

## Structure and Style for Students

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

**Oklahoma Academic Standards**  
**Language Arts**  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		Students will listen and speak effectively in a variety of situations.
<b>OBJECTIVE</b>		Listening – Students will develop and apply effective communication skills through active listening.

**SKILL / CONCEPT**      5.1.L.1.      Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		Students will listen and speak effectively in a variety of situations.
<b>OBJECTIVE</b>		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

**SKILL / CONCEPT**      5.1.S.1.      Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**SKILL / CONCEPT**      5.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**SKILL / CONCEPT**      5.1.S.3.      Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

**SKILL / CONCEPT**      5.2.SE.2.      Students will use structural analysis to correctly spell the following parts of words:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
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<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>
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SKILL / CONCEPT      5.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT      5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

SKILL / CONCEPT      5.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT      5.3.R.6.      Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.R.7.</b>	<b>Students will distinguish the structures of informational texts:</b>

SKILL		description
<b>CONTENT STANDARD / COURSE</b>	<b>Standard Critical Reading and Writing 3:</b>	
<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
SKILL		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.R.2.</b>	<b>Students will use context clues to clarify the meaning of words.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.R.5.</b>	<b>Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</b>

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.W.1.</b>	<b>Students will use grade-level vocabulary in writing to clearly communicate ideas.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.W.2.</b>	<b>Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.</b>

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT	5.6.R.1.	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.
OBJECTIVE		Writing – Students will synthesize information ethically through speaking and writing.

SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
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<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>
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SKILL / CONCEPT      5.1.L.1.      Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>
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SKILL / CONCEPT      5.1.S.1.      Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

SKILL / CONCEPT      5.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

SKILL / CONCEPT      5.1.S.3.      Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
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<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
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SKILL / CONCEPT      5.2.SE.1.      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
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<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
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SKILL / CONCEPT      5.2.SE.2.      Students will use structural analysis to correctly spell the following parts of words:

SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
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<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>
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SKILL / CONCEPT	5.2.F.2.	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT	5.2.R.1.	Students will explain how key supporting details support the main idea of a text.
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SKILL / CONCEPT	5.2.R.2.	Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.
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SKILL / CONCEPT	5.2.R.4.	Students will summarize facts and details from an informational text.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
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SKILL / CONCEPT	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
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SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
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SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.R.7.</b>	<b>Students will distinguish the structures of informational texts:</b>

SKILL description

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing**  
**3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>

SKILL introduce and develop a topic

SKILL incorporate evidence (e.g., specific facts, examples, charts, and graphs)

SKILL use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary**  
**4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT      5.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT      5.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary**  
**4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT      5.4.W.1.      Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT      5.4.W.2.      Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>

SKILL		adjectives
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
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SKILL / CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
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SKILL / CONCEPT      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
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SKILL / CONCEPT      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>
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SKILL / CONCEPT      5.1.L.1.      Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>
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SKILL / CONCEPT      5.1.S.1.      Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

SKILL / CONCEPT      5.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

SKILL / CONCEPT	5.1.S.3.	Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL                                  letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	5.2.SE.2.	Students will use structural analysis to correctly spell the following parts of words:

SKILL                                  abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.

SKILL /  
CONCEPT                                  5.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL /  
CONCEPT                                  5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL /  
CONCEPT                                  5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

SKILL /  
CONCEPT                                  5.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
<b>SKILL / CONCEPT</b>	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
<b>SKILL / CONCEPT</b>	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
<b>SKILL / CONCEPT</b>	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
<b>SKILL / CONCEPT</b>	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
<b>SKILL / CONCEPT</b>	5.3.R.7.	<b>Students will distinguish the structures of informational texts:</b>

SKILL description

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	5.3.W.2.	<b>Students will compose informative essays that</b>

SKILL	introduce and develop a topic
SKILL	incorporate evidence (e.g., specific facts, examples, charts, and graphs)
SKILL	use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

SKILL / CONCEPT	5.5.R.2.	Students will recognize and explain the impact on meaning of parts of speech in sentences:
SKILL		adverbs

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

**Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking**  
**1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT	5.1.L.1.	Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.
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**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking**  
**1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT	5.1.S.1.	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
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SKILL / CONCEPT	5.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
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SKILL / CONCEPT	5.1.S.3.	Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

SKILL / CONCEPT	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
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SKILL		letter-sound correspondences
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
**2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

<b>SKILL / CONCEPT</b>	<b>5.2.SE.2.</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
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SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>

SKILL / CONCEPT      5.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process**  
2:

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT      5.2.R.3.      Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process**  
2:

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

SKILL / CONCEPT      5.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      5.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      5.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing**  
3:

