

FOCUS STRAND: COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY**GRADE LEVEL 5**

At the fifth-grade level, students will continue to refine their oral-communication skills. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning oral presentations and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate gestures to enhance their delivery. Students will be able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • large group and small group activities: <ul style="list-style-type: none"> ○ role of the speaker ○ role of the listener ○ communicate ○ collaborate ○ summarize 	<ul style="list-style-type: none"> • participate effectively in subject-related group learning activities • use their organizational skills in preparing, presenting, and summarizing information gathered in group activities • communicate and collaborate with diverse teams while maintaining the ability to work independently as necessary to accomplish assigned tasks 	<ul style="list-style-type: none"> • participate in a range of discussions building on others' ideas and clearly expressing their own (e.g. one-on-one, in groups, teacher-led) • follow rules for discussions and assigned group roles • participate as active listeners in group learning activities by: <ul style="list-style-type: none"> ○ listening for main ideas ○ listening for sequence of ideas; and ○ taking notes • participate as informed contributors in subject related group learning activities by: <ul style="list-style-type: none"> ○ asking and answering questions at appropriate times ○ responding to specific questions by making comments that contribute to the discussion and elaborating on the remarks of others ○ communicating new ideas to others ○ clarifying confusing points 	<p>2004 3rd edition CRISS</p> <ul style="list-style-type: none"> • Think-Pair-Share (p. 56) • Mind Streaming (p. 57) • ABC Brainstorming (p. 57) • 3-minute pause (p. 57) • Concentric Circle Discussion (p. 57) • Read and Say Something (p. 58) • Discussion Web (p. 59) • Sticky Note Discussion (p. 61) • Carousel Brainstorming (p. 62) • Seed Discussions (p. 63) • Roles within Cooperative Teams (p. 64) • Two-Column Notes (p. 118) • Dialogue Journals (p. 161) <p>Reading Quest www.readingquest.org</p> <p>PALs Electronic Lesson Plans www.pals.virginia.edu</p> <ul style="list-style-type: none"> • Gist

		<ul style="list-style-type: none"> ○ summarizing main ideas ○ organizing information from group discussion for presentation ○ preparing a prewriting tool (e.g. outline, web, or graphic organizer) for presentation prior to delivery ○ summarizing a presentation orally prior to delivery <ul style="list-style-type: none"> ● exhibit the ability to collaborate with diverse teams ● demonstrate that they can work independently on group-related tasks 	<p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • plan and deliver oral presentations: <ul style="list-style-type: none"> ○ body language ○ posture ○ eye contact ○ dramatic gestures ○ facial expressions 	<ul style="list-style-type: none"> • understand how gestures, facial expressions, posture, and body language affect delivery of the message • select and organize information when preparing for an oral presentation • use visual aids when preparing for an oral presentation 	<ul style="list-style-type: none"> • demonstrate appropriate eye contact with listeners • use appropriate facial expressions and gestures to support, accentuate, or dramatize the message • speak clearly at an understandable pace • use acceptable posture according to the setting and the audience • select information that develops the topic and is appropriate for the audience • report on a topic or text sequencing ideas logically and using relevant facts and descriptive details to support main ideas or themes • narrow the topic 	<p>Reader’s Theater www.readinga-z.com</p> <ul style="list-style-type: none"> • Harcourt Social Studies Series <p>CRISS</p> <ul style="list-style-type: none"> • Summarizing Non-Fiction Text (p. 108) • Read – Recall – Check – Summarize (p.109) • Magnet Summaries (p. 109) • One Sentence Summaries (p. 111) <p>Reading Quest www.readingquest.org</p> <p>Graphic Organizers</p> <ul style="list-style-type: none"> • www.readinga-z.com • SOAR • CRISS Chapter 5 <p>Strategies That Work 2</p> <ul style="list-style-type: none"> • Synthesizing to Access Content (p. 192) <p>PALs Electronic Lesson Plans www.pals.virginia.edu</p> <ul style="list-style-type: none"> • Poetry Read Aloud • Speech Recitation

		<ul style="list-style-type: none">• organize content sequentially and group together related information• put information in order, providing an overview of the information at the beginning or a summary of the information at the end• create and/or use visual aids in presentations when appropriate to enhance development of themes and/or main ideas (e.g., graphics, sound)• use grammatically correct language• expand, combine, and reduce sentences for meaning, interest, and style• use specific vocabulary and style to enhance oral presentations	Benchmark Literacy Resources http://blresources.benchmarkeducation.com
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5.3 The student will learn how media messages are constructed and for what purposes.

