Main Criteria: Structure and Style for Students Secondary Criteria: Alabama Courses of Study Subject: Language Arts

Grade: 5

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Alabama Courses of Study Language Arts Grade 5 - Adopted: 2021/Effective 2022

STANN/ RECURRING STANDARDS FOR GRADES 4-5 OBJECTIVE/ RJ. Unite active listing skills during discussion and conversation in parts, small groups, or whole-class settings, to loliving agreed-upon nules for participation. OBJECTIVE/ RJ. Use context clues to determine meanings of unfamiliar spoken or written words. OBJECTIVE/ RJ. Use context clues to determine meanings of unfamiliar spoken or written words. OBJECTIVE/ RJ. Use context clues to determine meanings of unfamiliar spoken or written words. STRAND/ Use a writing process to plan, draft, revise, edit, and publish writings in various genres. STRAND/ ILTERACY FOUNDATIONS STRAND/ Demonstram fuency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poety, and cross-curricular texts. STRAND/ ILTERACY FOUNDATIONS EDEECTIVE/ Fluency STRAND RECEPTION - READING RELATED Reception - READING RELATED Read grade-level lext craily with accuracy, automaticity, appropriate propody or expression, purpose, and understanding, self-corecting and intereading as necessary. STRAND/ ILTERACY FOUNDATIONS RELATED Reception - WRITING <td< th=""><th></th><th></th><th>Glade 3 - Adopted. 2021 Enective 2022</th></td<>			Glade 3 - Adopted. 2021 Enective 2022
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OBJECTIVE / Fluency	CONTENT /	7	Write routinely and independently for varied amounts of time.
			LIT ERACY FOUNDATIONS
			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.
GRADE EXPECTATION	9.d.	Speak clearly at an understandable rate.
STRAND / DOMAIN	I	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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
STRAND / DOMAIN	l	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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
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 / LITERACY FOUNDATIONS 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.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.
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-30
		Alabama Courses of Study
		Language Arts Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
STRAND / DOMAIN		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	6	Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING
RELATED	7	Write routinely and independently for varied amounts of time.

CONTENT / EXPECTATION

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT /	8	Orally present information and original ideas clearly.

EXPECTATION

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.
GRADE EXPECTATION	9.d.	Speak clearly at an understandable rate.

STRAND / LITERACY FOUNDATIONS
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 / LITERACY FOUNDATIONS DOMAIN

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
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		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.

STRAND / DOMAIN

EXPECTATION

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.
		UNIT 2: WRITING FROM NOTES Week 3 Page 31-36
		Alabama Courses of Study Language Arts Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	6	Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING

RELATED CONTENT / EXPECTATION

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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.
GRADE EXPECTATION	9.d.	Speak clearly at an understandable rate.
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	12	Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-

CONTENT / specific and academic vocabulary and figurative language. EXPECTATION

GRADE12.d.Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for
writing.

STRAND / LITERACY FOUNDATIONS 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 Dem

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 22 Determine the implied and/or explicit main idea in literary and informational texts. CONTENT / EXPECTATION

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.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.

STRAND / LITERACY FOUNDATIONS DOMAIN

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 / LITERACY FOUNDATIONS DOMAIN

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.

CONTENT / EXPECTATION

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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		Alabama Courses of Study
		Language Arts
		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
	54	
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
STRAND / DOMAIN		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		RECEPTION - READING
RELATED CONTENT /	6	Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.

EXPECTATION

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – WRITING
RELATED	7	Write routinely and independently for varied amounts of time.

CONTENT / EXPECTATION

STRAND /

DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	8	Orally present information and original ideas clearly.

STRAND / DOMAIN

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.
GRADE EXPECTATION	9.d.	Speak clearly at an understandable rate.
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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
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

Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for

GRADE

12.d.

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.b.	Compare and contrast the approaches to theme in several stories within a genre.

STRAND / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT /	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

EXPECTATION

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.