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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SKILL / CONCEPT      5.3.R.2.      Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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<b>SKILL / CONCEPT</b>	<b>5.3.R.3.</b>	<b>Students will determine how literary elements contribute to the meaning of a literary text:</b>
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SKILL      setting

SKILL      plot

SKILL      characters (i.e., protagonist, antagonist)

SKILL      characterization

SKILL      conflict

SKILL      theme

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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<b>SKILL / CONCEPT</b>	<b>5.3.R.7.</b>	<b>Students will distinguish the structures of informational texts:</b>
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SKILL      problem/solution

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
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<b>SKILL / CONCEPT</b>	<b>5.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
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SKILL      include plots with a climax and resolution



SKILL	include developed characters who overcome conflicts and use dialogue
SKILL	use a consistent point of view
SKILL	unfold in chronological sequence
SKILL	use sentence variety, sensory details, and vivid language to create interest
SKILL	model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>

SKILL      model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT      5.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT      5.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT      5.4.W.1.      Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT      5.4.W.2.      Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**



**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
<b>SKILL / CONCEPT</b>	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

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

**Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>
<b>SKILL / CONCEPT</b>	5.1.L.1.	Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>
<b>SKILL / CONCEPT</b>	5.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

<b>SKILL / CONCEPT</b>	<b>5.2.SE.1.</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
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SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

<b>SKILL / CONCEPT</b>	<b>5.2.SE.2.</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
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SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT      5.2.R.3.      Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

SKILL / CONCEPT      5.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      5.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      5.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

**SKILL / CONCEPT**      5.3.R.2.      Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

**SKILL / CONCEPT**      5.3.R.3.      **Students will determine how literary elements contribute to the meaning of a literary text:**

SKILL      setting

SKILL      plot

SKILL      characters (i.e., protagonist, antagonist)

SKILL      characterization

SKILL      conflict

SKILL      theme

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

**SKILL / CONCEPT**      5.3.R.7.      **Students will distinguish the structures of informational texts:**

SKILL      problem/solution

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>

**SKILL / CONCEPT**      5.3.W.1.      **Students will compose narratives reflecting real or imagined experiences that:**

SKILL	include plots with a climax and resolution
SKILL	include developed characters who overcome conflicts and use dialogue
SKILL	use a consistent point of view
SKILL	unfold in chronological sequence
SKILL	use sentence variety, sensory details, and vivid language to create interest
SKILL	model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>

SKILL      model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT      5.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT      5.4.R.4.      Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

SKILL / CONCEPT      5.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT      5.4.W.1.      Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
<b>CONTENT STANDARD / COURSE</b> <b>Standard Language 5:</b>		
STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
SKILL / CONCEPT	5.5.R.2.	Students will recognize and explain the impact on meaning of parts of speech in sentences:

SKILL                                  adverbs

<b>CONTENT STANDARD / COURSE</b> <b>Standard Language 5:</b>		
STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

SKILL /  
CONCEPT                          5.5.W.2.      Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.

SKILL /  
CONCEPT                          5.5.W.4.      Students will write using correct capitalization mechanics. (Grade of Mastery: 4)

SKILL /  
CONCEPT                          5.5.W.5.      Students will write using correct end mark mechanics. (Grade of Mastery: 4)

SKILL /  
CONCEPT                          5.5.W.9.      Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

SKILL /  
CONCEPT                          5.5.W.10.     Students will use underlining or italics to indicate titles of works.

<b>CONTENT STANDARD / COURSE</b> <b>Standard Research 6:</b>		
STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.
OBJECTIVE		Writing – Students will synthesize information ethically through speaking and writing.

SKILL /  
CONCEPT                          5.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

<b>CONTENT STANDARD / COURSE</b> <b>Standard Multimodal Literacies 7:</b>		
STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
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SKILL / CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
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SKILL / CONCEPT      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
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SKILL / CONCEPT      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

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

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>
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SKILL / CONCEPT      5.1.L.1.      Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>
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SKILL / CONCEPT      5.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**



<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	5.2.SE.2.	Students will use structural analysis to correctly spell the following parts of words:

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT      5.2.R.3.      Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

SKILL / CONCEPT      5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

SKILL / CONCEPT      5.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      5.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      5.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      5.3.R.2.      Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      5.3.R.3.      Students will determine how literary elements contribute to the meaning of a literary text:

<b>SKILL</b>	setting
<b>SKILL</b>	plot
<b>SKILL</b>	characters (i.e., protagonist, antagonist)
<b>SKILL</b>	characterization
<b>SKILL</b>	conflict
<b>SKILL</b>	theme

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      5.3.R.7.      Students will distinguish the structures of informational texts:

<b>SKILL</b>	problem/solution
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
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<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
SKILL		include plots with a climax and resolution
SKILL		include developed characters who overcome conflicts and use dialogue
SKILL		use a consistent point of view
SKILL		unfold in chronological sequence
SKILL		use sentence variety, sensory details, and vivid language to create interest
SKILL		model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing**  
**3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>
SKILL		model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary**  
**4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary**  
**4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

STRAND / STANDARD		Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
OBJECTIVE		Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		Students will engage in inquiry to acquire, refine, and communicate accurate information.
OBJECTIVE		Writing – Students will synthesize information ethically through speaking and writing.

SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Listening – Students will develop and apply effective communication skills through active listening.

SKILL / CONCEPT	5.1.L.1.	Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.
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**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

STRAND / STANDARD		Students will listen and speak effectively in a variety of situations.
OBJECTIVE		Speaking – Students will develop and apply effective communication skills to share ideas through speaking.

SKILL / CONCEPT	5.1.S.1.	Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
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SKILL / CONCEPT	5.1.S.2.	Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
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SKILL / CONCEPT	5.1.S.3.	Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

SKILL / CONCEPT	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
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SKILL		letter-sound correspondences
<b>CONTENT STANDARD / COURSE</b>	<b>Standard Reading and Writing Foundations 2:</b>	
<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	5.2.SE.2.	Students will use structural analysis to correctly spell the following parts of words:

SKILL		abbreviations
<b>CONTENT STANDARD / COURSE</b>	<b>Standard Reading and Writing Foundations 2:</b>	
<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.
<b>SKILL / CONCEPT</b>	5.2.F.2.	Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

<b>CONTENT STANDARD / COURSE</b>	<b>Standard Reading and Writing Process 2:</b>	
<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.
<b>SKILL / CONCEPT</b>	5.2.R.1.	Students will explain how key supporting details support the main idea of a text.
<b>SKILL / CONCEPT</b>	5.2.R.2.	Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.
<b>SKILL / CONCEPT</b>	5.2.R.4.	Students will summarize facts and details from an informational text.

<b>CONTENT STANDARD / COURSE</b>	<b>Standard Reading and Writing Process 2:</b>	
<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
<b>SKILL / CONCEPT</b>	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
<b>SKILL / CONCEPT</b>	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).



SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
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SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT      5.5.W.10. Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT      5.6.R.1. Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT      5.6.W.3. Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT      5.7.R. Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT      5.8.R. Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

**Oklahoma Academic Standards**  
**Language Arts**  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**       **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL	letter-sound correspondences
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**CONTENT STANDARD / COURSE**       **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	5.2.SE.2.	Students will use structural analysis to correctly spell the following parts of words:

SKILL	abbreviations
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**CONTENT STANDARD / COURSE**       **Standard Reading and Writing Process 2:**

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT	5.2.R.1.	Students will explain how key supporting details support the main idea of a text.
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SKILL / CONCEPT	5.2.R.2.	Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.
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SKILL / CONCEPT	5.2.R.4.	Students will summarize facts and details from an informational text.
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**CONTENT STANDARD / COURSE**       **Standard Reading and Writing Process 2:**

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
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<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
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SKILL / CONCEPT	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
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SKILL / CONCEPT	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
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SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
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SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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SKILL / CONCEPT	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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SKILL / CONCEPT	5.3.R.7.	Students will distinguish the structures of informational texts:
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SKILL		description
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
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SKILL / CONCEPT	5.3.W.2.	Students will compose informative essays that
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SKILL		introduce and develop a topic
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SKILL		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
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SKILL		use sentence variety and word choice to create interest
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

<b>SKILL / CONCEPT</b>	5.4.R.2.	Students will use context clues to clarify the meaning of words.
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<b>SKILL / CONCEPT</b>	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

<b>SKILL / CONCEPT</b>	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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<b>SKILL / CONCEPT</b>	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

<b>SKILL / CONCEPT</b>	5.5.R.2.	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
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<b>SKILL</b>		adjectives
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<b>SKILL</b>		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

<b>SKILL / CONCEPT</b>	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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<b>SKILL / CONCEPT</b>	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT      5.6.R.1.      Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT      5.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

**SKILL / CONCEPT**      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

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

**Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>

**SKILL / CONCEPT**      5.1.L.1.      Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>

**SKILL / CONCEPT**      5.1.S.1.      Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

**SKILL / CONCEPT**      5.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**SKILL / CONCEPT**      5.1.S.3.      Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

**SKILL / CONCEPT**      5.2.SE.1.      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

**SKILL**      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.SE.2.</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

SKILL    abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Fluency – Students will read grade-level text smoothly and accurately, with appropriate expression.</b>

SKILL / CONCEPT                          5.2.F.2.      Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT                          5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT                          5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

SKILL / CONCEPT                          5.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT                          5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

SKILL / CONCEPT                          5.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).





SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
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SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
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SKILL		adjectives
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
OBJECTIVE		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT	5.6.R.1.	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
OBJECTIVE		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
OBJECTIVE		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
OBJECTIVE		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
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SKILL / CONCEPT      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
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<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
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<b>SKILL / CONCEPT</b>	<b>5.2.SE.1.</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
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SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
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<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
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<b>SKILL / CONCEPT</b>	<b>5.2.SE.2.</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
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SKILL      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
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SKILL / CONCEPT      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT      5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
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SKILL		use sentence variety and word choice to create interest
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
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SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

SKILL / CONCEPT	5.5.R.2.	Students will recognize and explain the impact on meaning of parts of speech in sentences:
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SKILL		verb tense to identify settings, times, sequences, and conditions
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SKILL		adjectives
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.3.	Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL /  
CONCEPT      5.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL /  
CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL /  
CONCEPT      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

**SKILL / CONCEPT**      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

**Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	5.2.SE.1.	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>

**SKILL**      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	5.2.SE.2.	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

**SKILL / CONCEPT**      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

**SKILL / CONCEPT**      5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.





SKILL	introduce and develop a topic
SKILL	incorporate evidence (e.g., specific facts, examples, charts, and graphs)
SKILL	maintain an organized structure with transitional words and phrases
SKILL	use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

SKILL / CONCEPT	5.5.R.2.	Students will recognize and explain the impact on meaning of parts of speech in sentences:
SKILL		verb tense to identify settings, times, sequences, and conditions
SKILL		adjectives
SKILL		adverbs

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.3.	Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

**SKILL / CONCEPT**      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

**SKILL / CONCEPT**      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

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

**Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

**SKILL / CONCEPT**      5.2.SE.1.      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

**SKILL**      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>

**SKILL / CONCEPT**      5.2.SE.2.      Students will use structural analysis to correctly spell the following parts of words:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>



SKILL	use a consistent point of view
SKILL	unfold in chronological sequence
SKILL	use sentence variety, sensory details, and vivid language to create interest
SKILL	model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>

SKILL      model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT      5.4.R.2.      Students will use context clues to clarify the meaning of words.

SKILL / CONCEPT      5.4.R.5.      Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT      5.4.W.1.      Students will use grade-level vocabulary in writing to clearly communicate ideas.

SKILL / CONCEPT      5.4.W.2.      Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
SKILL		verb tense to identify settings, times, sequences, and conditions
SKILL		adjectives
SKILL		prepositional phrases
SKILL		adverbs

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.3.	Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies**  
7:

<b>STRAND / STANDARD</b>		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
<b>OBJECTIVE</b>		Reading – Students will comprehend and evaluate multimodal content.
<b>SKILL / CONCEPT</b>	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
8:

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.
<b>SKILL / CONCEPT</b>	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing**  
8:

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.
<b>SKILL / CONCEPT</b>	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations**  
2:

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
<b>SKILL</b>		letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process**  
2:

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT	5.2.R.1.	Students will explain how key supporting details support the main idea of a text.
SKILL / CONCEPT	5.2.R.2.	Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.
SKILL / CONCEPT	5.2.R.4.	Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
SKILL / CONCEPT	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
SKILL / CONCEPT	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
SKILL / CONCEPT	5.3.R.5.	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.
SKILL / CONCEPT	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
SKILL / CONCEPT	5.3.R.7.	Students will distinguish the structures of informational texts:



SKILL		description
<b>CONTENT STANDARD / COURSE</b>	<b>Standard Critical Reading and Writing 3:</b>	
<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
SKILL		use sentence variety and word choice to create interest

<b>CONTENT STANDARD / COURSE</b>	<b>Standard Vocabulary 4:</b>	
<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.R.2.</b>	<b>Students will use context clues to clarify the meaning of words.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.R.5.</b>	<b>Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</b>

<b>CONTENT STANDARD / COURSE</b>	<b>Standard Vocabulary 4:</b>	
<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.W.1.</b>	<b>Students will use grade-level vocabulary in writing to clearly communicate ideas.</b>
<b>SKILL / CONCEPT</b>	<b>5.4.W.2.</b>	<b>Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.</b>

<b>CONTENT STANDARD / COURSE</b>	<b>Standard Language 5:</b>	
<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
SKILL		adjectives
SKILL		prepositional phrases
SKILL		adverbs

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>
SKILL / CONCEPT	5.6.R.1.	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	5.6.W.1.	Students will formulate a viable research question.
SKILL / CONCEPT	5.6.W.2.	Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

