**By the end of the year 5th graders will be able to:**

| **ELA Strand** | **Specific Skill** |
| --- | --- |
| Foundations | * Use skills such as syllabication, knowledge of roots, suffixes, and prefixes, and knowledge of phonics to read unfamiliar words. * Read grade appropriate text with accuracy, and with appropriate phrasing, expression, rate, and understanding * Print all letters quickly enough to write sentences without losing track of ideas and legibly enough for others to read what was written * Write and read in cursive |
| Comprehension | * Read literary and informational text with understanding and identify the main idea and key details * Summarize longer texts in greater detail * Describe characters, setting, plot, conflict, and theme using specific details and compare/contrast these elements across different stories * Compare/contrast a narrator’s point of view, the difference between first and third-person * Answer inferential questions by providing relevant and specific details from texts to support answers * Identify text structure (compare/contrast, cause/effect, problem/solution, sequence, etc.) and explain how text features help the reader comprehend text * Identify and understand figurative language (imagery, similes, metaphors, alliteration, personification, alliteration, idiom, and hyperbole) |
| Language | * Distinguish and understand words with multiple meanings * Use context clues and knowledge of common Latin roots, prefixes and suffixes to determine word meaning * Use knowledge of English grammar and vocabulary in both speech and writing * Use skills such as syllabication, knowledge of roots, suffixes, and prefixes, and knowledge of phonics to spell multisyllabic words * Speak and listen in formal (presentations) and informal (collaborative discussions) ways |
| Writing | * Compose complex sentences of various types * Write narrative, informational, and opinion essays of multiple paragraphs that include an introduction, body and conclusion through editing and rewriting to create clear and organized work * Create and research a topic to build knowledge * Use content-specific vocabulary, such as science and social studies, in their own writing |

| **Subject and Quarter:** Reading, 1st Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.4.R.2  Students will use context clues to clarify the meaning of words.  **RC Standard** Use context clues to clarify the meaning of words | | **Supporting Standards**  5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs |
| **Learning Goal/I Can Statement** I can use context clues to: determine meaning of words, clarify the meaning of words, distinguish among multiple-meaning words. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Students can add context clues to their writing to help the reader determine or clarify the meaning of words and distinguish among multiple-meaning words.  AND  Student can use the I.D.E.A.S acronym to determine the type of context clues being used in a passage. | **Essential Question**  What are context clues? How can I use them to understand grade level text? |
| **Score**  **3.0** | Student can use context clues to determine or clarify the meaning of words including synonyms, antonyms, analogies, homophones, and homographs. | **Assessments (Pre, Mid, Post)**  [5.4.R.2 Context Clues Assessment](https://docs.google.com/document/d/1yBs8DeY-41XSifrbWGHa_nIXNlWIyyx6Bgp2XALDl1E/edit?usp=sharing) |
| **Score**  **2.0** | Student can correctly define synonym, antonym, analogy, homophone, and homograph. | **Lesson Resources**  <https://drive.google.com/open?id=1e19WQXewu15lfTEIyIW1C_QBZS0UQHhq>  <https://drive.google.com/open?id=13SjoZFkSRhyVVjY9-x7gSUuM4VdMIWNl>  [OKSDE Standard 5.4.R.2](http://elaokframework.pbworks.com/w/page/148568895/54R2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary** - distinguish, multiple meaning, context clues |
| **RtI Support** | **Interventions** | **Enrichment** |

| [**Vertical Alignment**](https://sde.ok.gov/sites/default/files/documents/files/2021%20ELA%20Standards%20Vertical%20Progression%2C%20Grades%203-8_1.pdf) | | |
| --- | --- | --- |
| **4.4.R.2** Students will use context clues to clarify the meaning of words. | **5.4.R.2** Students will use context clues to clarify the meaning of words. | **6.4.R.2** Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words. |

Notes:

Level 4 G/T:

1. Have advanced students write a short paragraph about something they know a lot about. However, as they write, they must replace the word for the topic with a nonsense word. For example, if they write about soccer, they should replace the word "soccer" with a nonsense word. Have advanced students exchange papers to see if they can determine what the other students wrote about.
2. Assessment (10 minutes) Ask students to write the following sentence and replace the nonsense word with a word that makes sense: "People enjoy swimming in the indoor wendoy in the winter since it is too cold to be outdoors." Have the students write a short explanation of how they arrived at their answer.
3. Students will: create a Context Clue Anchor Chart. List and describe five common kinds of clues (direct definition, definition after a comma, antonym, synonym, and example) with an example of each. Then, have students suggest meanings for the underlined words in the examples. Discuss how they determined the meaning and what clues they found in the context. The process of creating the Anchor Chart helps students solidify their understanding of each kind of context clue. In addition, the chart itself can be used as a go-to reference before asking a teacher for help.

| **Subject and Quarter:** Reading, 1st Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.2.R.3  Students will summarize and sequence the important events of a story.  **RC Standard** Summarize and sequence the events of a story | | **Supporting Standards**  5.2.R.1 Students will explain how key supporting details support the main idea of a text.  5.2.R.4 Students will summarize facts and details from an informational text. |
| **Learning Goal/I Can Statement** I can summarize and sequence the important events of a story. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can determine if a summary is accurate and make corrections if needed. | **Essential Question** |
| **Score**  **3.0** | Student can summarize and sequence the important events of a story. | **Assessments (Pre, Mid, Post)**  [5.2.R.3 Summary Assessment](https://docs.google.com/document/d/1uRah0zp9z9y8gaRfOwpRJ782NtTauLMqfzWpsMVSMG0/edit?usp=sharing) |
| **Score**  **2.0** | Student can sequence the events of a story. | **Lesson Resources**  Graphic organizer  [Flocabulary](https://www.flocabulary.com/unit/summarizing/)  [YouTube Song](https://www.flocabulary.com/unit/summarizing/)  [OKSDE Standard 5.2.R.3](http://elaokframework.pbworks.com/w/page/148460460/52R3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Literary elements  Sequence/Order/Chronological signal words |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.2.R.3** Students will summarize and sequence the important events of a story. | **5.2.R.3** Students will summarize and sequence the important events of a story. | **6.2.R.3** Students will paraphrase a paragraph in their own words to demonstrate comprehension. |

