



Ready® Reading Ready® Writing

to the
2021 Oklahoma Academic
Standards for
English Language Arts

Grade 5

2021 Oklahoma Academic Standards for English Language Arts Grade 5		Ready Reading / Ready Writing Lessons Grade 5
GRADE 5		
Standard 1: Listening and Speaking: Students will listen and speak effectively in a variety of situations.		
Listening: Students will develop and apply effective communication skills through active listening.		
5.1.L.1	Students will actively listen using appropriate discussion rules with awareness of verbal and nonverbal cues.	<i>Standard addressed throughout all Speaking and Listening Activities in Ready Reading and Ready Writing.</i>
5.1.L.2	Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.	<i>Standard addressed throughout all Speaking and Listening Activities in Ready Reading and Ready Writing.</i>
Speaking: Students will develop and apply effective communication skills to share ideas through speaking.		
5.1.S.1	Students will work effectively and respectfully in diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.	<i>Standard addressed throughout all lessons' Academic Talk and Talk Activities in Ready Reading.</i>
5.1.S.2	Students will engage in collaborative discussion about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings	<i>Standard addressed throughout all lessons' Academic Talk and Talk Activities in Ready Reading.</i>
5.1.S.3	Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for the audience, speaking audibly in coherent sentences at an appropriate pace.	<i>Standard addressed throughout all lessons' Publish and Present Writing Activities in Ready Writing.</i>

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Standard 2: Reading and Writing Foundations: Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.		
Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.		
<i>Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.</i>		
Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.		
5.2.PC	Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.	<i>Students form words in print only throughout all lessons' Writing Activities.</i>
Phonics and Word Study: Students will decode and encode words by applying phonics and word analysis skills in context and isolation.		
<i>Students will continue to review and apply earlier grade-level expectations for this standard. If phonics and word study skills are not mastered, students will address skills from previous grades.</i>		
Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.		
5.2.SE.1	Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of: <ul style="list-style-type: none"> ● letter-sound correspondences ● all major syllable patterns (i.e., closed, consonant +le, open, vowel team, vowel silent e, r-controlled) 	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
5.2.SE.2	Students will use correct spelling when writing the following words: <ul style="list-style-type: none"> ● contractions ● abbreviations ● common roots and related affixes 	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.		
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.	<i>Standard addressed through Reading Reading's Word Learning Routine .</i>

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5.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
Standard 2: Reading and Writing Process: Students will use a variety of recursive reading and writing processes.		
Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.		
5.2.R.1	Students will explain how key supporting details support the main idea of a text.	Ready Reading: Lesson 1: Finding Main Ideas and Details; Lesson 2: Summarizing Informational Texts; Lesson 3: Using Details to Support Inferences; Lesson 7: Finding the Theme of a Story or Drama; Lesson 10: Using Details to Support Inferences in Literary Texts
5.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish various genres.	Ready Reading: Lesson 22: Comparing and Contrasting Stories in the Same Genre <i>For additional related content, see Genre Focus Activities in Ready Reading.</i>
5.2.R.3	Students will summarize and sequence the important events of a story.	Ready Reading: Lesson 7: Finding the Theme of a Story or Drama; Lesson 8: Finding the Theme of a Poem; Lesson 9: Summarizing Literary Texts; Lesson 13: Comparing Text Structures, Part 2: Cause-Effect, Compare-Contrast; Lesson 14: Analyzing Accounts of the Same Topic; Lesson 15: Language and Meaning; Lesson 16: Understanding Literary Structure; Lesson 17: Point of View
5.2.R.4	Students will summarize facts and details from a nonfiction/informational text.	Ready Reading: Lesson 1: Finding Main Ideas and Details; Lesson 2: Summarizing Informational Texts; Lesson 7: Finding the Theme of a Story or Drama