SKILL / CONCEPT	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
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SKILL	letter-sound correspondences
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT	5.2.R.1.	Students will explain how key supporting details support the main idea of a text.
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SKILL / CONCEPT	5.2.R.2.	Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.
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SKILL / CONCEPT	5.2.R.4.	Students will summarize facts and details from an informational text.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
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SKILL / CONCEPT	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
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SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
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SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	5.3.R.5.	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.
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SKILL / CONCEPT	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
<b>SKILL / CONCEPT</b>	5.5.R.2.	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
SKILL		adjectives
SKILL		prepositional phrases
SKILL		adverbs

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT	5.6.R.1.	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT	5.6.W.1.	Students will formulate a viable research question.
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SKILL / CONCEPT	5.6.W.2.	Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
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SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.SE.1.</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
SKILL		letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.R.1.</b>	<b>Students will explain how key supporting details support the main idea of a text.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.R.2.</b>	<b>Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.R.4.</b>	<b>Students will summarize facts and details from an informational text.</b>

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.W.1.</b>	<b>Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.W.2.</b>	<b>Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</b>
<b>SKILL / CONCEPT</b>	<b>5.2.W.3.</b>	<b>Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.W.4.</b>	<b>Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</b>

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**





**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

<b>SKILL / CONCEPT</b>	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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<b>SKILL / CONCEPT</b>	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

<b>SKILL / CONCEPT</b>	5.5.R.2.	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
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<b>SKILL</b>		adjectives
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<b>SKILL</b>		prepositional phrases
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<b>SKILL</b>		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

<b>SKILL / CONCEPT</b>	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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<b>SKILL / CONCEPT</b>	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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<b>SKILL / CONCEPT</b>	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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<b>SKILL / CONCEPT</b>	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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<b>SKILL / CONCEPT</b>	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT 5.5.W.10. Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT 5.6.R.1. Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT 5.6.W.1. Students will formulate a viable research question.

SKILL / CONCEPT 5.6.W.2. Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).

SKILL / CONCEPT 5.6.W.3. Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT 5.7.R. Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT 5.8.R. Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

**Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021**

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations  
2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	5.2.SE.1.	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
<b>SKILL</b>		letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations  
2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	5.2.SE.2.	<b>Students will use structural analysis to correctly spell the following parts of words:</b>
<b>SKILL</b>		abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process  
2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
<b>SKILL / CONCEPT</b>	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
<b>SKILL / CONCEPT</b>	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
<b>SKILL / CONCEPT</b>	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
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<b>SKILL / CONCEPT</b>	5.3.W.2.	<b>Students will compose informative essays that</b>
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SKILL		introduce and develop a topic
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SKILL		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
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SKILL		maintain an organized structure with transitional words and phrases
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SKILL		use sentence variety and word choice to create interest
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
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SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
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<b>SKILL / CONCEPT</b>	5.5.R.2.	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
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SKILL		adjectives
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SKILL		prepositional phrases
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>
SKILL / CONCEPT	5.6.R.1.	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

**SKILL / CONCEPT**      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

**SKILL / CONCEPT**      5.2.SE.1.      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

**SKILL**      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

**SKILL / CONCEPT**      5.2.SE.2.      Students will use structural analysis to correctly spell the following parts of words:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

**SKILL / CONCEPT**      5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

**SKILL / CONCEPT**      5.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
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SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

STRAND / STANDARD		<b>Students will apply critical thinking skills to reading and writing.</b>
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OBJECTIVE		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
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SKILL / CONCEPT	5.3.W.2.	<b>Students will compose informative essays that</b>
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SKILL		introduce and develop a topic
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SKILL		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
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SKILL		maintain an organized structure with transitional words and phrases
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SKILL		use sentence variety and word choice to create interest
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

STRAND / STANDARD		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
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OBJECTIVE		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
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SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

STRAND / STANDARD		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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OBJECTIVE		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
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SKILL / CONCEPT	5.5.R.2.	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
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SKILL		adjectives
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SKILL		prepositional phrases
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT      5.6.R.1.      Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT      5.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
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SKILL / CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
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SKILL / CONCEPT      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

**Oklahoma Academic Standards  
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
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<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
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<b>SKILL / CONCEPT</b>	<b>5.2.SE.1.</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>
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SKILL      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
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SKILL / CONCEPT      5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

SKILL / CONCEPT      5.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      5.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      5.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
SKILL		include plots with a climax and resolution
SKILL		include developed characters who overcome conflicts and use dialogue
SKILL		use a consistent point of view
SKILL		unfold in chronological sequence
SKILL		use sentence variety, sensory details, and vivid language to create interest
SKILL		model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing**  
**3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>
SKILL		model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary**  
**4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language**  
**5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>

