

# CASD English Language Arts 5th Grade Curriculum Map

Reading, Writing, Speaking and Listening

6/1/2016

Chambersburg Area School District

## ***Key Reading Comprehension Strategies to be used throughout the year:***

- ***Monitoring-*** tracking comprehension and using repair strategies as needed to keep meaning on track
- ***Inferring-*** drawing conclusions using information from the text along with prior knowledge
- ***Questioning-*** asking and seeking answers to who, what, when, where, why, and how questions
- ***Visualizing-*** mentally representing the text events
- ***Deciding what's important-*** using reader purpose to determine important ideas and themes
- ***Summarizing-*** rethinking key ideas and details

## **Phonics, Word Recognition, and Vocabulary**

This standard supports students in learning to recognize and identify written words and apply spelling patterns in writing. **MP #1 - #4**

**CC.1.1.5.D** Know and apply grade-level phonics and word analysis skills in decoding words.

### **Objectives**

- Decode words with letter-sound correspondences
- Decode words with common Greek and Latin affixes and roots
- Decode multisyllabic words
- Apply spelling patterns to write words with letter-sound correspondences
- Apply spelling patterns to write words with common Greek and Latin affixes and roots
- Apply spelling patterns to write multisyllabic words
- Read and write grade-appropriate irregularly spelled words

### **Guiding Questions and Prompts**

- Is there a part of the word you already know?
- Can you break the word into chunks/parts?
- What is the base word?
- Is there a prefix or suffix?
- If you remove the prefix/suffix, what is the word?
- Is this a long vowel or short vowel sound? How do you know?
- When you see the pattern \_\_\_\_, what sound does it make?
- What pattern could help you read/write this word?
- What letters make that sound?
- Does this word sound like it looks?
- How could you break this word into syllables to help you read/write it?
- How do you write that?
- How could you sort these words? (prefixes/suffixes / spelling patterns / base words / homophones / plurals / etc.)

### **Possible Tasks**

- Students apply these strategies during writing, in guided reading and independent work time.

### **Materials/ Assessment**

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### **Teacher Notes:**

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## **Phonics, Word Recognition, and Vocabulary**

These standards support students in determining and interpreting the meanings of key words and phrases in text, including figurative language, word relationships, and multiple meaning words. **MP #1 - #4**

### **CC.1.2.5.F/ CC.1.3.5.F (Informational Text and Literature)**

Determine or clarify the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language, word relationships, and nuances in word meanings. (Craft and Structure- Vocabulary)

### **CC.1.2.5.K/ CC.1.3.5.I (Informational Text and Literature)**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. (Vocabulary Acquisition and Use- Strategies)

### **CC.1.2.5.J/ CC.1.3.5.J (Informational Text and Literature)**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (Vocabulary Acquisition and Use)

#### **Objectives**

- Use context as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- Interpret figurative language (e.g., simile, metaphor, personification) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- Recognize that words can have multiple meanings.
- Use strategies to determine the correct meaning for a multiple-meaning word.
- Use acquired vocabulary accurately in oral and written responses to literature and informational

#### **Guiding Questions and Prompts**

- Is this a word/phrase you could try to understand or is it not important here?
- What do you know that would help you figure out what this word/phrase means?
- Do the surrounding words or sentences provide any clues to the meaning?
- How can I use the surrounding sentences to help me determine the meaning of the figurative language (especially similes and metaphors)?
- Does the author use a synonym to help you determine the meaning?
- What is the relationship between the words \_\_\_\_\_ and \_\_\_\_\_?
- Do you recognize any of the word parts (Greek/Latin affixes, roots, etc.)?
- How does the prefix/suffix change the meaning of the word?
- How does your knowledge of word parts (Greek/Latin affixes,

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| text.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>roots, etc.) help you determine the meaning of a word?</p> <ul style="list-style-type: none"> <li>• Where else does the author provide information to help you figure out this word/phrase (in a text feature, glossary, elsewhere in the text, etc.)?</li> <li>• Should you check the dictionary for the meaning? (traditional or electronic)</li> <li>• Does the meaning you already know for this word/phrase make sense?</li> <li>• Would a different meaning for this word/phrase make more sense?</li> <li>• Which words or phrase is figurative language? Why is the author using them?</li> <li>• What is the literal/figurative meaning of this word/phrase?</li> <li>• How can you use this new word/phrase while discussing or responding to text?</li> <li>• How can you use words like <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i> while discussing or responding to text?</li> </ul> |
| <b>Academic Vocabulary</b> <ul style="list-style-type: none"> <li>• acquire, determine, accurate, clarify, interpret, word relationships, nuances, synonym, antonym, multiple meaning, homophone, Greek/Latin roots, affix, prefix, suffix, context clues, academic words/phrases, accountable talk, academic talk, conversational, signal words (however, although, nevertheless, similarly, in addition)</li> <li>• figurative language- idiom, simile, metaphor, hyperbole (exaggeration), alliteration, onomatopoeia, personification, repetition</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Possible Tasks:</b> <ul style="list-style-type: none"> <li>• Carousel activity- Create charts with Greek and Latin roots to hang around the classroom. Divide students into groups and give each group a different color Sharpie. Give student groups a maximum of two minutes to add words to the chart. (Provide reference materials.) Based on the added words, see if students can infer the meanings of the roots. Have a culminating discussion about the meaning of each Greek/Latin root. As a class, create a motion to help students remember the meanings. Examples: dent- point to teeth, cardio- point to heart</li> <li>• Greek and Latin roots- Provide students with 4-5 words containing the same root. Students define the words and identify the common part of the definitions to determine the meaning of the root.</li> <li>• Students create their own dictionaries, collecting words that will enhance their speaking and writing. Add some of these words to a Tier 2 word wall.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

- Students collect new and interesting words/phrases from their reading. Students record the word/phrase in context (in a phrase or sentence) to clarify and/or determine the meaning of the new word/phrase.
- Create a list of “dead words” and brainstorm alternate words to use in their place during speaking and writing. Discuss the meanings of the brainstormed alternate words, pointing out the shades of meaning. When speaking/writing, encourage students to use the most appropriate alternate words.
- Provide students with a list of words with multiple meanings. Pairs of students select one or more multiple meaning words to define, illustrate, and write in a sentence that demonstrates understanding of the multiple meanings. This may be done on a poster to share with the class and use for reference.
- *Figurative Language in Movies* by Lisa Alexander- YouTube- seven-minute segment of figurative language in movies, explanation and quiz <https://www.youtube.com/watch?v=vMSLgxj2dxk>
- Create poems or songs using figurative language.
- Word art- Students select a word that has multiple meanings and illustrate each meaning of the word.
- Encourage students’ use of new vocabulary words in speaking and writing. For example, students circle newly acquired vocabulary words in writing and then share their learning during writing conferences with teacher.
- When summarizing orally or in writing, students include newly acquired vocabulary. Students may record oral summaries using iPads and then listen to identify newly acquired vocabulary words.
- Intentional Read Aloud, Message Time Plus- See literacy coach for training.
- Word collection chart

| vocabulary word | definition | motion or picture |
|-----------------|------------|-------------------|
|                 |            |                   |

**Materials/Assessment:**

- **CODE Strategies**

**Teacher Notes:**

## **Fluency, Range of Reading**

**Fluency**- This standard supports the reader in processing language for meaning and enjoyment. Fluent readers are able to focus attention on the meaning of text, which leads to better comprehension.

**Range of Reading**- This standard supports the reader in reading and comprehending literature and informational text considered to be within an appropriate range of complexity for their grade level.

**MP #1 - #4**

**CC.1.1.5.E** Read with accuracy and fluency to support comprehension.

**CC.1.2.5.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

**CC.1.3.5.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

### **Objectives**

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Choose and read material of interest in the classroom library.
- Read extensively during the classroom day.
- Regularly access text that can be read with success.
- Talk and collaborate to enrich reading experience.

### **Guiding Questions and Prompts**

#### **Fluency**

- Can you read this like you are talking?
- Put your words together so it sounds like talking.
- Make your reading sound interesting.
- Read that like you're telling a story.
- Are you reading at a good rate? (not too fast, not too slow)
- Can you read this text in phrases?
- Try looking a few words ahead to read more words together.
- Read that again smoothly.
- Can you change your voice to match the punctuation? (stop at period, pause at comma or dash, go up at question mark, use emphasis at exclamation mark)
- Can you read that again with better expression/inflection?
- Can you make your reading sound like this? (teacher models for reader)
- Listen to how your reading sounds.
- Try that again and make that word sound important. (bold, italics, etc.)

#### **Range of Reading**

- What do you like to read about?
- Who's your favorite author?
- What can you read for an extended period of time?
- What genres have you read this month?
- Discuss what you've been reading with a partner.
- Tell me about the types of texts you're reading.
- What about this text makes it look easy/difficult for you to read?

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| <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>• Choose and read material of interest in the classroom library.</li> <li>• Read extensively during the classroom day.</li> <li>• Regularly access text that can be read with success.</li> <li>• Talk and collaborate to enrich reading experience.</li> </ul> | <p><b>Guiding Questions and Prompts</b></p> <p><u>Fluency</u></p> <ul style="list-style-type: none"> <li>• Can you read this like you are talking?</li> <li>• Put your words together so it sounds like talking.</li> <li>• Make your reading sound interesting.</li> <li>• Read that like you're telling a story.</li> <li>• Are you reading at a good rate? (not too fast, not too slow)</li> <li>• Can you read this text in phrases?</li> <li>• Try looking a few words ahead to read more words together.</li> <li>• Read that again smoothly.</li> <li>• Can you change your voice to match the punctuation? (stop at period, pause at comma or dash, go up at question mark, use emphasis at exclamation mark)</li> <li>• Can you read that again with better expression/inflection?</li> <li>• Can you make your reading sound like this? (teacher models for reader)</li> <li>• Listen to how your reading sounds.</li> <li>• Try that again and make that word sound important. (bold, italics, etc.)</li> </ul> <p><u>Range of Reading</u></p> <ul style="list-style-type: none"> <li>• What do you like to read about?</li> <li>• Who's your favorite author?</li> <li>• What can you read for an extended period of time?</li> <li>• What genres have you read this month?</li> <li>• Discuss what you've been reading with a partner.</li> <li>• Tell me about the types of texts you're reading.</li> <li>• What about this text makes it look easy/difficult for you to read?</li> </ul> |
| <p><b>Possible Tasks</b></p> <ul style="list-style-type: none"> <li>• Echo reading</li> <li>• Partner reading</li> <li>• Performance reading- reading with the purpose of performing in front of an audience</li> <li>• Reader's Theatre</li> <li>• Listening center</li> <li>• Record reading and listen to the recording</li> <li>• Repeated reading</li> <li>• Listen to and read poetry aloud</li> </ul>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <b>Materials/ Assessment</b> <ul style="list-style-type: none"> <li>•</li> </ul> | <b>Teacher notes:</b> <ul style="list-style-type: none"> <li>• To become fluent, readers need three central competencies: <ul style="list-style-type: none"> <li>○ a large store of automatically recognized words</li> <li>○ effective strategies for analyzing unfamiliar words</li> <li>○ the understanding that the purpose of reading is to make meaning (Nathan and Stanovich, 1991)</li> </ul> </li> </ul> |
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## **Reading Informational Text: Key Ideas and Details- Text Analysis**

This standard supports students in reading closely, determining what the text says explicitly and making logical inferences.

