Main Criteria: Frontiers in Writing

Secondary Criteria: Alabama Courses of Study

Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Alabama Courses of Study

Language Arts

Language Arts		
		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	8	Orally present information and original ideas clearly.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	9	Express ideas clearly and effectively to diverse partners or groups.
GRADE EXPECTATION	9.c.	Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.

LITERACY FOUNDATIONS

STRAND /

DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Alabama Courses of Study

Language Arts			
Grade 5 - Adopted: 2021/Effect ive 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Vocabulary	
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Comprehension	
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.	
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.	

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND /		LITERACY FOUNDATIONS

DOMAIN OBJECTIVE / CATEGORY STANDARD EXPRESSION - WRITING RELATED 35 Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

STRAND	
DOMAIN	

STANDARD

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 03: Unit 2 Writing from Notes, p. 29-34

Alabama Courses of Study

Language Arts

Language Arts			
Grade 5 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Vocabulary	
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Vocabulary	

RECEPTION - READING

RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
GRADE EXPECTATION	29.a.	Use textual evidence to support summarization.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OP JECTIVE /		Writing

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Lesson 04: Unit 2 Writing from Notes, p. 35-42

Alabama Courses of Study

		Language Arts
		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY

Comprehension

STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.

GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.b.	Use underlining, quotation marks, or italics to indicate the titles of different types of works.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	8	Orally present information and original ideas clearly.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	9	Express ideas clearly and effectively to diverse partners or groups.
GRADE EXPECTATION	9.b.	Verbally summarize information read aloud or presented in diverse media and formats.
GRADE EXPECTATION	9.c.	Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
RELATED CONTENT / EXPECTATION	20	Explain how the author's use of character types throughout a narrative helps drive its plot.
RELATED CONTENT / EXPECTATION	21	Compare and contrast characters, points of view, or events in two or more literary texts.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	23	Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
GRADE EXPECTATION	23.a.	Analyze common themes of diverse texts with support from textual evidence.
GRADE EXPECTATION	23.b.	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
		Writing EXPRESSION - WRITING

Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.b.	Use underlining, quotation marks, or italics to indicate the titles of different types of works.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary

STRAND / DOBJECTIVE / CATEGORY LITERACY FOUNDATIONS DBJECTIVE / CONTENT / EXPECTATION LITERACY FOUNDATIONS DBJECTIVE / COMPrehension LITERACY FOUNDATIONS DBJECTIVE / COMPrehension LITERACY FOUNDATIONS TANDARD LITERACY FOUNDATIONS DBJECTIVE / COMPrehension LITERACY FOUNDATIONS DBJECTIVE / COMPrehension LITERACY FOUNDATIONS TANDARD DBJECTIVE / CATEGORY Comprehension RECEPTION - READING RELATED COMPREH EXPECTATION PRECATED COMPREH LITERACY FOUNDATIONS TANDARD DBJECTIVE / COMPREH LITERACY FOUNDATIONS TANDARD LITERACY FOUNDATIONS TANDARD DBJECTIVE / COMPREH LITERACY FOUNDATIONS TANDARD DBJECTIVE / COMPREH LITERACY FOUNDATIONS TANDARD DBJECTIVE / COMPREH LITERACY FOUNDATIONS TANDARD LITERACY FOUNDATIONS COMPREH LITERACY FOUNDATIONS TANDARD LITERACY FOUNDATIONS COMPREH LITERACY FOUNDATIONS COMPREH			
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RELATED CONTENT/ EXPECTATION 12 Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. RADE EXPECTATION 12c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings. STRAND/ DOMAIN LITERACY FOUNDATIONS STANDARD 16 Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text. STANDARD 17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. STRAND/ DOMAIN LITERACY FOUNDATIONS COMPREHENS RECEPTION - READING RELATED CONTENT/ EXPECTATION PRELATED 20 Explain how the author's use of character types throughout a narrative helps drive its plot. CONTENT/ EXPECTATION RELATED CONTENT/ EXPECTATION RELATED CONTENT/ EXPECTATION RELATED 21 Compare and contrast characters, points of view, or events in two or more literary texts. CONTENT/ EXPECTATION LITERACY FOUNDATIONS DAMAIN LITERACY FOUNDATIONS DETAILS A Compare and contrast characters, points of view, or events in two or more literary texts. LITERACY FOUNDATIONS DAMAIN LITERACY FOUNDATIONS DAMAIN LITERACY FOUNDATIONS DAMAIN COMPREHENSION Comprehension LITERACY FOUNDATIONS			Vocabulary
CONTENT / EXPECTATION Including domain-specific and academic vocabulary and figurative language. EXPECTATION Including domain-specific and academic vocabulary and figurative language. EXPECTATION Increase understanding of word meanings. LITERACY FOUNDATIONS OBJECTIVE / Comprehension CATEGORY STANDARD If Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text. STANDARD If Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. LITERACY FOUNDATIONS TRAND / Comprehension RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION Explain how the author's use of character types throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot. CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION LITERACY FOUNDATIONS Determine the implied and/or explicit main idea in literary and informational texts. LITERACY FOUNDATIONS DETERMINE / Comprehension LITERACY FOUNDATIONS DAMAIN LITERACY FOUNDATIONS OBJECTIVE / Comprehension Comprehension	STANDARD		RECEPTION - READING
STRAND / CATEGORY STANDARD 16 Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text. STANDARD 17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. STANDARD 17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. STRAND / LITERACY FOUNDATIONS OBJECTIVE / Comprehension RECATEGORY STANDARD RECEPTION - READING RELATED (ONTENT / EXPECTATION) Explain how the author's use of character types throughout a text, including character, setting, conflict, dialogue, and point of view. RELATED (ONTENT / EXPECTATION) RELATED (CONTENT / EXPECTATION) 20 Explain how the author's use of character types throughout a narrative helps drive its plot. RELATED (CONTENT / EXPECTATION) 21 Compare and contrast characters, points of view, or events in two or more literary texts. CONTENT / EXPECTATION STRAND / Determine the implied and/or explicit main idea in literary and informational texts. CONTENT / EXPECTATION DOMAIN COMPREhension Comprehension	CONTENT /	12	
DOMAIN OBJECTIVE / CATEGORY STANDARD 16 Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text. STANDARD 17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. STRAND / DOMAIN Comprehension STANDARD RECEPTION - READING RELATED CONTENT / EXPECTATION RELATED 20 Explain how the author's use of character types throughout a narrative helps drive its plot. CONTENT / EXPECTATION RELATED 21 Compare and contrast characters, points of view, or events in two or more literary texts. CONTENT / EXPECTATION RELATED 22 Determine the implied and/or explicit main idea in literary and informational texts. STRAND / DOMAIN Comprehension Comprehension Comprehension Comprehension Comprehension Comprehension Comprehension Comprehension Comprehension		12.c.	
STANDARD 16 Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text. STANDARD 17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. STRAND / DOMAIN Comprehension LITERACY FOUNDATIONS Comprehension RECEPTION - READING RELATED CONTENT / EXPECTATION Page 19 Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION 20 Explain how the author's use of character types throughout a narrative helps drive its plot. CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION LITERACY FOUNDATIONS Comprehension Comprehension Comprehension Comprehension Comprehension			LITERACY FOUNDATIONS
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CONTENT / EXPECTATION RELATED 22 Determine the implied and/or explicit main idea in literary and informational texts. STRAND / EXPECTATION COMPRESSION COMPRE	CATEGORY STANDARD RELATED CONTENT /	19	RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict,
CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY Comprehension	CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /		RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
OBJECTIVE / Comprehension CATEGORY Comprehension	CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT /	20	RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot.
CATEGORY	CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	20	RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot. Compare and contrast characters, points of view, or events in two or more literary texts.
STANDARD RECEPTION - READING	CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /	20	RECEPTION - READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot. Compare and contrast characters, points of view, or events in two or more literary texts. Determine the implied and/or explicit main idea in literary and informational texts.
	CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /	20	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot. Compare and contrast characters, points of view, or events in two or more literary texts. Determine the implied and/or explicit main idea in literary and informational texts.