SKILL	adjectives
SKILL	prepositional phrases
SKILL	adverbs

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		Students will read and write independently for a variety of purposes and periods of time.
<b>OBJECTIVE</b>		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

**SKILL / CONCEPT**      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

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

Oklahoma Academic Standards  
Language Arts  
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

**SKILL / CONCEPT**      5.2.SE.1.      Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

**SKILL**      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

**SKILL / CONCEPT**      5.2.SE.2.      Students will use structural analysis to correctly spell the following parts of words:

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

**SKILL / CONCEPT**      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

**SKILL / CONCEPT**      5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

SKILL / CONCEPT	5.2.R.4.	Students will summarize facts and details from an informational text.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
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SKILL / CONCEPT	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
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SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
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SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	5.3.R.5.	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.
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SKILL / CONCEPT	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	5.3.R.7.	Students will distinguish the structures of informational texts:
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SKILL		description
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>
SKILL		introduce and develop a topic
SKILL		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
SKILL		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
SKILL		adjectives
SKILL		prepositional phrases

SKILL		adverbs
<b>CONTENT STANDARD / COURSE</b>	<b>Standard Language 5:</b>	
<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT      5.6.R.1.      Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT      5.6.W.1.      Students will formulate a viable research question.

SKILL / CONCEPT      5.6.W.2.      Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).



SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
OBJECTIVE		Reading – Students will comprehend and evaluate multimodal content.

SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		Students will read and write independently for a variety of purposes and periods of time.
OBJECTIVE		Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

SKILL / CONCEPT	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:
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SKILL		letter-sound correspondences
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.SE.2.</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

SKILL / CONCEPT      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT      5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

SKILL / CONCEPT      5.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>

SKILL / CONCEPT      5.2.W.1.      Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

SKILL / CONCEPT      5.2.W.2.      Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT      5.2.W.3.      Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT      5.2.W.4.      Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	5.3.R.5.	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.
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SKILL / CONCEPT	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
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OBJECTIVE		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.
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SKILL / CONCEPT	5.3.R.7.	Students will distinguish the structures of informational texts:
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SKILL		description
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

STRAND / STANDARD		Students will apply critical thinking skills to reading and writing.
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OBJECTIVE		Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
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SKILL / CONCEPT	5.3.W.2.	Students will compose informative essays that
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SKILL		introduce and develop a topic
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SKILL		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
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SKILL		use sentence variety and word choice to create interest
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
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OBJECTIVE		Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.
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SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
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SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

STRAND / STANDARD		Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
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<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
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SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
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SKILL / CONCEPT	5.5.R.2.	Students will recognize and explain the impact on meaning of parts of speech in sentences:
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SKILL		adjectives
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SKILL		prepositional phrases
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
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SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>

SKILL / CONCEPT      5.6.R.1.      Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

SKILL / CONCEPT      5.6.W.1.      Students will formulate a viable research question.

SKILL / CONCEPT      5.6.W.2.      Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).

SKILL / CONCEPT      5.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

SKILL / CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>

SKILL / CONCEPT      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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Oklahoma Academic Standards  
 Language Arts  
 Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL    letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

STRAND / STANDARD		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
OBJECTIVE		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
SKILL / CONCEPT	5.2.SE.2.	Students will use structural analysis to correctly spell the following parts of words:

SKILL    abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
OBJECTIVE		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT                          5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT                          5.2.R.2.      Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.

SKILL / CONCEPT                          5.2.R.4.      Students will summarize facts and details from an informational text.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

STRAND / STANDARD		Students will use a variety of recursive reading and writing processes.
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<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
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SKILL / CONCEPT	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
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SKILL / CONCEPT	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
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SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
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SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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SKILL / CONCEPT	5.3.R.5.	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.
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SKILL / CONCEPT	5.3.R.6.	Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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SKILL / CONCEPT	5.3.R.7.	Students will distinguish the structures of informational texts:
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SKILL		description
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
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SKILL / CONCEPT	5.3.W.2.	Students will compose informative essays that
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SKILL		introduce and develop a topic
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SKILL	incorporate evidence (e.g., specific facts, examples, charts, and graphs)
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SKILL	use sentence variety and word choice to create interest
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>

SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
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SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

SKILL / CONCEPT	5.5.R.2.	Students will recognize and explain the impact on meaning of parts of speech in sentences:
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SKILL	adjectives
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SKILL	prepositional phrases
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SKILL	adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
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SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</b>
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SKILL / CONCEPT	5.6.R.1.	Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
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SKILL / CONCEPT	5.6.W.1.	Students will formulate a viable research question.
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SKILL / CONCEPT	5.6.W.2.	Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
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SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
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SKILL / CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
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SKILL / CONCEPT      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
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SKILL / CONCEPT      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

UNIT 9: FORMAL CRITIQUE Week 22 Page 217-232

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>
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SKILL / CONCEPT      5.1.L.1.      Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>
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SKILL / CONCEPT      5.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	5.2.SE.1.	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

SKILL letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.
<b>OBJECTIVE</b>		Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.
<b>SKILL / CONCEPT</b>	5.2.SE.2.	Students will use structural analysis to correctly spell the following parts of words:

SKILL abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

SKILL / CONCEPT 5.2.R.1. Students will explain how key supporting details support the main idea of a text.