**MP #1, spiral through #2 - #4**

**CC.1.2.5.B** Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

### **Objectives**

- Quote accurately from a text when explaining what the text says explicitly.
- Quote accurately from a text when drawing inferences and/or making generalizations.

### **Guiding Questions and Prompts**

- Circle words or phrases you don't know.
- Underline key details.
- Write questions you have in the margins.
- Write surprises in the margins.
- What in the text makes you say/think that?
- What words/phrases in the text support your answer?
- What does the text say? (*right there*)
  - Who, what, when, where, why, how
- How does the text work? (*the moves the author makes*)
  - What does the author mean by the phrase \_\_\_\_?
  - What does the word \_\_\_\_ mean in this phrase?
  - What makes this text informational?
  - How does the figurative language help the reader visualize \_\_\_\_?
- What does the text mean? (*interpretive*)
  - What is the author saying about \_\_\_\_\_?
  - Why does the author say \_\_\_\_\_?
  - What does the author want you to learn?
- What does the text inspire you to do?
  - What do you want to know more about?
  - Where can you look to find answers to unanswered questions?
  - What will you do next?
  - What can you write about?
  - What have you learned that you can share with someone?

## Academic Vocabulary

- cite, textual evidence, quote accurately, explicitly, infer, interpret, expound

## Possible Tasks

- Students find and mark sentences in the text to answer who, what, when, where, why, and how questions. Share responses as a class, noting similarities and differences in responses.
- Read two related informational texts and have students compare and contrast information in the text, creating a criteria chart similar to the one on the right. →
- Write a one-sentence summary of a key argument, opinion, or piece of information from a text. Identify the key details from the text that best support the summary.
- Pose a text-dependent question. Students read the text and highlight the evidence that would help them respond (orally and in writing) to the question.
- RACER Strategy
  - R**- Restate the question
  - A**- Answer the question
  - C**- Cite evidence from the text
  - E**- Expound/explain how the evidence supports the answer
  - R**- Recap your answer, summarizing in a sentence or two
- Students infer using informational text. Select a fact from the text and record it on a graphic organizer such as the one to the right. Then students write an inference based on the information in the text.

Compare and Contrast Chart      Name \_\_\_\_\_

| Antarctica | criteria                   | Arctic |
|------------|----------------------------|--------|
|            | animals                    |        |
|            | temperature                |        |
|            | origin and meaning of name |        |

| Fact From Text                                                               | Inference Based on Fact                                                          |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Ben Franklin wanted the turkey to be the national bird of the United States. | Others must have strongly disagreed because our national bird is the bald eagle. |
| The giant tortoise can live to be 150 years old.                             | They probably don't have enemies if they can stay alive that long.               |

- Evidence stem anchor chart- Create and use the chart to support students in citing evidence. See an example to the right.

### Evidence Stems

- This proves \_\_\_\_ because...
- One example that shows this is...
- On page \_\_\_\_ it said...
- The author states...
- The graphic shows...
- An example is...
- In the text it said...
- I know this because...
- According to the text...
- I can infer from this example in the text...

#### Materials/ Assessment

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#### Teacher Notes:

- There is often more to infer when reading literature than when reading informational text.
  - Authors of informational text tell the reader what they want them to know.
- Reading literature requires the reader to infer while reading.

## **Reading Informational Text: Key Idea and Detail- Main Idea**

This standard supports students in summarizing the main ideas in informational text(s).

**MP #1, spiral through #2 - #4**

**CC.1.2.5.A** Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

### **Objectives**

- Determine two or more main ideas of a text.
- Explain how the main ideas are supported by key ideas.
- Summarize the text.

### **Guiding Questions and Prompts**

- What is the main idea in each of these sections?
- What details in the text does the author use to support the main idea(s)?
- Which supporting detail is the most important to the author? Why?
- What does the author teach/explain in the text?
- What are the most important things the author has to say?
- What is the most important information in this text?
- What are the important parts of this section in the text?
- What do you want to remember about this text/these texts?
- What is this text(s) mostly about?
- What details should you include in a summary of this text?
- What is a detail *in the text* that does not support the text?
- What is another detail *not in the text* that would support the main idea?
- Summarize the text(s).

**Academic Vocabulary-** main/central idea, key/supporting details, summarize

### **Possible Tasks**

#### **Main Idea/Supporting Details:**

- For students who struggle with the concept of main idea/key details, list the main idea and key details on individual cards. Shuffle the cards and have the students identify which is the main idea and which are the key details. Discuss how the key details support the main idea. Once this is mastered, have students create their own main idea and key detail cards for practice and reinforcement.
- Students read the same informational text. Each student then writes a main idea statement for the text. Within small groups students share their main ideas. Using parts of each student's main idea statement, each small group generates a statement that best reflects the main idea of the text. Share and discuss as a class.
- After reading informational text, students identify the key details. Look for a common theme among the details to determine the main idea of the text.

- During guided reading, after reading a piece of informational text, each student writes a one sentence that represents the main idea for the text. Share the sentences, discussing the similarities/differences. As a group, use the individual sentences to compose a complete main idea sentence.
- Prior to reading informational text, turn each heading (or topic sentence) into questions. After reading the text, see if students can answer their questions.
- In pairs or small groups, students read informational text and write key details on cards. After writing the key details, students sort the cards in order of importance and discuss their thinking.

**Summarize:**

- Remember SUM  
**S**- Shorter than the original  
**U**- Use your own words  
**M**- Most important details *to the author* (Indicated by signaling devices such as introductory statements, underlining, italicizing, repetition, etc.)
- Key Word Summary- While reading an informational text, students record a key word or phrase from each section. When finished reading/recording, students write a summary of the text using the key words or phrases. The summary should include the main idea and key details.
- Stop-Think-Paraphrase (STP)- While reading an informational text with a partner, students pause at preselected parts and paraphrase what they read in that section.
- Comic strip- Read an informational text. Select the most important main idea(s) and key details. Use this information to create a comic strip summary.

**Materials/ Assessment**

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**Teacher Notes:**

- This is the first grade level in which students are expected to determine two or more main ideas in informational text(s).

## **Reading Informational Text: Key Ideas and Details- Text Analysis**

This standard supports students in analyzing connections and relationships among individuals, events, ideas, steps, and concepts within a text. **MP #2, spiral through #3 - #4**

**CC.1.2.5.C** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

### **Objectives**

- Based on specific information in the text (historical, scientific, or technical), explain the relationships or interactions between two or more:
  - individuals
  - events
  - ideas
  - steps
  - concepts.

### **Guiding Questions and Prompts**

- What is our purpose for reading this text?
- Which individuals/events/ideas/steps/concepts does the author treat as important in the text?
  - How can I explain their relationships?
  - What examples or key details help me support my explanation?
- How do the individuals/events/ideas/steps/concepts in the text connect together?
- What are the connections between the individuals/events/ideas/steps/concepts?
- What can we write that will help us describe/explain the relationships/interactions between these: individuals/events/ideas/steps/concepts?

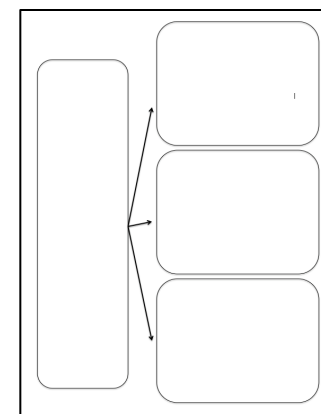
### **Academic Vocabulary**

- relationships, interactions, steps/procedures, concepts

### **Possible Tasks**

- Relationship/Interaction Cards- In pairs or small groups, students identify several events from a piece of informational text. Each pair/group writes the events on individual notecards. Shuffle cards and select two events. In writing, describe the relationships/interactions between the two events. Once students have mastered this task with two events, try with three. This activity will also work for describing relationships/interactions between individuals, ideas, steps, and concepts.
- Word Splash- In an informational text, model how to identify key words/phrases while close reading. After collecting the words/phrases, students write them in a random arrangement on a sheet of paper. Students draw lines connecting words and write an explanation of the relationship on the connecting line. For efficiency, the teacher may create the word splash and then have students complete it.

- After reading informational text, students create their own questions about the relationships/interactions between/among individuals/events/ideas/steps/concepts. Students trade and answer each others' questions, citing textual evidence when possible.
- Students create a graphic organizer to show relationships between individuals/events/ideas/steps/concepts in a text. See example to the right. →



#### **Materials/ Assessment**

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#### **Teacher Notes:**

- Understanding and explaining connections and relationships in text often requires that students have background knowledge about the topic.
- In order for students to successfully explain connections/relationships, they must be able to hold meaning across paragraphs/pages of text. Scaffold as needed with strategies such as S-T-P, annotating, etc.

## **Reading Informational Text: Craft and Structure- Text Structure**

This standard supports students in using text structure to support meaning making.

