

EVIDENCE OF UNDERSTANDING

5TH GRADE ELA



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.

We appreciate our sponsors:



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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE OKLDR



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

SPEAKING & LISTENING

READING



5.1R.1: Students will actively listen and speak clearly using appropriate discussion rules with awareness of verbal and nonverbal cues.

5.1.R.2: Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.

5.1.R.3: Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.



Evidence of Understanding

Students will apply effective communication skills through speaking and listening by using a voice recorder to record dialogue about a topic using complete sentences and appropriate conversation.



Digital Tools

- *Voice Record Application - Voice Memos*
- *Video Editor- Clips*



In Practice

- Students will use the voice recorder to practice speaking and listening to their voice.
- Students can work in pairs and practice their dialogue.
- Clips is a way students can make and share videos that include words, effects, graphics, and commentary.

WRITING



5.1.W.1: Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for audience.

5.1.W.2: Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member..



Evidence of Understanding

Students will create an informal presentation with information that is organized and contains appropriate content for their audience.



Digital Resources

- *Video Editor- [Clips](#)*
- *Interactive Whiteboard Application - [Educreations](#)*
- *Presentation - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)*
- *Story Telling Application - [Animoto](#)*



In Practice

- Students will retell a story or share a topic of interest using either Clips, Educreations, or Keynote in which students should be able to share 2-3 facts or details about a topic or story.
- Students can use Clips to make and share videos that include words, effects, graphics, and commentary on a specific topic.
- Students can use Educreations to annotate, animate, and narrate any type of content to explain a concept.
- Students can work in groups or individually in all.

READING & WRITING PROCESS

READING



5.2.R.1: Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.

5.2.R.2: Students will compare and contrast details in literary and nonfiction/informational texts to distinguish genres.

5.2.R.3: Students will begin to paraphrase main ideas with supporting details in a text.



Evidence of Understanding

Students will read and comprehend increasingly complex literary and informational text.



Digital Resources

- *Video Editor- Clips*
- *Word Processor - Pages, Microsoft Word, Google Docs*
- *Mind Mapping Application - Venn Diagram*



In Practice

- Students will read two informational text and summarize the story, focusing on main idea, supporting details, sequence of events as a group.
- Using Venn Diagrams have students compare and contrast the two Nonfiction/informational texts and use their information to determine the genre.
- After students have used their Venn diagram, they should paraphrase the texts they compared.

WRITING



5.2.W.1: Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.

5.2.W.2: Students will plan (e.g., outline) and prewrite a first draft as necessary.

5.2.W.3: Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.

5.2.W.4: Students will edit and revise multiple drafts for intended purpose (e.g., staying on topic), organization, and coherence.

5.2.W.5: Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spellcheck).



Evidence of Understanding

Students will develop and strengthen writing by engaging in a recursive process which includes planning, prewriting, drafting, revising, editing, and publishing.



Digital Resources

- *Content Application* - [SAS Punctuation Rules!](#)
- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Digital Portfolio* - [Seesaw](#)
- *Sketch Application* - [Paper by 53](#)



In Practice

- SAS Punctuation Rules! will support students with basic rules with the use of punctuation and the meaning. Quizzes are also available in this application.
- Students will be able to use any of the tools above to practice the writing process.
- One of the many benefits of these tools is that students will be able to share their work with other students or teachers.
- Many of these tools can be used as journals too.

CRITICAL READING & WRITING

READING



5.3.R.1 Students will determine an author’s stated or implied purpose and draw conclusions to evaluate how well the author’s purpose was achieved.

5.3.R.2 Students will determine the point of view and describe how it affects grade-level literary and/or informational text.

5.3.R.3 Students will describe and find textual evidence of key literary elements:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- theme

5.3.R.4 Students will find examples of literary devices:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- symbolism*
- tone* * Students will find textual evidence when provided with examples.

5.3.R.5 Students will distinguish fact from opinion in a text and investigate facts for accuracy.

5.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/ solution, cause/ effect).

5.3.R.7 Students will ask and answer inferential questions using the text to support answers.



Evidence of Understanding

Students will demonstrate their understanding of increasingly complex literary and informational texts.



Digital Resources

- *Video Editor- Clips*
- *Interactive Whiteboard Application - Educreations*
- *Movie Editor - iMovie*
- *Presentation - Keynote, Google Slides, Microsoft PowerPoint*



In Practice

- Assign students one of the literary devices and have them create a video or presentation using Clips, Keynote, Powerpoint, Prezi, or other similar application.
- The presentation must have different examples of their assigned literary device using pictures, phrases, and or videos.
- Students could use Clips, Educreations, iMovie, or any other digital resource that would allow them to use media, commentary, and creative effects to show their knowledge of these skills.