SKILL / CONCEPT 5.2.R.3. Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		Students will use a variety of recursive reading and writing processes.
<b>OBJECTIVE</b>		Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

SKILL / CONCEPT 5.2.W.1. Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

SKILL / CONCEPT 5.2.W.2. Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

SKILL / CONCEPT 5.2.W.3. Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

SKILL / CONCEPT 5.2.W.4. Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      5.3.R.2.      Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      5.3.R.3.      Students will determine how literary elements contribute to the meaning of a literary text:

<b>SKILL</b>	setting
<b>SKILL</b>	plot
<b>SKILL</b>	characters (i.e., protagonist, antagonist)
<b>SKILL</b>	characterization
<b>SKILL</b>	conflict
<b>SKILL</b>	theme

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		Students will apply critical thinking skills to reading and writing.
<b>OBJECTIVE</b>		Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

**SKILL / CONCEPT**      5.3.R.7.      Students will distinguish the structures of informational texts:

<b>SKILL</b>	problem/solution
<b>SKILL</b>	sequential

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
SKILL		include plots with a climax and resolution
SKILL		include developed characters who overcome conflicts and use dialogue
SKILL		use a consistent point of view
SKILL		unfold in chronological sequence
SKILL		use sentence variety, sensory details, and vivid language to create interest
SKILL		model literary elements and/or literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>
SKILL		model literary devices from mentor texts

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>
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SKILL / CONCEPT	5.5.R.2.	Students will recognize and explain the impact on meaning of parts of speech in sentences:
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SKILL		adjectives
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SKILL		prepositional phrases
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>
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SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
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SKILL / CONCEPT      5.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
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SKILL / CONCEPT      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
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SKILL / CONCEPT      5.8.R.      Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
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SKILL / CONCEPT      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.

UNIT 9: FORMAL CRITIQUE Week 23 Page 233-244

Oklahoma Academic Standards  
Language Arts  
Grade 5 - Adopted: 2021

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
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<b>OBJECTIVE</b>		<b>Listening – Students will develop and apply effective communication skills through active listening.</b>
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SKILL / CONCEPT      5.1.L.1.      Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

**CONTENT STANDARD / COURSE**      **Standard Listening and Speaking 1:**

<b>STRAND / STANDARD</b>		<b>Students will listen and speak effectively in a variety of situations.</b>
<b>OBJECTIVE</b>		<b>Speaking – Students will develop and apply effective communication skills to share ideas through speaking.</b>

**SKILL / CONCEPT**      5.1.S.2.      Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.SE.1.</b>	<b>Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</b>

**SKILL**      letter-sound correspondences

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Foundations 2:**

<b>STRAND / STANDARD</b>		<b>Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</b>
<b>OBJECTIVE</b>		<b>Spelling/Encoding – Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</b>
<b>SKILL / CONCEPT</b>	<b>5.2.SE.2.</b>	<b>Students will use structural analysis to correctly spell the following parts of words:</b>

**SKILL**      abbreviations

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</b>

**SKILL / CONCEPT**      5.2.R.1.      Students will explain how key supporting details support the main idea of a text.

**SKILL / CONCEPT**      5.2.R.3.      Students will summarize and sequence the important events of a story.

**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>



SKILL / CONCEPT	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
SKILL / CONCEPT	5.2.W.2.	Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
SKILL / CONCEPT	5.2.W.3.	Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
SKILL / CONCEPT	5.2.W.4.	Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

SKILL / CONCEPT	5.3.R.2.	Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>

<b>SKILL / CONCEPT</b>	<b>5.3.R.3.</b>	<b>Students will determine how literary elements contribute to the meaning of a literary text:</b>
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SKILL	setting
SKILL	plot
SKILL	characters (i.e., protagonist, antagonist)
SKILL	characterization
SKILL	conflict
SKILL	theme