- a) Differentiate between auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • media messages: <ul style="list-style-type: none"> ○ authorship (Who constructed the message?) ○ format (This is not just the medium being used but also how the creators used specific elements for effect, i.e., color, sound, emphasis on certain words, amateur video, children’s voices.) ○ audience (Who is the person or persons meant to receive the message? How will different people <i>interpret</i> the message?) 	<ul style="list-style-type: none"> • understand media messages are constructed and students have the ability to deconstruct messages by looking at several attributes: authorship, format, audience, content, and purpose • understand how to evaluate the effectiveness of a media message by examining the various attributes of messages 	<ul style="list-style-type: none"> • access media messages and identify what types of media are used • identify the attributes of a constructed message (i.e., authorship, format, audience, content, and purpose) • deconstruct several types of media messages by addressing the main question(s) raised by the media attributes • create age-appropriate media messages (e.g., videos, podcasts, print advertisements) for evaluation, focusing on effectiveness of the message 	<p>CRISS</p> <ul style="list-style-type: none"> • RAFT (p. 186 – 189) <p>Public Media</p> <ul style="list-style-type: none"> • Blogs, magazines, television advertisements, web pop-ups, billboards, music/radio shows, podcasts <p>Tween Tribune www.tweentribune.com</p> <p>Free Lance Star – Newspapers in Education www.fredericksburg.com/nie</p> <p>You Tube www.youtube.com</p> <p>PALs Electronic Lesson Plans www.pals.virginia.edu</p> <ul style="list-style-type: none"> • Extra! Extra! Newspaper Book Review • Radio Reading <p>Teacher Resources www.medialiteracyproject.org (persuasion techniques to include format, audience, content, and purpose) www.digitalyouthnetwork.org/9-new-media-literacy/pages/46-new-media-messages (philosophy and explanation of media message terms and concepts) www.youtube.com (Search Assignment: Media Literacy for background information)</p> <p>Student-Friendly Resources</p>

<ul style="list-style-type: none"> ○ content (This is not just the visible content but the <i>embedded</i> content as well which includes underlying assumptions of values or points of view; facts and opinions may be intermixed) ○ purpose (Why is the message being sent— is it meant to persuade, inform, entertain, sell, or a combination of these?) ● auditory media can be heard (e.g., music, radio shows, podcasts) ● visual media can be viewed (e.g., television, video, Web-based materials, print ads) ● written media includes text (e.g., newspapers, magazines, books, blogs) 			<p>www.pbskids.org/dontbuyit/advertisingtricks (students can learn about persuasion techniques)</p> <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

5.4 The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author’s use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.
- g) Study word meanings across content areas.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • vocabulary • word structure • context clues • letter-sound correspondences, syllabication patterns, roots, and affixes • multisyllabic words in context and out • word origins • Greek and Latin affixes • word-reference materials 	<ul style="list-style-type: none"> • apply knowledge of word structure and context clues to determine the meanings of unfamiliar words 	<ul style="list-style-type: none"> • use context as a clue to infer the correct meanings of unfamiliar words and phrases • use context and sentence structure to determine meanings and differentiate among multiple meanings of words • apply knowledge of roots, affixes (prefixes and suffixes), synonyms, antonyms, and homophones • begin to learn about Greek and Latin affixes • understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation • understand how a prefix changes the meaning of a root word 	<p>Building Vocabulary from Roots</p> <p>Brining Words to Life Beck, McKeown , & Kucan (2002)</p> <p>CRISS</p> <ul style="list-style-type: none"> • Figuring Out New Words from Context (p. 195) • Concept of Definition Maps (p 197) • Vocabulary Map (p. 204) • Frayer Model (p. 209) • Semantic Feature Analysis (p. 211) • Word Elaboration (p. 215) • Sentence and Word Expansion (p. 216) • Word Combining (p. 219)