RELATED CONTENT / EXPECTATION	23	Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
GRADE EXPECTATION	23.a.	Analyze common themes of diverse texts with support from textual evidence.
GRADE EXPECTATION	23.b.	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
RELATED CONTENT /	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting,
RELATED CONTENT / EXPECTATION RELATED CONTENT /		Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION		Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION ST RAND / DOMAIN OBJECTIVE /		Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration. LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		Writing Writing Writing Writing Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration. LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	35	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration. LITERACY FOUNDATIONS Writing EXPRESSION – WRITING Demonstrate command of the conventions of standard English capitalization,

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
RELATED CONTENT / EXPECTATION	20	Explain how the author's use of character types throughout a narrative helps drive its plot.
RELATED CONTENT / EXPECTATION	21	Compare and contrast characters, points of view, or events in two or more literary texts.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	23	Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
GRADE EXPECTATION	23.a.	Analyze common themes of diverse texts with support from textual evidence.
GRADE EXPECTATION	23.b.	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
OBJECTIVE /		

RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.b.	Use underlining, quotation marks, or italics to indicate the titles of different types of works.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.

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OBJECTIVE /		Vocabulary
CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
GRADE EXPECTATION	29.a.	Use textual evidence to support summarization.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.

GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.
	L	esson 10: Unit 4 Summarizing a Reference, p. 81-88
		Alabama Courses of Study
		Language Arts
		Grade 5 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary

STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

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LITERACY FOUNDATIONS

OBJECTIVE /		Comprehension
CATEGORY		
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
GRADE EXPECTATION	29.a.	Use textual evidence to support summarization.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /		
OBJECTIVE / CATEGORY	38	Writing
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	38 38.a.	Writing EXPRESSION – WRITING Gather information on a topic or question, and share the results through various
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION		Writing EXPRESSION – WRITING Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

Alabama Courses of Study

Grade 5 - Adopted: 2021/Effective 2022		
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.

GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
GRADE EXPECTATION	29.a.	Use textual evidence to support summarization.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

Alabama Courses of Study

		Language Arts
		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.

STRAND / DOMAIN

STANDARD 16 Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text. STANDARD 17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. STRAND / STRAND / STANDARD RECEPTION - READING RECEPTION - READING RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION LITERACY FOUNDATIONS Determine the implied and/or explicit main idea in literary and informational texts, supported by exteal evidence. STANDARD RECEPTION - READING RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION Comprehension CATEGORY LITERACY FOUNDATIONS DAMAN CATEGORY CATEGORY LITERACY FOUNDATIONS COMPREHENSION RECEPTION - READING RELATED CONTENT / Including graphics, live and/or recorded performances, and written works. EXPECTATION LITERACY FOUNDATIONS COMPREHENSION STRAND / DOMAIN LITERACY FOUNDATIONS COMPREHENSION STRAND / DOMAIN LITERACY FOUNDATIONS COMPREHENSION RECEPTION - READING RELATED CONTENT / EXPECTATION RELATED COMPREHENSION STRAND / DOMAIN LITERACY FOUNDATIONS COMPREHENSION STRAND / DOMAIN STRAND / DOMAIN COMPREHENSION STRAND / DOMAIN STRAND / DOMAIN COMPREHENSION STRAND / DOMAIN STRANDARD / DOMAIN /	OBJECTIVE / CATEGORY		Comprehension
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DOMAN OBJECTIVE / Comprehension STANDARD RECEPTION - READING RELATED 28	STANDARD	17	
RELATED 18 Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. RELATED 22 Determine the implied and/or explicit main idea in literary and informational texts. CONTENT / EXPECTATION STRAND / DOMAIN LITERACY FOUNDATIONS OBJECTIVE / CATEGORY RECEPTION - READING RELATED 26 Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. EXPECTATION CRADE 25.d. Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION COMPENT / EXPECTATION DOMAIN DESCRIPTION - READING RELATED CATEGORY STANDARD RECEPTION - READING RELATED CATEGORY STANDARD RECEPTION - READING RELATED COMPENSION COMPENSION RECEPTION - READING RELATED COMPENSION STRAND / DOMAIN LITERACY FOUNDATIONS DAMAIN DESCRIPTION - READING RELATED COMPENSION STRAND / DOMAIN LITERACY FOUNDATIONS DAMAIN DESCRIPTION - READING RELATED COMPENSION STRAND / DOMAIN DESCRIPTION - READING RELATED COMPENSION STRAND / DOMAIN DESCRIPTION - READING RELATED COMPENSION - WRITING RELATED COMPENSION - WRITING RELATED COMPENSION - WRITING RELATED 29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.			LITERACY FOUNDATIONS
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RELATED CONTENT / EXPECTATION RECEPTION - READING RELATED CONTENT / EXPECTATION RELATION 26 Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. Expectation Explain how an author uses reasons and evidence to support particular points in a text. EXPECTATION LITERACY FOUNDATIONS DOMAIN DBJECTIVE / CATEGORY STANDARD RECEPTION - READING RELATED 27 Review the key ideas expressed in a text and draw conclusions, using facts to support them. STRAND / DOMAIN DBJECTIVE / CONTENT / EXPECTATION LITERACY FOUNDATIONS Comprehension Comprehension Comprehension Comprehension Comprehension Comprehension STANDARD EXPRESSION - WRITING RELATED 29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.			LITERACY FOUNDATIONS
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RELATED 27 Review the key ideas expressed in a text and draw conclusions, using facts to support them. STRAND / EXPECTATION LITERACY FOUNDATIONS OBJECTIVE / CATEGORY STANDARD EXPRESSION – WRITING RELATED CONTENT / 29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.			LITERACY FOUNDATIONS
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OBJECTIVE / Comprehension STANDARD EXPRESSION - WRITING RELATED 29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.	CONTENT /	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
CATEGORY STANDARD EXPRESSION – WRITING RELATED 29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. CONTENT /			LITERACY FOUNDATIONS
RELATED 29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. CONTENT /			Comprehension
CONTENT /	STANDARD		EXPRESSION - WRITING
	CONTENT /	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.