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</b>
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<b>SKILL / CONCEPT</b>	<b>5.3.R.7.</b>	<b>Students will distinguish the structures of informational texts:</b>
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SKILL		problem/solution
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SKILL		sequential
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
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<b>SKILL / CONCEPT</b>	<b>5.3.W.1.</b>	<b>Students will compose narratives reflecting real or imagined experiences that:</b>
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SKILL		include plots with a climax and resolution
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SKILL		include developed characters who overcome conflicts and use dialogue
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SKILL		use a consistent point of view
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SKILL		unfold in chronological sequence
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SKILL		use sentence variety, sensory details, and vivid language to create interest
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SKILL		model literary elements and/or literary devices from mentor texts
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**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
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<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
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<b>SKILL / CONCEPT</b>	<b>5.3.W.2.</b>	<b>Students will compose informative essays that</b>
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SKILL		model literary devices from mentor texts
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
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<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
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SKILL / CONCEPT	5.4.R.2.	Students will use context clues to clarify the meaning of words.
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SKILL / CONCEPT	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
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**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>

SKILL / CONCEPT	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
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SKILL / CONCEPT	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</b>

<b>SKILL / CONCEPT</b>	<b>5.5.R.2.</b>	<b>Students will recognize and explain the impact on meaning of parts of speech in sentences:</b>
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SKILL		adjectives
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SKILL		prepositional phrases
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SKILL		adverbs
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**CONTENT STANDARD / COURSE**      **Standard Language 5:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.</b>

SKILL / CONCEPT	5.5.W.1.	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
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SKILL / CONCEPT	5.5.W.2.	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
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SKILL / CONCEPT	5.5.W.4.	Students will write using correct capitalization mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.5.	Students will write using correct end mark mechanics. (Grade of Mastery: 4)
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SKILL / CONCEPT	5.5.W.9.	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
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SKILL / CONCEPT	5.5.W.10.	Students will use underlining or italics to indicate titles of works.
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**CONTENT STANDARD / COURSE**      **Standard Research 6:**

STRAND / STANDARD		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
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OBJECTIVE		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>
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SKILL / CONCEPT	5.6.W.3.	Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.
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**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

STRAND / STANDARD		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
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OBJECTIVE		<b>Reading – Students will comprehend and evaluate multimodal content.</b>
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SKILL / CONCEPT	5.7.R.	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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OBJECTIVE		<b>Reading – Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</b>
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SKILL / CONCEPT	5.8.R.	Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

STRAND / STANDARD		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
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OBJECTIVE		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>
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SKILL / CONCEPT	5.8.W.	Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.
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**CONTENT STANDARD / COURSE**      **Standard Reading and Writing Process 2:**

<b>STRAND / STANDARD</b>		<b>Students will use a variety of recursive reading and writing processes.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</b>
<b>SKILL / CONCEPT</b>	5.2.W.1.	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

**CONTENT STANDARD / COURSE**      **Standard Critical Reading and Writing 3:**

<b>STRAND / STANDARD</b>		<b>Students will apply critical thinking skills to reading and writing.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</b>
<b>SKILL / CONCEPT</b>	5.3.W.2.	<b>Students will compose informative essays that</b>
<b>SKILL</b>		introduce and develop a topic
<b>SKILL</b>		incorporate evidence (e.g., specific facts, examples, charts, and graphs)
<b>SKILL</b>		use sentence variety and word choice to create interest

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will expand their grade-level vocabularies through reading, word study, and class discussion.</b>
<b>SKILL / CONCEPT</b>	5.4.R.5.	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

**CONTENT STANDARD / COURSE**      **Standard Vocabulary 4:**

<b>STRAND / STANDARD</b>		<b>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will apply knowledge of vocabulary to speak and write effectively.</b>
<b>SKILL / CONCEPT</b>	5.4.W.1.	Students will use grade-level vocabulary in writing to clearly communicate ideas.
<b>SKILL / CONCEPT</b>	5.4.W.2.	Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

**CONTENT STANDARD / COURSE**      **Standard Research 6:**

<b>STRAND / STANDARD</b>		<b>Students will engage in inquiry to acquire, refine, and communicate accurate information.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will synthesize information ethically through speaking and writing.</b>

**SKILL / CONCEPT**      5.6.W.3.      Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

**CONTENT STANDARD / COURSE**      **Standard Multimodal Literacies 7:**

<b>STRAND / STANDARD</b>		<b>Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</b>
<b>OBJECTIVE</b>		<b>Reading – Students will comprehend and evaluate multimodal content.</b>

**SKILL / CONCEPT**      5.7.R.      Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

**CONTENT STANDARD / COURSE**      **Standard Independent Reading and Writing 8:**

<b>STRAND / STANDARD</b>		<b>Students will read and write independently for a variety of purposes and periods of time.</b>
<b>OBJECTIVE</b>		<b>Writing – Students will write independently, intentionally selecting modes, purposes, and audiences.</b>

**SKILL / CONCEPT**      5.8.W.      Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.