WRITING



5.3.W.1 NARRATIVE Students will write narratives incorporating characters, plot, setting, point of view, conflict (i.e., internal, external), and dialogue.

5.3.W.2 INFORMATIVE - Grade Level Focus Students will introduce and develop a topic, incorporating evidence (e.g., specific facts, examples, details) and maintaining an organized structure

5.3.W.3 OPINION Students will clearly state an opinion supported with facts and details.

5.3.W.4 OPINION Students will show relationships among facts, opinions, and supporting details..



Evidence of Understanding

Students will demonstrate an understanding of the different types of writing (narrative, informative, opinion) through their own written work.



Digital Resources

- *Word Processor* - Pages, Microsoft Word, Google Docs
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Digital Portfolio* - Seesaw
- *Sketch Application*- Paper by 53



In Practice

- **Narrative:** Using Pages or equivalent students have students create a narrative based on their favorite family trip. Students can also include drawings or pictures to go along with their stories.
- **Informative:** Using Clips or iMovie students can create videos, informing the audience about the life cycle of a plant from seed to plant. Students then can highlight main ideas and key details using the drawing and text features.
- **Opinion:** Using Venn Diagrams students will compare and contrast two types of dessert. Then they will use Pages or equivalent to explain which one they prefer and why. .

VOCABULARY

READING



5.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.

5.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define new words and determine the meaning of new words.

5.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.

5.4.R.4 Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.

5.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.



Evidence of Understanding

Students will be able to apply appropriate vocabulary in their writing and communicate clearly.



Digital Resources

- *Student Response* - [Kahoot Games](#)
- *Website* - [Visuwords](#)



In Practice

- 3D Pictionary allows students to see a picture, and another student has to figure out what the word is.
- Worddraw is a game that allows students to unscramble words.
- Kahoot is a great way for students to play as individuals or in groups to battle against each other.
- Students can play a Kahoot game to where they need to match the correct affix or suffix to a root word in the question.
- Visuwords is an online resource that combines a visual thesaurus, visual dictionary, and interactive lexicon

WRITING



5.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.

5.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing..



Evidence of Understanding

Students will use their knowledge of appropriate grade level grammar from practice.



Digital Resources

- Thesaurus
- *Website - Visuwords*
- *Interactive Whiteboard Application - Educreations*



In Practice

- Students will be able to use a digital thesaurus to write, revise and edit work to enhance their writing.
- Visuwords is an online resource that combines a visual thesaurus, visual dictionary, and interactive lexicon.
- Students will be able to practice explaining and writing appropriate vocabulary to communicate ideas in Educreations or another writing application.

LANGUAGE

READING



5.5.R.1 Students will recognize conjunctions, prepositions, and interjections and explain their effect in particular sentences.

5.5.R.2 Students will recognize verb tense to signify various times, sequences, states, and conditions in text.

5.5.R.3 Students will recognize the subject and verb agreement



Evidence of Understanding

Students will be able to show their knowledge of appropriate grammar, punctuation and mechanics.



Digital Resources

- Website - [IXL Learning](#)
- Website - [Grammaropolis](#)
- Website - [Grammar Blast](#)
- Website - [Mad-Libs](#)
- Story Telling Application - Book Creator, [Write About This](#),
- Word Processor - [Pages](#), [Microsoft Word](#), [Google Docs](#)



In Practice

- Students can use websites such as IXL, Grammaropolis and Mad-Libs to learn more about grammar and the parts of speech.
- Students can create a digital story or presentations to draw and write their interpretations of grammatical vocabulary.
- As an example, students can create a digital story or presentation over the definitions of *their, there, and they're*.

WRITING



5.5.W.1 Students will write using correct mechanics with a focus on commas, apostrophes, and quotation marks as needed for dialogue and quoted material.

5.5.W.2 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.

5.5.W.3 Students will form and use the present and past verb tenses.

5.5.W.4 Students will form and use verb tense to convey various times, sequences, states, and conditions.

5.5.W.5 Students will recognize and correct inappropriate shifts in verb tense.



Evidence of Understanding

Students will develop their own presentation to show comprehension, evaluate, and synthesize.



Digital Resources

- Website - [IXL Learning](#)
- Website - [Vocabulary Spelling City](#)
- Digital Portfolio - [Seesaw](#)
- Interactive White Board - [Showbie](#)
- Webpage - [Grammar Monster](#)



In Practice

- Students will be able to use a digital thesaurus to write, revise and edit work to enhance their writing.
- Visuwords is an online resource that combines a visual thesaurus, visual dictionary, and interactive lexicon.
- Students will be able to practice explaining and writing appropriate vocabulary to communicate ideas in Educreations or another writing application.

