

<b>Strand</b>	Reading: Literature	
<b>Topic</b>	Key Ideas and Details	
<b>Standard Statements</b>	<p><b>In the previous grade band, students were expected to retell, ask and answer text-based questions and describe characters using key details.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of the <b>Key Ideas and Details</b> topic is providing textual evidence, making inferences, identifying theme and literary elements and summarizing text. Comprehension is enhanced when readers make meaning from what is explicitly stated and from what the author has inferred. Making meaning and determining theme gives readers a more complete picture of a text and enables them to summarize and/or describe textual elements. Readers demonstrate comprehension by using evidence from the text to support their responses and by comparing and contrasting story elements within a text.</p> <p><b>In the next grade band, students are expected to cite evidence that reflects the theme or main idea without adding personal judgment and describe how plot events or scenes build on and impact one another.</b></p>	<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<b>Enduring Understanding</b>	<p>Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the world in which we live. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.</p>	

<b>Strand</b>	Reading: Literature
<b>Topic</b>	Key Ideas and Details
<b>Instructional Strategies and Resources</b>	
<p><b><u><a href="#">Pre-Reading Cards</a></u></b>            As a pre-reading activity, provide students with index cards that have story element clues on them (i.e., a card might be labeled <i>Setting – A small town</i>). Have students read or hear read the first chapter of a selection. Students record any inferences, predictions or conclusions they develop based on what they heard. Once students have completed the reading, they review the cards to see how well they were able to infer, predict or draw conclusions about the story element listed on their cards. Later, this can be turned into a short research paper that includes details from the text that support students’ original thoughts. This activity can be adapted for shorter selections by reading only the first paragraph.</p>	
<p><b><u><a href="#">Story Map</a></u></b>            Using the story map strategy helps students focus on the major aspects or elements of a story such as setting, character, conflict, rising action and resolution. Initially, these organizers can be created for whole groups to contribute; as they become more familiar, students can create story maps for texts they read independently. There are a number of graphic variations on a story map available online. ReadWriteThink (sponsored by the International Reading Association and National Council of Teachers of English) has an interactive version that students can complete.</p>	
<p><b><u><a href="#">Charlotte Huck’s Children’s Literature: A Brief Guide</a></u></b> by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information on creating literature based programs, criteria for selecting quality literature for the classroom, and activities that promote critical thinking about children’s books.</p>	
<p><b><u><a href="#">Terrific Teaching Tips: Reading Historical Texts: Comprehension Through Strategies and Extension</a></u></b> by Megan Truax (Illinois Reading Council Journal, Fall 2010, Vol. 38 Issue 4, p. 47-52 ) discusses resources, programs, techniques and strategies to stimulate creativity and enhance student learning.</p>	
<p><b>Diverse Learners</b>            Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Reading: Literature	
<b>Topic</b>	Craft and Structure	
<b>Standard Statements</b>	<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>In the previous grade band, students were expected to describe the rhythm and patterns of words, story structure and the variations in point of view between one character and another.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of the <b>Craft and Structure</b> topic is the author’s use of figurative language, the specific structure of literary genre and point of view. As readers become more sophisticated, their vocabulary usage expands to include figurative language. As text complexity increases, readers use poetic and story elements along with their understanding of figurative language to articulate how these elements contribute to the meaning and effectiveness of the overall selection. Readers need to understand point of view and the significance it has on text to comprehend fully what they have read.</p> <p><b>In the next grade band, students are expected to analyze the ways authors use language to impact meaning and tone, to structure text cohesiveness and to represent nonliteral referents.</b></p>
<b>Enduring Understanding</b>	<p>Literature, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure.</p>	

<b>Strand</b>	Reading: Literature
<b>Topic</b>	Craft and Structure
<b>Instructional Strategies and Resources</b>	
<p><b><u><a href="#">Anchor Charts</a></u></b> Anchor charts are tools to aid students in remembering procedures and expectations related to topics in any content area. They should be made with the students and added to throughout the year. Post anchor charts in the classroom where they are easily accessible to students. Anchor chart topics in reading could include class-generated information around general questions like “what do good readers do?” or specific topics like <i>figurative language</i>. In each case, the charts would include information that explains and supports the students’ abilities to comprehend and evaluate text. <u><a href="#">Other Anchor Charts</a></u>.</p>	
<p><b><u><a href="#">Picture Book Language</a></u></b> Give small groups of students several picture books and have them look for words and phrases from those texts that reflect figurative language. Have the scribe for the group record these words and phrases. Group members should determine the specific type of figurative language the author used for each word or phrase found (i.e., simile, metaphor). Each group can share their examples with the class and provide rationales for how each word or phrase was labeled. <u><a href="#">Other Picture Book Language</a></u>.</p>	
<p><u><a href="#">Inside Writing: How to Teach the Details of Craft by Donald Graves and Penny Kittle (Heinemann, 2005)</a></u> provides teachers with ways to help students understand the art of writing.</p>	
<p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <u><a href="#">this site</a></u>. Resources based on the Universal Design for Learning principles are available at <u><a href="http://www.cast.org">www.cast.org</a></u>.</p>	

