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:

Thank you to the following educators for their work in curating digital resources:

Anne Beck, OSSBA

Julie Bowen, Stillwell Public Schools

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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. <u>This is a major change</u>.
- 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, Voice Record Pro, SeeSaw, Flipgrid*

- *Video Editor-* Clips-, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

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.

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 video presentation retelling a story with appropriate content for their audience.

Digital Resources

- *Video Editor*- <u>Blabberize</u>, <u>Chatterpix</u>, <u>Clips</u>-, <u>WeVideo</u>, <u>Flipgrid</u>, <u>iMovie</u>, <u>Loom</u>, <u>PowerDirector</u>, <u>Do-Ink</u>, <u>Storyblocks</u>, <u>Majisto</u>, <u>Adobe Spark Video</u>

- *Presentation* - <u>Keynote</u>, <u>Google Slides</u>, <u>Microsoft PowerPoint</u>

In Practice

- Students will retell a story using a video editor tool.

- Students videos will include words, effects, graphics, and commentary on a specific topic.

- 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 create a timeline representing the events in a piece of literature.

Digital Resources

- *Video Editor-* Clips-, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

- *Timeline Maker -* Visme, Sutori, myHistro

- *Design tools -* Canva, Web Poster Wizard, Collage Maker

In Practice

- Students will read a piece of literature then create a timeline of events.

- Students will classify which genre of literature they have used.

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 create a short graphic novel engaging in a recursive writing process.

Digital Resources

- Graphic Novel Creator - <u>Pixton EDU</u>, <u>Storyboardthat</u>

In Practice

- Students will create an original graphic novel following correct grammar rules.

- Students will edit and revise multiple drafts.

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 construct a video presentation highlighting a literary device.

Digital Resources

- *Video Editor-* Clips-, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

- *Interactive Whiteboard Application -*Showbie, Realtimeboard, Simple Whiteboard, Explain EDU, Jamboard, ShowMe

- Presentation - Keynote, Google Slides, Microsoft PowerPoint

In Practice

- Assign students one of the literary devices and have them create a video or presentation.

- The presentation should include different examples of their assigned literary device using pictures, phrases, and or videos.

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 develop a script for a newscast supported by facts, opinions and other details.

Digital Resources

- *Word Processor* - Pages, Microsoft Word, Google Docs

- *Presentation - Keynote, Google Slides, Microsoft PowerPoint*

- *Video Editor-* Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, MajistoClips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

In Practice

- Students will write a script for a newscasting based around facts and/or opinions.

- Students will support their facts and/or opinions with supporting details.

- Students will trade scripts with a partner then record themselves reading the partner's script.

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 design a digital poster demonstrating the correct meaning of new vocabulary words.

Digital Resources

- *Design Tools -* Canva, Web Poster Wizard, Collage Maker

- *Word Processor -* Pages, Google Docs, Microsoft Word, Notes

- *Word Cloud Application -* Mentimeter, WorldClouds, MonkeyLearn

In Practice

- Students will create a digital poster describing a new vocabulary word.

- Posters should include word origin, part of speech and be used correctly in a sentence.

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 create a how-to-video using domain appropriate vocabulary.

Digital Resources

- *Video Editor -* Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, MajistoClips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

In Practice

- Students will develop a how to video using domain appropriate vocabulary.

- Students will demonstrate understanding of vocabulary by using it in correct context.

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

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Evidence of Understanding

Students will create a digital story correct grammar, punctuation and mechanics.

Digital Resources

- *Website -* IXL Learning, Grammaropolis, Grammar Blast

- *Website -* Mad-Libs

- *Story Telling Application -* Book Creator, Seesaw, Pages, Write About This, Google Docs

- *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 create a fake text message demonstrating correct writing mechanics.

Digital Resources

- Bloggining - Edu Blogs.Org

- Digital Profiles - iTwister , Snapsr, Simitator, iFakeText, Fakebook

In Practice

- Using a fake text messaging tool, students will create a text conversation demonstrating their knowledge of correct writing mechanics.

- Text messages should include correct use of commas, compound and complex sentences and verb tenses.

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 create an instructional video demonstrating knowledge on a specific topic.

Digital Resources

- *Video Editor -* Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, MajistoClips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

In Practice

- Students will be assigned a topic for research.

- Students will create an instructional video that includes evidence found on the topic.

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 develop a fake newspaper article based on a research topic.

Digital Resources

- Fake Newspaper App - Fodey.com

In Practice

- Using a research topic, students will create a fake newspaper article to summarize and present their findings.

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 make a Flipgrid (or similar application) incorporating opposing view points.

Digital Resources

- Video Editor- <u>Clips</u>, <u>WeVideo</u>, <u>Flipgrid</u>, <u>iMovie</u>, <u>Loom</u>, <u>PowerDirector</u>, <u>Do-Ink</u>, <u>Storyblocks</u>, <u>Majisto</u>, <u>Adobe Spark Video</u>

In Practice

- In small groups or pairs, students will create a Flipgrid video comparing and contrasting two opposing view points.

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 comic over a given topic

Digital Resources

- *Story Telling -* ChatterPix Kids-, Shadow Puppets EDU, Book Creator, Seesaw, Pages, Write About This, Google Docs, Google Story Builder, Toontastic

- *Comic Maker -* Comic Touch 2, Comic Puppets, Canva Comic Strip Maker, Powtoon, Comic Maker, Make Beliefs Comix, Toontastic, Pixton EDU

- *Video Editor-* lips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

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/comic 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 showcase a genre through creating a digital sales pitch.

Digital Resources

- *Video Editor - <u>Clips</u>, <u>WeVideo</u>, <u>Flipgrid</u>, <u>iMovie</u>, <u>Loom</u>, <u>PowerDirector</u>, <u>MajistoClips</u>, <u>Do-Ink</u>, <u>Storyblocks</u>, <u>Majisto</u>, <u>Adobe Spark Video</u>*

- *Word Processor - <u>Pages</u>, <u>Microsoft Word</u>, <u>Google Docs</u>*

- *Story Telling Application - <u>ChatterPix Kids</u>-, <u>Shadow Puppets EDU</u>, <u>Book Creator</u>, <u>Seesaw</u>, <u>Pages</u>, <u>Write About This</u>, <u>Google Docs</u>, <u>Google Story Builder</u>, <u>Toontastic</u>*

In Practice

- Students will be assigned a genre to select and read a book from.

- Students will create a short digital sales pitch to convince others to select their book to read next.

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 create a digital tour guide for a specific purpose.

Digital Resources

- *Word Processor -* Pages, Microsoft Word, Google Docs

- *Presentation -* Keynote, Google Slides, Microsoft PowerPoint

- *Video Editor -* Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, MajistoClips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video

- *QR Code Generator -* QR Code Generator, QR Stuff, Flowcode

- *QR Code Reader:* Scan , Google, QR Code Reader & Scanner

In Practice

- Students will create a digital tour guide of their school building for incoming/new students.

- Students must provide a visual and written example for each stop on the tour.

RESOURCES

TEACHER RESOURCES