GRADE EXPECTATION	29.a.	Use textual evidence to support summarization.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Alabama Courses of Study

Language Arts		
		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	8	Orally present information and original ideas clearly.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - SPEAKING
RELATED CONTENT / EXPECTATION	9	Express ideas clearly and effectively to diverse partners or groups.
GRADE EXPECTATION	9.c.	Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

Lesson 14: Unit 5 Writing from Pictures, p.117-122

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 15: Unit 5 Writing from Pictures, p.123-130

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /		
OBJECTIVE / CATEGORY	34	Writing
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	34	Writing EXPRESSION – WRITING Write personal or fictional narratives incorporating literary elements (characters, plot, setting,
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /		Writing EXPRESSION – WRITING Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION		Writing EXPRESSION – WRITING Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		Writing EXPRESSION - WRITING Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration. LITERACY FOUNDATIONS Writing

GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.
	Lesso	n 16: Unit 6 Summarizing Multiple References, p. 131-138
		Alabama Courses of Study
		Language Arts
		Grade 5 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
	R2.	RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE /	R2.	
OBJECTIVE / CATEGORY STRAND /	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE /	R2.	Use context clues to determine meanings of unfamiliar spoken or written words. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words. LITERACY FOUNDATIONS Fluency
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Use context clues to determine meanings of unfamiliar spoken or written words. LITERACY FOUNDATIONS Fluency EXPRESSION – SPEAKING
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION		Use context clues to determine meanings of unfamiliar spoken or written words. LITERACY FOUNDATIONS Fluency EXPRESSION - SPEAKING Orally present information and original ideas clearly.
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Use context clues to determine meanings of unfamiliar spoken or written words. LITERACY FOUNDATIONS Fluency EXPRESSION - SPEAKING Orally present information and original ideas clearly. LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		Use context clues to determine meanings of unfamiliar spoken or written words. LITERACY FOUNDATIONS Fluency EXPRESSION - SPEAKING Orally present information and original ideas clearly. LITERACY FOUNDATIONS Fluency

Report orally on a topic or text, sequencing ideas logically and supporting main ideas with

appropriate facts and relevant details.

9.c.

GRADE EXPECTATION

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE /		Comprehension
CATEGORY		

RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
	Lesso	n 17: Unit 6 Summarizing Multiple References, p. 139-144

Alabama Courses of Study

Grade 5 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Vocabulary	

STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		Comprehension
DOMAIN OBJECTIVE /		
OBJECTIVE / CATEGORY	18	Comprehension
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	18	Comprehension RECEPTION - READING Explain the relationships among events, people, or concepts in informational texts, supported by
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /		Comprehension RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION		Comprehension RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Comprehension RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		Comprehension RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts. LITERACY FOUNDATIONS Comprehension

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
GRADE EXPECTATION	29.a.	Use textual evidence to support summarization.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas

CONTENT / EXPECTATION	and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN	LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.