| **Subject and Quarter:** Writing, 1st Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.5.W.1  Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.  **RC Standard** Compose simple, compound, and complex sentences | | **Supporting Standards**  5.5.W.4 Students will write using correct capitalization mechanics.  5.5.W.5 Students will write using correct end mark mechanics.  5.5.W.6 - Students will use the correct forms of it’s/its, you’re/your, and they’re/their.  5.5.W.7 Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.  5.5.W.8 Students will use a colon to introduce a list.  5.5.W.11 Students will use a semicolon to punctuate compound sentences. |
| **Learning Goal/I Can Statement** **-** I can compose simple, compound, and complex (i.e., independent and dependent clauses) sentences, recognizing and correcting run-ons. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can compose simple, compound, and complex sentences in longer pieces of writing. | **Essential Question**  How do I form simple, compound, and complex sentences when writing?  How can I create varied and grammatically-appropriate sentences? |
| **Score**  **3.0** | Student can compose simple, compound, and complex (i.e., independent and dependent clauses) sentences. | **Assessments (Pre, Mid, Post)**  [5.5.W.2 Sentence Types Pre/Post Q1](https://docs.google.com/document/u/0/d/1c27RlgCNHH9-_ullwu7GPSvokaY5u8H_TlQhcoOqCbI/edit) |
| **Score**  **2.0** | Student can identify simple and compound sentences. | **Lesson Resources**  **Resources from the ElA Curriculum Framework**   * [**Khan Academy/commas and apostrophes**](https://www.khanacademy.org/humanities/grammar/punctuation-the-comma-and-the-apostrophe) **(video)** * [**Schoolhouse Rocks - Mr. Morton**](http://safeyoutube.net/w/AEWc) **(video)** * [**Punctuating Compound and Complex Sentences**](https://www.twu.edu/media/documents/write-site/Punctuating_the_Four_Sentence_Types.pdf) **(webpage)** * [**Khan Academy/simple and compound sentences**](https://www.youtube.com/watch?v=3DGKY3eM9PY) **(video)** * [**Khan Academy/complex sentences**](https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/types-of-sentences/v/complex-sentences-syntax-khan-academy) **(video)** * [**Reading Rockets/Sentence Combining**](http://www.readingrockets.org/strategies/sentence_combining) **(webpage)** * [**NCTE/Sentence Combining: Building Skills through Reading and Writing**](http://www.ncte.org/library/NCTEFiles/Resources/Journals/CNP/0261-august08/NP0261Sentence.pdf) **(webpage)** * [**Show-Me Sentences**](http://www.readwritethink.org/classroom-resources/lesson-plans/show-sentences-30780.html) **(webpage)** * [**Manipulating Sentences to Reinforce Grammar Skills**](http://www.readwritethink.org/classroom-resources/lesson-plans/manipulating-sentences-reinforce-grammar-248.html) **(webpage)** * [**How to Revise and Edit**](http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/revise-edit-30116.html) **(webpage)**   Resources from HMH  Resources from Canvas  [OKSDE Standard 5.5.W.1](http://elaokframework.pbworks.com/w/page/148737168/55W1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  **Fragment Independent Compound**  **Subject Dependent Complex**  **Verb Clause**  **Run-on Simple** |
| **RtI Support** | **Interventions** | **Enrichment** |

| [**Vertical Alignment**](https://sde.ok.gov/sites/default/files/documents/files/2021%20ELA%20Standards%20Vertical%20Progression%2C%20Grades%203-8_1.pdf) | | |
| --- | --- | --- |
| **4.5.W.1** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments. | **5.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences. | **6.5.W.1** Students will compose simple, compound, and complex sentences to add clarity and variety in their writing. |

| **Subject and Quarter:** Writing, 1st Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Writing Process Foundations**   * Explicit Instruction * Graphic Organizers * Increase Writing Stamina * Writing Prompt   + What I wish my teacher knew about Me? | | |

| **Subject and Quarter:** Writing, 1st Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Paragraph Writing Foundations**   * First we start with parts of speech, subject and predicate, and clauses. * We transition into establishing the different types of sentences and then build upon that as we go. * Once they have a grasp on sentences, we move on to short answer, and then paragraphs. * [ACE Answer Strategy (Three Sentences) for Short Answer Questions](https://spedinstructionalstrategies.wordpress.com/reading-strategies/ace/) * Then, five sentence paragraph means   + Graphic Organizer: [OREO](https://www.writingclassroom.org/wp-content/uploads/2019/08/HowToUseOREOConceptMap.docx.pdf)  Opinion, Reasons, Explanations Opinion   + Graphic Organizer: [Paragraph Sandwich](https://www.siue.edu/~tkohler/Writing%2520a%2520Paragraph.html)   + [Flocabulary](https://www.flocabulary.com/unit/paragraph-writing/) * Informational Reading Response Paragraph to Focal Text (Girls Think of Everything: Stories of Ingenious Inventions by Women).   + Model Paragraph in HMH * Opinion Reading Response Paragraph to Focal Text (Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future)   + Model Paragraph in HMH | | |

| **Subject and Quarter:** Writing, 1st Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Writing Process Foundations**   * Explicit Instruction * Graphic Organizers * Increase Writing Stamina * Writing Prompt   + What I wish my teacher knew about Me? | | |

| **Subject and Quarter:** ELA Q1 | | **Grade:** 5th |
| --- | --- | --- |
| **Stand Alone Supporting Standards**  **5.1.L.1** Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.  **5.1.L.2** Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.  **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.  **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.  **5.2.F.1** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.  **5.2.F.2** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.  **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.  **5.7.W** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.  **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. **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. | | |

| **Quarter 1** | | | |
| --- | --- | --- | --- |
| **Priority** | | **Supporting** | |
| Standard | Textbook Lesson | Standard | Textbook Lesson |
| 5.4.R.2  Students will use context clues to clarify the meaning of words. | Module 1, Week 1, Lesson 3  Module 1, Week 2, Lesson 7  Module 1, Week 2, Lesson 9  Module 2, Week 3, Lesson 12  Module 7, Week 1, Lesson 3  Module 7, Week 2, Lesson 7  Module 7, Week 2, Lesson 9  Module 8, Week 3, Lesson 12  Tabletop Mini-Lesson pg. 24 | 5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs | Module 2, Week 1, Lesson 3  Module 2, Week 1, Lesson 4  Module 2, Week 2, Lesson 7  Module 2, Week 2, Lesson 9  Module 2, Week 2, Lesson 10  Module 3, Week 3, Lesson 12  Module 3, Week 3, Lesson 13  Module 4, Week 1, Lesson 3  Module 4, Week 1, Lesson 4  Module 4, Week 2, Lesson 7  Module 4, Week 2, Lesson 9  Module 4, Week 2, Lesson 10  Module 5, Week 1, Lesson 3  Module 5, Week 1, Lesson 4  Module 5, Week 2, Lesson 7  Module 5, Week 2, Lesson 9  Module 5, Week 2, Lesson 10  Module 5, Week 3, Lesson 12  Module 5, Week 3, Lesson 13  Module 6, Week 3, Lesson 12  Module 6, Week 3, Lesson 13  Module 8, Week 1, Lesson 3  Module 8, Week 1, Lesson 4  Module 8, Week 2, Lesson 7  Module 8, Week 2, Lesson 9  Module 8, Week 2, Lesson 10  Module 10, Week 1, Lesson 3  Module 10, Week 2, Lesson 7  Module 10, Week 2, Lesson 9  Module 10, Week 2, Lesson 10 |
| 5.2.R.3  Students will summarize and sequence the important events of a story. | Module 1, Week 1, Lesson 2  Module 1, Week 2, Lesson 10  Module 1, Week 3, Lesson 14  Module 3, Week 2, Lesson 6  Module 4, Week 3, Lesson 11  Module 5, Week 1, Lesson 5  Module 6, Week 3, Lesson 14  Module 7, Week 3, Lesson 14  Tabletop Mini-Lesson pg. 4 | 5.2.R.4 Students will summarize facts and details from an informational text. | Module 3, Week 2, Lesson 6  Module 5, Week 1, Lesson 5  Module 7, Week 3, Lesson 14  Module 10, Week 1, Lesson 2  Tabletop Mini-Lesson pg. 4 |
| 5.5.W.1  Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences. | Topic 1, Lesson 1.2.1  Topic 1, Lesson 1.2.2  Topic 1, Lesson 1.2.3  Topic 1, Lesson 1.2.5 | 5.5.W.4 Students will write using correct capitalization mechanics. | Topic 2, Lesson 2.1.2  Topic 2, Lesson 2.1.3 |
|  |  | 5.5.W.5 Students will write using correct end mark mechanics. | Topic 1, Lesson 1.2.1  Topic 1, Lesson 1.2.2 |
|  |  | 5.5.W.6 - Students will use the correct forms of it’s/its, you’re/your, and they’re/their. | Topic 5, Lesson 5.3.3 |
|  |  | 5.5.W.7 Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence. | Separate words/phrases in a series  Topic 7, Lesson 7.1.1  Topic 7, Lesson 7.2.3  Topic 7, Lesson 7.2.4  Topic 7, Lesson 7.2.5  Indicate dialogue  Topic 7, Lesson 7.3.3  Separate clauses  Topic 7, Lesson 7.1.2  Topic 7, Lesson 7.2.1  Topic 7, Lesson 7.2.4 |
|  |  | 5.5.W.8 Students will use a colon to introduce a list. | Topic 7, Lesson 7.4.1 |
|  |  | 5.5.W.11 Students will use a semicolon to punctuate compound sentences. | Topic 7, Lesson 7.1.1 |