<b>Strand</b>	Reading: Literature	
<b>Topic</b>	Integration of Knowledge and Ideas	
<b>Standard Statements</b>	<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>8. (Not applicable to literature)</p> <p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>In the previous grade band, students were expected to understand the role illustrations play in telling the story and were able to compare and contrast story variations.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of the <b>Integration of Knowledge and Ideas</b> topic is making connections and comparisons within and across texts and understanding and comparing themes and topics as they appear across genres. Readers analyze, compare and contrast elements from a variety of genres, including visual and multimedia text elements to enhance their knowledge of literature. Readers also should understand the multiple ways that visuals (from illustrations to multimedia) interact with and enhance the message of the text.</p> <p><b>In the next grade band, students are expected to compare and contrast texts from different genres and mediums and determine how authors differ in their presentation of the subject.</b></p>
<b>Enduring Understanding</b>	<p>Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author’s message/theme as well as the ideas being explored.</p>	

<b>Strand</b>	Reading: Literature
<b>Topic</b>	Integration of Knowledge and Ideas
<p><b>Instructional Strategies and Resources</b></p> <p><b>Tall Tales – Genre Study</b>  Students read and discuss folk tales focusing on character actions and traits. In collaborative groups, students work to summarize plot points and character traits. As a group, post story information onto <a href="#">a multi-story character-study matrix</a>, which includes appearance, ability, setting, relationships with others, problems, accomplishments and resolutions. The process can be repeated for multiple characters across books so that characters can be compared and contrasted.</p> <p><b>It’s All <a href="#">a Matter of Perspective</a></b>  Provide opportunities for students to read trade books with small main characters to explain perspective or point of view. Visual elements of the texts help readers understand the idea that two people may see the same thing in different ways, or that one event can be interpreted in ways that are impacted by point of view. Possible books to use for this activity are <a href="#">Seven Blind Mice (Ed Young)</a>, <a href="#">Two Bad Ants (Chris VanAllsburg)</a>, and <a href="#">Mouse Views: What the Class Pet Saw</a> (Bruce McMillan).</p> <p><b>Artist to Artist: 23 Major Illustrators Talk to Children About Their Art</b> by Eric Carle Museum of Picture Book Art, Eric Carle, Mitsumasa Anno, and Quentin Blake (Philomel, 2007) is an anthology of children’s book artists who talk about illustrations, their techniques and the roles they play in text.</p> <p><b>Diverse Learners</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Reading: Literature	
<b>Topic</b>	Range of Reading and Complexity of Text	
<p><b>Standard Statements</b></p> <p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry at the high end of the grades 4-5 text-complexity band independently and proficiently.</p>	<p><b>Content Elaborations</b></p> <p>The <i>Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects</i> states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions <b>must</b> be used together:</p> <ul style="list-style-type: none"> <li>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity and knowledge demands)</li> <li>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)</li> <li>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</li> </ul> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p>	

# English Language Arts Model Curriculum

## Grade 5

<b>Strand</b>	Reading: Literature	
<b>Topic</b>	Range of Reading and Complexity of Text	
		<p>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.</p>
<b>Enduring Understanding</b>		
<p>To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary texts.</p>		



<b>Strand</b>	Reading: Literature
<b>Topic</b>	Range of Reading and Complexity of Text
<p><b>Instructional Strategies and Resources</b></p> <p><b>Mixed Genre</b> Provide opportunities for students to explore graphic novels. In literature circles, focus discussion on the interaction between the illustrations and the text as well as the way the author uses his or her understanding of this particular genre to serve as the foundation for this interaction.</p> <p><b>Extended Folktales</b> Read grade-/age-appropriate versions of folktales and compare them to the original or picture book versions. For example, have students read <a href="#">Ella Enchanted (Gail Carson Levine)</a> or <a href="#">Just Ella (Margaret Peterson Haddix)</a> and compare it with the picture book <a href="#">Cinderella (James Marshall)</a>.</p> <p><b>Launch an Intermediate Reading Workshop: Getting Started with Units of Study for Teaching Reading, Grades 3-5</b> by Lucy Calkins (FirstHand, 2010) shows how to create rigorous and responsive reading workshops for the intermediate grades.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Key Ideas and Details	
<b>Standard Statements</b>	<ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> <li>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ol>	<p><b>In the previous grade band, students were expected to form and answer text-based questions, identify the main idea of a paragraph or text and make connections between key details in a text.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of the <b>Key Ideas and Details</b> topic is building textual evidence and making inferences about informational text, determining the main or central idea and creating a complete summary. Critical thinkers use print as well as non-print media, including digital sources, to locate information or to solve problems efficiently. As readers become more strategic, they are able to integrate information from multiple visual and print sources for a full understanding of the content. The ability to access, use and synthesize information from multiple sources enhances learning.</p> <p><b>In the next grade band, students are expected to conduct analysis and make inferences based on textual evidence without personal bias as well as analyze the manner an author addresses his or her topic.</b></p>
<b>Enduring Understanding</b>	<p>Knowledge-based information is an ever-changing, expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one’s sense of the world and self.</p>	