**MP #3, spiral through #4**

**CC.1.2.5.E.** Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

### **Objectives**

- Compare and contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts:
  - chronology
  - comparison
  - cause/effect
  - problem/solution
  - question/answer
  - description

### **Guiding Questions and Prompts**

- Describe the structure of this text(s).
- What words/phrases in the text help you to identify the text structure? (e.g., *after that*, *on the other hand*, *because of this*)
- Why do you think the author(s) chose this structure?
- How does the structure help you understand the text(s)?
- How might this text look different in another structure? (e.g., biography in chronological order vs. the same information presented in a question/answer structure)

### **Academic Vocabulary**

- text structure (chronology, comparison, cause/effect, problem/solution, question/answer, description)

### **Possible Tasks**

- Create two sets of cards: one set with names of text structures and one set with situations that lend themselves to specific text structures. (See examples below.) Distribute cards and have students find a matching partner. For instance, the student with the “chronology” card would pair up with the student who has “Explain how to skin a buffalo.”
  - Explain how to skin a buffalo. *chronology*
  - Describe how a bison differs from a buffalo. *compare/contrast*
  - When the weather gets colder, the buffalo’s fur gets thicker. *cause/effect*
  - The Native Americans could not get close enough to the buffalo when hunting, so they wore wolf skins as camouflage. *problem/solution*
  - Write a simple picture book for a young child. Include details such as who they were, what they did, where they lived. *question/answer*
  - Tell me details about a Native American home. *description*

- Select a topic students know a lot about, such as natural disasters. Provide a list of scenarios that lend themselves to specific text structures. Students read the scenarios and determine which text structure could be used to write about each scenario and explain why that text structure is the best choice.
  - chronology- the formation of a hurricane
  - comparison/contrast- categories of tornadoes/hurricanes, similarities/differences of tornadoes/hurricanes
  - cause/effect- what may happen if you choose not to evacuate during a storm
  - problem/solution- you lose electricity, you're outside when the storm hits
  - description- characteristics of a hurricane/tornado, how to determine it is safe to go outside
- Text Structure Graphic Organizer- While reading an informational text, complete a text structure graphic organizer. Use the completed graphic organizer as a guide to orally summarize the text.
- Students sort signal words into text structure categories. Discuss how the signal words fit into the specific categories and how they might be used. For example, words such as "eventually" or "previously" could be used in text written in chronological order. Some signal words may work for more than one text structure.

**Materials/ Assessment**

- Text structure signal words- use for sorting by text structure
- Text structure signal words reference sheet- sorted by text structure

**Teacher Notes:**

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## **Reading Informational Text: Craft and Structure- Point of View**

**This standard supports students in considering the ways in which an author's purpose and point of view affect content and style. MP #3, spiral through #4**

**CC.1.2.5.D** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### **Objectives**

- Analyze multiple accounts of the same event or topic.
- Note important similarities and differences in the points of view represented by multiple accounts.

### **Guiding Questions and Prompts**

- What is the author's point of view in this text?
- Is this a firsthand or secondhand account?
- Why do you think the author wrote this text?
- What do you think the author thinks/feels about this issue/topic?
- How does the author's point of view affect his/her account of the event or topic?
- How are these two accounts similar/different in point of view?
- How might this text be different if told from another point of view?
- What do you know about the author? How do you think that makes a difference in what the author has to say?
- How do you think the author feels about the topic? How can you tell?
- Do you agree with this author's views? Why/why not?
- Do you think that people/issues are fairly portrayed in this text?
- How does this information compare with other accounts you have encountered?
- Who do you think should read this text? Why?
- What other points of view might be interesting to consider now that you've read this text?
- Do you think most readers would agree with this author's views? Why?
- What perspectives are not addressed in this text?

### **Academic Vocabulary**

- point of view, perspective, firsthand/secondhand account

### Possible Tasks

- Read two informational passages about the same event or topic written from two different points of view. Analyze the similarities and differences between the points of view they represent. Possible sources: NewsELA, Read Works
- Write about an event from multiple perspectives. Example: Pretend there has been a large snowstorm. How might different people feel about this event? (snowplow driver, student, parent, teacher, emergency personnel)
- Read an informational text about a historical event or other topic that could be viewed through multiple perspectives. (Examples: Ruby Bridges, Rosa Parks, zoos, drones) Students write about the event from a different perspective than the one presented in the text. Students analyze each others' perspectives, noting the similarities and differences in the points of view they represent. The similarities/differences may be recorded in a top-hat graphic organizer, which may then be used as a reference for writing.
- Select an article that presents the pros and cons of a high-interest topic. (See *pro/con* articles in News ELA at [www.newsela.com](http://www.newsela.com).) Students analyze both perspectives, noting the similarities and differences in the points of view they represent. The similarities/differences may be recorded in a top-hat graphic organizer, which may then be used as a reference for writing.

### Materials/ Assessment

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### Teacher Notes:

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## **Reading Informational Text: Integration of Knowledge and Ideas- Diverse Media**

This standard supports students in interpreting the visual information featured in text.

### **MP #4**

**CC.1.2.5.G** 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.

#### **Objectives**

- Interpret text features (e.g., headings, graphics, charts).
- Make connections between texts and the content of text features.

#### **Guiding Questions and Prompts**

- What is the topic/question/problem I am researching?
- What information is available in different forms/formats- in both print and digital?
- Which format should I look at first to locate information quickly?
- What places in the various sources can quickly point me to the information I need?
- What does this illustration/image tell us? What can we learn from it?
- How does this illustration/image give us a better understanding of the text?
- Why do you think the author included this illustration/image in the text?
- How does this illustration/image connect with what the author tells us?
- Where in the text can we find information about this illustration/image? What does the written part tell us?

#### **Academic Vocabulary**

- text features, digital source/text, print source, image, skim/scan, efficient, diverse format, diverse media, visually or quantitatively, integrate, visual form/visually, visual information

#### **Possible Tasks**

- Model how to “read” visual and multimedia elements in both print and digital sources. Think aloud your behaviors:
  - Glance at images before reading.
  - Reexamine a relevant image after reading.
  - Analyze a photograph like a detective to discover every bit of information it imparts.
  - Think aloud your responses.
- Print/Digital Graphic Organizer- Give a question to students and then have them make a graphic organizer with two columns: Print Source, Digital Source. Students find answers in their print/digital sources, and then record the gained information in the appropriate column.

- Analyze the Source
  - (Print) Provide an assortment of informational text (on the same topic) with photographs, maps, and other visuals. Students write on sticky notes how the photographs/maps/other visuals add meaning and then place the sticky notes directly on the text. Share and discuss as a class.
  - (Website) Provide students with a key question/topic and then identify a set of websites to browse. Working in pairs or independently, students determine which website has the best illustrations, maps, photographs, etc. and explain why.
  - (Print and Digital Sources) After reading a print source on a subject, students find digital sources on the same subject. Students skim/scan the additional source(s) and explain how the information in the different formats helps the reader understand the information at a deeper level.
- Scavenger Hunt- Students complete a scavenger hunt using multiple print or digital sources.
- Mini Research- Students conduct mini research projects using multiple print or digital sources. (e.g., brochure, how-to, bookmark, etc.)
- Evaluate Websites- Provide students with a key question or topic and then identify a set of websites to browse. Working independently or in groups, students determine which website had the best illustrations, maps, or photographs.
- Write Your Own Caption- Cover the captions in an informational text (Post-it, white out, etc.) and have students write possible captions that demonstrate clear understanding of the text. Afterwards, compare the student-created captions to the “real” ones.

|                                                                                  |                                                                           |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <b>Materials/ Assessment</b> <ul style="list-style-type: none"> <li>•</li> </ul> | <b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>•</li> </ul> |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------|

## **Reading Informational Text: Integration of Knowledge and Ideas-** **Evaluating Arguments**

This standard supports students in identifying the reasons and evidence an author gives to support the key points made in a text. **MP #4**

**CC.1.2.5.H** Determine how an author supports particular points in a text through reasons and evidence.

### **Objectives**

- Explain how an author uses reasons and evidence to support particular points in a text.
- Identify which reasons and evidence support the author's point(s).

### **Guiding Questions and Prompts**

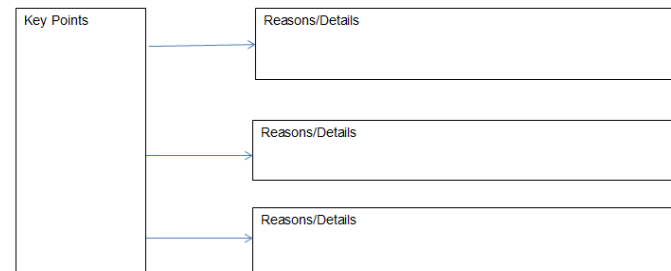
- What are the main ideas the author wants us to consider in this section?
- What is a key point the author makes?
- What reasons/details does the author give to support this point? Where is that in the text?
- Which key detail *best* supports the author's main idea?
- Does the author provide enough details to substantiate the claim?
- What reasons/details could the author have added to better support the main idea?

### **Academic Vocabulary**

- argument, claim, delineate, evidence, relevance, validity, credible, current, reasons, substantiate

### **Possible Tasks**

- Key Points and Supporting Reasons/Details- While reading an informational text, students record the author's key points and reasons/details that support the key points on a graphic organizer similar to the one on the right.
- Evaluate Details- Using the sentences in an informational paragraph, identify and discuss with the students which sentences better/best support the main idea and which ones are not essential to the main idea. You may consider numbering the sentences for discussion purposes.



|                              |                                                                           |
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| <b>Materials/ Assessment</b> | <b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>•</li> </ul> |
|------------------------------|---------------------------------------------------------------------------|

## **Reading Informational Text:**

**This standard supports students in comparing, contrasting, and integrating information across texts. The goal is to build knowledge from multiple sources. MP #4**

**CC.1.2.5.I** Integrate information from several texts (3 or more) on the same topic to demonstrate understanding of that topic

### **Objectives**

- Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

### **Guiding Questions and Prompts**

- What is the subject/topic of these texts?
- What are the important points in these texts?
- What are some new things you learned about the topic?
- Where else could you look for more information about that topic?
- How does this new information compare/contrast with what you already learned about this topic?
- As you are reading, how are you categorizing the information? How has this changed as you have continued to read?
- Have any of your ideas about this topic changed after reading this text? If so, how?
- What new knowledge have you gained that has helped you create new understandings of this topic?
- How can I combine- or integrate- the information from all of these texts into one written piece or speech?

### **Academic Vocabulary**

- integrate, approach, build knowledge, compare/contrast, topic

### **Possible Tasks**

- Students read from several texts (3 or more) on the same topic. Students annotate important information from each text. Students use their annotations to write to one of the guiding questions or prompts above.
- Students create and complete a data collection grid, including information from 3+ texts. Example: Read three texts about a biographical figure and record how each of the sources describes (or omits) key details: childhood, accomplishments, family, and challenges.