| **Subject and Quarter:** Reading, 2nd Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.3.R.5  Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.  **RC Standard** Analyze texts and support inferences with text evidence | | **Supporting Standards**  5.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved. |
| **Learning Goal/I Can Statement**  I can analyze ideas in one or more texts, providing textual evidence to support their inferences. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question** |
| **Score**  **3.0** | Students will analyze ideas in one or more texts, providing textual evidence to support their inferences. | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | Students will answer inference questions using one text. | **Lesson Resources**  Challenge students to make inferences in an informational text in graphic  novel format.  • Provide students with a biography or historical account in graphic novel  format. Point out that graphic novels provide many opportunities to use  images and other text and graphic features to make inferences.  • Have students read the account and track inferences as they read.  • After students are finished reading, ask them to share examples of how they  used various kinds of text and graphic features to make inferences about  the people, events, and key ideas or themes.  [OKSDE Standard 5.3.R.5](http://elaokframework.pbworks.com/w/page/149087955/53R5)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary** |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.3.R.5** Students will answer inferential questions using evidence from one or more texts to support answers. | **5.3.R.5** Students will analyze ideas in one or more texts, providing textual evidence to support their inferences. | **6.3.R.8** Students will analyze one or more ideas from a text, providing textual evidence to support their inferences. |

| **Subject and Quarter:** Reading, 2nd Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.2.R.1  Students will explain how key supporting details support the main idea of a text.  **RC Standard** Explain how supporting details support the main idea | | **Supporting Standards**  5.2.R.4 Students will summarize facts and details from an informational text.  5.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points. |
| **Learning Goal/I Can Statement:**  I can explain how key supporting details support the main idea of a text. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can analyze two texts to determine a common main idea and supporting details. | **Essential Question**  How can I read and understand grade level text and restate in my own words? |
| **Score**  **3.0** | Student can explain how key supporting details support the main idea of a text. | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | Student can identify the main idea of a text. | **Lesson Resources**  <https://drive.google.com/open?id=1sZOa6OjyKdS_O6AJHEr3MgiOJLLOjFzW>  <https://drive.google.com/open?id=1nloiCwvR8t-qYOC6_A6oHFuF03DLG-K7if19xWG7hEE>  [OKSDE Standard 5.2.R.1](http://elaokframework.pbworks.com/w/page/148460442/52R1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Supporting details |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.2.R.1** Students will determine the key details that support the main idea of a text. | **5.2.R.1** Students will explain how key supporting details support the main idea of a text. | **6.2.R.1** Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension. |

Enrichment Activity:

1. Create a “Disney Main Idea and Theme Mini-Book”. Brainstorm ten Disney movies from past to present that you have viewed. On each page of the mini-book, include the title of the movie, the main idea of the movie, the theme of the movie and an illustration of the movie. Add an illustration to each page as well. Include a cover and bind your book together.
2. Create five greeting cards with each card having a different theme (e.g. sorry you’re moving, love you, missing you). Write a two-stanza poem on each card that matches the theme of the card. Remember, themes are inferred and not stated, so write the poem so that the recipient uses the clues to understand the theme. Decorate each card to make them attractive.

| **Subject and Quarter:** Writing, 2nd Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 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.  **RC Standard** Recognize and correct run-ons and errors in verb tense | | **Supporting Standards**  5.5.R.1 Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.  5.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:  ● nouns  ● verb tense to identify settings, times, sequences, and conditions  ● subject and verb agreement  ● adjectives  ● prepositional phrases  ● intensive pronouns and their antecedents  ● coordinating conjunctions  ● adverbs  ● interjections |
| **Learning Goal/I Can Statement**  I can 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. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question**  How does understanding the correct use of verb tenses help others understand what I write? |
| **Score**  **3.0** | Student can 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. | **Assessments (Pre, Mid, Post)**  [5.5.W.3 Verb Tense Pre/Post Q2](https://docs.google.com/document/d/1-WbUvRs_7ghyjbo5TLtrK6ZQ8-hPyKk_NbBFjZhOw94/edit?usp=sharing) |
| **Score**  **2.0** | Student can recognize the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person. | **Lesson Resources**  [Shifts in Verb Tense PPT](https://docs.google.com/presentation/d/1j7IoyzkW8KMYcVwMTKacjNSR0j4ff14FhRAwlOqyOHA/edit?usp=sharing)  [Run-Ons PPT](https://docs.google.com/presentation/d/1cV3f2FilKDgi2XmIYKePwAyeptIZ-p4EOZNpHiS3e8o/edit?usp=sharing)  [Using Verb Tense PPT](https://docs.google.com/presentation/d/1kZ5NPPHtPgkzc70fL8abKg1ZrRVyDTP77HRj6mjfriU/edit?usp=sharing)  [Subject Verb Agreement File](https://drive.google.com/drive/folders/1Wq4EBmNttdEFfGBUJJQ-kCVUOPve-wso)  Subject-Verb Agreement: [IXL NN.1-2](https://www.ixl.com/ela/grade-5)  Verb Tense: [IXL OO 1-10](https://www.ixl.com/ela/grade-5)  Run-Ons: [IXL JJ.5](https://www.ixl.com/ela/grade-5)  [OKSDE Standard 5.5.W.1](http://elaokframework.pbworks.com/w/page/148737168/55W1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  **Fragment shifts subject**  **Verb verb-tense**  **Run-on pronoun** |
| **RtI Support** | **Interventions** | **Enrichment** |