<b>Strand</b>	Reading: Informational Text
<b>Topic</b>	Key Ideas and Details
<p><b>Instructional Strategies and Resources</b></p> <p><b><a href="#">K W H L Chart</a></b>            This activity is commonly done in the primary grades. However, the addition of the H makes it appropriate for intermediate students. Activate students’ prior knowledge by asking them what they already <b>Know</b> about a topic. Next, students (collaborating as a classroom unit or within small groups) set goals specifying what they <b>Want</b> to learn. Students then identify <b>How</b> they can find the information that will answer their questions (i.e., newspapers, Web searches, trade books). After reading and researching, students discuss what they have <b>Learned</b>. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals.</p> <p><b>Create an Inference Chart</b>            Create a chart to help students understand the strategy of making inferences based on what is read. The chart should have three columns. The headers on the columns should read:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What does it mean?</li> <li>• Why do you think that?</li> </ul> <p>In the last column, the student should be able to provide specific details, examples and quotations from the text to support their claims.</p> <p><b><a href="#">Teaching Literacy in Context: Choosing and Using Instructional Strategies.</a></b> by Mimi Miller and Nancy Veatch. <i>Reading Teacher</i>, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension and motivation while teaching with expository text.</p> <p><b><a href="#">Charlotte Huck’s Children’s Literature: A Brief Guide</a></b> by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information on creating literature-based programs, criteria for selecting quality literature for the classroom, and activities that promote critical thinking about children’s books.</p> <p><b>Diverse Learners</b>            Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Craft and Structure	
<b>Standard Statements</b>	<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>In the previous grade band, students were expected to define words using context, to use text features efficiently and to identify the main purpose of a text.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of the <b>Craft and Structure</b> topic is to for readers to develop an understanding of word meaning within the context in which it is found. Students use text features to help comprehend text and determine an author’s point of view and purpose for writing a text. The unique features and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension and understanding author’s purposes. Understanding the author’s point of view gives the reader another lens from which to examine a text.</p> <p><b>In the next grade band, students are expected to address the way authors use language to send multiple messages, organize text and reflect their point of view and purpose.</b></p>
<b>Enduring Understanding</b>	<p>Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author’s intentional choice of tools such as word choice, point of view and structure.</p>	

<b>Strand</b>	Reading: Informational Text
<b>Topic</b>	Craft and Structure
<b>Instructional Strategies and Resources</b>	
<b>Using a <a href="#">Graphic Organizer</a></b> Have students create a graphic organizer to compare/contrast ideas, concepts, cause/effect or information in two or more texts	
<b>Who Said What?</b> It is important for readers to become critical consumers of print and nonprint media. Bring in news articles and video from multiple news shows that are all focused on the same news event or person. Have students read and summarize specific reports in small groups. Have groups form jigsaws (one member from each group in a new group) and share their summaries. The job of the new group is to compare the ways that perspectives have impacted the reporting of the stories.  The book <a href="#">Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3-8</a> by Beverly Tyner and <a href="#">Sharon E. Green</a> focuses on strategies for teaching reading to small groups of middle-level students.	
<b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Integration of Knowledge and Ideas	
<b>Standard Statements</b>	<p>7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>In the previous grade band, readers were expected to understand the relationship between image and text, relate an author’s point with textual support and compare two topic-specific texts.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of the <b>Integration of Knowledge and Ideas</b> topic is the reader’s ability to make connections across texts, to identify the evidence the author uses to support that purpose and to investigate similar themes and topics across multiple texts. Critical thinkers use print as well as nonprint media, including digital sources, to locate information or to solve problems efficiently. When readers integrate information from multiple visual and print sources, they have a greater understanding of the content. The ability to access, use and synthesize information from multiple sources enhances the understanding of a topic and expands learning.</p> <p><b>In the next grade band, students are expected to integrate information from multiple mediums as a way to develop comprehensive understanding, to evaluate the way an author uses text to persuade and to use comparative analysis to examine one author’s treatment of a topic to another’s.</b></p>
<b>Enduring Understanding</b>	Integrating knowledge and ideas from informational text expands the knowledge base and perspectives found in texts and empower the reader to make informed choices in life.	

<b>Strand</b>	Reading: Informational Text
<b>Topic</b>	Integration of Knowledge and Ideas
<b>Instructional Strategies and Resources</b>	
<b>Out of Order</b> Take a paragraph or section of text from a novel, reading story, curriculum textbook, etc. Divide it into individual sentences, placing them on sentence strips. Hand the strips out to individual students and have them work together to place them back into sequence, giving a rationale for why each was placed where it was. Having students provide this justification encourages higher-order thinking skills.	
<b>Picture Book Practice</b> Use two informational picture books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.	
<b>Practice with Purpose: Literacy Work Stations for Grades 3-6</b> by Debbie Diller (Stenhouse, 2005) discusses ways to build centers that allow students to work together on the skills of reading, writing, speaking and listening. The book includes practical strategies for setting up literacy centers that are rigorous enough for intermediate students.	
<b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Range of Reading and Level of Text Complexity	
<b>Standard Statement</b>	<b>Content Elaborations</b>	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	<p>The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the Common Core Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:</p> <ul style="list-style-type: none"> <li>(1) Qualitative dimensions of text (levels of meaning or purpose, structure, language conventionality and clarity and knowledge demands)</li> <li>(2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)</li> <li>(3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)</li> </ul> <p>The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.</p>	



# English Language Arts Model Curriculum

## Grade 5

<b>Strand</b>	Reading: Informational Text	
<b>Topic</b>	Range of Reading and Level of Text Complexity	
		<p>The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.</p>
<b>Enduring Understanding</b>		
Integrating knowledge and ideas from informational text expands the knowledge base and perspective found in text and empowers readers to make informed choices in life.		