<ul style="list-style-type: none"> • homophones are words that are pronounced the same and have different meanings regardless of their spelling (e.g. principle/principal, prince/prints) • an author may use a word or phrase <i>figuratively</i> for purposes of comparison, emphasis, or to provide clarity; such language requires the reader to comprehend beyond the literal meaning of the text 		<ul style="list-style-type: none"> • identify when an author uses language figuratively • use word references and context clues to determine which meaning is appropriate in a given situation • identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed • develop vocabulary by listening to and reading a variety of texts • study cross-curricular vocabulary 	<p>PALs Resources/Activities www.pals.virginia.edu</p> <ul style="list-style-type: none"> • Alphaboxes • Because... • Possible Sentences • Class Dictionary • Many Way Words • Word Predictions <p>Strategies That Work 2</p> <ul style="list-style-type: none"> • Creating Mental Images (p. 137) • Picture Dictionaries (p. 214) • Content Word Walls (p. 214) • Vocab & Testing (p. 247) <p>Words Their Way (2008)</p> <ul style="list-style-type: none"> • Chapter 7 and 8 <p>6+1 Traits of Writing: The complete guide for grades 3 and up</p> <ul style="list-style-type: none"> • Painting a Picture with Words (p. 159) <p>Read, Write, Think www.readwritethink.org</p> <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- d) Describe the characteristics of free verse, rhymed, and patterned poetry.
- e) Describe how an author’s choice of vocabulary contributes to the author’s style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.
- k) Make, confirm, or revise predictions.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • before-, during-, and after reading strategies • fictional texts • narrative nonfiction texts, • poetry • narrative nonfiction is a retelling in story format about real people, animals, places or events. It contains facts and is usually in chronological order (e.g., autobiographies and biographies) • point of view • word choice • plot • beginnings and endings 	<ul style="list-style-type: none"> • choose from a variety of comprehension strategies • read a variety of fictional texts, narrative nonfiction texts, and poetry • describe character and plot development 	<ul style="list-style-type: none"> • discuss the similarities and differences between a text and previously read materials (e.g. compare and contrast characters) • understand that characters are developed by: <ul style="list-style-type: none"> ○ what is directly stated in the text ○ their speech and actions ○ what other characters in the story say or think about them • understand that some characters change during the story or poem and some characters stay the same • understand that the main character has a conflict that usually gets resolved 	<p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p> <p>Professional Literature <i>Guiding Readers and Writers: Teaching comprehension, genre, and content literacy</i> Fountas and Pinnell, 2001</p> <p><i>Comprehension Connections: Bridges to strategic reading</i> Tanny McGregor, 2007</p> <p><i>Strategies that Work 2: Teaching comprehension for understanding and engagement</i> Harvey and Goudvis, 2007</p>

<ul style="list-style-type: none"> • character development • predictions • conclusions <ul style="list-style-type: none"> • To determine a student’s functional reading level for a specific text consider these word accuracy rates from Virginia’s Phonological Awareness Literacy Screening (PALS): <ul style="list-style-type: none"> ○ independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong ○ instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored ○ frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor 		<ul style="list-style-type: none"> • identify the conflict or problem of the plot • understand that plot is developed through a series of events • identify the events in sequence that lead to resolution of the conflict • discuss why an author might have used particular words and phrases • identify the characteristics of free verse (poetry with neither regular meter nor rhyme scheme), rhymed poetry, and patterned poetry • describe how an author’s choice of vocabulary contributes to the author’s style • identify and ask questions that clarify various points of view • identify main idea or theme • summarize supporting details from text • draw conclusions/make inferences from text • identify cause and effect relationships • make, confirm, or revise predictions 	<p><i>Super 6 Comprehension Strategies: 35 Lessons and more for reading success</i></p> <p>Lori Oczkus, 2004</p> <p><i>Revisiting the Reading Workshop: Management, mini-lessons, and strategies</i></p> <p>Barbara Orehovec and Marybeth Alley, 2003</p> <p>The Daily Five</p> <p>Gail Boushey and Joan Moser</p> <p>The Café Book</p> <p>Gail Boushey and Joan Moser www.the2sisters.com www.thedailycafe.com</p> <p>The Art of Teaching Reading</p> <p>Lucy Calkins, 2000</p> <p>The Book Whisperer</p> <p>Donalyn Miller, 2009</p> <p>The Continuum of Literacy Learning</p> <p>Fountas and Pinnell, 2007 Reading A-Z www.readinga-z.com</p>
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fluency, and therefore his or her comprehension will be affected

The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for fifth-grade students reading fifth-grade text:

Percentile	Fall WCPM	Mid-yr. WCPM	Spring WCPM
90	166	182	194
75	139	156	168
50	110	127	139

Hasbrouck, J.E., & Tindal, G.A., 2006

When fully developed, reading *fluency* refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*

- become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty)
- read familiar text with fluency, accuracy, and expression to support comprehension
- recognize structural elements of poems (e.g., verse, rhythm) and drama (e.g., casts, dialogue)

