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**

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	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		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 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 / 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		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	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		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 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 / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.b.	Use underlining, quotation marks, or italics to indicate the titles of different types of works.
GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

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	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	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 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 / 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	**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**
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	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		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 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

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		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
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

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		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.

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	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
RELATED CONTENT / EXPECTATION	20	Explain how the author's use of character types throughout a narrative helps drive its plot.
RELATED CONTENT / EXPECTATION	21	Compare and contrast characters, points of view, or events in two or more literary texts.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.

STRAND / DOMAIN	LITERACY FOUNDATIONS

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

STRAND / DOMAIN	LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Comprehension
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	**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		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 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		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	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   **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 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 / EXPECTATION	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	38	**Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.**
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.

STRAND / DOMAIN		LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	40	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
GRADE EXPECTATION	40.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		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	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 / EXPECTATION	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.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 / 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	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		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 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 / EXPECTATION	34	Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.
RELATED CONTENT / EXPECTATION	35	Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.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**

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
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.

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 / 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		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

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.

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 / 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 12 Page 101-110

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

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

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Fluency
STANDARD	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	22	Determine the implied and/or explicit main idea in literary and informational texts.

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

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

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	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	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 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.

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.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**Comprehension**
STANDARD		**EXPRESSION – WRITING**
RELATED CONTENT / EXPECTATION	**29**	**Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.**
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		**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.

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 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		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.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		**RECEPTION – READING**
RELATED CONTENT / EXPECTATION	27	Review the key ideas expressed in a text and draw conclusions, using facts to support them.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension
STANDARD		**EXPRESSION – WRITING**
RELATED CONTENT / EXPECTATION	**29**	**Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.**
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		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.

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

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	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.

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

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Comprehension

STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	**29**	**Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.**
GRADE EXPECTATION	29.b.	Cite appropriately when summarizing.

STRAND / DOMAIN	LITERACY FOUNDATIONS

OBJECTIVE / CATEGORY		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.

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 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
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 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.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	38	Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
GRADE EXPECTATION	38.a.	Locate information in print and digital sources.
GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.

STRAND / DOMAIN		LITERACY FOUNDATIONS
OBJECTIVE / CATEGORY		Writing
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	40	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE EXPECTATION	40.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.

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	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	**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**
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**
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		**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 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 / 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	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	**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
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
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	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
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	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	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**
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.

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.

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
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 22 Page 217-232

Alabama Courses of Study

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		**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.

STRAND / DOMAIN — **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	19	Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.
RELATED CONTENT / EXPECTATION	20	Explain how the author's use of character types throughout a narrative helps drive its plot.
RELATED CONTENT / EXPECTATION	21	Compare and contrast characters, points of view, or events in two or more literary texts.
RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.

STRAND / DOMAIN — **LITERACY FOUNDATIONS**

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

STRAND / DOMAIN — **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	**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.

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	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.

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.

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		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
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.

GRADE EXPECTATION	40.c.	Spell grade-level words correctly, consulting references as needed.

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
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.