<b>Strand</b>	Reading: Informational Text
<b>Topic</b>	Range of Reading and Level of Text Complexity
<p><b>Instructional Strategies and Resources</b></p> <p><b>Using Metacognition to Comprehend Text</b>  To help students comprehend informational texts, encourage them to think metacognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty with the way a concept is presented, encourage them to follow these strategies in their thinking:</p> <ul style="list-style-type: none"> <li>• Identify where the difficulty occurs</li> <li>• Identify what the difficulty is</li> <li>• Restate the difficult sentence or passage in their own words</li> <li>• Look back through the text</li> <li>• Look forward in the text for information that might help them resolve the difficulty</li> </ul> <p><b>Drawing Connections</b>  Read a section of informational text and think aloud about a connection that can be made. Model creating a visual representation. Then think aloud and write a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining that connection. Have students share their drawings and explain connections in small groups. (Adapted from <i>Into the Book</i> Wisconsin Educational Communications Board.)</p> <p><b>35 Strategies for Guiding Readers through Informational Texts</b> by Barbara Moss and Virginia S. Loh is a practical resource that provides the what, why and how of strategies for using informational text in the classroom.</p> <p><b>Diverse Learners</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Reading: Foundational Skills	
<b>Topic</b>	Phonics and Word Recognition	
<b>Standard Statements</b>	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>In the previous grade band, students were expected to master phonological awareness and concepts of print. They know common vowel- and consonant-sound variants and have begun to self correct when reading.</b></p> <p><b>Content Elaborations</b> The focus of the <b>Phonics and Word Recognition</b> topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades. Because a large number of words in English derive from Latin and Greek origins, teachers’ frequent use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well. Semantics studies involve the examination of meaning at various levels (word parts, whole words, sentences/discourse). Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.</p>
<b>Enduring Understanding</b>	Words create impressions, images and expectations. Recognizing and reading words, their inflections and roots can transform the world.	

<b>Strand</b>	Reading: Foundational Skills
<b>Topic</b>	Phonics and Word Recognition
<b>Instructional Strategies and Resources</b>	
<b>Structural Analysis Charts</b>	
Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions:	
<ol style="list-style-type: none"><li>1. Words with prefixes</li><li>2. Words with suffixes</li><li>3. Words with both.</li></ol>	
Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc.	
<b><u>Foldables</u></b>	
Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words.	
<b><i>Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom</i></b> by Gay Su Pinnell and Irene C. Fountas (Heinemann, 1998) provides the foundation for word study, focuses on the interconnectedness of the reading writing process and provides specific strategies and lessons.	
<b>Diverse Learners</b>	
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	

<b>Strand</b>	Reading: Foundational Skills	
<b>Topic</b>	Fluency	
<b>Standard Statements</b>	<p><b>In the previous grade band, students were expected to increase fluency as the complexity of text (in topic and structure) also increased.</b></p> <p><b>Content Elaborations</b>  The focus of the Fluency topic is the seamless reading of text (either aloud or silently). Readers are able to focus attention on the meaning of text when their reading is fluent (e.g., accurate, smooth, effortless, automatic). Readers benefit from multiple opportunities to read independent grade-level text.</p> <p><b>In the next grade band, students are expected to increase fluency as the complexity of text (in topic and structure) also increases.</b></p>	
<b>4. Read with sufficient accuracy and fluency to support comprehension.</b>		
a. Read grade-level text with purpose and understanding.		
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
<b>Enduring Understanding</b>		
Fluency helps the reader process language for meaning and enjoyment.		

<b>Strand</b>	Reading: Foundational Skills
<b>Topic</b>	Fluency
<b>Instructional Strategies and Resources</b>	
<p><b><u><a href="#">Paired Reading</a></u></b> Two readers at different reading levels sit side by side and read a text chosen by the less-abled reader. They read for 10 to 20 minutes, taking turns assisting each other with unknown words. (Adapted from <a href="#">Paired Reading by Keith Topping</a>.)</p> <p><b>Say It Like A Character</b> Students read a selected segment of dialogue from a popular book/movie in the style of the character. For example, two students could select a dialogue from <i>Charlotte’s Web</i> (E.B. White), with one being Wilber the Pig and the other being Charlotte.</p> <p><b><i>Teaching Reading Fluency to Struggling Readers: Method, Materials, and Evidence</i></b> by Tim Rasinski, Susan Homan, and Marie Biggs. <i>Reading &amp; Writing Quarterly</i>, Apr-Sep2009, Vol. 25 Issue 2/3, p192-204 shows the effectiveness of proven programs to improve fluency and suggests use of authentic texts to be practiced and performed.</p> <p><b><i>Readers’ Theater: A Process of Developing Fourth-Graders’ Reading Fluency</i></b> by Rachel Clark, Timothy Morrison and Brad Wilcox. <i>Reading Psychology</i>, Jul/Aug2009, Vol. 30 Issue 4, p359-385 provides research-based information about the effectiveness of reader’s theater in increasing not only fluency rate but also the comprehension and motivation of intermediate readers.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Writing	
<b>Topic</b>	Text Types and Purposes	
<p><b>Standard Statements</b></p> <ol style="list-style-type: none"> <li>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>)</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol> </li> <li>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings) illustrations, and multimedia when useful to adding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ol> </li> </ol>	<p><b>In the previous grade band, students were expected to write text in a variety of genres that reflected simple organizational patterns.</b></p> <p><b>Content Elaborations</b></p> <p>In recognizing the multiple <b>Text Types and Purposes</b> of written text, authors use a repertoire of writing strategies and include content that supports the composition of specific types of writing. Student writers select structures (narrative, informative or persuasive), use precise language, and choose appropriate tone and style to communicate a point of view and/or purpose to their audience. They use writing as a tool for thinking through issues, solving problems, investigating questions, conveying and critiquing information, and expressing real or imagined experiences.</p> <p><b>In the next grade band, students are expected to produce writing in a more formal style that reflects a deep, conceptual understanding of the genre and its characteristics.</b></p>	