| [**Vertical Alignment**](https://sde.ok.gov/sites/default/files/documents/files/2021%20ELA%20Standards%20Vertical%20Progression%2C%20Grades%203-8_1.pdf) | | |
| --- | --- | --- |
| **4.5.W.3** Students will recognize and correct errors in subject and verb agreement. | **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. | **6.5.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. |

| **Subject and Quarter:** Writing, 2nd Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.3.W.3  Students will write opinion essays that:  ● introduce a topic and state a clear opinion  ● incorporate relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  ● organize writing in a logical sequence with transitional words and phrases  **RC Standard** Compose an opinion essay | | **Supporting Standards**  5.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.  5.2.W.1 Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.  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).  5.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.  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).  5.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.  5.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.  5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.  5.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.  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 |
| **Learning Goal/I Can Statement**: I can clearly state an opinion supported with facts and details. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | In addition to Score 3.0 expectation, writing includes strong organization, supporting facts and details that reflect higher-level thinking, strong vocabulary, varied sentences, strong transition words, and produces quality work beyond grade-level expectations.  *\*see rubric for details* | **Essential Question** |
| **Score**  **3.0** | Students can compose opinion essays that:  ● introduce a topic and state a clear opinion  ● incorporate relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  ● organize writing in a logical sequence with transitional words and phrases  *\*see rubric for details* | **Assessments (Pre, Mid, Post)** [Opinion Rubric](https://docs.google.com/document/d/1smGCjKJGAitjOh0c8VnFxVdRgVonyg_yW_8wr9yWRWI/edit?usp=sharing) |
| **Score**  **2.0** | Students canexpress opinions about a topic using some organization, incomplete ideas, facts and details, limited word choice, some transition words, and simple sentences.  *\*see rubric for details* | **Lesson Resources**  [Transitional Phrases](https://docs.google.com/document/d/1pebhl-IdxbCXvfRvMM_rUz8z2qLxATsIpl8B_3IGckY/edit?usp=sharing)  [OKSDE Standard 5.3.W.3](http://elaokframework.pbworks.com/w/page/149088105/53W3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content.  *\*see rubric for details* | **Academic Vocabulary** |
| **RtI Support** | **Interventions** | **Enrichment** |

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| **4.3.W.3** Students will write opinion essays that:  ● introduce a topic and state an opinion  ● incorporate relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  ● maintain an organized structure with transitional words and phrases | **5.3.W.3** Students will write opinion essays that:  ● introduce a topic and state a clear opinion  ● incorporate relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  ● organize writing in a logical sequence with transitional words and phrases | **6.3.W.3** Students will compose argumentative essays that:  ● introduce precise claims  ● organize claims and evidence in a logical sequence  ● provide relevant evidence to develop arguments, using credible sources  ● use sentence variety and word choice to create clarity |

| **Quarter 2** | | | |
| --- | --- | --- | --- |
| **Priority** | | **Supporting** | |
| Standard | Textbook Lesson | Standard | Textbook Lesson |
| 5.3.R.5  Students will analyze ideas in one or more texts, providing textual evidence to support their inferences. | Module 1, Week 3, Lesson 11  Module 3, Week 1, Lesson 2  Tabletop Mini Lesson pg. 7 | 5.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved. | Module 1, Week 1, Lesson 3  Module 1, Week 3, Lesson 13  Module 1, Week 3, Lesson 14  Module 2, Week 3, Lesson 13  Modele 5, Week 1, Lesson 3  Module 5, Week 1, Lesson 5  Module 7, Week 2, Lesson 9  Module 7, Week 2, Lesson 10  Module 9, Week 1, Lesson 1  Module 11, Week 3, Lesson 14  Tabletop Mini Lesson pg. 27  Tabletop Mini Lesson pg. 28 |
| 5.2.R.1 Students will explain how key supporting details support the main idea of a text. | Module 1, Week 1, Lesson 1  Module 1, Week 1, Lesson 5  Module 1, Week 2, Lesson 9  Module 3, Week 2, Lesson 10  Module 4, Week 1, Lesson 3  Module 4, Week 2, Lesson 7  Module 5, Week 1, Lesson 1  Module 7, Week 2, Lesson 7  Module 7, Week 3, Lesson 12  Module 10, Week 2, Lesson 9  Module 11, Week 1, Lesson 2  Tabletop Mini-Lesson pg. 17 | 5.2.R.4 Students will summarize facts and details from an informational text. | Module 3, Week 2, Lesson 6  Module 5, Week 1, Lesson 5  Module 7, Week 3, Lesson 14  Module 10, Week 1, Lesson 2  Tabletop Mini-Lesson pg. 4 |
|  |  | 5.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points. | Module 5, Week 1, Lesson 4  Module 7, Week 1, Lesson 1  Module 9, Week 2, Lesson 9  Module 11, Week 3, Lesson 13  Tabletop Mini Lesson pg. 21 |
| 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. | Run-ons  Topic 1, Lesson 1.1.2  Subject-Verb Agreement  Topic 1, Lesson 1.3.2  Shifts in Verb Tense  Topic 3, Lesson 3.2.3  Topic 3, Lesson 3.4.3  Shift in Pronoun Number  N/A | 5.5.R.1 Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences. | Topic 1, Lesson 1.1.1  Topic 1, Lesson 1.3.3  Topic 1, Lesson 1.4.1  Topic 1, Lesson 1.4.2 |
|  |  | 5.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:  ● nouns  ● verb tense to identify settings, times, sequences, and conditions  ● subject and verb agreement  ● adjectives  ● prepositional phrases  ● intensive pronouns and their antecedents  ● coordinating conjunctions  ● adverbs  ● interjections  5.5.R.2 | Nouns  Topic 2, Lesson 2.1.1  Topic 2, Lesson 2.2.1  Topic 2, Lesson 2.2.2  Topic 2, Lesson 2.2.3  Topic 2, Lesson 2.3.1  Topic 2, Lesson 2.3.2  Verb Tense  Topic 3, Lesson 3.2.1  Topic 3, Lesson 3.2.2  Topic 3, Lesson 3.5.1  Topic 3, Lesson 3.5.2  Topic 3, Lesson 3.5.3  Subject-Verb Agreement  Topic 1, Lesson 1.3.2  Adjectives  Topic 4, Lesson 4.1.1  Topic 4, Lesson 4.1.2  Topic 4, Lesson 4.3.1  Prepositional Phrases  Topic 4, Lesson 4.4.2  Intensive Pronouns  Topic 2, Lesson 2.4.3  Coordinating Conjunctions  Topic 5, Lesson 5.1.1  Topic 5, Lesson 5.1.2.  Adverbs  Topic 4, Lesson 4.2.1  Topic 4, Lesson 4.2.2  Topic 4, Lesson 4.2.3  Topic 4, Lesson 4.3.3  Interjections  Topic 6, Lesson 6.1.3 |
| 5.3.W.3  Students will write opinion essays that:  ● introduce a topic and state a clear opinion  ● incorporate relevant, text-based evidence to support the opinion  ● use sentence variety and word choice to create interest  ● organize writing in a logical sequence with transitional words and phrases | Writing Workshop  Module 3  Module 5  Module 10 |  |  |