- Jigsaw
  - Divide the class into four groups. Provide each group with a different text on the same topic. (Possible sources: leveled readers, textbook, classroom library book, online websites: Time for Kids, News ELA, Tween Tribune, Youngzine, Book Flix, Read Works, etc.) For example, group one reads a leveled reader about Pluto, group two reads a Time for Kids article about Pluto, group three reads a classroom library book about Pluto, and group four views a Book Flix story about Pluto.
  - Students complete their portion of a Discussion Diamond while reading their assigned text. Record 3-4 details from the text.
  - To form a jigsaw group, students form new groups comprised of a student from each of the original four groups. Each group should have a student who has read each of the assigned texts.
  - As a new group, students discuss the details they recorded on their Discussion Diamond. While listening, the students fill in the shared information.
  - Once all information is shared, students independently write a summary statement (in the center diamond) of the shared details.

**Materials/ Assessment**

- Discussion Diamond—Directions and template

**Teacher Notes:**

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## **Reading Literature: Key Ideas and Details- Text Analysis**

This standard supports students in reading closely, determining what the text says explicitly and making inferences. **MP #1, spiral through #2 - #4**

**CC.1.3.5.B** Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

### **Objectives**

- Quote accurately from a text when explaining what the text says explicitly.
- Quote accurately from a text when drawing inferences and/or making generalizations from the text.

### **Guiding Questions and Prompts**

- What things do you know about the character from the way he/she thinks or behaves? Cite your evidence.
- What caused the character to feel/think/act the way he/she does? Cite your evidence.
- What do the character's choices tell about him/her? Cite your evidence.
- After reading what the character said, how do you think he/she feels? Cite your evidence.
- What inferences can you make about how multiple characters interact with each other? Cite your evidence.
- How do you know the character has changed? Cite your evidence.
- Why do you think the author chose this setting? Cite your evidence.
- What can we infer about the theme? Cite your evidence.
- What does the author assume we know? Cite your evidence.
- What does the author want us to infer? Cite your evidence.
- What in the text makes you think that?

### **Academic Vocabulary**

- cite, logical inference, quote accurately, textual evidence, explicit/explicitly, infer/inference, generalization

### **Possible Tasks**

- Close Reading- Provide short pieces of different types of text for students to practice reading closely for specific purposes. Use a simple coding system that allows the readers to focus more on the text than on the coding itself, such as this one. →

#### **Read with a Pencil**

CIRCLE words or phrases you don't know

UNDERLINE key details

WRITE QUESTIONS in the margins

WRITE SURPRISES in the margins

- Cite Evidence- While reading a text, students find quotations to represent who, what, where, when, why, and how questions and record these in a reading response notebook.
- Quote Accurately- While reading a text, students find quotations to support answers to any of the guiding questions and prompts above and write a response including the quotation.
- Jan Richardson Questions- Prior to reading the text, students create their own questions about the text based on Jan Richardson's Red/Yellow/Green Question Cards: <http://www.janrichardsonguidedreading.com/resources-1> While reading the text, students underline text that answers the created questions. For example, students underline answers to "right there" questions (Green Questions), and underline evidence to support inferences (Red Questions).
- Infer about characters- After reading sections of text, revisit the text to make inferences. (Jan Richardson.com)
  - Dialogue- Select a text that includes a variety of descriptive dialogue. Students whisper read the section of text and identify speaker tags (Examples: she giggles, he said curiously, etc.). Based on the dialogue and speaker tags, students infer how the character feels or what the character is thinking.
  - Actions- Select a text that includes a variety of descriptive action. Identify the specific character actions. Based on the text description of the actions, students infer how the character feels or what the character is thinking and predict what the character might do next.
  - Physical traits- Select a text that includes a vivid physical description of a character. (Examples: facial expression, body size, clothing, hair, etc.) Based on the physical description, make inferences about the character.)
  - Inner thoughts- Authors leave clues about a character's inner thoughts. These words are not spoken in dialogue but let the reader know what the character is thinking. Select a first-person text that includes the character's inner thoughts. Based on the character's inner thoughts, infer what these reveal about the character's mood, feelings, and personality.

#### Materials/ Assessment

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#### Teacher Notes:

- There is often more to infer when reading literature than when reading informational text.
  - Authors of informational text tell the reader what they want them to know.
- Reading literature requires the reader to infer while reading.

## **Reading Literature: Key Ideas and Details- Theme**

This standard supports students using details and/or character actions to determine a theme in a story, drama, or poem. It also supports students in summarizing key ideas and details in a story, drama, or poem.

**MP #1, spiral through #2 - #4**

**CC.1.3.5.A** Determine a theme of a text 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.

### **Objectives**

- Determine a theme of a story, drama, or poem from details in the text
- While determining a theme, include how characters in a story or drama respond to challenges.
- While determining the theme of a poem, include how the speaker reflects upon a topic
- Summarize the text.

### **Guiding Questions and Prompts**

- Who are the key characters?
- What is the setting of the text?
- What are the key events of the text?
- Which events in this text should be included in a summary?
- What problem or goal or challenge does the main character face? What does the character do about that?
- How does the problem or goal or challenge get resolved?
- How does the character respond to the challenges in the story/drama?
- What lesson does the character learn?
- What is a possible theme of this story/drama/poem? What details in the story support your thinking?
- How does the character's response to the problem/goal/challenge contribute to the theme?
- How does the speaker in this poem feel about the topic? How can you tell?

### **Academic Vocabulary**

- story elements: central message/ moral/ lesson/ theme, problem/conflict, solution/resolution, character, challenge, goal, setting
- reflect upon a topic, perspective of speaker in a poem
- summarize

### **Possible Tasks**

- Summary/Character Response- Students write a summary of a text and then highlight in their summary where the character responded to a challenge and/or event.
- Themes- In their reading response notebook, students keep an ongoing log of themes and details that support the theme from texts they read during independent reading time.
- After reading a piece of literature, brainstorm a list of possible themes. Students choose the theme they feel best represents the story, citing evidence from the text to support their thinking.

**Possible Tasks continued:**

- How the speaker in a poem reflects upon a topic- Select a poem that is strongly affected by the life experiences of the author. (Examples: Maya Angelou, Langston Hughes, Emily Dickenson) Without initially providing the background information about the author, students read and make inferences about the author, based on the content of the poem. Briefly share and discuss, citing textual evidence. Then distribute the background information about the author, reread the poem, and make revised inferences- citing textual evidence.
- Summarize
  - Provide short pieces of different types of text for students to practice summarizing.
  - Concisely summarize the text reflecting on the important and overarching ideas.
  - Key word summary- This strategy allows the teacher to provide varying levels of scaffolding during guided reading. For example, the teacher may first select the key word/phrase to start, with the ultimate goal of the students identifying the key word/phrase to use when writing their summaries.
    - Teacher or students select a key word/phrase for each section of text read (page, chapter, etc.).
    - Students use those key words to orally rehearse their summary.
    - Students then write their summary.
  - To push summarizing to a higher level, have students add their thoughts to important information to synthesize. In order to do this, students should include answers to the following questions:
    - What was the most important thing that happened in this section of text?
    - What does this event mean to you?

**Materials/ Assessment**

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**Teacher Notes:**

- The topic of a story is one word that identifies the subject of the story. (Example: perseverance)
- The theme of a story is what the author wants the reader to learn about the topic, usually expressed in sentence form. (Example: Never give up, even when facing hard times.)

## **Reading Literature: Key Ideas and Details- Literary Elements**

This standard supports students in considering characters, settings, and events and how they interact and develop over the course of a text.

**MP #2, spiral through #3 - #4**

**CC.1.3.5.C** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

### **Objectives**

- While comparing and contrasting two or more characters/settings/events in a story/drama/poem, draw on specific details from the text (e.g., how characters interact).

### **Guiding Questions and Prompts**

- How does the character respond to challenges?
- What is the character's motivation?
- How does he/she influence the sequence of events?
- How can you compare/contrast the characters in the story? What details in the text support this?
- How can you compare/contrast the settings in the story? What details in the text support this?
- How can you compare/contrast the events in the story? What details in the text support this?
- How do the characters interact?
- What can we learn about the characters from the way they interact?

### **Academic Vocabulary**

- actions, events, cause/effect relationship, character, character traits, compare/contrast, develop and interact, sequence of events, major events, setting

### **Possible Tasks**

- Compare/Contrast Settings- Students read two setting descriptions from literature, gathering and recording information about the settings on a graphic organizer such as the one to the right. → After comparing and contrasting the setting elements, students write a response to the following question: Are the two settings more similar or different? Cite evidence from the text to support your conclusion.

| Sensory Details | Setting 1: | Setting 2: | Compare/Contrast |
|-----------------|------------|------------|------------------|
| See             |            |            |                  |
| Hear            |            |            |                  |
| Smell           |            |            |                  |
| Touch           |            |            |                  |
| Taste           |            |            |                  |
| Time            |            |            |                  |
| Place           |            |            |                  |
| Environment     |            |            |                  |

**Possible Tasks** continued:

- Compare/Contrast Characters- While reading a piece of literature, students create a graphic organizer and record information about major characters, citing evidence from the text. After reading the text, students use this information to discuss/write about the similarities/differences among and between characters.
- Compare/Contrast Events- While reading a piece of text, students record story events. Select two or more events and contrast them by using a criteria chart such as the one below.

| Criteria                                  | Event 1: (brief description of event) _____ | Event 2: _____<br>_____ | Event 3: _____<br>_____ |
|-------------------------------------------|---------------------------------------------|-------------------------|-------------------------|
| characters involved                       |                                             |                         |                         |
| setting of event                          |                                             |                         |                         |
| response of character(s)                  |                                             |                         |                         |
| what the event reveals about character(s) |                                             |                         |                         |
| how the event affects the plot            |                                             |                         |                         |
|                                           |                                             |                         |                         |

**Materials/ Assessment****Teacher Notes:**

## **Reading Literature: Craft and Structure- Text Structure**

This standard supports students in learning to use text structure to support meaning making.

**MP #3, spiral through #4**

**CC.1.3.5.E** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### **Objectives**

- Identify the format of a text (story/drama/poem).
- Describe the structural elements of a story/drama/poem.
- Compare/contrast the structural elements of a story/drama/poem.
- Determine why the author may have chosen the format of the text (story/drama/poem).
- Describe how chapters/scenes/stanzas build upon each other.

### **Guiding Questions and Prompts**

- This text can best be described as a \_\_\_\_\_ (story/drama/poem) because \_\_\_\_\_.)
- How did the author organize this text?
- Why do you think the author organized the text this way?
- What is the most important event in each section of the story/drama/poem?
- How do the chapters/scenes/stanzas build upon each other?
- How does this story/drama/poem look/sound different from other texts you've read?
- Why do you think the author chose this format? (story/drama/poem)  
How would this text be different if the author had chosen a different format?
- How would this text change if we removed a chapter/scene/stanza?