<b>Strand</b>	Writing	
<b>Topic</b>	Text Types and Purposes	
3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	
<b>Enduring Understanding</b>		
<p>Writers share information, opinions and ideas through multiple ways and texts. Knowledge of different genres supports students' understanding and writing of text and structures. This allows them to communicate in appropriate and meaningful ways to their audience to achieve their intended purpose.</p>		



<b>Strand</b>	Writing
<b>Topic</b>	Text Types and Purposes
<p><b>Instructional Strategies and Resources</b></p> <p><b>Something Happened And Then</b> Use Rick Wormeli’s strategy to help a writer narrow focus or to help a reader summarize what has been read before they begin writing about it. Provide the following set of prompts to students before learning occurs.</p> <ul style="list-style-type: none"> <li>• <b>Something</b> (independent variable)</li> <li>• <b>Happened</b> (change in that independent variable)</li> <li>• <b>And</b> (effect on the dependent variable)</li> <li>• <b>Then</b> (conclusion)</li> </ul> <p>Once students have completed their reading or have researched the topic about which they want to write, have them complete the sentence and use it as a basis for further discussion or writing.</p> <p><b>Developing Writers in an Intermediate-Grade Classroom.</b> by Judith McClendon. <i>Theory Into Practice</i>, Spring 86, Vol. 25 Issue 2, p117 focuses on translating theory into practice, gives students authentic purposes for writing, and provides information on the writing development of intermediate students.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Writing	
<b>Topic</b>	Production and Distribution of Writing	
<b>Standard Statements</b>	<p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>In the previous grade band, students developed a basic understanding of a writing process and the ways technology could be used to enhance and extend their writing.</b></p> <p><b>Content Elaborations</b></p> <p>The <b>Production and Distribution of Writing</b> are processes taught by offering challenging directions, presenting patterns and providing endless examples that open doors to original expression. (Frank, M. [1995]. <i>If you're trying to teach kids how to write... you've gotta have this book</i>. Nashville: Incentive Publications). It is critical that student writers read widely. Students who read widely are exposed to elements of the writer's craft, which can include structure of different genres, vocabulary, grammar, spelling and mechanics. This makes students better at looking critically at their own work. Authors use technology to produce, publish and distribute texts as should student writers. Collaboration, through planning, revising and editing, enhances the writing process and product.</p> <p><b>In the next grade band, students are expected to continue development of a cohesive writing style that reflects the full range of a writing process and an authentic independent or collaborative use of technology to enhance and extend that writing.</b></p>
<b>Enduring Understanding</b>	<p>Writing is a multi-stage, reflective process in which authors compose a specific message, independently and/or collaboratively, through technology tools.</p>	

<b>Strand</b>	Writing
<b>Topic</b>	Production and Distribution of Writing
<p><b>Instructional Strategies and Resources</b></p> <p><b>Nonfiction Paragraph Writing</b> Writing an informative paragraph requires the following things:</p> <ul style="list-style-type: none"> <li>• <b>Topic Sentence:</b> introduces the subject of your paragraph</li> <li>• <b>Body:</b> At least three details/sentences that relate to your subject</li> <li>• <b>Wrap-up:</b> One sentence that repeats the topic sentence in a different way or gives closure to the paragraph</li> </ul> <p>Provide students with this basic structure so that they can add their own voice and style as they become more proficient.</p> <p><b>Mentor Texts:</b> <i>Teaching Writing Through Children’s Literature, K-6</i> by Lynne R. Dorfman and Rose Cappelli (Stenhouse, 2007) provides suggestions of titles and methods for using children’s books as models during writing instruction.</p> <p><b>Wondrous Words: Writers and Writing in the Elementary Classroom</b> by Katie Wood Ray (National Council of Teachers of English, 1996) discusses how children learn to write from their reading, and includes student writing samples, student illustrations and writing strategies from contemporary children’s book authors.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Writing	
<b>Topic</b>	Research to Build and Present Knowledge	
<b>Standard Statements</b>	<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><b>In the previous grade band, students used prior knowledge and focused searches to collaboratively research topics.</b></p> <p><b>Content Elaborations</b></p> <p>Writers use <b>Research to Build and Present Knowledge</b> and information. They understand that the research process is about asking questions and searching for answers that may be presented in a variety of media. Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to develop new understandings and create new knowledge. Writers use relevant information to support their analysis, reflection and research.</p> <p><b>In the next grade band, students are expected to use the skills of paraphrasing to present research that has been gathered and evaluated for accuracy in response to specific words of literature or to address a particular topic.</b></p>
<b>Enduring Understanding</b>	<p>Writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and gain new knowledge for specific purposes. Writers gather and evaluate information to support their analysis. Writers respect the intellectual property rights of creators and producers.</p>	