| **Subject and Quarter:** Reading, 3rd Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.3.R.7 Students will distinguish the structures of texts:   * compare/contrast * cause/effect * problem/solution * description * sequential   **RC Standard** Distinguish text structures | | **Supporting Standards**  5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres. |
| **Learning Goal/I Can Statement**  I can understand the difference in structures of a text.   * description * compare/contrast * sequential * problem/solution * cause/effect | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can analyze the structures of texts (description, compare/contrast, sequential, problem/solution, cause/effect) and content by creating or comparing examples. | **Essential Question**  Can I compare and contrast information from grade level fiction or nonfiction text? |
| **Score**  **3.0** | Student can distinguish the structures of texts and content by making inferences and using textual evidence to support understanding.   * description * compare/contrast * sequential * problem/solution * cause/effect | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | Student can identify the key words of a nonfiction text structure. | **Lesson Resources**  <https://drive.google.com/open?id=1H-76hP7sXrlT_3jRSwTcOTdQeF79yKB5>  <https://drive.google.com/open?id=153B-b4XhGD_9VmKbr7KJhW6MOR52m7bl>  <https://drive.google.com/open?id=1LLd93PiNvEDtFyk1-ujMN5NirbE_gAnBQ9Iu4Wfp45w>  <https://drive.google.com/open?id=10xgB7uZOtA41cCcwJS97LbCReEH2xP9z8QrGlgya_Ls>  [OKSDE Standard 5.3.R.7](http://elaokframework.pbworks.com/w/page/149323632/53R7)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Inference contrast  text evidence description  compare sequential |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.3.R.7** Students will distinguish the structures of an informational text:  ● cause/effect  ● problem/solution  ● description  ● sequential | **5.3.R.7** Students will distinguish the structures of informational texts:  ● compare/contrast  ● cause/effect  ● problem/solution  ● description  ● sequential | **6.3.R.7** Students will analyze how informational text structures support the author’s purpose:  ● compare/contrast  ● cause/effect  ● problem/solution  ● description  ● sequential |

Level 4:

1. Take a piece of literature in a certain text structure and change it into a different text structure.
2. Create a text structure booklet:
3. **Text Structure Booklet:** Each page of the booklet will include a definition of the term and an original example. Each of your examples must also include a picture.

| **Chronological**  **Definition:** events occur at a specific time and are organized in order of time. Stories are told chronologically.  **Example:** I woke up this morning with a rumble in my stomach. I ate a bowl of cereal, brushed my teeth, and got on the bus. When I got to school, it was raining, and I realized I left my umbrella at home. I did not have a very good day. | **Sequential**  **Definition:**  **Example:** |  |
| --- | --- | --- |

| **Subject and Quarter:** Reading, 3rd Quarter | | **Grade:** 5th |
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| **Standard:** 5.2.SE.1 - Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:   * Letter-sound correspondences * All major syllable types (i.e. closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)   **RC Standard** Use knowledge of syllable types to spell words | | **Supporting Standards**  5.2.SE.2 Students will use structural analysis to correctly spell the following parts of words:  ● contractions  ● abbreviations  ● common spelling rules related to adding prefixes and suffixes |
| **Learning Goal/I Can Statement** | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | N/A | **Essential Question** |
| **Score**  **3.0** | Student can use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:   * Letter-sound correspondences * All major syllable types (i.e. closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | Student can use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:   * Letter-sound correspondences * Closed, open, vowel silent e, r-controlled | **Lesson Resources**  [OKSDE Standard 5.2.SE.1](http://elaokframework.pbworks.com/w/page/149033799/52SE1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing)  Word list |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  **Example words**:   1. Closed: sunset, rocket, napkin, traffic, himself 2. Open: refill, iris, prohibit, halo, coconut 3. Vowel Consonant Silent e: cupcake, inside, refuse, wishbone, pipeline 4. R-Controlled Vowel: target, master, circus, hermit, perform 5. Vowel Digraphs/Diphthongs: repair, degree, unload, flawless, android, employment 6. Final Stable: apple, battle, bugle, fable, example |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:  ● letter-sound correspondences  ● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) | **5.2.SE.1** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:  ● letter-sound correspondences  ● all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) | N/A |

| **Subject and Quarter:** Writing, 3rd Quarter | | **Grade:** 5th |
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| **Standard** 5.3.W.2  Students will compose informative essays that  ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples, charts, and graphs)  ● maintain an organized structure with transitional words and phrases  ● use sentence variety and word choice to create interest  ● model literary devices from mentor texts  **RC Standard** Compose an informative essay | | **Supporting Standards**  5.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.  5.2.W.1 Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.  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).  5.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.  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).  5.5.W.10 Students will use underlining or italics to indicate titles of works.  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).  5.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.  5.6.R.3 Students will determine the relevance and reliability of the information gathered.  5.6.W.1 Students will formulate a viable research question.  5.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).  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. |
| **Learning Goal/I Can Statement** - Students will introduce and develop a topic, incorporating evidence and maintaining an organized structure. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | In addition to Score 3.0 expectation, writing contains little to no mechanical errors and reflects higher-level thinking, strong vocabulary, varied sentences, strong transition words, and produces very high quality work.  *\*see rubric for details* | **Essential Question** |
| **Score**  **3.0** | Student can compose informative essays that  ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples, charts, and graphs)  ● maintain an organized structure with transitional words and phrases  ● use sentence variety and word choice to create interest  ● model literary devices from mentor texts  *\*see rubric for details* | **Assessments (Pre, Mid, Post)**  [Informative Rubric](https://docs.google.com/document/d/1smGCjKJGAitjOh0c8VnFxVdRgVonyg_yW_8wr9yWRWI/edit?usp=sharing) |
| **Score**  **2.0** | Student can apply the writing process to write an informative essay with some facts or details, with simple sentences, topic sentence, some organization, or some transitional words/phrases  *\*see rubric for details* | **Lesson Resources**  [OKSDE Standard 5.3.W.2](http://elaokframework.pbworks.com/w/page/149087991/53W2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing)  Natural Disasters Paired Texts |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content..  *\*see rubric for details* | **Academic Vocabulary** |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.3.W.2** Students will compose informative essays that: ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples)  ● maintain an organized structure with transitional words and phrases  ● use sentence variety and word choice to create interest  ● model literary devices from mentor texts | **5.3.W.2** Students will compose informative essays that:  ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples, charts, and graphs)  ● maintain an organized structure with transitional words and phrases  ● use sentence variety and word choice to create interest  ● model literary devices from mentor texts | **6.3.W.2** Students will compose informative essays or reports that:  ● objectively introduce and develop topics  ● incorporate evidence (e.g., specific facts, details, charts and graphs, data)  ● maintain an organized structure  ● use sentence variety and word choice to create clarity  ● emulate literary devices from mentor texts |