5.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Use prior knowledge and build additional background knowledge as context for new learning.
- c) Skim materials to develop a general overview of content and to locate specific information.
- d) Identify the main idea of nonfiction texts.
- e) Summarize supporting details in nonfiction texts.
- f) Identify structural patterns found in nonfiction.
- g) Locate information to support opinions, predictions, and conclusions.
- h) Identify cause and effect relationships following transition words signaling the pattern.
- i) Differentiate between fact and opinion.
- j) Identify, compare, and contrast relationships.
- k) Identify new information gained from reading.
- l) Use reading strategies throughout the reading process to monitor comprehension.
- m) Read with fluency and accuracy.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • nonfiction texts across the curriculum: English, history and social science, science, and mathematics • <i>before</i> reading, students will text organizers to predict and categorize information • <i>during</i> reading, students will formulate questions and make and revise ongoing predictions and inferences, using given information 	<ul style="list-style-type: none"> • preview, pose questions, and make predictions before reading • understand how the organizational patterns make the information easier to comprehend • make connections between what they read in the selection and their prior knowledge 	<ul style="list-style-type: none"> • use text features, such as type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information in both print and digital texts • apply prior knowledge to make predictions and build additional background knowledge as context for learning • skim material from print and digital texts to develop a general overview or to locate specific information • determine the main idea of a text and summarize supporting key details 	<p>Professional Literature</p> <ul style="list-style-type: none"> • <i>Guiding Readers and Writers: Teaching comprehension, genre, and content literacy</i> Fountas and Pinnell, 2001 • <i>Comprehension Connections: Bridges to strategic reading</i> Tanny McGregor, 2007 • <i>Strategies that Work 2: Teaching comprehension for understanding and engagement</i> Harvey and Goudvis, 2007 • <i>Super 6 Comprehension Strategies: 35 Lessons and more for reading success</i> Lori Oczkus, 2004

<ul style="list-style-type: none"> • after reading, students will confirm or dismiss previous predictions and inferences. Students will also summarize content, identify important ideas, provide details, formulate opinions, and use writing to clarify their thinking (e.g., graphic organizers, responsive journaling) • interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and write to clarify their thinking • prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. Prosody contributes to reading fluency and comprehension 		<ul style="list-style-type: none"> • identify structural and organizational patterns such as cause and effect, comparison/contrast, problem/solution, and chronological order • identify specific information in text that supports predictions • form opinions and draw conclusions from the selection • locate details to support opinions, predictions, and conclusions • identify cause and effect relationships following transition words signaling the pattern • distinguish between fact and opinion • identify, compare, and contrast relationships between characters, events, and facts • compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided • identify new information learned from reading • become aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty) • read familiar text with fluency, accuracy, and prosody 	<ul style="list-style-type: none"> • <i>Revisiting the Reading Workshop: Management, mini-lessons, and strategies</i> Barbara Orehovec and Marybeth Alley, 2003 • <i>The Daily Five</i> Gail Boushey and Joan Moser • <i>The Café Book</i> Gail Boushey and Joan Moser www.the2sisters.com www.thedailycafe.com • <i>The Art of Teaching Reading</i> Lucy Calkins, 2000 • <i>The Book Whisperer</i> Donalyn Miller, 2009 • <i>The Continuum of Literacy Learning</i> Fountas and Pinnell, 2007 <p>Reading A-Z www.readinga-z.com</p> <p>Free Lance Star – Newspapers in Education www.fredericksburg.com/nie</p> <p>Public Media Blogs, magazines, web sites, emails</p> <p>Harcourt Social Studies Series</p> <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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At the fifth-grade level, students will continue to grow as writers, as they write to describe, to inform, to entertain, to explain, and to persuade. They will spend more time on revising and editing their work as they gain greater understanding of written expression. Precise and descriptive vocabulary and varied sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multi-paragraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- h) Revise for clarity of content using specific vocabulary and information.
- i) Include supporting details that elaborate the main idea.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • organize their thoughts • choose appropriate vocabulary • voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing • the three domains of writing are: <ul style="list-style-type: none"> ○ composing – the structuring and elaborating a writer does to construct an effective message or readers (e.g., staying on topic; beginning, 	<ul style="list-style-type: none"> • plan and organize information as they write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade • use precise, descriptive vocabulary and vary sentence structure as they revise for clarity 	<ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • produce a clear and coherent written piece in which the development and organization are appropriate to purpose and audience • recognize different modes of writing have different patterns of organization <ul style="list-style-type: none"> ○ informative/explanatory <ul style="list-style-type: none"> – clearly introduce a topic and group related information in paragraphs – use facts, definitions, opinions, quotations, details, or other examples and information to develop the topic 	<p>Professional Literature</p> <ul style="list-style-type: none"> • <i>Guiding Readers and Writers: Teaching comprehension, genre, and content literacy</i> Fountas and Pinnell, 2001 • <i>6+1 Traits of Writing: The complete guide for grades 3 and up</i> Ruth Culham, 2003 <p>CRISS</p> <ul style="list-style-type: none"> • Writing Templates (p. 175) • Spool Papers (p. 178) • The Essay Examination (p. 183) • RAFT (p. 186) <p>NCS Mentor http://perspective.pearsonaccess.com/content/commons/ncsmentor.html</p>