GRADE 38.a. Locate information in print and digital sources. EXPECTATION

GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effective 2022	
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - SPEAKING	
RELATED CONTENT / EXPECTATION	8	Orally present information and original ideas clearly.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - SPEAKING	

RELATED CONTENT / EXPECTATION	9	Express ideas clearly and effectively to diverse partners or groups.
GRADE EXPECTATION	9.c.	Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
		Comprehension RECEPTION - READING
CATEGORY	18	
CATEGORY STANDARD RELATED CONTENT/	18	RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /		RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND /		RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts.
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		RECEPTION - READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts. LITERACY FOUNDATIONS Comprehension
CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	22	RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts. LITERACY FOUNDATIONS Comprehension RECEPTION – READING Analyze how two or more texts address similar topics in diverse media and formats,

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

Alabama Courses of Study

		Grade 5 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.

STRAND /	
DOMAIN	

LITERACY FOUNDATIONS

OBJECTIVE /		Comprehension
CATEGORY		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
GRADE EXPECTATION	29.a.	Use textual evidence to support summarization.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
	32	Writing Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
CATEGORY	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-
STANDARD STRAND /	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STANDARD STRAND / DOMAIN OBJECTIVE /	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency. LITERACY FOUNDATIONS
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency. LITERACY FOUNDATIONS Writing
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency. LITERACY FOUNDATIONS Writing EXPRESSION – WRITING Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND /		Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency. LITERACY FOUNDATIONS Writing EXPRESSION – WRITING Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency. LITERACY FOUNDATIONS Writing EXPRESSION - WRITING Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration. LITERACY FOUNDATIONS

GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 20: Unit 7 Inventive Writing, p. 165-172

Alabama Courses of Study

Language Arts			
Grade 5 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Vocabulary	
STANDARD		RECEPTION - READING	

RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Writing
DOMAIN OBJECTIVE /		
OBJECTIVE / CATEGORY	40	Writing
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	40 40.a.	Writing EXPRESSION - WRITING Demonstrate command of the conventions of standard English capitalization,

Lesson 21: Unit 7 Inventive Writing, p. 173-180

Alabama Courses of Study

Grade 5 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R3.	Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	

DELATED		
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE /		Writing
CATEGORY		
CATEGORY STANDARD		EXPRESSION - WRITING
	38	
STANDARD RELATED CONTENT /	38 38.a.	EXPRESSION – WRITING Gather information on a topic or question, and share the results through various
STANDARD RELATED CONTENT / EXPECTATION GRADE		EXPRESSION – WRITING Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION	38.a.	EXPRESSION – WRITING Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of
STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	38.a. 38.b.	EXPRESSION – WRITING Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND /	38.a. 38.b.	EXPRESSION – WRITING Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. Integrate information from several texts on the same topic into presentations of research.
RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE /	38.a. 38.b.	EXPRESSION – WRITING Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. Integrate information from several texts on the same topic into presentations of research. LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY	38.a. 38.b.	EXPRESSION – WRITING Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations. Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. Integrate information from several texts on the same topic into presentations of research. LITERACY FOUNDATIONS Writing

STANDARD

Spell grade-level words correctly, consulting references as needed.

Lesson 22: Unit 7 Inventive Writing, p. 181-188

Alabama Courses of Study

Language Arts

Language Arts		
		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
GRADE EXPECTATION	12.c.	Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 23: Unit 7 Inventive Writing, p. 189-196

Alabama Courses of Study

Language Arts		
Grade 5 - Adopted: 2021/Effective 2022		
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R3.	Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

Alabama Courses of Study

Grade 5 - Adopted: 2021/Effective 2022		
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R3.	Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.

OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when
		discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN	17	Demonstrate comprehension of text by asking and responding to questions about literary
STRAND /	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN OBJECTIVE /	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. LITERACY FOUNDATIONS
STRAND / DOMAIN OBJECTIVE / CATEGORY	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. LITERACY FOUNDATIONS Comprehension
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /		Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. LITERACY FOUNDATIONS Comprehension RECEPTION - READING Explain the relationships among events, people, or concepts in informational texts, supported by
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	18	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. LITERACY FOUNDATIONS Comprehension RECEPTION – READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	18	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text. LITERACY FOUNDATIONS Comprehension RECEPTION - READING Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence. Determine the implied and/or explicit main idea in literary and informational texts.

RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.c.	Locate information quickly within a text and apply information from multiple sources to analysis of the topics.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT /	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
EXPECTATION		elabolation.
STRAND / DOMAIN		LITERACY FOUNDATIONS
STRAND /		
STRAND / DOMAIN OBJECTIVE /		LITERACY FOUNDATIONS

RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND /		LITERACY FOUNDATIONS
DOMAIN		
OBJECTIVE / CATEGORY		Writing
OBJECTIVE /		Writing EXPRESSION - WRITING
OBJECTIVE / CATEGORY	40	
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	40 40.a.	EXPRESSION – WRITING Demonstrate command of the conventions of standard English capitalization,

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

Alabama Courses of Study

Grade 5 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	24	Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.
GRADE EXPECTATION	24.a.	Identify various text features used in diverse forms of text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.c.	Locate information quickly within a text and apply information from multiple sources to analysis of the topics.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	29	Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.

STANDARD

Locate information in print and digital sources.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

Alabama Courses of Study

Language Arts

Language Arts			
Grade 5 - Adopted: 2021/Effective 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Comprehension	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Writing	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Writing	

EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

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Alabama Courses of Study

Language Arts			
Grade 5 - Adopted: 2021/Effect ive 2022			
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5	
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.	
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.	
STRAND / DOMAIN		LITERACY FOUNDATIONS	
OBJECTIVE / CATEGORY		Fluency	
STANDARD		EXPRESSION - WRITING	
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.	

STRAND	
DOMAIN	

D / LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
RELATED CONTENT / EXPECTATION	20	Explain how the author's use of character types throughout a narrative helps drive its plot.
RELATED CONTENT / EXPECTATION	21	Compare and contrast characters, points of view, or events in two or more literary texts.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	23	Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
GRADE EXPECTATION	23.a.	Analyze common themes of diverse texts with support from textual evidence.

GRADE EXPECTATION	23.b.	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.
		Lesson 28: Unit 9 Formal Critique, p. 233-240
		Alabama Courses of Study
		Language Arts
		Grade 5 - Adopted: 2021/Effective 2022

		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

STRAND /	
DOMAIN	

EXPECTATION

LITERACY FOUNDATIONS

DOWAIN		
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
RELATED CONTENT / EXPECTATION	20	Explain how the author's use of character types throughout a narrative helps drive its plot.
RELATED CONTENT / EXPECTATION	21	Compare and contrast characters, points of view, or events in two or more literary texts.
RELATED CONTENT /	22	Determine the implied and/or explicit main idea in literary and informational texts.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	23	Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
GRADE EXPECTATION	23.b.	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.

LITERACY FOUNDATIONS

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 29: Unit 9 Formal Critique, p. 241-248

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		Grade 5 - Adopted: 2021/Effect ive 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
		LITERACY FOUNDATIONS Comprehension
DOMAIN OBJECTIVE /		
OBJECTIVE / CATEGORY	19	Comprehension
OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	19	Comprehension RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict,
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /		Comprehension RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	20	Comprehension RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	20	Comprehension RECEPTION - READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot. Compare and contrast characters, points of view, or events in two or more literary texts.
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION RELATED CONTENT / EXPECTATION	20	Comprehension RECEPTION – READING Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view. Explain how the author's use of character types throughout a narrative helps drive its plot. Compare and contrast characters, points of view, or events in two or more literary texts. Determine the implied and/or explicit main idea in literary and informational texts.

RELATED CONTENT / EXPECTATION	23	Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
GRADE EXPECTATION	23.a.	Analyze common themes of diverse texts with support from textual evidence.
GRADE EXPECTATION	23.b.	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

Lesson 30: Unit 9 Formal Critique, p. 249-261

Alabama Courses of Study

Language Arts

Grade 5 - Adopted: 2021/Effective 2022

STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 4-5

OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.
OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary
STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
RELATED CONTENT / EXPECTATION	20	Explain how the author's use of character types throughout a narrative helps drive its plot.

RELATED CONTENT / EXPECTATION	21	Compare and contrast characters, points of view, or events in two or more literary texts.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	23	Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
GRADE EXPECTATION	23.b.	Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.
STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.a.	Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.