| **Subject and Quarter:** Writing, 3rd Quarter | | **Grade:** 5th Grade |
| --- | --- | --- |
| **Standard** 5.5.W.2  Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.  **RC Standard** Utilize various parts of speech to add variety to writing | | **Supporting Standards**  5.5.R.2 Students will recognize and explain the impact on meaning of parts of speech in sentences:  ● nouns  ● verb tense to identify settings, times, sequences, and conditions  ● subject and verb agreement  ● adjectives  ● prepositional phrases  ● intensive pronouns and their antecedents  ● coordinating conjunctions  ● adverbs  ● interjections |
| **Learning Goal/I Can Statement** - I can use nouns, verbs, adjectives, prepositions, adverbs, and pronouns (e.g., intensive) to add clarity and variety to their writing**.** | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | **In addition to 3.0**, Students use nouns, verbs, pronouns, adjectives, adverbs, and prepositions (e.g., intensive) to add clarity and variety to their writing. | **Essential Question** |
| **Score**  **3.0** | Student can use nouns, verbs, pronouns, and adjectives (e.g., intensive) to add clarity and variety to their writing. | **Assessments (Pre, Mid, Post)**  [5.5.W.2 Pre/Post Assessment](https://docs.google.com/document/d/1eS8nbiB0hne2bX32c8MvyD6dzHwtYo8ZRfG6iAQZZUM/edit?usp=sharing) |
| **Score**  **2.0** | Student can identify nouns, verbs, adjectives, adverbs, pronouns, and prepositions (e.g., intensive) to add clarity and variety to their writing. | **Lesson Resources**  [OKSDE Standard 5.5.W.2](http://elaokframework.pbworks.com/w/page/148772658/55W2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  Noun, Verb, Pronoun, Adverb, Adjective, Conjunction, Preposition, Variety, Clarity |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.5.W.2** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. | **5.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing. | **6.5.W.2** Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns. |

| **Subject and Quarter:** Writing, 3rd Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.  **RC Standard** Use word parts to determine the meaning of words | | **Supporting Standards**  5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.  5.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.  5.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.  5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience. |
| **Learning Goal/I Can Statement -** I can use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can **apply and use** word parts (e.g., prefixes, Latin roots) to define and determine the meaning of new words. | **Essential Question** |
| **Score**  **3.0** | Student can use word parts (e.g., prefixes, Latin roots) to define and determine the meaning of new words. | **Assessments (Pre, Mid, Post)**  [5.4.R.3 Vocabulary Post Test](https://docs.google.com/document/u/0/d/1azMOGeILp2yX7rRw-0HcIt9YiyNnjozKa85mmifY3Wc/edit) |
| **Score**  **2.0** | Student can identify the meaning of the root or affix in isolation. | **Lesson Resources**  [OKSDE Standard 5.4.R.3](http://elaokframework.pbworks.com/w/page/148655913/54R3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing)  [22-23 5th Grade Composition Vocabulary List](https://docs.google.com/document/u/0/d/1wy3z--9ks4jqWKiv8w1YYqY6dP8ul8gkQxnGlTXW34g/edit) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  **Roots**  **Stems**  **Latin** |
| **RtI Support** | **Interventions** | **Enrichment** |

| [**Vertical Alignment**](https://sde.ok.gov/sites/default/files/documents/files/2021%20ELA%20Standards%20Vertical%20Progression%2C%20Grades%203-8_1.pdf) | | |
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| **4.4.R.3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words. | **5.4.R.3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words. | **6.4.R.3** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words. |