<b>Strand</b>	Writing												
<b>Topic</b>	Research to Build and Present Knowledge												
<b>Instructional Strategies and Strategies</b>													
<b>Electronic Sources</b>													
Developing search strategies is important to the research process. Encourage students to brainstorm ideas on how to look for good electronic resources to support their research. The discussion/brainstorm session should result in ideas similar to these.													
<table border="1"> <tr> <td><b>Preparation</b></td> <td> <ul style="list-style-type: none"> <li>Does the page take a long time to load?</li> </ul> </td> </tr> <tr> <td><b>People</b></td> <td> <ul style="list-style-type: none"> <li>Is the author an expert on this topic?</li> </ul> </td> </tr> <tr> <td><b>Purpose</b></td> <td> <ul style="list-style-type: none"> <li>Is the purpose of the site listed?</li> </ul> </td> </tr> <tr> <td><b>Parts</b></td> <td> <ul style="list-style-type: none"> <li>What makes this site easy to use?</li> <li>Were there pictures or graphics? Were they helpful?</li> </ul> </td> </tr> <tr> <td><b>Publication</b></td> <td> <ul style="list-style-type: none"> <li>Where does the information come from?</li> <li>When was the site created?</li> </ul> </td> </tr> <tr> <td><b>Plan</b></td> <td> <ul style="list-style-type: none"> <li>Is this information useful for my purpose?</li> <li>Why should I use this information?</li> </ul> </td> </tr> </table>		<b>Preparation</b>	<ul style="list-style-type: none"> <li>Does the page take a long time to load?</li> </ul>	<b>People</b>	<ul style="list-style-type: none"> <li>Is the author an expert on this topic?</li> </ul>	<b>Purpose</b>	<ul style="list-style-type: none"> <li>Is the purpose of the site listed?</li> </ul>	<b>Parts</b>	<ul style="list-style-type: none"> <li>What makes this site easy to use?</li> <li>Were there pictures or graphics? Were they helpful?</li> </ul>	<b>Publication</b>	<ul style="list-style-type: none"> <li>Where does the information come from?</li> <li>When was the site created?</li> </ul>	<b>Plan</b>	<ul style="list-style-type: none"> <li>Is this information useful for my purpose?</li> <li>Why should I use this information?</li> </ul>
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(Adapted from a lesson at <a href="http://www.readwritethink.com">www.readwritethink.com</a> .)													
<b>Determining Importance</b>													
Stephanie Harvey writes, “Determining importance means picking out the most important information when you read, to highlight essential ideas, to isolate supporting details, and to read for specific information” ( <i>Strategies that Work</i> by Stephanie Harvey and Anne Goudvis [Stenhouse, 2007]). Use the SQ4R strategy to help students find the important information in a text before they begin writing.													
<ul style="list-style-type: none"> <li><b>Survey:</b> Read the table of contents, chapter headings and subheadings; examine graphics and illustrations</li> <li><b>Question:</b> Generate questions based on what is found in those features</li> <li><b>Read:</b> Read a part of the selection/book and look for answers to the generated questions</li> <li><b>Record:</b> Reread and make notes about text</li> <li><b>Recite/Write:</b> Summarize what you have read using the answers to the generated questions and notes</li> <li><b>Review:</b> Go over the material once more to confirm summary.</li> </ul>													

# English Language Arts Model Curriculum

## Grade 5

<b>Strand</b>	Writing
<b>Topic</b>	Research to Build and Present Knowledge
<p><b><i>Comprehension and Collaboration: Inquiry Circles in Action</i></b> by Harvey Daniels and Stephanie Harvey (Heinemann, 2009) provides strategies for building small-group research projects.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Writing	
<b>Topic</b>	Range of Writing	
<b>Standard Statements</b>	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Content Elaborations</b></p> <p>Effective writers build their skills by practicing a <b>Range of Writing</b>. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.</p> <p><b>In the next grade band, students are expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.</b></p>
<b>Enduring Understanding</b>	<p>To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events.</p>	

<b>Strand</b>	Writing
<b>Topic</b>	Range of Writing
<p><b>Instructional Strategies and Resources</b></p> <p><b>Quick Write</b> Quick Write is a three-to-five minute literacy strategy designed to give students the opportunity to think about and record their learning. It can be used at the beginning, middle or end of a lesson. Short, open-ended statements are usually given as prompts.</p> <p><b>On-Demand Writing Words</b> Provide opportunities for students to work with the direction or command words that are often included in on-demand writing prompts. Teach the direction words as students are developmentally and academically ready to tackle the tasks associated with them.</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> means to show the characteristics of the subject to the reader using visual or sensory details.</li> <li>• <b>Explain</b> means to make something clear or easy to understand.</li> <li>• <b>Discuss</b> means to provide information about all sides of a subject.</li> <li>• <b>Compare</b> means to show how things are the same; contrast means to show how things are different.</li> <li>• <b>Analyze</b> means to break apart the subject and explain each part.</li> <li>• <b>Persuade</b> means to convince the reader of an argument or claim.</li> <li>• <b>Justify</b> means to give reasons, based upon established rules, to support an argument.</li> <li>• <b>Evaluate</b> means to make a judgment about the good and bad points of a subject.</li> </ul> <p><b>Launch an Intermediate Writing Workshop: Getting Started with Units of Study for Teaching Writing, Grades 3-5</b> by Lucy Calkins provides strategies for effectively teaching narrative and expository writing.</p> <p><b>Pyrotechnics on the Page: Playful Craft That Sparks Writing</b> by Ralph Fletcher (Stenhouse, 2010) discusses ways to incorporate word play into the classroom as a tool to strengthen student writing and to spark creativity.</p> <p><b>Diverse Learners</b> Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	



<b>Strand</b>	Speaking and Listening	
<b>Topic</b>	Comprehension and Collaboration	
<b>Standard Statements</b>	<p><b>In the previous grade band, students were expected to participate in collaborative conversations with diverse partners and to recount or describe key ideas or details from text. They also were expected to ask and answer questions in order to clarify comprehension, gather additional information or deepen understanding.</b></p>	<p><b>Content Elaborations</b></p> <p>For an understanding of the topic <b>Comprehension and Collaboration</b>, effective speakers and careful listeners are actively engaged in collaborative learning. They share the roles of participant, leader and observer as well as follow established procedures for the best possible group collaborations in order to meet common goals and arrive at common understandings. For these collaborations and understandings to take place, students must be able to listen carefully. This will require them to use specific techniques to clarify what they heard and to respond rationally in order to further the discussion.</p> <p><b>In the next grade band, students are expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. They also are expected to delineate a speaker’s argument and claims and evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.</b></p>
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul> <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
<b>Enduring Understanding</b>	<p>Strong listening and speaking skills are critical for learning and communicating and allow us to understand our world better. Applying these skills to collaboration amplifies each individual’s contributions and leads to new and unique understandings and solutions.</p>	

<b>Strand</b>	Speaking and Listening
<b>Topic</b>	Comprehension and Collaboration
<p><b>Instructional Strategies and Resources</b></p> <p><b>Think Pair Share</b>  Think Pair Share is a strategy designed to provide students with food for thought on a given topic enabling them to formulate individual ideas and share these ideas with another student. Students pair off and share ideas with one another related to a question or topic under discussion. Once each partner has discussed the idea or topic, students share with the whole group.</p> <p><b>Famous Speeches</b>  The Internet is a good resource for finding speeches of famous people. Share Caldecott or Newbery acceptance speeches with students. Have them analyze the speeches for the authors’ major points and arguments and determine what evidence these authors used to support their points. If students have had the opportunity to read work by one of the authors, have them discuss the ways the message of the speech is reflected in their work.</p> <p><b><i>Real Talk in Elementary Classrooms: Effective Oral Language Practice</i></b> by Maureen P. Boyd PhD, Lee Galda PhD, and Donald L. Rubin PhD (Guilford Press, 2011) promotes the use of dialogue as a classroom-learning tool for literacy.</p> <p><b>Diverse Learners</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Speaking and Listening	
<b>Topic</b>	Presentation of Knowledge and Ideas	
<b>Standard Statements</b>	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>In the previous grade band, students were expected to tell stories or recount experiences with appropriate facts and details. They were expected to create audio recordings, adding visual displays to clarify information when appropriate. They also were expected to produce complete sentences in order to provide requested details or clarification.</b></p> <p><b>Content Elaborations</b></p> <p>The focus of this topic, <b>Presentation of Knowledge and Ideas</b>, is the understanding that effective speakers use relevant facts and details to report, retell, recount and support their ideas. They include multimedia components when appropriate to enhance ideas and themes. Effective speakers also understand how to use speech and language in various situational contexts. They make choices regarding pacing and the use of formal and informal language.</p> <p><b>In the next grade band, students are expected to present claims and findings using appropriate eye contact, adequate volume and clear pronunciation. They are expected to adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.</b></p>
<b>Enduring Understanding</b>	<p>Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.</p>	

<b>Strand</b>	Speaking and Listening
<b>Topic</b>	Presentation of Knowledge and Ideas
<b>Instructional Strategies and Resources</b>	
<p><b><a href="#">Presenting with Multimedia</a></b></p> <p>In small groups, students view and analyze sample multimedia presentations and create a list of characteristics of the genre and of what makes a good presentation. Students then list programs and tools they could use to make their own multimedia presentations. Teachers can review copyright and plagiarism with the students at this point. Small groups plan and make a storyboard for their own multimedia presentations.</p>	
<p><b>Career Connection</b></p> <p>In small groups, students will discuss traditional and non-traditional careers (e.g., non-traditional for women would be engineer, traditional for women would be a nurse; non-traditional for men would be an early childhood educator, traditional for men would be a construction manager) within an identified career field (e.g., STEM, construction, education). For a list of non-traditional occupations for both women and men, visit <a href="http://dol.gov">http://dol.gov</a> (search: non-traditional). Students will research these careers and create multimedia presentations supported by facts and details that either inform or present an opinion of traditional and/or non-traditional careers.</p>	
<p><b>Powerful Words</b></p> <p>This strategy helps students understand that words used in persuasive speaking are critical to the effectiveness of the outcome. Present students with a series of paired statements and have them select the sentence that is the most persuasive. An example of sentence pairs is:</p> <ul style="list-style-type: none"> <li>• Fifth-grade students should be allowed to chew gum in school.</li> <li>• Because mint increases brainpower, chewing gum should be required in the fifth grade.</li> </ul> <p>Have students listen to or read excerpts of famous speeches paying attention to the power words and phrases. As they craft their own speeches, encourage students to include power words and phrases to increase the persuasive effectiveness.</p>	
<p><b><i>Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking and Listening</i></b> by Heidi Hayes Jacobs. (Eye on Education, 2006) discusses curriculum mapping as a tool for literacy integration.</p>	
<p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Language	
<b>Topic</b>	Conventions of Standard English	
<b>Standard Statements</b>	<p><b>In the previous grade band, students were expected to have a basic understanding of and experience with the rules of grammar, usage and mechanics of mainstream English.</b></p> <p><b>Content Elaborations</b></p> <p>There are specific rules and <b>Conventions of Standard English</b> that speakers and writers (language producers) must follow. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics and spelling to communicate effectively. These conventions are learned and applied within the contexts of reading, writing, speaking and listening.</p> <p><b>In the next grade band, students are expected to develop a firmer command of language conventions as they are used in speaking and writing to convey more complex messages.</b></p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)</li> </ul> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) and to indicate direct address (e.g., <i>Is that you, Steve?</i>)</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>		
<b>Enduring Understanding</b>	<p>Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English.</p>	

<b>Strand</b>	Language
<b>Topic</b>	Conventions of Standard English
<p><b>Instructional Strategies and Resources</b></p> <p><b><a href="#">Punctuation PowerPoint</a></b>  Discuss and share the teacher-created Capitalization and Punctuation PowerPoint. Have students work in small groups to create a PowerPoint about a specific grammatical or mechanical structure.</p> <p><b>Travel Guides</b>  Assign students to small groups. Have each group work together to make a travel brochure for the land of grammar. Individual towns could be named <i>Verb</i>, <i>Noun</i> and <i>Pronoun</i>. The brochures should describe what makes each town unique or special. Student groups, acting as tour guides, can teach the grammatical structure by taking classmates on a virtual tour of their town.</p> <p><b><a href="#">Children, Language, and Literacy: Diverse Learners in Diverse Times</a> by Celia Genishi and Anne Haas Dyson (Teachers College Press, 2009)</b> as described by the publisher states, “Chapters focus on children’s ways of communicating through varied modes, including the use of nonverbal expression; languages such as Spanish, English, and the variant of English known as African American Language; and multiple media.”</p> <p><b>Diverse Learners</b>  Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	

<b>Strand</b>	Language	
<b>Topic</b>	Knowledge of Language	
<b>Standard Statements</b>	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>b. Compare and contrast the varieties of English (e.g., <i>dialects</i>, <i>registers</i>) used in stories, dramas, or poems.</li> </ul>	<p><b>In the previous grade band, students were expected to examine English and its cultural and social variants explicitly.</b></p> <p><b>Content Elaborations</b></p> <p>Students with a strong <b>Knowledge of Language</b> are able to make informed choices within the context of communication. Writers and speakers select language, word choice and punctuation appropriate for purpose, audience and effect. They begin to understand the ways that formal and informal language can be used to impact audience and communicate a message.</p> <p><b>In the next grade band, students are expected to use language to reflect a personal style with consistency as a way to spark reader/listener interest.</b></p>
<b>Enduring Understanding</b>	<p>Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhances expression and aids comprehension.</p>	

<b>Strand</b>	Language
<b>Topic</b>	Knowledge of Language
<p><b>Instructional Strategies and Resources</b></p> <p><b><u><a href="#">Focus Correction Areas</a></u></b></p> <p>This strategy is based on the <a href="#">Collins Writing Program</a>. Focus Correction Areas encourage students to improve their writing by focusing in on a key aspect of their writing (a targeted writing skill). By using the Focus Correction Area approach, students concentrate on improving only a few skills at a time. For example, a focus area might be:</p> <ul style="list-style-type: none"> <li>• Using content-specific vocabulary accurately</li> <li>• Using audience catchers – first lines that grab the attention of the reader/listener.</li> <li>• Including graphics/illustrations</li> </ul> <p><b>I Can See A Rainbow</b></p> <p>Give students multiple colors of highlighters. Have them color-code sentence types in a piece of their own writing (i.e., sentences that start with a noun, declarative sentences, questions, complex sentences) using a different color for each sentence type. If students can't <i>see a rainbow</i>, they know they are not varying their sentence types.</p> <p><b><u><a href="#">Grammar to Enrich and Enhance Writing by Constance Weaver and Jonathan Bush (Heinemann, 2008)</a></u></b> as described by the publisher states, “an up-to-date, ready-to-use, comprehensive resource for leading students to a better understanding of grammar as an aid to more purposeful, detailed, and sophisticated writing.”</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p>	



<b>Strand</b>	Language	
<b>Topic</b>	Vocabulary Acquisition and Use	
<b>Standard Statements</b>	<p><b>In the previous grade band, students were expected to understand how word parts work together to create meaning.</b></p> <p><b>Content Elaborations</b></p> <p>Learning, as a language-based activity, is fundamentally and profoundly dependent on <b>Vocabulary Acquisition and Use</b>. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They use an array of strategies including language structure and origin, textual clues, and word relationships. They are able to note differences between literal and figurative language in order to build vocabulary and enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary purposefully and precisely.</p>	<p><b>In the next grade band, students are expected to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings to enhance the quality of their written products.</b></p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>		

<b>Strand</b>	Language
<b>Topic</b>	Vocabulary Acquisition and Use
<b>Enduring Understanding</b>	
Words are powerful. Interacting with words actively engages students in investigating and celebrating language.	
<b>Instructional Strategies and Resources</b>	
<b>Four Corners</b>	
This strategy focuses on vocabulary development. Have students divide their papers into four sections. Title the sections as follows:	
<ul style="list-style-type: none"> <li>• Synonyms/Word Families</li> <li>• Word/Definition</li> <li>• Sentence</li> <li>• Illustration</li> </ul>	
Students complete the four-corners sheet with new vocabulary and share with other students. Four-corners sheets can be kept in a binder, dictionary style.	
<b>Linear Arrays</b>	
This is a strategy for extending vocabulary by asking students to extend their understanding of words through using opposites on each end of a line and add words that vary in shades of meaning between the two opposites. For example:	
<p><a href="#"><i>The Atoms Family: Using Podcasts to Enhance the Development of Science Vocabulary</i> by Michael Putman, and Tara Kingsley Reading Teacher, Oct2009, Vol. 63 Issue 2, p100-108</a> focuses on the use of podcasts to enhance instruction. Specifically the authors, both classroom teachers, share how they used podcasts to teach vocabulary and discuss the way they structured instruction around podcasts.</p>	
<b>Diverse Learners</b>	
Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="#">this site</a> . Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a> .	