### **Poetry**

- How are space and line breaks used?
- Read the poem without line breaks. How is it different?

### **Academic Vocabulary**

- overall structure, structural elements

### **Stories**

- title- a heading that gives insight into the content of the story
- plot- the series of events: a beginning that draws in the *reader* and provides information about the characters and setting; a middle that develops a conflict; a high point in action when the conflict is about to be solved; and an ending or resolution
- theme- the often unstated idea, meaning, or message that ties together the characters, setting, and plot; often more than one
- caption- a description of what is happening in an illustration
- speech or thought bubbles- graphic features showing the speech or thought of a character
- chapter- sections of text grouping the ideas into logical parts

**Dramas**

- title- a heading that gives into the content of the drama
- list of characters- a listing of information about the characters
- scenery- a description of the setting
- stage directions- directions throughout a script that offer information about the characters' actions
- list of props- a listing of items the characters use on stage
- dialogue- what the characters say
- plot- the series of events: a beginning that draws in the audience and provides information about the characters and setting; a middle that develops a conflict; a high point in action when the conflict is about to be solved; and an ending or resolution
- act/scene- divisions within a drama

**Poetry**

- title- a heading that gives insight into the content of the poem
- rhyme- words that sound alike
- rhythm- the beat that results from the stress pattern of syllables
- meter- the rhythm in a line of poetry
- line breaks- where lines of poetry end; a way to create and enhance meaning
- stanza- a grouping of lines in poetry
- verse- a line or division/grouping of lines in a poem

**Possible Tasks**

- Provide multiple opportunities for students to identify and analyze the components of literature, using the Academic Vocabulary above.
- Model how you determine the overall structure of text. Display the text and discuss its components, especially how they fit together to provide the overall structure.
- Annotate a poem, paying particular attention to the components of the poem. For example, label the title, circle words that rhyme and note rhyme pattern, etc.
- Select a poem that has at least 4 stanzas. Prior to the students reading the poem, retype the poem with the stanzas out of order. Distribute the poem (with the mixed up stanzas). Have students cut apart the stanzas, read them, and put them in the order they feel makes the best sense, based on text clues (transition words, sequence of events, etc.). Display and read the poem with the stanzas in the author's order. Discuss how the stanzas fit together to provide the overall structure of the poem.

**Possible Tasks** continued:

- Compare/Contrast the Components of Literature (see Academic Vocabulary above)- Use different formats of a classic tale to compare and contrast the formats and their components. (Refer to Academic Vocabulary and include the terms in the discussion.) Examples of classic tales to compare/contrast: *Aesop's Fables*, *The Three Little Pigs*, *The Bremen Town Musicians*, *The Little Red Hen*.
- Elements of Drama- Students create scripts using a narrative version of a story. While students create scripts, they should demonstrate their understanding of the structure of dramas.

**Materials/ Assessment**

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**Teacher Notes:**

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## Reading Literature: Craft and Structure- Point of View

This standard supports students in considering the ways in which point of view affects content and style.

**MP #3, spiral through #4**

**CC.1.3.5.D** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### Objectives

- Describe how a narrator's or speaker's point of view influences how events are described.
- Describe an author's purpose.
- Explain how the author's purpose is conveyed in a text.

### Guiding Questions and Prompts

- Who is telling the story?  
How does this affect the way events are described?  
Why do you think the author chose this narrator?  
How might another character describe this part differently?
- Is this story written in first person or third person point of view? How do you know?
- What are other points of view someone might have about the problem or goal in the story?
- What does the narrator *not* tell the reader?
- What different points of view do the characters have regarding the problem or goal?
- Does the author help us understand one point of view more than the others?
- How do you think the narrator feels about \_\_\_\_\_? How can you tell?

### Academic Vocabulary

- multiple accounts, point of view, 1<sup>st</sup> person, 3<sup>rd</sup> person, narrator or speaker

### Possible Tasks

- Compare and contrast two or more poems and/or short stories about the same topic. Note similarities and differences between how the topic is addressed by the author.
- Change the Point of View- Students rewrite a section of text from a different point of view. Compare and contrast the points of view, including elements such as: character traits, motivation, challenges, goals, etc.
- Read two different pieces of historical fiction about the same time period. Compare and contrast the points of view they represent.
- Write a story in the same format as the book *Hey, Little Ant* by Phillip and Hannah Hoose with different characters.

### Materials/ Assessment

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### Teacher Notes:

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## **Reading Literature: Integration of Knowledge and Ideas- Sources of Information**

This standard supports students in integrating and evaluating the different media featured in text.

### **MP #4**

**CC.1.3.5.G** 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, or poem).

#### **Objectives**

- Describe the illustrations/media featured in text.
- Infer what the illustrator wants the reader to notice or learn from the illustrations/media.
- Use the illustrations/media to describe the mood of the text
- Use the illustrations/media to infer the illustrator's tone.
- Describe how the visual display contributes to the meaning/tone/beauty of the text.

#### **Guiding Questions and Prompts**

- What in the illustration or other media stands out to you? Why?
- What do you think the illustrator is trying to show you about the story?
- What do you think the illustrator wants the reader to notice about the characters/setting/events?
- What is your mood when looking at the illustrations/media while reading the text? (Mood refers to a reader's feelings when reading text and/or examining illustrations/media. Mood is established in order to affect the reader emotionally and psychologically and to provide a feeling for the narrative.)
- What is the author's tone in this story? (Tone refers to an author's use of words and writing style to convey his or her attitude towards a topic. Tone is often defined as what the author feels about the subject.)
- How does this visual display contribute to the meaning/tone/beauty of the text?
- How does the illustrator make this story beautiful? (The beauty of text can be determined by how well the author/illustrator relates meaning to the reader.

#### **Academic Vocabulary**

- digital text, diverse formats, diverse media, integrate, mood, plot, visually or quantitatively

#### **Possible Tasks**

- Model for students how you "read" visual and multimedia elements in the context of reading and then have students practice. Think aloud your behaviors:
  - Glance at images before reading.
  - Reexamine a relevant image after reading.
  - Analyze a photograph like a detective to discover every bit of information it imparts.
  - Think aloud your responses.

**Possible Tasks continued:**

- Imagine/Examine Multimedia Elements- Students listen to a portion of a graphic novel without seeing the visuals. Students write their initial response to mood, tone, and beauty. Next, students listen to the same text while looking at the visuals and write how the illustrations change their response. Discuss in pairs how visuals and multi-media contributions can change how readers view the text.

**Materials/ Assessment**

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**Teacher Notes:**

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## **Reading Literature: Integration of Knowledge and Ideas- Text Analysis**

This standard supports students in comparing, contrasting, and integrating information from different texts.

### **MP #4**

**CC.1.3.5.H** Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

#### **Objectives**

- Compare and contrast stories in the same genre on their approaches to similar themes and topics.  
\*Note- “Stories” means narration of events told through the text types of stories, dramas, or poems.

#### **Guiding Questions and Prompts**

- Describe the following story elements:
  - key characters
  - setting
  - key events
  - problem/goal/challenge
  - solution/resolution
- Compare/contrast the following story elements in two or more texts:
  - key characters
  - setting
  - key events
  - problem/goal/challenge
  - solution/resolution
- What moves did the author make to help the reader understand the theme?
- Why do you think authors vary their approach?

#### **Academic Vocabulary**

- approaches, genre, theme, literary elements, plot

#### **Possible Tasks**

- Compare/Contrast Two Texts of the Same Genre- Students read two similar texts of the same genre and record story elements on a chart similar to the one on the right. →  
After recording the elements for both stories, compare and contrast the elements. Analyze the similarities and differences, noting if they are more alike or different, using textual evidence as support. Ask and discuss the following question: What moves did the author make to help the reader understand the theme?
- Read two stories that have similar themes. Compare/contrast story elements. Ask and discuss the following question: Why do you think authors vary their approach to the same theme?
- Write a diary or journal article from a character’s perspective, including details that reflect the point of view of the character.

| Story Element          | Text 1 | Text 2 | Compare/Contrast |
|------------------------|--------|--------|------------------|
| characters             |        |        |                  |
| setting                |        |        |                  |
| major events           |        |        |                  |
| problem/challenge/goal |        |        |                  |
| solution/resolution    |        |        |                  |
| theme                  |        |        |                  |

## **Speaking and Listening- Comprehension and Collaboration**

These standards require that students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, #4**

**CC.1.5.5.A** Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

**CC.1.5.5.B** Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CC.1.5.5.C** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Objectives- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### **Objectives- B**

- Summarize the main points of written text read aloud.
- Summarize the main points of information presented in diverse media and formats.

### **Objectives- C**

- Summarize the points a speaker makes.
- Explain how each claim the speaker makes is supported by reasons and evidence.

### **Guiding Questions and Prompts- A**

- What is the topic or text being discussed and what questions can I contribute?
- How can I prepare to discuss this text or topic?
- What are the rules for this discussion or collaboration?
- During the discussion did I contribute by adding comments or elaborating on others' remarks?
- After the discussion, what key ideas did I learn and how did my understanding deepen?

### **Guiding Questions and Prompts- B**

- What is the text mostly about?
- What is the author's message?
- How would I state the topic if I were telling a friend about it?
- What ideas and details would I want to share?
- How can I give a brief statement of the main points using my own words?

### **Guiding Questions and Prompts- C**

- What are the main claims of the speaker?
- What are the reasons and evidence to support these claims?
- How can I summarize these points?

## Possible Tasks

### A:

- Create a norm chart that includes appropriate discussion behaviors.
- Discussion Anchor Charts (response)- Create anchor charts of sentence stems for different discussion purposes: to agree with the speaker, to disagree with the speaker, to add to the point made by the speaker, to ask a question of the speaker, etc.
- Discussion Anchor Charts (for different types of discussion)- Create anchor charts for various discussion platforms, such as partner work, small group work, whole class discussion, etc.
- Model for students how to “hold their thinking” by marking text to prepare for discussion. Give students a short piece of text to read and prepare for a conversation.
- Fishbowl- Have students view a group that is involved in discussion. Following the discussion, facilitate discussion on what specific elements of the discussion were effective.
- After discussions, students reflect on their participation, explaining how and what they contributed. Consider using a rubric.

### B:

- Pause at various points in reading, watching multimedia, and listening to audio and think aloud and model for students how to summarize the main points.
- After watching a video and summarizing the main points, rewatch the same video with the sound muted. While the video plays, students narrate the video.