| **Quarter 3** | | | |
| --- | --- | --- | --- |
| **Priority** | | **Supporting** | |
| Standard | Textbook Lesson | Standard | Textbook Lesson |
| 5.3.R.7 Students will distinguish the structures of texts:   * compare/contrast * cause/effect * problem/solution * description * sequential | Compare/Contrast  Module 3, Week 3, Lesson 14  Module 10, Week 2, Lesson 10  Module 11, Week 1, Lesson 4  Cause/Effect  Module 3, Week 3, Lesson 14  Module 4, Week 2, Lesson 9  Module 5, Week 3, Lesson 14  Module 7, Week 1, Lesson 3  Module 7, Week 3, Lesson 14  Module 10, Week 1, Lesson 5  Module 11, Week 1, Lesson 4  Problem/Solution  Module 3, Week 3, Lesson 14  Module 4, Week 1, Lesson 4  Module 5, Week 3, Lesson 12  Module 8, Week 1, Lesson 1  Module 11, Week 1, Lesson 4  Description  Module 6, Week 1, Lesson 4  Sequential  Module 3, Week 1, Lesson 3  Module 3, Week 3, Lesson 14  Module 4, Week 1, Lesson 1  Module 6, Week 1, Lesson 4  Module 8, Week 1, Lesson 1  Module 11, Week 1, Lesson 4  All  Tabletop Mini Lesson pg. 18 | 5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres. | Fiction  -Narrative  Tabletop Mini Lesson pg. 33  -Drama  Tabletop Mini Lesson pg. 14  -Realistic Fiction  Tabletop Mini Lesson pg. 35  -Play  Tabletop Mini Lesson pg. 35  -Mystery  Tabletop Mini Lesson pg. 37  Poetry  Tabletop Mini Lesson pg. 13  Nonfiction  -Informational  Tabletop Mini Lesson pg. 32 |
| 5.2.SE.1 Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:   * letter-sound correspondences * all major syllable types (i.e. closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) | Closed  Module 3, Week 3, Lesson 11  Module 4, Week 1, Lesson 1  Module 4, Week 2, Lesson 6  Open  Module 3, Week 3, Lesson 11  Module 4, Week 1, Lesson 1  Module 4, Week 2, Lesson 6  Module 4, Week 3, Lesson 11  Vowel Consonant Silent e  R-Controlled  Module 10, Week 3, Lesson 11  Vowel Digraphs/Diphthongs  Consonant le  Module 5, Week 1, Lesson 1 | 5.2.SE.2 Students will use structural analysis to correctly spell the following parts of words:  ● contractions  ● abbreviations  ● common spelling rules related to adding prefixes and suffixes | Contractions  Topic 5, Lesson 5.3.1  Topic 5, Lesson 5.3.2  Topic 5, Lesson 5.3.3  Abbreviations  Topic 7, Lesson 7.2.1  Topic 7, Lesson 7.2.2  Topic 7, Lesson 7.2.3  *\*4th Grade Writer’s Workshop*  Prefixes  Module 8, Week 2, Lesson 6  Module 8, Week 2, Lesson 8  Module 9, Week 1, Lesson 1  Module 9, Week 1, Lesson 3  Suffixes  Module 6, Week 1, Lesson 1  Module 6, Week 2, Lesson 6  Module 6, Week 2, Lesson 8  Module 8, Week 3, Lesson 11  Module 9, Week 2, Lesson 6  Module 9, Week 2, Lesson 8  Module 10, Week 2, Lesson 6  Module 10, Week 2, Lesson 8  Module 11, Week 3, Lesson 11  Module 11, Week 3, Lesson 13  Module 12, WEek 1, Lesson 1  Module 12, WEek 1, Lesson 3  Topic 8, Lesson 8.1.3 |
| 5.3.W.2 - Students will compose informative essays that  ● introduce and develop a topic  ● incorporate evidence (e.g., specific facts, examples, charts, and graphs)  ● maintain an organized structure with transitional words and phrases  ● use sentence variety and word choice to create interest  ● model literary devices from mentor texts | Writing Workshop  Module 1  Module 4  Module 7 | 5.5.W.10 Students will use underlining or italics to indicate titles of works. | Topic 6, Lesson 6.2.1  Topic 6, Lesson 6.2.2 |
|  |  | 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). | Module 1, Week 2, Lesson 10  Module 3, Week 1, Lesson 5  Module 5, Week 3, Lesson 14  Module 6, Week 3, Lesson 14  Module 10, Week 1, Lesson 5 |
|  |  | 5.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts. | Module 3, Week 3, Lesson 11  Module 5, Week 3, Lesson 13  Module 7, Week 1, Lesson 4  Module 9, Week 2, Lesson 10  Module 11, Week 1, Lesson 3 |
|  |  | 5.6.R.3 Students will determine the relevance and reliability of the information gathered. | Module 2, Week 1, Lesson 5  Module 3, Week 1, Lesson 5 |
| 5.5.W.2 Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing. | Nouns  Topic 2, Lesson 2.1.5  Topic 2, Lesson 2.2.5  Verbs  Topic 3, Lesson 3.1.5  Topic 3, Lesson 3.2.5  Topic 3, Lesson 3.3.5  Topic 3, Lesson 3.6.5  Adjectives  Topic 4, Lesson 4.1.5  Topic 4, Lesson 4.3.5  Prepositions  Topic 4, Lesson 4.4.5  Adverbs  Topic 4, Lesson 4.2.5  Topic 4, Lesson 4.3.5  Pronouns  Topic 2, Lesson 2.4.5  Topic, 2, Lesson 2.5.5 | 5.6.W.1 Students will formulate a viable research question.  5.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).  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. | Module 8, Week 2, Lesson 10 |
| 5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.  *de-, sub-, inter-, fore-, trans-*  *spect, ject, dict, duct, fer, fac* | Module 2, Week 2, Lesson 10 (fore-)  Module 3, Week 1, Lesson 4 (fer)  Module 3, Week 3, Lesson 14 (inter-)  Module 4, Week 2, Lesson 10 (trans-)  Module 5, Week 2, Lesson 10 (dict)  Module 5, Week 2, Lesson 10 (spect)  Module 6, Week 1, Lesson 4 (de-)  Module 6, Week 3, Lesson 13 (duct)  Module 7, Week 2, Lesson 10 (sub-)  Module 8, Week 3, Lesson 13 (ject)  Module 9, Week 1, Lesson 4 (fac) | 5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text. | Module 1, Week 3, Lesson 12  Module 3, Week 1, Lesson 4  Modele 3, Week 2, Lesson 10  Module 4, Week 3, Lesson 13  Module 5, Week 3, Lesson 13  Module 6, Week 1, Lesson 3  Module 6, Week 2, Lesson 9  Module 7, Week 1, Week 4  Module 7, Week 2, Lesson 10  Module 7, Week 1, Lesson 12  Module 8, Week 3, Lesson 13  Module 9, Week 1, Lesson 4  Module 9, Week 2, Lesson 10  Module 10, Week 3, Lesson 13 |

| **Subject and Quarter:** Reading, 4th Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.3.R.3 Students will determine how literary elements contribute to the meaning of a literary text:  ● setting  ● plot  ● characters (i.e., protagonist, antagonist)  ● characterization  ● conflict  ● theme  **RC Standard** Find text evidence of literary elements | | **Supporting Standards** |
| **Learning Goal/I Can Statement -** I can describe and find key literary elements. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | Student can analyze how key literary elements contribute to the meaning of the literary work. Setting, plot, characters, characterization, conflict, and theme  **AND Students will complete one activity below.** | **Essential Question**  How do authors use literary elements (setting, plot, characters, conflict, theme) to create a story? How can I use these to understand a grade level text? |
| **Score**  **3.0** | Student can describe and find key literary elements. Setting, plot, characters, characterization, and theme. | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | Studens can identify key literary elements. Setting, plot, characters, characterization, and theme. | **Lesson Resources**  [https://drive.google.com/open?id=18KqrSuxDDe\_6UuKAVb17gRJn\_3H\_9660 practice pages](https://drive.google.com/open?id=18KqrSuxDDe_6UuKAVb17gRJn_3H_9660)  <https://drive.google.com/open?id=1xjPSI-qxb6qB-QCjW691agRctIVW7yQS>  Task cards  Using pictures to teach (tpt)  Interactive Notebook  Miss Alaineus, Davy Crocket, Westlandia, Hatchet  [OKSDE Standard 5.3.R.3](http://elaokframework.pbworks.com/w/page/149067762/53R3)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary** - Setting, plot, characters (i.e., protagonist, antagonist),characterization  theme |
| **RtI Support** | **Interventions** | **Enrichment** |

| [**Vertical Alignment**](https://sde.ok.gov/sites/default/files/documents/files/2021%20ELA%20Standards%20Vertical%20Progression%2C%20Grades%203-8_1.pdf) | | |
| --- | --- | --- |
| **4.3.R.3** Students will find textual evidence of literary elements:  ● setting  ● plot  ● characters (i.e., protagonist, antagonist)  ● characterization  ● conflict | **5.3.R.3** Students will determine how literary elements contribute to the meaning of a literary text:  ● setting  ● plot  ● characters (i.e., protagonist, antagonist)  ● characterization  ● conflict  ● theme | **6.3.R.3** Students will analyze how literary elements contribute to the meaning of a literary text:  ● setting  ● plot  ● characters (i.e., protagonist, antagonist)  ● characterization  ● conflict (i.e., internal, external)  ● point of view (i.e., third person limited and omniscient) |

Level 4:

1. Make a plot timeline of your life on a long and narrow piece of paper as if your life was one long story. Label the climax, the most important rising action events and the most important falling action events and your life’s resolution. Write one paragraph to explain each event after labeling whether it is a rising action, climax, falling action or resolution. Create an illustration for each event as well.
2. Students will use a given passage or text and change key literary elements. They will explain how these changes impact the meaning of the story.

| **Subject and Quarter:** Reading, 4th Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 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.  **RC Standard** Determine point of view and describe its effect on the text | | **Supporting Standards** |
| **Learning Goal/I Can Statement** - I can determine the point of view and describe how it affects grade level text. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | I can evaluate how the point of view and perspective affect a text.  **Students will complete activities below:** | **Essential Question**  Can I read a grade level text and determine the point of view and how it affects the story? |
| **Score**  **3.0** | 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. | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | Students will distinguish between first and third person point of view. | **Lesson Resources**  <https://drive.google.com/open?id=1GhKe6rRUzdo3eSyhZlHNw7Tbnp7IidZS>  <https://drive.google.com/open?id=19pl4uWv1p9a8iSdDuOIFkwstjJgEPaPxjyV7eJ75wl4>  <https://drive.google.com/open?id=1cOBnm0_1FJl4Qcl5yN3C4fBozcMWoMGe>  [OKSDE Standard 5.3.R.2](http://elaokframework.pbworks.com/w/page/149067825/53R2)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary**  1st Person 2nd Person,  3rd Person, omniscient, objective |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.3.R.2** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view. | **5.3.R.2** Students will determine whether a a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect. | **6.3.R.2** Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts. |

Level 4:

1. Create a full-size poster that explains how to determine the author’s point of view. Include all the types of point of view that you have learned about and strategies to identify the different points of view. Make the poster decorative and very informative.