<p>middle, and end)</p> <ul style="list-style-type: none"> ○ written expression – those features that show the writer purposefully shaping and controlling language to affect readers (e.g., specific vocabulary, descriptive words, tone/voice) ○ usage/mechanics – the features that cause written language to be acceptable and effective for standard discourse (e.g., spelling, punctuation, capitalization, grammar) <ul style="list-style-type: none"> ● transition words and phrases provide organization to student writing by improving the connections between thoughts. Categories of transitions include, but are not limited to: <ul style="list-style-type: none"> ○ example (e.g., <i>that is, for example, in fact</i>) ○ sequence (e.g., <i>then, next, finally</i>) ○ time or location (e.g., <i>before, meanwhile, nearby</i>) 		<ul style="list-style-type: none"> – use specific vocabulary to inform and explain the topic; and – provide a concluding statement or section related to the topic <ul style="list-style-type: none"> ○ narrative <ul style="list-style-type: none"> – organize an event sequence that unfolds naturally – use transition words and phrases for sentence variety and to manage the sequence of events – use specific vocabulary, words, and phrases to convey experiences and events – provide a conclusion ○ persuasive <ul style="list-style-type: none"> – introduce the position – provide evidence to support the position – provide points for the opposite side and argue against them – provide a conclusion <ul style="list-style-type: none"> ● create a plan, and organize thoughts before writing ● use a variety of prewriting strategies (e.g., brainstorming, listing, freewriting, and using graphic organizers) ● focus, organize, and elaborate to construct an effective message for the reader ● write a clear topic sentence focusing on the main idea 	<p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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		<ul style="list-style-type: none">• purposefully shape and control language to demonstrate an awareness of the intended audience• select specific information to guide readers more purposefully through the piece• write multi-paragraph compositions focused on a topic, grouping related information in paragraphs and sections• choose precise descriptive vocabulary and information to create tone and voice• develop and strengthen writing as needed, in consultation with peers or adults, by prewriting, drafting, revising, editing, or rewriting• use narrative techniques, such as dialogue, description, and pacing, to develop experiences or characters• use precise language and content-specific vocabulary to inform about or explain a topic, to persuade, describe or entertain• include sentences of various lengths and beginnings to create a pleasant, informal rhythm• vary sentence structure by using transition words and phrases	
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		<ul style="list-style-type: none">• use precise language and phrases to develop writing (e.g., consequently, specifically, especially)• clarify writing when revising• include supporting details that elaborate the main idea• use available technology to gather information and to aid in writing	
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5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- c) Identify and use interjections.
- d) Use apostrophes in contractions and possessives.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters.
- g) Use a hyphen to divide words at the end of a line.
- h) Edit for fragments and run-on sentences.
- i) Eliminate double negatives.
- j) Use correct spelling of commonly used words.
- k) Identify and use conjunctions.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • editing process • composing effective sentences with subject verb agreement • spelling • capitalization • punctuation • students will effectively use the following parts of speech: <ul style="list-style-type: none"> ○ nouns ○ pronouns ○ verbs ○ adjectives ○ adverbs ○ prepositions ○ interjections 	<ul style="list-style-type: none"> • understand that editing for correct sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader • revise and edit drafts for improvement, using teacher assistance and peer collaboration 	<ul style="list-style-type: none"> • punctuate correctly <ul style="list-style-type: none"> ○ apostrophes in contractions (e.g. <i>isn't</i>), and possessives (e.g. <i>Jan's</i>) ○ commas [e.g. items in a series, to set off the words <i>yes</i> and <i>no</i>; and to indicate direct address (e.g. <i>Is that you, Chloe?</i>)] ○ quotation marks with dialogue ○ hyphens to divide words at the end of a line • use underlining, quotation marks, or italics to indicate titles of works • use adverb comparisons, (e.g. <i>fast, faster, fastest</i>) 	<p>Professional Literature</p> <ul style="list-style-type: none"> • <i>Guiding Readers and Writers: Teaching comprehension, genre, and content literacy</i> Fountas and Pinnell, 2001 • <i>6+1 Traits of Writing: The complete guide for grades 3 and up</i> Ruth Culham, 2003 <p>NCS Mentor http://perspective.pearsonaccess.com/content/commons/ncsmmentor.html</p> <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>