RESEARCH

READING



5.6.R.1 Students will use their own viable research questions to find information about a specific topic.

5.6.R.2 Students will record and organize information from various print and/or digital sources.

5.6.R.3 Students will determine the relevance and reliability of the information gathered.



Evidence of Understanding

Students will research a topic over an extended period of time, organize the information found, summarize and present the information in a report.



Digital Resources

- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Video Editor*- [Clips](#)
- *Content Library* - [Time for Kids](#)
- *Website* - [National Geographic Kids](#)
- *Search Engine* - [KidzSearch](#)



In Practice

- Seesaw can be used to help share student's work with teachers and parents.
- Students will be able to use Keynote to create multimedia presentations on the topic they have researched.
- Clips is a movie making application where students can upload personal videos and photos.
- Have students use Time for Kids and/or National Geographic to research the Five Civilized Tribes of Oklahoma.
- Students will then present the information they researched and put it into Keynote, Clips, Seesaw or other presentation software.

WRITING



5.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).

5.6.W.2 Students will formulate a viable research question from findings.

5.6.W.3 Students will organize information found during research, following a modified citation style (e.g., author, title, publication date) with guidance and support.

5.6.W.4 Students will summarize and present information in a report..



Evidence of Understanding

Students will be able organize the research information they gathered individually or as a group.



Digital Resources

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Mind Mapping Application* - Venn Diagram, Simple Mind+ Mind Mapping
- *Word Processor* - Pages, Microsoft Word, Google Docs



In Practice

- Students will be able to use the Venn Diagram and Simple Mind+ Mind Mapping application to organize the research information they gathered individually or as a group.
- Students will be able to use the Notes application or other note taking software to jot down information and collect initial data for their projects.
- Students will be able to use the Keynote application or Powerpoint to create multimedia presentations, organizing their research.

MULTIMODAL LITERACIES

READING



5.7.R.1 Students will analyze the characteristics and effectiveness of a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal and interpretive questions to create new understandings.

5.7.R.2 Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.



Evidence of Understanding

Students will be able to analyze and compare information across different forms or media, and answer.



Digital Resources

- *Mind Mapping* - [Venn Diagram](#), [MindMode](#), [Lucidchart](#), [Kidspiration](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)



In Practice

- Students will look a specific topic using two or three sources of media; then they will compare and contrast how ideas are depicted across different medias.
- Have students use their Venn diagrams to create a project in pages or Google Docs to characterize the effectiveness of the media used.

WRITING



5.7.W.1 Students will create multimodal content that effectively communicates an idea using technology and appropriate media.

5.7.W.2 Students will create presentations that integrate visual displays and other multimedia to enrich the presentation.



Evidence of Understanding

Students will create multimedia presentations with information gathered through research.



Digital Resources

- *Story Telling* - [ChatterPix Kids](#), [Puppet Pals](#), [Book Creator](#)
- *Word Processor* - [Pages](#), [Google Docs](#), [Microsoft Word](#)
- *Video Editor*- [Clips](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)



In Practice

- Have students pick a famous historical person to research.
- Students can use the story telling tool to create the historical person in a cartoon format.
- Students will then be able to have the cartoon present the information they gathered from the research.

INDEPENDENT READING & WRITING

READING



5.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.



Evidence of Understanding

Students will be able to demonstrate their ability to read independently.



Digital Resources

- *Website* - [-Tween Tribune](#), [Teen Ink](#)
- *Productivity Application* - [-Timer](#)
- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)
- *Digital Portfolio* - [Seesaw](#)
- *Story Telling Application* - [Book Creator](#)



In Practice

- The teacher will select reading material for the class to read independently for 20 minutes.
- Students will set their timers for 20 minutes and read independently until the timer is completed.
- After the timer has expired, students will document in a digital journal such as Book Creator, Seesaw, Pages, Notes or similar app the amount of lines/pages they read within the time limit
- Students will do this activity again later in the week with the goal of increasing the amount they read in the same amount of time.

WRITING



5.8.W Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.



Evidence of Understanding

Students will write for extended periods of time. Students will write to a variety of audiences for a variety of purposes.



Digital Resources

- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Digital Portfolio* - [Seesaw](#)



In Practice

- Students will use a word processor to write and draw their creativity during a free write or based on a prompt given by the teacher.
- In the Pages application, go to Create Document, Scroll down to Books-Landscape, and chose Story. This is a template, so student will be able to create their own journal.
- Students can take/add pictures, and write their thoughts down with text or use a stylus to practice their cursive.
- Paper is also a great tool to use for journal writing.

RESOURCES

TEACHER RESOURCES