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Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.		
5.2.W.1	Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph essays.	<i>Standard addressed throughout all lessons in Ready Writing.</i>
5.2.W.2	Students will routinely use a recursive process to edit drafts and revise for clarity, coherence, and organization (e.g., logical order and transitions).	<i>Standard addressed throughout all lessons in Ready Writing.</i>
5.2.W.3	Students will correctly spell grade-appropriate words while editing using resources as needed.	<i>Standard addressed throughout all lessons in Ready Writing.</i>
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, hanging on wall, entering contest).	<i>Standard addressed throughout all lessons in Ready Writing.</i>
Standard 3: Critical Reading and Critical Writing: Students will apply critical thinking skills to reading and writing.		
Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.		
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.	Ready Reading: Lesson 12: Comparing Text Structures, Part 1: Chronology, Problem-Solution; Lesson 13: Comparing Text Structures, Part 2: Cause-Effect, Compare-Contrast; Lesson 14: Analyzing Accounts of the Same Topic
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.	Ready Reading: Lesson 6: Comparing and Contrasting Settings and Events; Lesson 17: Point of View

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5.3.R.3	Students will describe and find textual evidence of key literary elements: <ul style="list-style-type: none"> ● setting ● plot ● conflict ● characters (i.e., protagonist, antagonist) ● characterization ● theme 	<p>Ready Reading:</p> <p>Lesson 5: Comparing and Contrasting Characters in Drama; Lesson 6: Comparing and Contrasting Settings and Events; Lesson 7: Finding the Theme of a Story or Drama; Lesson 9: Summarizing Literary Texts; Lesson 15: Language and Meaning; Lesson 16: Understanding Literary Structure; Lesson 17: Point of View</p>
5.3.R.4	Students will evaluate literary devices to support interpretations of literary texts: <ul style="list-style-type: none"> ● imagery ● idiom ● personification ● hyperbole ● simile ● metaphor ● alliteration ● onomatopoeia 	<p>Ready Reading:</p> <p>Lesson 10: Using Details to Support Inferences in Literary Texts; Lesson 15: Language and Meaning</p> <p>Language Handbook:</p> <p>Lesson 18: Figurative Language; Lesson 19: Idioms, Adages, and Proverbs</p>
5.3.R.5	Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.	<p>Ready Reading:</p> <p>Lesson 3: Using Details to Support Inferences; Lesson 10: Using Details to Support Inferences in Literary Texts</p>
5.3.R.6	Students will distinguish fact from opinion in a text and explain how reasons and facts support specific points.	<p>Ready Reading:</p> <p>For related content, see:</p> <p>Lesson 23: Explaining an Author’s Reasons and Evidence</p>
5.3.R.7	Students will distinguish the structures of texts: <ul style="list-style-type: none"> ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential 	<p>Ready Reading:</p> <p>Lesson 12: Comparing Text Structures, Part 1: Chronology, Problem-Solution; Lesson 13: Comparing Text Structures, Part 2: Cause-Effect, Compare-Contrast</p>

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Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.		
5.3.W.1	Students will compose narratives reflecting real or imagined experiences that: <ul style="list-style-type: none"> ● include plots with a climax and resolution ● include developed characters who overcome conflict(s) and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest 	Ready Writing: Lesson 3: Writing a Narrative: Legend
5.3.W.2	Students will compose informative essays that: <ul style="list-style-type: none"> ● introduce and develop a topic ● incorporate evidence (e.g., specific facts, examples, charts, and graphs) ● maintain an organized structure ● use sentence variety and word choice to create interest 	Ready Writing: Lesson 2: Writing to Inform: Article; Lesson 4: Writing to Analyze Literature: Essay; Lesson 5: Writing to Inform: Book Chapter; Lesson 6: Writing an Opinion: Speech
5.3.W.3	Students will write opinion essays that: <ul style="list-style-type: none"> ● introduce a topic and state a clear opinion ● organize relevant, text-based evidence in a logical sequence ● use sentence variety and word choice to create interest 	Ready Writing: Lesson 1: Writing an Opinion: Letter to the Editor; Lesson 6: Writing an Opinion: Speech

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Standard 4: Vocabulary: Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.		
Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.		
5.4.R.1	Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	<p>Ready Reading: <i>TRB Only :</i> Lesson 6: Comparing and Contrasting Settings and Events, <i>ELL: Build Meaning ;</i> Lesson 11: Unfamiliar Words, <i>ELL: Develop Language, Word Learning Strategy: Use Context Clues;</i> Lesson 21: Analyzing Visual Elements in Literary Texts, <i>Word Learning Strategy: Use Context Clues</i></p> <p>Language Handbook: Lesson 20: Synonyms and Antonyms; Lesson 21: Homographs; Lesson 22: Using a Thesaurus; Lesson 21: Homographs</p>

