

# Ohio Academic Content Standards

Correlated to

**Focus on Reading Book E**  
**Perfection Learning Corporation**

**Grade 5**

<b>Ohio Content Standards</b>	<b>Focus on Reading Book Pages</b>
<b><i>Acquisition of Vocabulary</i></b>	
<b><i>Contextual Understanding</i></b>	
1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.	<b>SB:</b> 33-34, 43, 54-55, 64, 89, 112, 141
2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.	<b>SB:</b> 14, 89, 102, 122
<b><i>Conceptual Understanding</i></b>	
4. Identify and understand new uses of words and phrases in text, such as similes and metaphors.	<b>SB:</b> 25
<b><i>Structural Understanding</i></b>	
6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.	<b>SB:</b> 64
<b><i>Tools and Resources</i></b>	
8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	<b>SB:</b> 54-55, 64, 89, 102, 122, 130
<b><i>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</i></b>	
<b><i>Comprehension Strategies</i></b>	
1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.	<b>SB:</b> 6-7, 19-20, 29, 38, 48-49, 59-60, 68-69, 80, 93-94, 106-107, 116-117, 126-127, 134-135, 145-150
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.	<b>SB:</b> 6-7, 19-20, 29, 38, 48-49, 59-60, 68-69, 80, 93-94, 106-107, 116-117, 126-127, 134-135, 145-150
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.	<b>SB:</b> 29-47
5. Make inferences based on implicit information in texts, and provide justifications for those inferences.	<b>SB:</b> 29-67, 126-144
6. Select, create and use graphic organizers to interpret textual information.	<b>SB:</b> 16-17, 20, 27, 33-34, 36, 45, 54, 57, 60, 64, 66, 69, 75, 89, 91, 94, 104, 107, 114, 122, 124, 132, 141, 143
7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	<b>SB:</b> 15-17, 26-27, 35-36, 44-45, 56-57, 65-66, 74-76, 90-91, 103-104, 113-114, 123-124, 131-132, 142-143

Ohio Content Standards	Focus on Reading Book Pages
<b><i>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies continued</i></b>	
<b><i>Self-Monitoring Strategies</i></b>	
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.	<b>SB:</b> 8-13, 21-24, 30-32, 39-42, 50-53, 61-63, 70-73, 81-88, 95-100, 108-111, 118-121, 128-129, 136-140, 147-154
9. List questions and search for answers within the text to construct meaning.	<b>SB:</b> 6-7, 19-20, 29, 38, 48-49, 59-60, 68-69, 80, 93-94, 106-107, 116-117, 126-127, 134-135, 145-150
<b><i>Reading Applications: Informational, Technical and Persuasive Text</i></b>	
2. Identify, distinguish between and explain examples of cause and effect in informational text.	<b>SB:</b> 48-58
4. Summarize the main ideas and supporting details.	<b>SB:</b> 29-37
8. Distinguish relevant from irrelevant information in a text and identify possible points of confusion for the reader.	<b>SB:</b> 29-37
<b><i>Reading Applications: Literary Text</i></b>	
1. Explain how a character's thoughts, words and actions reveal his or her motivations.	<b>SB:</b> 106-125
3. Identify the main incidents of a plot sequence and explain how they influence future action.	<b>SB:</b> 80-105
5. Summarize stated and implied themes.	<b>SB:</b> 126-144
<b><i>Writing Applications</i></b>	
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.	<b>SB:</b> 47, 67, 125, 133, 144, 158
3. Write letters that state the purpose, make requests or give compliments and use business letter format.	<b>SB:</b> 92
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.	<b>SB:</b> 37
5. Produce informal writings (e.g., journals, notes and poems) for various purposes.	<b>SB:</b> 18, 28, 47, 58, 67, 77, 105, 115