### C:

- Listen to a prerecorded speech. Stop at key points, record them and include reasons/evidence from the speech that support the key points.

### Materials/ Assessment

- 

### Teacher Notes:

-

## **Speaking and Listening- Presentation**

These standards require that students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. **MP #1, #2, #3, #4**

**CC.1.5.5.D** Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

**CC.1.5.5.E** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**CC.1.5.5.F** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**CC.1.5.5.G** Demonstrate command of the conventions of Standard English when speaking, based on Grade 5 level and content.

### **Objectives- D**

- Report on a topic or text or present an opinion.
- When speaking orally,
  - Sequence ideas logically
  - Use appropriate facts to support main ideas or themes
  - Use relevant, descriptive details to support main ideas or themes.
  - Speak clearly at an understandable pace.

### **Objectives- E**

- Adapt speech to a variety of contexts and tasks.
- Use formal English when appropriate to task and situation.

### **Objectives- F**

- When appropriate, enhance the development of main ideas or themes by
  - Including multimedia components (e.g., graphics or sound).
  - Including visual displays in presentations.

### **Guiding Questions and Prompts- D**

- What is my topic or what am I speaking about?
- What main ideas or themes do I want to share?
- What details should I include?
- How should I sequence my ideas?
- How can I get feedback on the pace of my speaking?
- How can I improve in speaking clearly at a good pace?

### **Guiding Questions and Prompts- E**

- What is my purpose or task?
- What do I want to say? How do I want to say it?
- What is my reason for speaking? Is it a speech or am I talking with a small group, or am I recording myself to share on technology?
- Who is the audience? How do I make sure the way I'm speaking matches my audience?
- Do I need to use formal English for this?

### **Guiding Questions and Prompts- F**

- What is the subject or purpose of my presentation?
- Which elements or information are most important?
- What are my main ideas or themes?
- What multimedia (e.g., graphics or sound) are most appropriate to enhance my presentation?
- What ideas will benefit most from the visual display of those details?

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectives- G</b> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English when speaking.</li> <li>• Demonstrate command of the English language when speaking.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Guiding Questions and Prompts- G</b> <ul style="list-style-type: none"> <li>• How can I use punctuation to make my speaking more interesting?</li> <li>• How can I use inflection to emphasize key points?</li> <li>• Do I have a variety of sentences?</li> <li>• Does what I say sound right?</li> </ul> |
| <b>Possible Tasks</b><br><b>D:</b> <ul style="list-style-type: none"> <li>• Evaluate Qualities of a Speech- Share audio/video of famous speeches that you know will resonate with your students. Ask students: What makes them compelling?</li> <li>• Record Speaking and Evaluate- After students record themselves, have students listen/watch themselves and evaluate the quality of their speaking.</li> </ul> <b>E/G:</b> <ul style="list-style-type: none"> <li>• Encourage students to speak in complete sentences, speaking clearly and at an understandable pace.</li> <li>• Create a T-chart. Label side 1: formal situations. Label side 2: informal situations. Brainstorm and list examples of situations when formal English is appropriate and when informal English is appropriate (See examples below). Add to the chart as the year progresses. Refer to the chart when speaking and writing for different purposes. <ul style="list-style-type: none"> <li>○ Formal- job interview, meeting new people, speaking with school staff, etc.</li> <li>○ Informal- playground, party, home, friend's house, cafeteria, etc.</li> </ul> </li> <li>• Discuss with and warn students about those problems or errors most common to language when spoken in formal or otherwise important occasions. Examples: using slang, euphemisms, stereotypes, clichés, and incorrect grammar, usage, or vocabulary. Instruct students to <i>not use</i>: culturally insensitive language, inappropriate jokes, offensive sarcasm</li> </ul> <b>F:</b> <ul style="list-style-type: none"> <li>• Students practice using websites and technology to record themselves speaking. This may include reading their own writing, reading a poem, creating a visual display, etc.</li> </ul> |                                                                                                                                                                                                                                                                                                               |
| <b>Materials/ Assessment</b> <ul style="list-style-type: none"> <li>• Prezi, Voki</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Teacher Notes:</b> <ul style="list-style-type: none"> <li>•</li> </ul>                                                                                                                                                                                                                                     |

## Language

An understanding of language is essential for effective communication. Fifth grade students must have command of the grammar and usage of spoken and written Standard English. **This does not mean that you are teaching terminology and definitions. Instead, model these components of the English language as you model writing. In addition, encourage these behaviors in your students' speaking and writing.**

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of Standard English grammar and usage when writing or speaking

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- Ensure subject-verb and pronoun-antecedent agreement.

## Writing Process

An understanding of the writing process using the writing workshop model is essential for writing instruction. This process will need to be modeled, practiced, and supported. The parts of the writing process are:

1. Prewriting (Brainstorming & Planning)
2. Drafting
3. Revising
4. Editing
5. Publishing

Writing instruction is taught through the workshop model. This workshop consists of:

- Mini-lesson (includes modeling writing)
- Work Time
- Sharing

### **Writer's Notebook:**

- Students should have writer's notebooks in which they keep reference sheets and notes from mini-lessons to improve their writing.
- Students use their notebook to store their writing from various modes of writing. Students should write for a variety of purposes and audiences.

### **Resources for Teaching Writing:**

- *Marvelous Mini-lessons for Teaching Beginning Writing 4-6* (Lori Jamison Rog)
- *Trait Crate; Using Picture Books to Teach Writing; 6+1 Traits of Writing: Grades 3 and Up* (Ruth Culham, Beverly Ann Chin)

## Writing- Narrative

These standards require that students develop real or imagined experiences or events. **MP #1, #2, #3, #4**

**C.C.1.4.5.M-** Write narratives to develop real or imagined experiences or events

**C.C.1.4.5.N-** Orient the reader by establishing a situation and introducing a narrator and/or characters (focus)

**C.C.1.4.5.O-** Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely (content)

**C.C.1.4.5.P-** Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events (organization)

**C.C.1.4.5.Q-** Write with an awareness of style (style)

- Use sentences of varying length
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

**C.C.1.4.5.R-** Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

**C.C.1.4.5.T-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

**C.C.1.4.5.U-** With some guidance and support, 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 setting

**C.C.1.4.5.W-** 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

**C.C.1.4.5.X-** 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

### **Academic Vocabulary**

- narrative, real or imagined experience, audience, title, characters, setting, events, event sequence, pacing, plot (exposition, rising action, climax, solution/resolution, conclusion, theme, concrete words, description, develop, dialogue, sensory language, technique, temporal words or phrases, transitional words/phrases/clauses)

#### **Specific to Stories**

- chapter, speech or thought bubbles, speaker tags, graphic novel

#### **Specific to Dramas**

- audience, list of characters, description of setting, scenery, stage directions, list of props, act/scene

#### **Specific to Poetry**

- rhyme, rhythm, meter, line breaks, stanza, verse

## How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show average and exceptional examples so students can detect what's better about the exceptional work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good narrative writing. Students then set 1-2 individual writing goals.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** *Every lesson* should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better*. Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other tools such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
  - Ask questions that allow students to share their thinking aloud.
  - Cue them as to what strategy to try.
  - Model again if needed or refer to an exemplar or your own writing.
  - Give feedback- focus on students' goals or where they are stuck. Focus feedback to a praise and a push.
  - Celebrate student success in demonstrating the objective or meeting their goal.
- **Sharing:** This is a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.
- **Mini-lessons:**
  - Eighty percent of the time, focus mini-lessons on Craft (focus, content, organization, style).
  - Twenty percent of the time, focus on Conventions of the English Language.
  - For example, four days a week, focus mini-lessons on Craft. One day a week, focus the mini-lesson on Conventions.

**Objectives**

Write narratives to develop real or imagined experiences or events

**Focus**

- Establish a situation
- Introduce a narrator and/or characters

**Content**

- Use narrative techniques such as dialogue, description, and pacing to:
  - Develop experiences and events
  - Show the responses of characters to situations
- \* Other narrative techniques include: *flashback, flash forward, foreshadowing, symbolism, pacing, point of view, metaphor, simile, personification, imagery*
- Use concrete words/phrases and sensory details to convey experiences and events precisely.

**Organization**

- Organize an event sequence that unfolds naturally
- Use a variety of transitional words/phrases to manage the sequence of events
- Provide a conclusion that follows from the narrated experiences and events

**Style**

- Use sentences of varying length
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- Choose words and phrases to convey ideas precisely
- Choose punctuation for effect
- Choose words and phrases for effect

**Guiding Questions and Prompts****Focus**

- How does the author establish the situation? How can you do this as a writer?
- Who does the author have telling the story? What can you do to help your reader understand who is telling the story?
- Does your story have a central message/theme? How will you convey this to the reader?

**Content**

- How can you use dialogue to develop events or show character views in your story?
- How can you use description to develop events or show character views in your story?
- What pacing technique can you use to help control the reader's movement through your text?
- How can you slow down or speed up the pace of your story?

**Organization**

- Does your story have a clear beginning, middle, and end?
- What words can you use to show event order?

**Style**

- Do all of the sentences sound the same? How can you add variety?
- What sentences can you revise (expand/combine/reduce) to vary sentence length?
- What descriptive words can you add to make your sentences more interesting?
- How does your punctuation choice contribute to the style of your story?