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5.4.R.2	Students will use context clues to clarify the meaning of words or distinguish among multiple-meaning words.	<p>Ready Reading: Lesson 11: Unfamiliar Words; Lesson 14: Analyzing Accounts of the Same Topic</p> <p>TRB Only: Lesson 1: Finding Main Ideas and Details, <i>Word Learning Strategy</i>; Lesson 2: Summarizing Informational Text, <i>Word Learning Strategy</i>; Lesson 3: Using Details to Support Inferences, <i>Word Learning Strategy</i>; Lesson 4a: Explaining Relationships in Scientific and Technical Texts, <i>Word Learning Strategy</i>; Lesson 4b: Explaining Relationships in Historical Texts, <i>Integrating Standards</i>; Lesson 5: Comparing and Contrasting Characters in Drama, <i>Word Learning Strategy</i>; Lesson 15: Language and Meaning, <i>Word Learning Strategy</i>; Lesson 16: Understanding Literary Structure, <i>Word Learning Strategy</i>; Lesson 17: Point of View, <i>Word Learning Strategy</i>; Lesson 18: Finding Information from Multiple Sources, <i>Word Learning Strategy</i>; Lesson 21: Analyzing Visual Elements in Literary Texts, <i>Word Learning Strategy</i>; Lesson 22: Comparing and Contrasting Stories in the Same Genre, <i>Word Learning Strategy</i></p> <p>Language Handbook: Lesson 15: Using Context Clues</p>

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5.4.R.3	Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	<p>Lesson 1: Finding Main Ideas and Details; Lesson 2: Summarizing Informational Texts; Lesson 3: Using Details to Support Inferences; Lesson 4a: Explaining Relationships in Scientific and Technical Texts; Lesson 4b: Explaining Relationships in Historical Texts; Lesson 7: Finding the Theme of a Story or Drama; Lesson 8: Finding the Theme of a Poem; Lesson 9: Summarizing Literary Texts; Lesson 12: Comparing Text Structure, Part 1: Chronology, Problem-Solution; Lesson 13: Comparing Text Structure, Part 2: Cause-Effect, Compare-Contrast; Lesson 18: Finding Information from Multiple Sources; Lesson 19: Understanding Supporting Evidence; Lesson 20: Using Multiple Sources for Writing and Speaking</p> <p>Language Handbook: Lesson 16: Greek and Latin Word Parts</p>
5.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words within a text.	<p>Ready Reading: Lesson 4b: Explaining Relationships in Historical Texts; Lesson 22: Comparing and Contrasting Stories in the Same Genre</p> <p>Language Handbook: Lesson 17: Using a Dictionary or Glossary; Lesson 22: Using a Thesaurus</p>
5.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	<i>Standard addressed throughout all lessons in Ready Reading and Ready Writing.</i>
Writing: Students will apply knowledge of vocabulary to speak and write effectively.		
5.4.W.1	Students will use grade-level vocabulary to clearly communicate ideas in writing.	<i>Standard addressed throughout all lessons in Ready Reading and Ready Writing.</i>

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5.4.W.2	Students will use precise and vivid vocabulary appropriate for the intended mode and effect on the audience in writing.	<i>Standard addressed throughout all lessons in Ready Reading and Ready Writing.</i>
Standard 5: Language: Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.		
Reading: Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.		
5.5.R.1	Students will recognize simple, compound, and complex sentences (i.e., independent & dependent clauses).	Language Handbook: Lesson 1: Coordinating and Subordinating Conjunctions; Lesson 9: Commas After Introductory Elements; Lesson 13: Combining Sentences
5.5.R.2	Students will recognize: <ul style="list-style-type: none"> ● nouns and explain their role in particular sentences ● verb tense to identify settings, times, sequences, and conditions in text ● subject and verb agreement ● adjectives and explain their role in particular sentences ● prepositional phrases and explain their role in particular sentences ● intensive pronouns and their antecedents ● coordinating conjunctions and explain their effect in particular sentences ● adverbs and explain their role in particular sentences ● interjections and explain their role in particular sentences 	For related content, see: Language Handbook: Lesson 1: Coordinating and Subordinating Conjunctions; Lesson 2: Prepositions and Prepositional Phrases; Lesson 3: Interjections; Lesson 4: Perfect Verb Tenses; Lesson 5: Using Verb Tenses; Lesson 6: Shifts in Verb Tense; Lesson 7: Correlative Conjunctions; Lesson 13: Combining Sentences

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Writing: Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.		
5.5.W.1	Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences, recognizing and correcting run-ons.	<i>Standard addressed throughout all lessons in Ready Writing.</i>
5.5.W.2	Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns (e.g., intensive) to add clarity and variety to their writing.	<i>Standard addressed throughout all lessons in Ready Reading and Ready Writing.</i>
5.5.W.3	Students will recognize and correct: <ul style="list-style-type: none"> ● errors in subject and verb agreement ● inappropriate shifts in verb tense ● inappropriate shifts in pronoun number and person 	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
5.5.W.4	Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i>	<i>For aligned content, see Grade 4: Language Handbook:</i> Lesson 9: Capitalizing Names of People; Lesson 10: Capitalizing Names of Places and Things
5.5.W.5	Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i>	<i>For aligned content, see Grade 4: Language Handbook:</i> Lesson 14: Punctuation for Effect
5.5.W.6	Students will use the correct forms of it's/its, you're/your, and they're/there/their.	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
5.5.W.7	Students will use commas: <ul style="list-style-type: none"> ● to separate individual words in a series ● to indicate dialogue 	<i>Language Handbook:</i> Lesson 9: Commas After Introductory Elements; Lesson 10: More Uses for Commas
5.5.W.8	Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>

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5.5.W.9	Students will use quotation marks to indicate dialogue, quoted material, and titles of works.	<p>Ready Writing:</p> <p>Lesson 4: Writing to Analyze Literature: Essay</p> <p>Language Handbook:</p> <p>Lesson 11: Punctuating Titles of Works</p>
5.5.W.10	Students will use underlining or italics to indicate titles of works.	<p>Language Handbook:</p> <p>Lesson 11: Punctuating Titles of Works</p>
5.5.W.11	Students will use a semicolon to punctuate compound sentences.	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
<p>Standard 6: Research: Students will engage in inquiry to acquire, refine, and communicate accurate information.</p>		
<p>Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p>		
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).	<p>Ready Reading:</p> <p>Lesson 18: Finding Information From Multiple Sources; Lesson 20: Using Multiple Sources from Writing and Speaking</p>
5.6.R.2	Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to analyze the structure of informational texts.	<p>Ready Reading:</p> <p>Lesson 18: Finding Information from Multiple Sources</p> <p>TRB Only:</p> <p>Lesson 2: Summarizing Informational Texts, <i>ELL</i>; Lesson 4b: Explaining Relationships in Historical Texts, <i>ELL</i></p>
5.6.R.3	Students will determine the relevance and reliability of the information gathered.	<p>Ready Reading:</p> <p>For related content, see:</p> <p>Lesson 20: Using Multiple Sources from Writing and Speaking</p>

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Writing: Students will synthesize information ethically through speaking and writing.		
5.6.W.1	Students will formulate a viable research question.	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
5.6.W.2	Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).	<i>Standard addressed throughout all lessons in Ready Writing.</i>
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 concrete details, quotations, or other relevant information from multiple sources.	Ready Writing: Lesson 2: Writing to Inform: Article; Lesson 4: Writing to Analyze Literature: Essay; Lesson 5: Writing to Inform: Book Chapter;
Standard 7: Multimodal Literacies: Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.		
Reading: Students will comprehend and evaluate multimodal content.		
5.7.R	Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content to generate and answer questions.	Ready Reading: TRB Only: Lesson 1: Finding Main Ideas and Details, <i>ELL</i> ; Lesson 7: Finding the Theme of a Story or Drama, <i>ELL</i> Language Handbook: Lesson 3: Interjections
Writing: Students will create multimodal content to communicate effectively.		
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.	Ready Writing: TRB Only: Lesson 3: Writing a Narrative: Legend, <i>ELL</i>

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Standard 8: Independent Reading & Writing: Students will read and write independently for a variety of purposes and periods of time.		
Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.		
5.8.R	Students will read selected texts independently, choosing genres to suit and expand their personal preferences and purposes for various lengths of time.	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.		
5.8.W	Students will write independently for various lengths of time, choosing modes and genres to suit their audiences and purposes.	<i>Standard not addressed at this level of Ready Reading or Ready Writing.</i>