, tone. |  |  |  |  |
| 5.3.R.5 | Students will distinguish fact from opinion in non-fiction text and investigate facts for accuracy. |  |  |  |  |
| 5.3.R.6 | Students will distinguish the structures of texts (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) and content by making inferences about texts and use textual evidence to support understanding. |  |  |  |  |
| 5.3.R.7 | Students will compare and contrast texts and ideas within and between texts. |  |  |  |  |
| 5.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text. |  |  |  |  |
| 5.4.R.2 | Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to definenew words and determine the meaning of new words. |  |  |  |  |
| 5.4.R.3 | Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words. |  |  |  |  |
| 5.4.R.4 | Students will infer the relationships among words with multiple meanings, includingsynonyms, antonyms, analogies, and more complex homographs and homonyms. |  |  |  |  |
| 5.4.R.5 | Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) todetermine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words. |  |  |  |  |
| 5.5.R.1 | Students will recognize conjunctions, prepositions, and interjections and explain theireffect in particular sentences. |  |  |  |  |
| 5.5.R.2 | Students will recognize verb tense to signify various times, sequences, states, and conditions in text. |  |  |  |  |
| 5.5.R.3 | Students will recognize the subject and verb agreement. |  |  |  |  |
| 5.6.R.1 | Students will use their own viable research questions to find information about a specific topic. |  |  |  |  |
| 5.6.R.2 | Students will record and organize information from various print and/or digital sources. |  |  |  |  |
| 5.6.R.3 | Students will determine the relevance and reliability of the information gathered. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.