1. Let’s say that your mother or father purchased a new washer and dryer and it is damaged. The washer dries clothes and the dryer washes clothes. Write a letter to the company explaining why you need them to come pick up their appliances and why you’re asking for a refund. Write the one-page letter in 3rd person limited point of view.
2. Using a passage that is in 3rd person, change the point of view to 1st person and explain how this changes your understanding of the story. 

| **Subject and Quarter:** Reading, 4th Quarter | | **Grade:** 5th |
| --- | --- | --- |
| **Standard** 5.3.R.4 - Students will determine how literary devices contribute to the meaning of a text:  ● imagery  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia  **RC Standard** Evaluate literary devices to interpret text | | **Supporting Standards**  5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres. |
| **Learning Goal/I Can Statement**  I can explain literary devices (figurative language) to understand what they mean in texts. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | I can evaluate, find and create literary devices (figurative language) to support interpretations of literary texts. Simile, metaphor, personification, onomatopoeia, hyperbole, imagery, symbolism and tone  **Students will complete items below.** | **Essential Question** How can I use poetry to demonstrate understanding of figurative language? |
| **Score**  **3.0** | I can identify and explain literary devices (figurative language) to understand what they mean in texts.  ● imagery  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | **Assessments (Pre, Mid, Post)** |
| **Score**  **2.0** | I can identify at least 5 literary devices (figurative language) in text.   * simile * metaphor * personification * onomatopoeia * hyperbole * idiom * alliteration | **Lesson Resources**  <https://drive.google.com/open?id=1Qlb8RnYd0YZ00Nq-jXWja8jnIuzC2gGR>  <https://drive.google.com/open?id=0BwrgVW92lTwINUVlcllUdTlfSG8>  <https://drive.google.com/open?id=1GIy4C0-Pt0-0wKDfB6wwevvi03WW5DK_>  <https://drive.google.com/open?id=1aPICy-jTz8oHkKV_VTX54IyHuzmY3bkl>  <https://drive.google.com/open?id=1F5VIG27zb3LkUNqgGlH5I1lDoW8l2lzW>  <https://drive.google.com/open?id=0B53j3YIbvwweSUhNY24zVUlDLUk>  [OKSDE Standard 5.3.R.4](http://elaokframework.pbworks.com/w/page/149087412/53R4)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary** |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.3.R.4** Students will find textual evidence of literary devices:  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | **5.3.R.4** Students will determine how literary devices contribute to the meaning of a text:  ● imagery  ● metaphor  ● idiom  ● personification  ● hyperbole  ● simile  ● alliteration  ● onomatopoeia | **6.3.R.4** Students will analyze how literary devices contribute to the meaning of a text:  ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)  ● sound devices (i.e., onomatopoeia, alliteration) |

Level 4:

1. Create a poster illustrating and explaining each type of literary element with in-depth examples.
2. Create a google slide presentation highlighting and explaining the impact on meaning of literary devices found in a song. Songs could include Loose Change, High Horse, Butterflies, etc…

| **Subject and Quarter:** Writing, 4th Quarter | | **Grade:**  5th |
| --- | --- | --- |
| **Standard** 5.3.W.1  Students will compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflicts and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest  ● model literary elements and/or literary devices from mentor texts  **RC Standard** Compose a narrative essay | | **Supporting Standards**  5.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.  5.2.W.1 Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.  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).  5.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.  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).  5.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.  5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.  5.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.  5.7.W Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.  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 |
| **Learning Goal/I Can Statement**  I can write narratives incorporating characters, plot, setting, point of view, conflict, and dialogue. | | |
| **Proficiency Scale** | | **Resources** |
| **Score**  **4.0** | In addition to Score 3.0 expectation, writing contains little to no mechanical errors and reflects higher-level thinking, strong vocabulary, varied sentences, strong transition words, and produces very high quality work.  *\*see rubric for details* | **Essential Question** |
| **Score**  **3.0** | Student can compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflicts and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest  ● model literary elements and/or literary devices from mentor texts  *see rubric for details* | **Assessments (Pre, Mid, Post)**  [Narrative Rubric](https://docs.google.com/document/d/1smGCjKJGAitjOh0c8VnFxVdRgVonyg_yW_8wr9yWRWI/edit?usp=sharing) |
| **Score**  **2.0** | Writing contains some organization, incomplete ideas, limited word choice, some transition words, and simple sentences.  *\*see rubric for details* | **Lesson Resources**  [OKSDE Standard 5.3.W.1](http://elaokframework.pbworks.com/w/page/149010336/53W1)  [OKSDE Framework](http://elaokframework.pbworks.com/w/page/114061501/Introduction%20to%20the%20ELAOK%20Framework)  [DC ELA Vertical Progression](https://docs.google.com/document/d/1Kla9SEKf9WAa3rcOe_GdzriqgX7Qw5jH1Pq67PqdOkw/edit?usp=sharing) |
| **Score 1.0** | With help, the student has partial success at level 2 and 3 content. | **Academic Vocabulary** |
| **RtI Support** | **Interventions** | **Enrichment** |

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| --- | --- | --- |
| **4.3.W.1** Students will compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflicts and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest  ● model literary elements and/or literary devices from mentor texts | **5.3.W.1** Students will compose narratives reflecting real or imagined experiences that:  ● include plots with a climax and resolution  ● include developed characters who overcome conflicts and use dialogue  ● use a consistent point of view  ● unfold in chronological sequence  ● use sentence variety, sensory details, and vivid language to create interest  ● model literary elements and/or literary devices from mentor texts | **6.3.W.1** Students will compose narratives reflecting real or imagined experiences that:  ● include plots involving characters resolving conflicts  ● unfold in chronological sequence  ● include a narrator, precise language, sensory details, and dialogue to enhance the narrative  ● use sentence variety to create clarity  ● emulate literary elements and/or literary devices from mentor texts |

| **Quarter 4** | | | |
| --- | --- | --- | --- |
| **Priority** | | **Supporting** | |
| Standard | Textbook Lesson | Standard | Textbook Lesson |
|  |  |  |  |