<ul style="list-style-type: none"> • sentence variety • appropriate use of subordinate (dependent) clauses • students should have practice writing on demand, for shorter time frames, and over extended periods of time 		<ul style="list-style-type: none"> • use adjective comparisons, (e.g., <i>big, bigger, biggest</i>) • use adverbs instead of adjectives where appropriate (e.g. —He played <i>really</i> well. instead of —He played <i>real</i> well.) • use a comma to separate coordinate adjectives (e.g. <i>It was a fascinating, enjoyable movie</i>) • use a comma to separate an introductory element from the rest of the sentence • use plural possessives, (e.g., —The <i>books'</i> covers are torn.) • identify and use interjections, (e.g., —<i>Yikes, look at the size of that bug!</i>) • form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses • use verb tense to convey various times, sequences, states, and conditions • avoid fragments 	
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FOCUS STRAND: RESEARCH**GRADE LEVEL 5**

At the fifth-grade level, students will conduct short research projects based on focused questions. Students will gather relevant information from sources and integrate the information while avoiding plagiarism.

5.9 The student will find, evaluate, and select appropriate resources for a research product.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Organize information presented on charts, maps, and graphs.
- e) Develop notes that include important concepts, summaries, and identification of information sources.
- f) Give credit to sources used in research.
- g) Define the meaning and consequences of plagiarism.

Terms and Concepts	Understandings	Applications	Resources and Engagements
<ul style="list-style-type: none"> • online, print, and media information resources • evaluate • synthesize • oral reports or writings • credit to the author, title, and date of a resource used in research • plagiarism is using someone else's ideas or words without giving credit 	<ul style="list-style-type: none"> • formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of information • recognize, organize, and record information pertinent to the topic and blend ideas accurately • give credit to sources used in research 	<ul style="list-style-type: none"> • use available technology to gather information and to aid in writing • conduct short research projects that use sources to build knowledge on a topic • formulate research questions based on a topic • select and use appropriate references (e.g., atlases, almanacs, and encyclopedias) including online, print, and media resources • use available technology and media to organize, evaluate, and communicate information (e.g., presentation software, digital media) • identify key terms to use in searching for information 	<p>CRISS</p> <ul style="list-style-type: none"> • Writing Templates (p. 175) • Spool Papers (p. 178) • The Essay Examination (p. 183) • KWL + (p. 83) • Authentic Questions (p. 68) • Questions and Higher Levels of Thinking (p. 75) • Pre and Post Reading Entries (p. 163) • Observation Entries (p. 165) • Notes (p. 118 – 136) <p>Reading A-Z www.readinga-z.com</p> <p>Plagiarism dot Org www.plagiarism.org</p>

		<ul style="list-style-type: none"> • organize information presented on charts, maps, and graphs • skim to find information related to a topic • select information that is related to the topic at hand • evaluate and combine (synthesize) related information from two or more sources • develop notes that include important concepts, summaries, and identification of information sources • summarize or paraphrase information in notes and finished work • prevent plagiarism and its consequences by giving credit to authors when ideas and/or words are used in research • provide a list of sources including author, title, and date 	<p>Teacher Resources</p> <ul style="list-style-type: none"> • www.big6.com (Big 6 Skills Information Problem Solving Approach) • Bibliography Template (template for citing different media literacy formats – teacher created) <p>Student-Friendly Resources</p> <ul style="list-style-type: none"> • Online Encyclopedia <ul style="list-style-type: none"> ○ www.worldbookonline.com ○ www.grolier.com • Kidspiration (for organization) • Search engines <ul style="list-style-type: none"> ○ www.askkids.com ○ www.ipl.org/div/kidspace ○ www.kidsclick.org ○ www.awesomelibrary.org <p>Benchmark Literacy Resources http://blresources.benchmarkeducation.com</p>
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