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                        |
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| <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul> <p>(Conventions continued)</p> <ul style="list-style-type: none"> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</li> <li>• Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Use punctuation to separate items in a series.</li> <li>• Use a comma to separate an introductory element from the rest of the sentence.</li> <li>• Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Spell grade-appropriate words correctly.</li> </ul> | <p><b>Conventions</b></p> <ul style="list-style-type: none"> <li>• After proofreading your writing, what convention errors do you need to correct?</li> <li>• Where can you look for help with conventions?</li> </ul> |
| <p><b>Possible Mini-lessons</b></p> <ul style="list-style-type: none"> <li>• Types of Narrative Writing Anchor Chart- As different types of narrative text are introduced (modeled and prewritten), add the type of narrative to the chart, noting characteristics of that type. This is an ongoing anchor chart and should be added to throughout the year. (drama, memoir, realistic fiction, historical fiction, mystery, folktale, fantasy, fable, myth, poetry, etc.)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Possible Tasks</b></p> <ul style="list-style-type: none"> <li>• Students refer to the anchor chart (Types of Narratives) to try out different types of narrative writing.</li> </ul>                             |

|                                                                                                                                                                                                                                                                                                                         |   |                                                                                                                                                                                                                                        |
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| <ul style="list-style-type: none"> <li>• Focus- Model for students how to brainstorm topics for writing. Create a T-chart that has two headings: Love it, Loathe it. Under each heading, brainstorm and record topics you love and loathe. Students create their own lists.</li> </ul>                                  | → | <ul style="list-style-type: none"> <li>• Students select a writing topic from the Love it or Loathe it list and write a narrative.</li> </ul>                                                                                          |
| <ul style="list-style-type: none"> <li>• Literary Elements- While the teacher reads aloud a narrative mentor text, students and teacher co-construct a chart that notes the story's literary elements.</li> </ul>                                                                                                       | → | <ul style="list-style-type: none"> <li>• Students use this information as a framework to write their own narrative in the same style. (e.g., tall tale, fable, realistic fiction, etc.)</li> </ul>                                     |
| <ul style="list-style-type: none"> <li>• Word choice in dialogue/style- Enhance dialogue by adding specific dialogue tags. Display student writing samples that include limited or basic dialogue tags, such as "he said" and "I said." Model how to replace basic dialogue tags with more descriptive ones.</li> </ul> | → | <ul style="list-style-type: none"> <li>• Students read and collect descriptive dialogues tags to use in their own future writing.</li> <li>• Students examine existing writing and revise, using descriptive dialogue tags.</li> </ul> |

### **Narrative- Content Area Connections:**

#### **Math:**

- Write a fictional story problem that requires understanding of a math concept.

#### **Science:**

- Imagine you are an astronaut traveling in space. Write an email to a family member explaining everything you are experiencing. Include precise language/ academic vocabulary in your email.

#### **Social Studies:**

Use the content learned in social studies to create a journal entry from the point of view of a passenger traveling from Great Britain to North America. Possible points of view: captain, colonists, a parent, a child, a cat, etc.

#### **Assessment**

#### **Teacher Notes**

- Refer to Language standards for fifth grade grammar expectations. Grammar instruction should be embedded into all modes of writing.

## **Writing- Informative/Explanatory Writing**

This standard requires that students write informative/explanatory text to examine a topic and convey ideas and information. **MP #1, #2, #3, #4**

**C.C.1.4.5.A-** Write information/explanatory texts to examine a topic and convey ideas and information clearly

**C.C.1.4.5.B-** Identify and introduce the topic clearly (focus)

**C.C.1.4.5.C-** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension (content)

**C.C.1.4.5.D-** Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension (organization)

**C.C.1.4.5.E-** Write with an awareness of style (style)

- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Use sentences of varying length

**C.C.1.4.5.F-** Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

**C.C.1.4.5.T-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

**C.C.1.4.5.U-** With some guidance and support, 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 setting

**C.C.1.4.5.V-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

**C.C.1.4.5.W-** 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

**C.C.1.4.5.X-** 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

## Academic Vocabulary

- informative, explanatory text, academic/domain-specific vocabulary, complex ideas, main idea, concrete details, key details, transitional words/phrases/clauses text structure, convey ideas and information clearly, text features (headings, graphics, charts, etc.), concluding statement/section, formatting

## How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show average and exceptional examples so students can detect what's better about the exceptional work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good informative/explanatory writing. Students then set 1-2 individual writing goals.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** *Every lesson* should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better.* Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other tools such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
  - Ask questions that allow students to share their thinking aloud.
  - Cue them as to what strategy to try.
  - Model again if needed or refer to an exemplar or your own writing.
  - Give feedback-focus on students' goals or where they are stuck. Focus feedback to a praise and a push.
  - Celebrate student success in demonstrating the objective or meeting their goal.
- **Sharing:** This is a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.
- **Mini-lessons:**
  - Eighty percent of the time, focus mini-lessons on Craft (focus, content, organization, style).
  - Twenty percent of the time, focus on Conventions of the English Language
  - For example, four days a week, focus mini-lessons on Craft. One day a week, focus the mini-lesson on Conventions.

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| <p><b>Objectives</b><br/>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Introduce a topic for the intended audience</li> <li>• Provide a general observation and focus</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</li> <li>• Include illustrations and multimedia (text features) when useful to aid comprehension</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Group related information logically to support the writer's purpose</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially, etc.)</li> <li>• Provide a concluding section related to the information or explanation presented</li> <li>• Include formatting when useful to aiding comprehension (e.g., headings, bulleted/numbered lists, change in font, etc.)</li> </ul> <p><b>Style</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain a formal style</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic</li> <li>• Use sentences of varying length</li> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style</li> <li>• Choose words and phrases to convey ideas precisely</li> <li>• Choose punctuation for effect</li> <li>• Choose words and phrases for effect</li> </ul> | <p><b>Guiding Questions and Prompts</b></p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Who is your audience?</li> <li>• What is your topic? How will you introduce your topic to your intended audience?</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Where can you look for information? (facts, definitions, concrete details, quotations, or other information and examples related to the topic)</li> <li>• What illustrations and/or multimedia (text features) could you add that would help your reader?</li> </ul> <p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• How does your introduction connect to the rest of your piece?</li> <li>• How can you group related information?</li> <li>• How will you organize this information to support your main idea(s)?</li> <li>• What words can you use to link ideas or information together?</li> <li>• How does your conclusion relate to the information or explanation presented in your piece?</li> </ul> <p><b>Style</b></p> <ul style="list-style-type: none"> <li>• What words reflect a formal style of writing? What types of words do not reflect a formal style of writing?</li> <li>• What precise language did you use to convey information in your piece?</li> <li>• What domain-specific vocabulary did you use to convey information in your piece?</li> <li>• Do all of the sentences sound the same? How can you add variety?</li> <li>• What sentences can you revise (expand/ combine/reduce) to vary sentence length?</li> <li>• What descriptive words can you add to make your sentences more interesting?</li> <li>• How does your punctuation choice contribute to the style of your story?</li> </ul> |
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**Conventions**

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- Ensure subject-verb and pronoun-antecedent agreement.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly.

**Conventions**

- After proofreading your writing, what convention errors do you need to correct?
- Where can you look for help with conventions?

| Possible Mini-lessons                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Possible Student Tasks                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <ul style="list-style-type: none"> <li>Types of Informational Writing Anchor Chart- As different types of informational text are introduced (modeled and prewritten), add the type of informational text to the chart, noting possible characteristics of that type. For example, recipes are written in sequential order. This is an ongoing anchor chart and should be added to throughout the year. (All about..., How to..., informational class books, captions for pictures, question and answer books about a topic, lab reports, quick writes, brochures, menus, recipes, etc.)</li> </ul> | <ul style="list-style-type: none"> <li>Students refer to the anchor chart (Types of Informational Writing) to try out different types and structures of informational text.</li> <li>After reading an informational text during guided reading, on day three students write a short informational piece about what they learned. While referencing the anchor chart, students label the parts of their own informational writing.</li> </ul> |
| <ul style="list-style-type: none"> <li>Focus- Model for students how to brainstorm topics for informational writing. Create a T-chart that has two headings: Know It, Want to Know More. Under each heading, brainstorm and record topics you know about and want to know more about. Students create their own lists.</li> </ul>                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Students select a writing topic from the Know It, Want to Know More list and write an informational piece.</li> </ul>                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Precise language/ Academic vocabulary- Prior to students writing an informative/explanatory piece on a common topic, generate with the class words/phrases students might/should use when writing about the specific topic, procedure, event, or person.</li> </ul>                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Students include several brainstormed words that represent precise language/academic vocabulary in an informative/explanatory piece of writing on a common topic.</li> </ul>                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Text Features- Explore examples of text features (headings, charts, graphs, etc.) with the class. Create a chart of all the options students can add to their informational/expository writing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Students refer to and include a variety of text features in their informational/expository writing.</li> </ul>                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>Refer to the <i>Text Structure Signal Words</i> supporting document in Reading Standard CC.1.2.5.E. Give students a sample of informational/expository text. Students highlight transitional words/phrases/clauses and annotate how these words help create cohesion.</li> </ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Students look a section of their own informational writing for transitional words/phrases/clauses. Evaluate the existing transitional words/phrases/clauses for effectiveness. Add additional transitional words/phrases/clauses as needed.</li> </ul>                                                                                                                                                |

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| <b>Informative/Explanatory- Content Area Connections:</b><br><b>Math:</b> <ul style="list-style-type: none"> <li>Write a step-by-step explanation for finding the area of a specific shape.</li> </ul> <b>Science:</b> <ul style="list-style-type: none"> <li>After studying a topic in science, cover the captions in an informational text about the topic. Based on the content and text features, students write their own captions. Compare the student captions to the actual text captions, noting similarities and differences.</li> </ul> <b>Social Studies:</b> <ul style="list-style-type: none"> <li>Write an informational piece that details the events leading up to the Boston Tea Party.</li> </ul> |                                                                                                                                                                                                            |
| <b>Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Teacher Notes</b> <ul style="list-style-type: none"> <li>Refer to Language standards for fifth grade grammar expectations. Grammar instruction should be embedded into all modes of writing.</li> </ul> |

## **Writing- Opinion/Argumentative**

This standard requires that students write opinion pieces on familiar topics. **MP #1, #2, #3, #4**

**C.C.1.4.5.G-** Write opinion pieces on topic or texts

**C.C.1.4.5.H-** Introduce the topic and state an opinion/thesis on the topic (focus)

**C.C.1.4.5.I-** Provide reasons that are supported by facts and details; draw from credible sources (content)

**C.C.1.4.5.J-** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion (organization)

**C.C.1.4.5.K-** Write with an awareness of (style)

- Use sentences of varying length
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

**C.C.1.4.5.L-** Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

**C.C.1.4.5.T-** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

**C.C.1.4.5.U-** With some guidance and support, 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 setting

**C.C.1.4.5.V-** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

**C.C.1.4.5.W-** 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

**C.C.1.4.5.X-** 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

### **Academic Vocabulary:**

- argument, claim, concluding statement/section, evidence, fact/opinion, counterargument, transitional words/phrases/clauses, opinion, organizational structure, point of view, reasons/reasoning, thesis

## How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show average and exceptional examples so students can detect what's better about the exceptional work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good opinion/argumentative writing. Students then set 1-2 individual writing goals.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** *Every lesson* should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better*. Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other tools such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
  - Ask questions that allow students to share their thinking aloud.
  - Cue them as to what strategy to try.
  - Model again if needed or refer to an exemplar or your own writing.
  - Give feedback-focus on students' goals or where they are stuck. Focus feedback to a praise and a push.
  - Celebrate student success in demonstrating the objective or meeting their goal.
- **Sharing:** This is a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.
- **Mini-lessons:**
  - Eighty percent of the time, focus mini-lessons on Craft (focus, content, organization, style).
  - Twenty percent of the time, focus on Conventions of the English Language
  - For example, four days a week, focus mini-lessons on Craft. One day a week, focus the mini-lesson on Conventions.