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.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Alabama Courses of Study Language Arts Grade 5 - Adopted: 2021/Effective 2022

STRAND / DOMAIN **RECURRING STANDARDS FOR GRADES 4-5**

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
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
		LITERACY FOUNDATIONS Vocabulary
DOMAIN OBJECTIVE /	11	
DOMAIN OBJECTIVE / CATEGORY		Vocabulary Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and
DOMAIN OBJECTIVE / CATEGORY STANDARD		Vocabulary 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.
DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE /		Vocabulary 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
DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY		Vocabulary 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 Vocabulary
DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	11	Vocabulary 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 Vocabulary RECEPTION – READING Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-
DOMAIN CATEGORY CATEGORY STANDARD STRAND / CATEGORY CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE	11 12 12.d.	Vocabulary 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 Vocabulary RECEPTION - READING Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language. Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for

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
		LIT ERACY FOUNDATIONS Comprehension
DOMAIN OBJECTIVE /		
DOMAIN OBJECTIVE / CATEGORY	23	Comprehension
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT /	23 23.a.	Comprehension RECEPTION – READING Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE		Comprehension RECEPTION - READING Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD RELATED CONTENT / EXPECTATION GRADE GRADE	23.a.	Comprehension RECEPT ION - READING Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence. Analyze common themes of diverse texts with support from textual evidence. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change
DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND /	23.a.	Comprehension RECEPTION - READING Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence. Analyze common themes of diverse texts with support from textual evidence. 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.
DOMAIN OBJECTIVE / CATEGORY STANDARD STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND / OBJECTIVE /	23.a.	Comprehension RECEPTION - READING Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence. Analyze common themes of diverse texts with support from textual evidence. 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. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE EXPECTATION STRAND / OBJECTIVE / CATEGORY	23.a.	Comprehension RECEPTION - READING Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence. Analyze common themes of diverse texts with support from textual evidence. 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. LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT /	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

EXPECTATION

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.

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.

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Alabama Courses of Study Language Arts Grade 5 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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.

OBJECTIVE / CATEGORY		Fluency
STANDARD	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION - WRITING

RELATED	7	Write routinely and independently for varied amounts of time.
CONTENT /		
EXPECTATION		

LITERACY FOUNDATIONS

RECEPTION – READING

CATEGORY

STANDARD

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
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 /		Comprehension

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.

LITERACY FOUNDATIONS

OBJECTIVE / Comprehension CATEGORY STANDARD **RECEPTION – READING** Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with RELATED 23 CONTENT / textual evidence. **EXPECTATION** GRADE 23.a. Analyze common themes of diverse texts with support from textual evidence. EXPECTATION GRADE 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. EXPECTATION

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.b.	Compare and contrast the approaches to theme in several stories within a genre.

STRAND / LITERACY FOUNDATIONS DOMAIN

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.

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION - WRITING
RELATED	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue,

RELATED34Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue,CONTENT /strong voice, and clear event sequences.EXPECTATIONstrong voice, and clear event sequences.

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.

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Alabama Courses of Study Language Arts Grade 5 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
STRAND /		LITERACY FOUNDATIONS

DOMAIN

OBJECTIVE / CATEGORY		Fluency
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	6	Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.

STRAND / DOMAIN

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 / Fluency CATEGORY **STANDARD EXPRESSION – SPEAKING** Express ideas clearly and effectively to diverse partners or groups. RELATED 9 CONTENT / EXPECTATION GRADE 9.c. Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and EXPECTATION relevant details. GRADE 9.d. Speak clearly at an understandable rate. EXPECTATION STRAND / LITERACY FOUNDATIONS DOMAIN **OBJECTIVE /** Vocabulary CATEGORY 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 / LITERACY FOUNDATIONS DOMAIN

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
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	RECEPTION – READING Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
RELATED CONTENT /	26 26.a.	Analyze how two or more texts address similar topics in diverse media and formats, including
RELATED CONTENT / EXPECTATION GRADE		Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
RELATED CONTENT / EXPECTATION GRADE EXPECTATION GRADE	26.a.	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.

STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

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 / LITERACY FOUNDATIONS 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.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.

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

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		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
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		LIT ERACY 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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDADD		

STANDARD 17 Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.

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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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
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		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.

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.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.

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

Alabama Courses of Study

Language Arts

Grade 5 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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 5 Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.

STRAND / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Fluency
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	6	Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.

STRAND / LITERACY FOUNDATIONS DOMAIN

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		Fluency
STANDARD		EXPRESSION – SPEAKING
RELATED CONTENT / EXPECTATION	8	Orally present information and original ideas clearly.

STRAND / DOMAIN

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.
GRADE EXPECTATION	9.d.	Speak clearly at an understandable rate.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Vocabulary

STANDARD		
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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
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 /	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
EXPECTATION		
EXPECTATION RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
RELATED CONTENT /	22	Determine the implied and/or explicit main idea in literary and informational texts.
RELATED CONTENT / EXPECTATION STRAND /	22	
RELATED CONTENT / EXPECTATION ST RAND / DOMAIN	22	LITERACY FOUNDATIONS
RELATED CONTENT / EXPECTATION ST RAND / DOMAIN OBJECT IVE / CAT EGORY	22 26	LITERACY FOUNDATIONS Comprehension
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT /		LITERACY FOUNDATIONS Comprehension RECEPTION – READING Analyze how two or more texts address similar topics in diverse media and formats, including

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT /	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

CONTENT / EXPECTATION

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

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.

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		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
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	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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
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
STANDARD		
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT /		
RELATED CONTENT / EXPECTATION STRAND /		Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE /		Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY		Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT /		Review the key ideas expressed in a text and draw conclusions, using facts to support them. LITERACY FOUNDATIONS Writing EXPRESSION – WRITING Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue,
RELATED CONTENT / EXPECTATION ST RAND / DOMAIN OBJECT IVE / CAT EGORY ST ANDARD RELATED CONTENT / EXPECTATION RELATED CONTENT /	34 35	Review the key ideas expressed in a text and draw conclusions, using facts to support them. LIT ERACY FOUNDATIONS 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

STANDARD

EXPRESSION - WRITING

EXPECTATION	39	Demonstrate command of the conventions of standard English grammar and usage in writing.
GRADE EXPECTATION	39.e.	Use verb tenses to convey various times, sequences, states, and conditions.
GRADE EXPECTATION	39.f.	Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.
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.
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Alabama Courses of Study
		Language Arts
		Grade 5 - Adopted: 2021/Effective 2022
STRAND / DOMAIN		Grade 5 - Adopted: 2021/Effect ive 2022 RECURRING STANDARDS FOR GRADES 4-5
	R2.	
DOMAIN OBJECTIVE /		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY OBJECTIVE /	R2. R4.	RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words.
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY STRAND /	R2. R4.	RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE /	R2. R4.	RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY	R2.	RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS Fluency Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD STRAND /	R2.	RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS Fluency Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.

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	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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
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 27 CONTENT / EXPECTATION 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 / 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	39	Demonstrate command of the conventions of standard English grammar and usage in writing.
GRADE EXPECTATION	39.e.	Use verb tenses to convey various times, sequences, states, and conditions.
GRADE EXPECTATION	39.f.	Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.

STRAND / LITERACY FOUNDATIONS 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.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.

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

Alabama Courses of Study Language Arts Grade 5 - Adopted: 2021/Effective 2022

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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.

STRAND / LITERACY FOUNDATIONS

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 / LITERACY FOUNDATIONS

DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.

STRAND / DOMAIN

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.

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	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.

STRAND / DOMAIN

LITERACY FOUNDATIONS

OBJECTIVE / Writing CATEGORY STANDARD **EXPRESSION - WRITING** RELATED 39 Demonstrate command of the conventions of standard English grammar and usage in writing. CONTENT / **EXPECTATION** GRADE 39.e. Use verb tenses to convey various times, sequences, states, and conditions. EXPECTATION Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement. GRADE 39.f. EXPECTATION STRAND / LITERACY FOUNDATIONS 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.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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122
		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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
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	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.b.	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple 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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE EXPECTATION	26.e.	Compare the approaches of several authors of articles about the same or similar topics.

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
RELATED CONTENT /	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

EXPECTATION

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		Comprehension
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.

STRAND / DOMAIN

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.
RELATED CONTENT / EXPECTATION	37	Write about research findings independently over short and/or extended periods of time.
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.

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

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		LIT ERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.

LIT ERACY 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

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.

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 /	22	Determine the implied and/or explicit main idea in literary and informational texts.

EXPECTATION

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	24.b.	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.

EXPECTATION

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.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE EXPECTATION	26.e.	Compare the approaches of several authors of articles about the same or similar topics.

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 / LITERACY FOUNDATIONS DOMAIN

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		Comprehension
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	30	Quote literary and informational texts accurately to support conclusions and inferences drawn from them.

STRAND / DOMAIN

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.
RELATED CONTENT / EXPECTATION	37	Write about research findings independently over short and/or extended periods of time.

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.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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

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	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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
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

LITERACY FOUNDATIONS

phrases in text, choosing flexibly from a range of strategies.

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and

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	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.b.	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.
STRAND / DOMAIN		LIT ERACY 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.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE EXPECTATION	26.e.	Compare the approaches of several authors of articles about the same or similar topics.
STRAND / DOMAIN		LIT ERACY 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	29.b.	Cite appropriately when summarizing.

EXPECTATION

STRAND / LITERACY FOUNDATIONS DOMAIN

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	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.
RELATED CONTENT / EXPECTATION	37	Write about research findings independently over short and/or extended periods of time.

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.

OBJECTIVE / CATEGORY Writing

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.
		UNIT 7: INVENTIVE WRITING Week 16 Page 139-146
		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		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

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.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.
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152
		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		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.

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 / LITERACY FOUNDATIONS 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.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.
		UNIT 7: INVENTIVE WRITING Week 18 Page 153-158
		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.

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.

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.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
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

STANDARD

Comprehension

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	24.b.	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.

EXPECTATION

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.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE EXPECTATION	26.e.	Compare the approaches of several authors of articles about the same or similar topics.

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

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	Comprehension
STANDARD	EXPRESSION – WRITING

RELATED 30 CONTENT / EXPECTATION 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	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.
RELATED CONTENT / EXPECTATION	37	Write about research findings independently over short and/or extended periods of time.

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

OBJECTIVE / CATEGORY		Writing	
STANDARD		EXPRESSION – WRITING	
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and pelling when writing.	
GRADE EXPECTATION	40.b.	Use underlining, quotation marks, or italics to indicate the titles of different types of works.	

UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

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 /

LITERACY FOUNDATIONS

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OBJECTIVE / CATEGORY		Fluency
STANDARD	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.

STRAND / LITERACY FOUNDATIONS DOMAIN

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.

STRAND / LITERACY FOUNDATIONS 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

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.

DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LIT ERACY 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	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.b.	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple 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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE	26.d. 26.e.	Explain how an author uses reasons and evidence to support particular points in a text. Compare the approaches of several authors of articles about the same or similar topics.

STRAND /

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		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

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.
RELATED CONTENT / EXPECTATION	37	Write about research findings independently over short and/or extended periods of time.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing

EXPRESSION - WRITING

EXPRESSION - WRITING

STANDARD

STANDARD

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.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.
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		Alabama Courses of Study
		Language Arts
ST RAND / DOMAIN		
	R2.	Language Arts Grade 5 - Adopted: 2021/Effective 2022
DOMAIN OBJECTIVE /		Language Arts Grade 5 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY OBJECTIVE /	R2. R4.	Language Arts Grade 5 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words.
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY ST RAND /	R2. R4.	Language Arts Grade 5 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY STRAND / DOMAIN OBJECTIVE /	R2. R4.	Language Art s Grade 5 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS
DOMAIN OBJECTIVE / CATEGORY OBJECTIVE / CATEGORY ST RAND / DOMAIN OBJECT IVE / CATEGORY	R2. R4.	Language Arts Grade 5 - Adopted: 2021/Effective 2022 RECURRING STANDARDS FOR GRADES 4-5 Use context clues to determine meanings of unfamiliar spoken or written words. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres. LITERACY FOUNDATIONS Fluency Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and

EXPRESSION – WRITING

STANDARD

RELATED 7 CONTENT / EXPECTATION

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
STRAND / DOMAIN		LIT ERACY 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	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.b.	Compare and contrast the overall structure of events, ideas, concepts, or information in multiple 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.a.	Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
GRADE EXPECTATION	26.d.	Explain how an author uses reasons and evidence to support particular points in a text.
GRADE EXPECTATION	26.e.	Compare the approaches of several authors of articles about the same or similar topics.
STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION - READING
ST ANDARD RELATED CONTENT / EXPECTATION	27	RECEPTION - READING Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT /	27	
RELATED CONTENT / EXPECTATION ST RAND /	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT / EXPECTATION ST RAND / DOMAIN OBJECTIVE /	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT / EXPECTATION ST RAND / DOMAIN OBJECT IVE / CAT EGORY	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.
RELATED CONTENT / EXPECTATION ST RAND / DOMAIN OBJECT IVE / CAT EGORY ST ANDARD RELAT ED CONTENT /		Review the key ideas expressed in a text and draw conclusions, using facts to support them. LITERACY FOUNDATIONS Comprehension EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE	29	Review the key ideas expressed in a text and draw conclusions, using facts to support them. LITERACY FOUNDATIONS Comprehension EXPRESSION - WRITING Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY STANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND /	29	Review the key ideas expressed in a text and draw conclusions, using facts to support them. LITERACY FOUNDATIONS Comprehension EXPRESSION - WRITING Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. Cite appropriately when summarizing.
RELATED CONTENT / EXPECTATION STRAND / DOMAIN OBJECTIVE / CATEGORY ST ANDARD RELATED CONTENT / EXPECTATION GRADE EXPECTATION STRAND / DOMAIN	29	Review the key ideas expressed in a text and draw conclusions, using facts to support them. LITERACY FOUNDATIONS Comprehension EXPRESSION - WRITING Summarize in writing a variety of texts, stating their implied and/or explicit main ideas. Cite appropriately when summarizing. LITERACY FOUNDATIONS

CONTENT / EXPECTATION

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.
RELATED CONTENT / EXPECTATION	37	Write about research findings independently over short and/or extended periods of time.

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

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.

Language Arts

Grade 5 - Adopted: 2021/Effective 2022

STRAND / DOMAIN		RECURRING STANDARDS FOR GRADES 4-5
OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.

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	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** Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with RELATED 23 CONTENT / textual evidence. EXPECTATION GRADE 23.a. Analyze common themes of diverse texts with support from textual evidence. EXPECTATION GRADE 23.b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change EXPECTATION their thoughts and actions and citing textual evidence.

STRAND / DOMAIN

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.b.	Compare and contrast the approaches to theme in several stories within a genre.
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	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
STRAND / DOMAIN		LIT ERACY 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.
		UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244

Alabama Courses of Study Language Arts Grade 5 - Adopted: 2021/Effective 2022

OBJECTIVE / CATEGORY	R1.	Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
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	5	Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.
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		LIT ERACY 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.

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.d.	Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
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 / LITERACY FOUNDATIONS DOMAIN

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.b.	Compare and contrast the approaches to theme in several stories within a genre.
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	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
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.
		Chall grade lovel werde correctly consulting references on peopled
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.
	40.c.	UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

Alabama Courses of Study Language Arts

Grade 5 - Adopted: 2021/Effective 2022

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		Writing

RELATED35Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and informationCONTENT /clearly and incorporating a strong organizational structure, relevant details, and elaboration.

EXPRESSION - WRITING

EXPECTATION

STANDARD