**Objectives**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information

**Focus**

- Introduce the topic or text for the intended audience
- State an opinion

**Content**

- Provide logically ordered reasons that are supported by facts and details
- Draw from credible sources

**Organization**

- Create an organizational structure in which related ideas are logically grouped to support the writer's purpose
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)
- Provide a concluding statement or section related to the opinion

**Style**

- Establish and maintain a formal style
- Use sentences of varying length
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
- Choose words/phrases to convey ideas precisely
- Choose punctuation for effect
- Choose words/phrases for effect
- Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events

**Guiding Questions and Prompts****Focus**

- Who is your audience?
- What is your topic/opinion?
- How will you state your topic/opinion?

**Content**

- What reasons do you have to support your topic/opinion?
- What facts and details support your reasons?
- What credible sources have you drawn from to develop your topic/opinion?
- Where can you look for information? (facts, definitions, concrete details, quotations, or other information and examples related to your topic/opinion)
- What illustrations and/or multimedia (text features) could you add that would help the reader understand your topic/opinion?

**Organization**

- How does the statement of your topic/opinion connect to the rest of your piece?
- How can you group related ideas to support your topic/opinion?
- How will you organize these ideas to support your topic/opinion?
- What words can you use to link ideas or information together?
- How does your conclusion relate to your topic/opinion?

**Style**

- What words reflect a formal style of writing? What types of words do not reflect a formal style of writing?
- What precise language did you use to inform about or explain your topic/opinion in your piece?
- What domain-specific vocabulary did you use to inform about or explain your topic/opinion in your piece?
- Do all of the sentences sound the same? How can you add variety?
- What sentences can you revise (expand/ combine/reduce) to vary sentence length?

**Conventions**

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- Ensure subject-verb and pronoun-antecedent agreement.
- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly.

- What descriptive words can you add to make your sentences more interesting?
- How does your punctuation choice contribute to the style of your story?

**Conventions**

- After proofreading your writing, what convention errors do you need to correct?
- Where can you look for help with conventions?

### **Possible Mini-lessons**

- Cut apart the Opinion Statement Cards. Read aloud a few of the cards and decide how you feel about each statement. Model how to place each statement card in one of three piles: Agree, Indifferent, Disagree.
  - Explain to the students that opinion statements in the Agree and Disagree piles would make good opinion/persuasive topics because of strong feelings about the topic.
  - Statements in the Indifferent pile would not make good opinion/persuasive topics because of no strong feelings about the topic.

Explain to the students that they will read and sort their own Opinion Statement Cards.

- Types of Opinion/Persuasive Writing Anchor Chart- As different examples of opinion/persuasive text are introduced (modeled and prewritten), add the type of opinion/persuasive text (book/movie review, blog, letter to the editor, etc.) to the chart and define each. For example, a book review is a brief summary of a story and whether or not one should read the book. This is an ongoing anchor chart and should be added to throughout the year.
- Persuasive letter writing- Explain that a persuasive letter, like opinion writing, is written to change someone's mind and affect change. Using an authentic topic (e.g., adopt an animal from the shelter, increase recess, etc.) co-write a class letter with the students. Involve the students as much as possible. For example, pairs/groups of students may brainstorm reasons to support the selected topic. Include student-generated ideas as appropriate.

### **Possible Student Tasks**

- Students cut apart, read, and sort their own Opinion Statement Cards as modeled by the teacher. Students select and record Agree and Disagree statement cards in their Writer's Notebook for possible opinion/persuasive writing topics.
- Students refer to the anchor chart (Types of Opinion/Persuasive Writing) to try out different types of opinion/persuasive text.
- Students select a topic and write a persuasive letter supporting their opinion. After writing the letters, students circle/mark the reasons that support their opinion.

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| <ul style="list-style-type: none"> <li>• Word choice/Style- Select a well-written paragraph that includes a variety of sentences. Write the first four words of each sentence in a list to show the variety of ways to start sentences.</li> <li>• Model how to organize supporting reasons in opinion/persuasive writing. Write the supporting reasons on individual notecards. Manipulate the order of the cards, thinking aloud and discussing the best order of the reasons. The strongest reasons should come first to support the opinion.</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Students examine existing writing and record the first four words of each sentence to determine if they have used a variety of sentence beginnings. As appropriate, students select and revise 1-2 sentences of their own writing to include a variety in their sentence beginnings.</li> <li>• Students prepare to write an opinion/persuasive piece. They write their supporting reasons on notecards and manipulate them to place the reasons in the best order.</li> </ul> |
| <p><b>Opinion/Argumentative- Content Area Connections:</b></p> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li>• When there are multiple ways to solve a problem, select what you believe to be the best way to solve it. Write a brief explanation convincing the reader of your opinion.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Write an opinion piece answering the following question: If you could travel to one planet, which one would you go to and why?</li> </ul> <p><b>Social Studies:</b></p> <ul style="list-style-type: none"> <li>• Write an opinion piece answering the following question: Would you rather sail to the New World and establish a new life or remain in Great Britain under the rule of the king? Support your opinion with reasons/details.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Assessment</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• When selecting topics for student writing, choose high-interest topics. This will allow students to form strong opinions.</li> <li>• Possible texts: <i>Earrings</i> (Viorst),</li> <li>• Refer to Language standards for fifth grade grammar expectations. Grammar instruction should be embedded into all modes of writing.</li> </ul>                                                                                                           |

## **Writing- Response to Literature- Text Dependent Analysis**

This standard requires students to draw evidence from literary or informational texts to support analysis, reflection, and research.

**MP #1, #2, #3, #4**

**C.C.1.4.5.S-** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts

**C.C.1.4.5.B-** Identify and introduce the topic clearly (focus)

**C.C.1.4.5.H-** Introduce the topic and state an opinion/thesis on the topic (focus)

**C.C.1.4.5.C-** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension (content)

**C.C.1.4.5.I-** Provide reasons that are supported by facts and details; draw from credible sources (content)

**C.C.1.4.5.D-** Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension (organization)

**C.C.1.4.5.J-** Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion (organization)

**C.C.1.4.5.E-** Write with an awareness of style (style)

- Use precise language and domain-specific vocabulary to inform about or explain the topic
- Use sentences of varying length

**C.C.1.4.5.K-** Write with an awareness of (style)

- Use sentences of varying length
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style

**C.C.1.4.5.L-** Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling (conventions)

### **Academic Vocabulary**

- analysis, delineate and evaluate the reasoning, draw evidence, relevant and sufficient evidence, reasoning

### How to teach these standards:

- **Writing Checklists:** Use the PSSA Writer's Checklists for each mode with students as a guide.
- **Exemplars and mentor texts:** Use exemplars and mentor texts. Show average and exceptional examples so students can detect what's better about the exceptional work. Use **shared reading** to read exemplars or examples. Based on exemplars and mentor texts, the class builds anchor charts about good TDA writing. Students then set 1-2 individual writing goals.
- **Direct Instruction:** Use direct instruction to briefly explain a new concept or skill.
- **Model and Think Aloud:** *Every lesson* should have the teacher **model and think aloud** as you plan, draft, revise and edit.
- **Small Bites:** Use a small section of a mentor text or your own writing as a model of *how-to* do what is expected that day. *Less is better*. Each lesson should have one **primary literacy objective**.
- **Short and Precise Directions:** Give short, precise directions with clear expectations of what students are to try that day in their writing.
- **Scaffold:** Use anchor charts and other tools such as exemplars, scored work, word walls, interactive notebooks, thesauruses, etc. to support writers and build toward independence.
- **Coaching Conferences or Small Groups:**
  - Ask questions that allow students to share their thinking aloud.
  - Cue them as to what strategy to try.
  - Model again if needed or refer to an exemplar or your own writing.
  - Give feedback-focus on students' goals or where they are stuck. Focus feedback to a praise and a push.
  - Celebrate student success in demonstrating the objective or meeting their goal.
- **Sharing:** This is a chance to attribute success to students as they explain their thinking to the class. This helps other students construct meaning about how to meet the lesson objective.
- **Mini-lessons:**
  - Eighty percent of the time, focus mini-lessons on Craft (focus, content, organization, style).
  - Twenty percent of the time, focus on Conventions of the English Language
  - For example, four days a week, focus mini-lessons on Craft. One day a week, focus the mini-lesson on Conventions.

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| <p><b>Possible Mini-lessons</b></p> <ul style="list-style-type: none"> <li>• Unpacking the question- Model how to attack a TDA prompt. Display a TDA and think aloud answers to questions such as: <i>What is the prompt asking me to do? Can I paraphrase the question? Is there a graphic organizer I can create to help me organize my thinking?</i> These questions may be posted on an anchor chart for future reference.</li> <li>• Model for students how to draw evidence, or “lift details,” from texts. Read a shared text together and ask an important question that you want to answer or make an interpretation about the text (TDA question). Then go back to the text and highlight or code where it is answered in the text. This becomes the evidence.</li> <li>• Over a series of mini-lessons, model the components of the RACER Strategy: <ul style="list-style-type: none"> <li><b>R</b>- Restate the question</li> <li><b>A</b>- Answer the question</li> <li><b>C</b>- Cite evidence from the text</li> <li><b>E</b>- Expound/explain how the evidence supports the answer</li> <li><b>R</b>- Recap your answer, summarizing in a sentence or two</li> </ul> </li> </ul> | <p><b>Possible Student Tasks</b></p> <ul style="list-style-type: none"> <li>• Using a different TDA, pairs/small groups practice answering the questions in the mini-lesson, referring to the anchor chart. Students share responses and discuss as a class.</li> <li>• Students create a graphic organizer on which to record the text evidence being used in the TDA. For example, in a T-chart, record the evidence on the left side and explain its significance on the right side.</li> <li>• Students practice responding to a variety of TDA questions using the RACER strategy. To provide support as needed, prior to writing, give students the opportunity to orally rehearse how they will respond to the prompt.</li> </ul> |
| <p><b>Assessment</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Refer to Language standards for fifth grade grammar expectations. Grammar instruction should be embedded into all modes of writing.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |