

## Fifth Grade Standards Support Document

What does this standard mean and how do I teach it?

*This document includes a sampling of activities and ideas for assessment and should not be considered comprehensive or inclusive.*

### Fifth Grade Reading Standards

Key:

Literary and Informational Text
<p><b>Literary Text</b></p> <p>By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.</p>
<p><b>Informational Text</b></p> <p>By the end of fifth grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.</p>

Standard 1: Demonstrate understanding of the organization and basic features of print.	
Indicator(s)	<i>Students are expected to build upon and continue applying previous learning.</i>
Description	<p>In previous grades, students have learned:</p> <p>Kindergarten: directionality, that spoken words are represented by writing, spacing, and upper- and lower-case letters</p> <p>First Grade: recognize the distinguishing features of a sentence</p>

	If students are having difficulty with concepts about print, the following activities and assessments may provide insight.
Activities	See DRA Word Analysis Minilessons.
Assessments	<ul style="list-style-type: none"><li>• DRA Word Analysis Tasks</li><li>• Fountas and Pinnell Optional Assessments: Early Literacy Behaviors</li></ul>
Resources	<ul style="list-style-type: none"><li>• <i>Developmental Reading Assessment (DRA)</i> by Joetta M. Beaver</li><li>• Fountas and Pinnell <i>Benchmark Assessment System</i></li></ul>

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<b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</b>	
Indicator(s)	<i>Students are expected to build upon and continue applying previous learning.</i>
Description	<p>In previous grades, students have learned:</p> <p>Kindergarten: recognize and produce rhymes; count, pronounce, blend, and segment spoken syllables; isolate and pronounce initial, medial, and final sounds; and adding/substituting sounds in words to make new words</p> <p>First Grade: distinguish between long and short vowel sounds; produce one-syllable words by blending sounds; isolate and pronounce initial, medial, and final sounds; and segment spoken single-syllable words</p> <p>If students are having difficulty with understanding spoken words, syllables, and sounds, the following activities and assessments may provide insight.</p>
Activities	<ul style="list-style-type: none"> <li>• <i>Words Their Way Letter and Picture Sorts for Emergent Spellers</i></li> <li>• DRA Word Analysis Tasks and Minilessons</li> <li>• Elkonin Boxes</li> <li>• Use magnetic letters to break words and put them back together</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• DRA Word Analysis Tasks</li> <li>• Running Records</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>Words Their Way Letter and Picture Sorts for Emergent Spellers</i> by Donald Bear, et. al</li> <li>• <i>Developmental Reading Assessment</i> by Joetta M. Beaver</li> </ul>

**Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.**

Indicator(s)	<i>Students are expected to build upon and continue applying previous learning.</i>
Description	The essence of this standard is understanding patterns in words and how words work. Students need opportunities to notice word patterns and to sort words by their different characteristics. By having an “oddball” category when sorting words, new patterns can emerge. Students need to look at prefixes and suffixes as clues to pronunciation and meaning of words.
Activities	<p><i>Words Their Way</i> Word Sort Resources</p> <p>Click here to access Word Study Resources <a href="http://www.tinyurl.com/words101stuff">www.tinyurl.com/words101stuff</a></p> <p>Types of Sorts and Other Activities:</p> <ul style="list-style-type: none"> <li>• Teacher-Directed Closed Sorts (Teachers define the categories and model sorting with a set of words)</li> <li>• Speed Sorts/Buddy Sorts (Practice sorts-- done AFTER the teacher-directed sorts)</li> <li>• Open Sorts (Students define the category and sort words in new ways-- Guess My Category)</li> <li>• Blind Sorts</li> <li>• Word Hunts</li> <li>• Games (See <i>Words Their Way</i> resources for many game ideas)</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• <b>Spelling Tests - Quizzes - Spell Checks:</b> Weekly or bi-weekly spelling quizzes can be administered to check students’ understanding of a word pattern or irregularly spelled words. When assessing spelling patterns that have been studied in word study, the teacher should select a few examples of words which follow the spelling patterns but are new to the students. This allows the teacher to see if students have applied the principle, rather than memorizing a list of words.</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>Words Their Way Word Sorts for Syllables and Affixes</i> Spellers by Francine Johnston, et. al</li> <li>• <i>Words Their Way Word Sorts for Derivational Relations</i> Spellers by Shane Templeton, et. al</li> <li>• <i>Words Their Way</i> by Donald Bear, et. al</li> <li>• <i>Phonics They Use</i> by Patricia Cunningham</li> </ul>

Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
Indicator(s)	<i>Students are expected to build upon and continue applying previous learning.</i>
Description	<p>Students should have learned in previous grades to read with accuracy, appropriate rate, expression, intonation and phrasing.</p> <p><i>Intonation</i> is the distinctive pattern in the pitch of the voice that contributes to the meaning of a spoken phrase or sentence. Examples: <i>Cut it out!</i> is a command and <i>Cut it out?</i> is a question.</p> <p>*Note: There are two broad categories into which all literature can be divided: prose and poetry. Prose includes two basic genres, fiction and nonfiction.</p>
Activities	<p><b>The following minilessons are found in <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 4.8 Punctuation Inside a Sentence</li> <li>• 4.10 Inside Quotes and Outside Quotes</li> <li>• 4.11 Make Your Voice Match the Feeling</li> <li>• 4.13 Make Make Your Voice Match the Meaning</li> <li>• 4.14 Get Your Eyes Ahead of the Words</li> <li>• 4.16 Read Like a Storyteller</li> <li>• 4.19 Snap to the Next Line</li> <li>• 4.20 Make the Pause Match the Meaning</li> <li>• 4.21 Read It How the Author Tells You (Tags)</li> </ul> <p><b>Shared Reading</b> is an interactive reading experience that occurs when students join in or share the reading of an enlarged text while guided and supported by a teacher or other experienced reader. Students observe an expert reading the text with fluency and expression. The text must be large enough for all the students to see clearly, so they can share in the reading of the text. It is through Shared Reading that the reading process and reading strategies that readers use are demonstrated. In Shared Reading, students are given the opportunity to interact with texts that are somewhat above their instructional levels. This is appropriate because the teacher is providing the necessary guidance as students navigate more complex texts.</p> <p>For more information about Shared Reading, click here.  <a href="http://www.readingrockets.org/content/pdfs/SharedReading.pdf">http://www.readingrockets.org/content/pdfs/SharedReading.pdf</a></p> <p>Click here to see an example of Shared Reading in a Third Grade Classroom.  <a href="https://vimeo.com/193392635">https://vimeo.com/193392635</a> The password is rhSDLiteracy.</p> <p><b>Reader's Theater</b> is a strategy that combines reading practice and performing. It's goal is to enhance students' reading skills and confidence by having them practice reading with a purpose. Reader's Theater gives students a real reason to read aloud.</p> <p>Aaron Shepard's website has many free scripts that can be used for Reader's</p>

	Theater. <a href="http://www.aaronshelp.com/rt/">http://www.aaronshelp.com/rt/</a>
Assessments	<p>Informal Running Records            Conference Notes taken during Independent Reading            Fountas and Pinnell Six Dimensions of Fluency Rubric (more detailed)  <a href="https://rockhill.instructure.com/courses/22433/files/1759589?module_item_id=424774">https://rockhill.instructure.com/courses/22433/files/1759589?module_item_id=424774</a></p> <p>Fountas and Pinnell Benchmark Assessment System Fluency Rubric (short)  <a href="https://rockhill.instructure.com/courses/22433/files/1763178?module_item_id=427336">https://rockhill.instructure.com/courses/22433/files/1763178?module_item_id=427336</a></p>
Resources	<ul style="list-style-type: none"> <li>• <i>The Fluent Reader</i> by Timothy V. Rasinski</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• Fountas and Pinnell <i>Benchmark Assessment System</i></li> <li>• Reading Rockets <a href="http://www.readingrockets.org/">http://www.readingrockets.org/</a></li> </ul>

<b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>	
Indicator(s)	<b>5-RL.5.1, 5-RI.5.1</b> Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
Description	<p>For this indicator, the expectation is that students will make inferences in any rich literature. This has been taught and practiced since Kindergarten. The biggest difference in this indicator from fourth grade to fifth grade is the major emphasis on quoting accurately from texts to analyze the meaning and support thinking. In third and fourth grade, students were expected to refer to details and examples in the text. In fifth grade, students must be able to name and quote the evidence from the text that supports their thinking.</p> <p>When using the activities listed below, there should always be an emphasis using the precise language from the story. Students should use the characters' names when talking or writing about them, as well as specific language of the text(s).</p>
Activities	<p><b>Interactive Read Aloud</b>  <a href="https://rockhill.instructure.com/courses/22433/files/1759622?module_item_id=424809">https://rockhill.instructure.com/courses/22433/files/1759622?module_item_id=424809</a> (click to see description): This a great instructional context to use for both of these indicators. During Interactive Read Aloud, the teacher is able to model Think Aloud strategies and invite students to do the same.</p> <p><b>The following minilessons are from <i>The Reading Strategies Book</i> and are helpful for teaching predicting and inferring in Fiction:</b></p> <ul style="list-style-type: none"> <li>• 6.6 Back Up Ideas About Characters with Evidence</li> <li>• 6.9 Text Clue/Background Knowledge Addition</li> <li>• 6.12 Empathize to Understand</li> <li>• 6.13 Yes, But Why?</li> <li>• 6.14 Interactions Can Lead to Inferences</li> <li>• 6.15/6.17 Talk and Actions as Windows</li> <li>• 6.15/6.16 Out-of-Character Character</li> <li>• 6.18 Complex Characters</li> <li>• 6.19 More Than One Side</li> <li>• 6.20 Conflict Brings Complexity</li> </ul> <p>Nonfiction:</p> <ul style="list-style-type: none"> <li>• 9.18 Answering Questions</li> <li>• 9.20 Statistics and Stance</li> </ul> <p><b>RAN (Reading and Analyzing Nonfiction) Chart:</b> This strategy, developed by</p>

Tony Stead, is similar to a KWL chart. However, the word “think” allows students to make approximations. Sometimes students’ first ideas about a topic may be incorrect. This strategy is used with nonfiction texts or topics. \*NOTE: As students confirm or correct their thinking, they should cite evidence from the text to support their thinking.





RAN Chart READING AND A THINKING IN ONE POSITION	What I Think I Know I share information I think to be correct about the topic	Confirmed! I research to confirm prior knowledge (what I thought I knew)	Misconceptions I research to disprove incorrect prior knowledge about the topic	Wonderings I have new information now, but I now have some new questions!	New Learning I research to locate additional information not stated in prior knowledge
<b>Group A</b> "Super Question" What do killer whales eat? How do they hunt? What other interesting facts do you go back to 1-7	W.T.T.R. Killer whales eat fish and seals. -Jordan	W.T.T.R. Killer whales eat fish and seals. -Jordan	W.T.T.R. Killer whales eat fish and seals. -Jordan	W.T.T.R. Killer whales eat fish and seals. -Jordan	W.T.T.R. Killer whales eat fish and seals. -Jordan

### It Says/I Say/And So Strategy by Kyleene Beers

\*With this strategy, in the column IT SAYS, have students quote exactly what the text says.

Question	It Says...	I Say...	And So...
<b>Step 1...</b> Write the question (created or provided)	<b>Step 2...</b> Find information from the text that will help answer the question.	<b>Step 3...</b> Think about what you know about that information.	<b>Step 4...</b> Combine what the text says with what you know to come up with the answer.

<http://www.readingrockets.org/pdfs/inference-graphic-organizer.pdf>

### Assessments

- Conduct a comprehension conversation with students using a text students are reading/have read independently. Ask questions that allow students to make inferences and draw conclusions.
  - What are some things you are/were wondering as you read?
  - Have you thought about what the answer might be?
  - What specific part of the text helped you to know that?
  - Can you find and read that part?
- Because in fifth grade, students will be expected to do written analyses of

	<p>texts, they can also compose written responses to texts here. These may be done initially in a Shared Writing format with teacher guidance to teach students how to quote accurately. Responses could be done in a reading response journal format (formative), or it could also be done as a stand-alone assessment (summative). For this indicator, students might be asked a question such as:</p> <ul style="list-style-type: none"> <li>○ In <i>Because of Mr. Terupt</i>, Jeffrey says, “Things happen for a reason.” Based on the story, do you agree with this statement?</li> <li>○ Write an essay that answers the question, using specific evidence and examples from the text to support your thinking.</li> <li>○ <b>Click here to access the TDA rubric, which can be used to score writing about reading.</b>  <a href="https://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf">https://ed.sc.gov/scdoe/assets/File/tests/middle/scready/SC_READY_TDA_Scoring_Guidelines_With_Nonscore_Codes.pdf</a></li> </ul> <ul style="list-style-type: none"> <li>● The It Says/I Say/And So format could be used as an Independent Reading Assessment if students have been taught the structure and have used it previously.</li> <li>● For both of these indicators, assessments should include opportunities for students to support their thinking with evidence from the text.</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>When Kids Can't Read: What Teachers Can Do</i> by Kylene Beers</li> <li>● <i>Interactive Read-Alouds, 4-5</i> by Linda Hoyt</li> <li>● <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>The Comprehension Toolkit</i> by Stephanie Harvey and Anne Goudvis</li> <li>● Reading Rockets <a href="http://www.readingrockets.org/article/making-inferences-and-drawing-conclusions">http://www.readingrockets.org/article/making-inferences-and-drawing-conclusions</a></li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li>● <i>The Stranger</i> by Chris Van Allsburg</li> <li>● <i>The Widow's Broom</i> by Chris Van Allsburg</li> <li>● <i>The Memory String</i> by Eve Bunting</li> <li>● <i>Fly Away Home</i> by Eve Bunting</li> <li>● <i>Pop's Bridge</i> by Eve Bunting</li> <li>● <i>Because of Mr. Terupt</i> by Rob Buyea</li> <li>● <i>Out of My Mind</i> by Sharon Draper</li> <li>● <i>The Mailbox</i> by Audrey Shafer</li> <li>● <i>The Boy on the Porch</i> by Sharon Creech</li> </ul>

Standard 6: Summarize key details and ideas to support analysis of thematic development. (LITERARY)	
Indicator(s)	<b>5-RL.6.1</b> Determine and analyze the development of a theme within a text; summarize using key details.
Description	<p>As students move from fourth to fifth grade, this indicator changes slightly. Students need to be able determine and <i>analyze</i> how an author developed a theme of a story.</p> <p>For example, the book <i>Because of Winn Dixie</i> has a theme or life lesson that friends can be found where you least expect to find them. The author begins to develop this theme from the beginning of the story when Opal meets Winn Dixie in the grocery store. Opal wasn't expecting to make a friend in the grocery store, and she especially did not expect a dog to become a close friend. Opal also makes friends with several other unexpected characters in the story. She becomes friends with Otis, an ex-convict who is running a pet shop in town. She also befriends Gloria Dump, who is a recovering alcoholic and Miss Franny Block, the librarian who teaches Opal all about the hardships the town has faced over the years. Finally, at the end of the story, Opal becomes friends with some of the children in town who have made fun of her throughout the book.</p> <p>As students recount the ways that the author developed the theme, they are also summarizing some of the major events in the story using key details. Students need to understand that a theme is developed across a text, not just through one single event or detail. Sometimes a single event might help to reveal the theme, but students should be able to then think back through the story and see the clues that were embedded along the way. The language "determine and analyze" means that students need to be able to explain how the theme was developed with specific examples, but students should be able to explain how each specific event contributed to the theme.</p>
Activities	<p><b>The following Signposts are from <i>Notice and Note, Strategies for Close Reading</i> by Kyleene Beers and Robert E. Probst. See the complete text for sample lessons.</b></p> <ul style="list-style-type: none"> <li>• <i>Contrasts and Contradictions</i>: A sharp contrast between what we would expect and what we observe the character doing; behavior that contradicts previous behavior or well-established patterns</li> <li>• <i>Aha Moment</i>: A character's realization of something that shifts his</li> </ul>

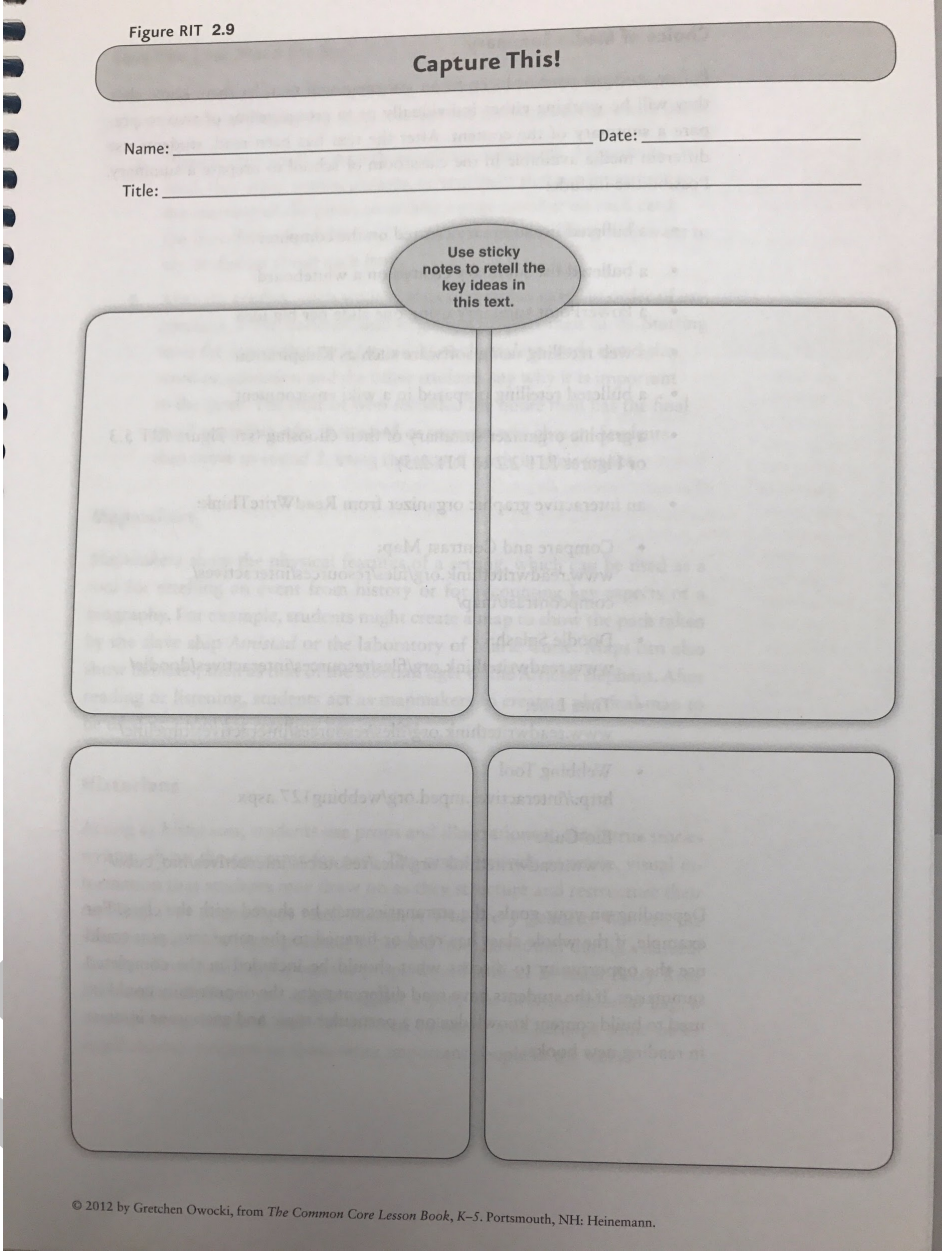
	<p>actions or understanding of himself, others, or the world around him</p> <ul style="list-style-type: none"><li>• <i>Tough Questions</i>: Questions a character raises that reveal his or her inner struggles</li><li>• <i>Words of the Wiser</i>: The advice or insight a wiser character, who is usually older, offers about life to the main character</li><li>• <i>Again and Again</i>: Events, images, or particular words that recur over a portion of a novel</li><li>• <i>Memory Moment</i>: A recollection by a character that interrupts the forward progress of the story</li></ul> <p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"><li>• 7.3 We Can Learn (and Give Advice) Based on How Characters Treat Each Other</li><li>• 7.4 What Can Characters Teach Us?</li><li>• 7.5 Look Out for What Characters Teach Each Other</li><li>• 7.6 What Are You Left With?</li><li>• 7.7 Mistakes Can Lead to Lessons</li><li>• 7.8 Feelings Help Us Learn</li><li>• 7.10 Actions, Outcomes, Response</li><li>• 7.14 Find Clues About Theme in the Blurb</li><li>• 7.16 Stories Teach Us About Life Issues</li><li>• 7.18 Character Change Can Reveal Lessons</li><li>• 7.19 Symbols Repeat</li><li>• 7.20 Respond to Issues that Repeat</li><li>• 7.21 Aha Moment</li></ul> <p><b>Advanced Theme Boards:</b> This is a modified version of Jennifer Serravallo’s chart in lesson 7.11, Book-to-Book Connections.</p> <table><tr><th>Book Titles</th><th>Themes</th><th>Development of Theme</th></tr><tr><td>Esperanza Rising</td><td>Sometimes you have to let go of material things to see what’s really important.</td><td>Esperanza leaves behind all of her possessions to come to America and pursue a new life with her mother.</td></tr><tr><td>Hatchet</td><td>When you’re faced with a challenge, you find out how strong you really are.</td><td>Brian is attacked by a Moose and wants to give up but he finds the strength to keep going.</td></tr><tr><td>January’s Sparrow</td><td>Never give up hope.</td><td>Sadie’s family constantly faces obstacles as they journey northward, but they never give up and finally find a life of freedom.</td></tr></table>	Book Titles	Themes	Development of Theme	Esperanza Rising	Sometimes you have to let go of material things to see what’s really important.	Esperanza leaves behind all of her possessions to come to America and pursue a new life with her mother.	Hatchet	When you’re faced with a challenge, you find out how strong you really are.	Brian is attacked by a Moose and wants to give up but he finds the strength to keep going.	January’s Sparrow	Never give up hope.	Sadie’s family constantly faces obstacles as they journey northward, but they never give up and finally find a life of freedom.
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Assessments	<b>Independent Reading Conferences:</b> One possible way that these indicators												

	<p>can be assessed is through conferring.</p> <p><b>Text-Dependent Analysis:</b> Students in upper-grades can complete a text-dependent analysis writing assignment. A sample prompt is provided below.</p> <ul style="list-style-type: none"> <li>• Write about a theme (or life lesson) that this story develops. Use details from the story to support your answer. When writing about themes, remember to:             <ul style="list-style-type: none"> <li>○ write about how a theme comes through in different parts of the story</li> <li>○ discuss parts from early and late in the story that show this theme</li> <li>○ explain how those parts from across the story support this theme</li> </ul> </li> </ul> <p>Click here to access the TDA rubric. <a href="https://ed.sc.gov/tests/tests-files/sc-ready-files/tda-rubric/">https://ed.sc.gov/tests/tests-files/sc-ready-files/tda-rubric/</a></p> <p><b>Multiple Choice with Constructed Response:</b></p> <p>A. Which of the following is a theme that is represented in [name of text]?</p> <ol style="list-style-type: none"> <li>a. Friends can be found in unexpected places.</li> <li>b. Facing difficult situations makes you stronger.</li> <li>c. Stand up for your beliefs.</li> <li>d. Be true to yourself.</li> </ol> <p>B. On the lines provided below, describe and analyze how the author developed the theme. Use specific details and examples from the text in your response.</p>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Interactive Read-Alouds 4-5</i> by Linda Hoyt</li> <li>• <i>The Common Core Lesson Plan Book K-5</i> by Gretchen Owocki</li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li>• “Thank You, Ma’m” by Langston Hughes</li> <li>• <i>Crash</i> by Jerry Spinelli</li> <li>• <i>Esperanza Rising</i> by Pam Munoz Ryan</li> <li>• <i>Riding Freedom</i> by Pam Munoz Ryan</li> <li>• <i>The Memory String</i> by Eve Bunting</li> <li>• <i>Fly Away Home</i> by Eve Bunting</li> <li>• <i>The Man Who Walked Between the Towers</i> by Mordicai Gerstein</li> <li>• <i>Hatchet</i> by Gary Paulsen</li> <li>• <i>The Tiger Rising</i> by Kate DiCamillo</li> <li>• <i>Every Living Thing</i> by Cynthia Rylant</li> <li>• <i>Number the Stars</i> by Lois Lowry</li> </ul>

Standard 6: Summarize key details and ideas to support analysis of central ideas. (INFORMATIONAL)	
Indicator(s)	<b>5-RI.6.1</b> Summarize a text with two or more central ideas; cite key supporting details.
Description	<p>As students move from fourth to fifth grade, one of the differences in this indicator is that students must be able to summarize texts with more than one central idea. In fourth grade, they were taught to summarize multi-paragraph texts. This means that students must read longer texts in fifth grade. Students also must cite key supporting details. Citing does not necessarily mean the same as quoting. Citing is a bit more formal and may sound like the example below:</p> <p style="padding-left: 40px;">One of the central ideas in <i>When Lunch Fights Back</i> is the fact that animals are all equipped with unique adaptations that help them to survive dangerous situations. For example, in Chapter Two, the author describes the African hairy frog and how it may seem defenseless as it is attacked by a river otter. However, on page 11, the author writes about how the frog uses sharp bones in its legs to attack the otter and escape.</p> <p><i>Central idea:</i> The central unifying element which ties together all other elements of the text; dominant impression.</p> <p>It is important to remember that, at this level, <i>central idea</i> goes beyond a topic. Students can begin to think about central idea by identifying the topic. Then they can begin to determine what the author is trying to say about that topic. For example, if students read a book entitled, <i>Monkeys</i>, it would be fairly simple to deduce that the topic is monkeys. Students need to ask themselves, “What is this text saying about monkeys?” One possibility might be that the central idea is “Monkeys are very intelligent.”</p>
Activities	<p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>● 8.5 Boxes and Bullets (Use the term “central idea” in place of “main idea” when using this strategy.)</li> <li>● 8.7 Paraphrase Chunks, Then Put It Together</li> <li>● 8.11 Add Up Facts to determine Main Idea (Use the term “central idea” in place of “main idea” when using this strategy.)</li> <li>● 8.16 What? And So What?</li> </ul> <p><b>The following Signposts are from <i>Reading Nonfiction, Notice and Note Stances, Signposts, and Strategies</i>:</b></p> <ul style="list-style-type: none"> <li>● <i>Contrasts and Contradictions:</i> A sharp contrast between what we would expect and what we observe happening; a difference between two or more elements in the text</li> <li>● <i>Extreme or Absolute Language:</i> Language that leaves no doubt about a situation or an event, allows no compromise, or seems to exaggerate or overstate a case</li> </ul>


	<ul style="list-style-type: none"><li>• <i>Numbers and Statistics</i>: Specific Quantities or comparisons to depict the amount, size, or scale. Or, the writer is vague and imprecise about numbers when we would expect more precision.</li><li>• <i>Quoted Words</i>: Opinions or Conclusions of someone who is an expert on the subject (Voice of Authority), or someone who might be a participant in or a witness to an event (Personal Perspective). Other times, the author might simply cite others (Others' Words) to provide support for a point.</li></ul> <p><b>Group Activities:</b></p> <ul style="list-style-type: none"><li>• Groups write the topic and central idea of what they have read in the center of a large piece of chart paper. Working together, each student in the group selects one key section and draws or writes a summary of the key information provided by that portion of the text. Students then discuss how their chosen portion relates to the central idea. They add to their work as new insights are generated.</li></ul> <p><b>Capture This!</b></p> <p>Capture This! is a lesson frame for students to think through the most important information in a text by deciding the key parts to retell. Working alone, with a partner, or with a team, students use a graphic organizer (see below) to organize the content into what they think are the most important parts. Sticky notes are placed on the organizer and moved around until students find an order that seems meaningful and a set of statements that captures the key parts.</p>
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	<p>Figure RIT 2.9</p> <p><b>Capture This!</b></p> <p>Name: _____ Date: _____</p> <p>Title: _____</p> <p>Use sticky notes to retell the key ideas in this text.</p>  <p>© 2012 by Gretchen Owocki, from <i>The Common Core Lesson Book, K-5</i>. Portsmouth, NH: Heinemann.</p> <p><i>The Common Core Lesson Book, K-5</i></p>
<p>Assessments</p>	<p><b>Independent Reading Conferences:</b> The teacher may ask questions such as:</p> <ul style="list-style-type: none"> <li>• Talk about what you learned in this text.</li> <li>• What is one central idea of the text? How did you know? What details did you see in the text which support this idea?</li> <li>• Can you think of another central idea? How did you know? What details did you see in the text which support this idea?</li> <li>• Explain why these ideas might be important.</li> </ul> <p><b>Written Summaries:</b> Students in upper grades can also complete written</p>



	<p>summaries of multi-paragraph texts. A sample prompt is included below:</p> <p>Summarize the text, "(insert text title here)." When summarizing, remember to:</p> <ul style="list-style-type: none"> <li>• write about the central ideas</li> <li>• include carefully selected details that support the central ideas</li> <li>• keep your summary brief</li> <li>• write about the ideas in the text, not your own opinions.</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>The Common Core Lesson Book, K-5</i> by Gretchen Owocki</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Reading Nonfiction: Notice &amp; Note - Stances, Signposts, and Strategies</i> by Kylene Beers and Robert E. Probst</li> <li>• <i>Units of Study for Teaching Reading</i> by Lucy Calkins, Series Editor</li> </ul> <p><b>Mentor Text Suggestion:</b></p> <ul style="list-style-type: none"> <li>• <i>When Lunch Fights Back</i> by Rebecca L. Johnson</li> </ul>

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities. (LITERARY)	
Indicator(s)	<p><b>5-RL.7.1</b> Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences</p> <p><b>5-RL.7.2</b> Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.</p>
Description	Students need many opportunities to explore how themes, topics and pattern of events are presented in a variety of formats. Diverse media may include any of the following: texts, poetry, plays, songs/music, artwork, etc.
Activities	<p>Give students opportunities to explore different media with similar themes. A few possibilities are included.</p> <p><b>Racial Unity/Peace:</b>            Where is the Love by The Black Eyed Peas (song)  <a href="https://play.google.com/music/preview/Tvwglftfxzgtndoxsdjjkpnlem?lyrics=1&amp;utm_source=google&amp;utm_medium=search&amp;utm_campaign=lyrics&amp;pcampaignid=kp-lyrics">https://play.google.com/music/preview/Tvwglftfxzgtndoxsdjjkpnlem?lyrics=1&amp;utm_source=google&amp;utm_medium=search&amp;utm_campaign=lyrics&amp;pcampaignid=kp-lyrics</a>  <i>January's Sparrow</i> by Patricia Polacco (book)            "Unity" (artwork)</p> 

**Take Risks**

Why Not? By Hillary Duff (song)

*Ish* by Peter Reynolds (book)

Photograph of Tightrope Walker (Use any image- a sample is provided below.)



**Friendship**


Wonder by Raquel J. Palacio (book)

You've Got a Friend in Me by Randy Newman (song)

<https://www.azlyrics.com/lyrics/randynewman/youvegotafriendinme.html>

"Best Friends" by Debra Banister (art work)



	<p><b>Perseverance</b> Try Everything by Shakira (song) <a href="https://www.azlyrics.com/lyrics/shakira/tryeverything.html">https://www.azlyrics.com/lyrics/shakira/tryeverything.html</a> <i>Henry's Freedom Box</i> by Ellen Levine Rock Climber Art <a href="http://www.virtuesforlife.com/perseverance/">http://www.virtuesforlife.com/perseverance/</a></p>  A photograph of a person rock climbing a steep, textured cliff face. The climber is silhouetted against a bright, golden sunset sky with scattered clouds. The sun is low on the horizon, creating a strong backlight effect. The background shows distant, hazy mountains.
Assessments	After reading/viewing different media on the same topic, students can write a reflection which compares and contrasts the way the theme is portrayed in each example.
Resources	Resources are noted within the Activities section.

**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. (INFORMATIONAL)**

Indicator(s)

**5-RI.7.1** Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

Description

In third grade, students learned to compare and contrast diverse texts on the same topic, idea, or concept. The biggest difference in the indicator as students move to fourth and fifth grade is the fact that students need to use a combination of primary and secondary sources when comparing.

*Primary Source:* An original source—such as a work of literature, a historical manuscript, material in archival collections, or an interview—that is used as part of research. Examples of primary sources include: photographs, drawings, letters, diaries, documents, books, films, posters, play scripts, speeches, songs, sheet music, and first-person accounts recorded at the time an event happened.

*Secondary Source:* Any source other than a primary source that is used in researching a particular subject. A secondary source is created by someone either not present when the event took place or removed by time from the event. Examples of secondary sources include textbooks, informational books, journal articles, histories, and encyclopedias.

Activities

**The following minilesson from *The Reading Strategies Book* by Jennifer Serravallo**

- 10.20 Primary Sources

**Comparison Chart:** A comparison chart can be used as students examine a primary and secondary source. The sample below compares a photograph from the New York Times and a Junior Scholastic Article about Homelessness.

Event, Topic, Concept, or Idea	Primary Source	Secondary Source
Homelessness	Photograph- Shows the way homeless people are ignored as people in large cities pass by them without even a second glance. The photo really tugs at your heartstrings.	Article- provides big-picture information, lots of statistics and facts. Parts of the article are touching and parts are very "to-the-point."

	<p><b>Text Sorting:</b> Give students a stack of resources, some primary and some secondary. Give students opportunities to sort texts into two categories: primary and secondary sources. Allow opportunities for discussion about the similarities and differences between the two.</p> <p><b>Text Sets:</b> Give students opportunities to compare and contrast primary and secondary sources of the same account/topic. Several examples are listed below:</p> <p>The Story of Ruby Bridges</p> <ul style="list-style-type: none"> <li>• <i>The Story of Ruby Bridges</i> by Robert Coles</li> <li>• <i>Ruby Bridges</i> by Ruby Bridges and Grace Maccarone</li> <li>• <i>The Education of Ruby Nell</i> by Ruby Bridges Hall</li> <li>• <i>Ruby Bridges the Movie</i> Part 1/9</li> </ul> <p>The Story of the Fourteen Cows</p> <ul style="list-style-type: none"> <li>• <i>14 Cows for America</i> by Carmen Agra Deedy</li> <li>• <i>Cows: Cows and the Maasai</i> by Peachtree Publishers</li> <li>• “Where 9/11 News is Late, But Aid is Swift” by Marc Lacey</li> </ul>
Assessments	<p>The following prompt can be used to assess this indicator:</p> <p>Both of these texts can be used to teach about an important topic/concept/idea. Compare and contrast how the two texts depict the information. Include specific details in your response to support your thinking.</p> <p>*Note: Two sample text sets are included in the Appendix which can be used with this prompt: Ellis Island (2 texts) and William Kamkwamba (1 text and 1 video)</p>
Resources	<ul style="list-style-type: none"> <li>• <i>The Reading Strategies Book</i> by Jennifer Seravallo</li> <li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> <li>• <i>Units of Study for Teaching Reading</i> by Lucy Calkins, Series Editor</li> </ul>



<b>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. (LITERARY)</b>	
Indicator(s)	<p><b>5-RL.8.1</b> Cite evidence within text to:</p> <p>a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,</p> <p>b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.</p>
Description	<p>As students move from fourth to fifth grade, one difference in the expectation of this indicator is that students should cite evidence within text to support their thinking. "Cite" does not necessarily mean "quote." Citing can mean that students refer to a specific part of a text. For example, a student might say/write:</p> <p>"In chapter three, Mom and Miriam have an argument. Miriam is very angry and she shouts at Mom. Her face is red and she has tears running down her cheeks. This shows how upset she is. Mom, on the other hand, is very calm, and she listens to Miriam. Even though her feelings are hurt, she doesn't tell Miriam. This shows that Mom is patient and put her daughter's need above her own. Arguments like this show how Mom and Miriam's relationship is very strained, which makes the story more intense."</p> <p>Students in fifth grade should also begin to notice how setting and events have an impact on the plot of the story.</p> <p>Part B of this indicator is similar to the 4th grade indicator, but political context is added in 5th grade.</p>
Activities	<p><b>The following Signposts are from <i>Notice and Note, Strategies for Close Reading</i> by Kylene Beers and Robert E. Probst:</b></p> <ul style="list-style-type: none"> <li>• <i>Contrasts and Contradictions</i>: A sharp contrast between what we would expect and what we observe the character doing; behavior that contradicts previous behavior or well-established patterns</li> <li>• <i>Aha Moment</i>: A character's realization of something that shifts his actions or understanding of himself, others, or the world around him</li> <li>• <i>Tough Questions</i>: Questions a character raises that reveal his or her inner struggles</li> <li>• <i>Words of the Wiser</i>: The advice or insight a wiser character, who is usually older, offers about life to the main character</li> <li>• <i>Again and Again</i>: Events, images, or particular words that recur over a</li> </ul>

	<p>portion of a novel</p> <ul style="list-style-type: none"> <li>• <i>Memory Moment</i>: A recollection by a character that interrupts the forward progress of the story</li> </ul> <p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 5.17 Two-Sided Problems</li> <li>• 5.18 Does the Story Have to Be Set There, and Then?</li> <li>• 5.22 Vivid Setting Description and Impact on Character</li> <li>• 5.26 Historical Notes Prime Prior Knowledge</li> <li>• 5.27 Analyzing Historical Contexts</li> <li>• 5.28 Micro-/Meso-/Macroenvironment Systems: Levels of Setting</li> <li>• 6.14 Interactions Can Lead to Inferences</li> <li>• 6.15/6.17 Talk and Actions as Windows</li> <li>• 6.16/6.17 The Influences on Character</li> <li>• 6.16/6.15 Out of Character Character</li> <li>• 6.20 Conflict Brings Complexity</li> <li>• 6.22 Consider Character in Context</li> </ul>
Assessments	<p><b>Independent Reading Conferences:</b> Both indicators can be assessed through Independent Reading conferences. Sample questions could include:</p> <ul style="list-style-type: none"> <li>• How has the character in your book changed? Can you show me where you noticed that in the text? What caused the change? Can you show me where that happened?</li> <li>• How has the social/historical/cultural/political context impacted the book? Can you show me some examples? How has that affected the characters/setting/plot? Can you show me an example of what you noticed? What seems unique about your character because of the time period?</li> </ul> <p><b>The text, “Papa’s Parrot” from <i>Every Living Thing</i> by Cynthia Rylant can be used with the following prompt.</b></p> <p><a href="http://teachersites.schoolworld.com/webpages/TeamIOP/files/papa's%20parrot.pdf">http://teachersites.schoolworld.com/webpages/TeamIOP/files/papa's%20parrot.pdf</a></p> <p>The story, <i>Papa’s Parrot</i>, details the relationship between Harry and Papa.</p> <p>Write an essay analyzing Harry’s and Papa’s relationship. When analyzing characters, remember to:</p> <ul style="list-style-type: none"> <li>• describe the characters, using specific details from the text.</li> <li>• explain how the characters change in the story.</li> <li>• include how different story elements (other characters, setting, key events) contributed to the change.</li> <li>• explain how this specific excerpt impacts the plot of the story.</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Units of Study for Teaching Reading</i> by Lucy Calkins, Series Editor</li> <li>• <i>Notice and Note Strategies for Close Reading</i> by Kylene Beers and Robert E. Probst</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Seravallo</li> </ul>



	<p><b>Mentor Text Possibility:</b></p> <ul style="list-style-type: none"><li>• <i>Every Living Thing</i> by Cynthia Rylant</li></ul> <p><b>Read Aloud Possibilities for Cultural Context:</b></p> <ul style="list-style-type: none"><li>• <i>Cheyenne Again</i> by Eve Bunting</li><li>• <i>Mufaro's Beautiful Daughters</i> by John Steptoe</li><li>• <i>Grandfather's Journey</i> by Allen Say</li><li>• <i>Lon Po Po</i> (any version)</li><li>• <i>Strega Nona</i> by Tomie DePaola</li><li>• <i>The Other Side</i> by Jacqueline Woodson</li></ul> <p><b>Read Aloud Possibilities for Historical Context:</b></p> <ul style="list-style-type: none"><li>• <i>Pink and Say</i> by Patricia Polacco</li><li>• <i>So Far From the Sea</i> by Eve Bunting</li><li>• <i>Gleam and Glow</i> by Eve Bunting</li><li>• <i>Uncle Jed's Barbershop</i> by Margaree King Mitchell</li><li>• <i>The Promise Quilt</i> by Candice F. Ransom</li></ul> <p><b>Read Aloud Possibilities for Social Context:</b></p> <ul style="list-style-type: none"><li>• <i>Fly Away Home</i> by Eve Bunting</li><li>• <i>Fourth Grade Rats</i> by Jerry Spinelli</li><li>• <i>Loser</i> by Jerry Spinelli</li><li>• <i>Wonder</i> by R.J. Palacio</li><li>• <i>Out of My Mind</i> by Sharon Draper</li></ul> <p><b>Read-Aloud Possibilities for Political Context:</b></p> <ul style="list-style-type: none"><li>• <i>Esperanza Rising</i> by Pam Munoz Ryan</li><li>• <i>Among the Hidden</i> by Margaret Peterson Haddix</li><li>• <i>Breaking Through</i> by Francisco Jimenez</li><li>• <i>Crossing the Wire</i> by Will Hobbs</li></ul>
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<b>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts. (INFORMATIONAL)</b>	
Indicator(s)	<p><b>5-RI.8.1</b> Analyze how the author uses words and phrases to shape and clarify meaning.</p> <p><b>5-RI.8.2</b> Apply knowledge of text features in multiple sources to gain meaning or solve a problem.</p>
Description	<p><b>Author's Use of Words and Phrases:</b> Students at the fourth grade level learned to study and give careful consideration to the ways that authors use words and phrases to shape and clarify meaning. In fifth grade, students are expected to analyze how the author uses words and phrases. This means that students should be able to select specific examples of authors' words and phrases in text and then explain how those examples impact the text.</p> <p><b>Text Features:</b> In previous grades, students have learned about: title pages, illustrations/photographs, fonts, glossaries, tables of contents, indexes, headings, bullets, captions, appendices, timelines, maps, and charts to locate information and gain meaning.</p> <p>In fourth grade, students learned to apply knowledge of all of the above text features to gain meaning and describe the relationship between these features and the text. This means that students should be able to notice how text and the features interact. For example, an article on Volcanoes may have a diagram of a volcano with labels. In a section of the text, the author may write in detail about the different parts. Students should be able to describe how the text relies on the diagram to give a visual that the text could not express.</p> <p>As students move into fifth grade, the biggest change is that students must be able to use information from text features to solve a problem.</p>
Activities	<p><b>Problem-Based Learning or Challenge-Based Learning Experiences:</b> Students should be given opportunities to use informational texts to solve real-world problems. For example, the class may decide on an issue that is affecting them personally, such as food choices in the cafeteria, bullying at school, access to technology, etc. As students research solutions to their selected issue or problem, they will need to incorporate all they know about reading informational texts.</p> <p><b>Use Info-Graphics:</b> During Independent Reading and Research, give students opportunities to examine infographics to look for answers to issues. Click here to view a sample info-graphic on the effects of soda.  <a href="http://media.creativebloq.futurecdn.net/sites/creativebloq.com/files/images/2015/">http://media.creativebloq.futurecdn.net/sites/creativebloq.com/files/images/2015/</a></p>

	<p><a href="#">07/cokelarge.jpg</a></p> <p><b>Interactive Read Aloud/Independent Reading:</b> This context is a great way to model for students how we as readers can notice the ways in which authors use interesting words and phrases in their writing. The teacher should facilitate discussion about the impact of the author's word choice on the text and on the reader. As an extension, the teacher can ask students to flag words and phrases they notice when reading informational texts.</p> <p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 10.10 Why a Visual?</li> <li>• 10.12 Don't Skip It!</li> <li>• 10.13 Integrate Features and Running Text</li> <li>• 10.14 Hop In and Out Using the Table of Contents</li> <li>• 10.15 Maps</li> <li>• 10.16 Old Information, New Look</li> </ul>
Assessments	<p><b>Independent Reading Conferences:</b> The teacher can assess students' understanding of these two indicators as students are reading informational text on their own. The teacher might ask questions such as:</p> <ul style="list-style-type: none"> <li>• What kinds of words and phrases did the author use to explain types of bullying that happen in schools? Can you show me some examples in your book? How did those affect the text? How did they affect you as a reader?</li> <li>• Can you show me some of the text features that helped you find the information you were looking for? How did those features relate to the text? How might you use the information here to solve your problem?</li> <li>• Specific Text Feature Probe: The teacher may sometimes ask a student to focus on a specific feature. The teacher can say, "Look at the drawing on page 6. What kind of information can you learn from the drawing? How does this drawing interact with the text?"</li> </ul> <p><b>Independent Reading Assessment:</b> Students can also complete an Independent Reading Assessment. Students can select an informational text to read on their own. As they read, they can use sticky notes to identify craft techniques and text features and describe how those features and techniques interact with the text.</p> <p>Both of these indicators can be assessed with other indicators. For example, if another indicator may be assessed with an article which contains various text features, assess these indicators at the same time.</p> <p><b>Formative/Summative Assessment:</b> Ideally, assessing students' abilities to compare and contrast texts and use text features to locate and gain information will occur frequently and across settings. Teachers should create an assessment/record keeping system to maintain a written record that highlights each student's proficiency in these skills and indicators. A qualitative rubric with descriptors, such as "meets expectations," "making progress toward expectations," and "needs additional support" should be created to maintain consistency.</p>

	Have students look for and identify a number of text features in books and describe the important information gained from each feature. Use this as a way to ensure students are using text features to support their reading of the text.
Resources	<ul style="list-style-type: none"> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> <li>• Fountas and Pinnell Benchmark Assessment System</li> <li>• South Carolina Department of Education Office of Standards and Learning</li> <li>• Problem-Based Learning Information from Cornell University  <a href="https://www.cte.cornell.edu/teaching-ideas/engaging-students/problem-based-learning.html">https://www.cte.cornell.edu/teaching-ideas/engaging-students/problem-based-learning.html</a> </li> </ul>

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Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts. (LITERARY)	
Indicator(s)	<p><b>5-RL.9.1</b> Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.</p> <p><b>5-RL.9.2</b> Analyze and cite examples of how the author's choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.</p>
Description	<p>Students have been introduced to figurative language, dialogue, imagery, idioms, adages, and proverbs in previous grades. In fifth grade, students should be able to cite examples of all of these during discussions and when writing about texts. When students make a statement that an author uses imagery, they should be able to give an example to support that statement.</p> <p><i>Adage:</i> An old and well-known saying that expresses a general truth; a saying often in metaphorical form that embodies a common observation. Example: The early bird gets the worm.</p> <p><i>Proverb:</i> A brief popular saying that gives advice about how people should live or that expresses a belief that is generally thought to be true. Example: Too many cooks spoil the broth.</p> <p>Students need to notice the ways that authors use words, conventions, and illustrations as a way of reaching the reader, specifically in creating mood, contributing to meaning, and emphasizing aspects of characters and setting. For example, in <i>Harry Potter and the Chamber of Secrets</i>, J.K. Rowling describes Gilderoy Lockhart by saying, he "was wearing robes of forget-me-not blue that matched his eyes. His pointed wizard's hat was set at a jaunty angle on his wavy, blonde hair." At another point, she says, "He was flashing dazzlingly white teeth to the crowd." By describing the character this way, the author emphasized that Lockhart is very consumed with his looks without having to come right out and say it. Students should be able to cite examples and then discuss the impacts of author's craft on the text and the reader.</p>
Activities	<p><b>Interactive Journals:</b> Give students opportunities to read selected amounts of text and look for examples of authors' craft techniques. This can also be recorded on sticky notes. This can be very open-ended or the teacher can ask students to look for a particular type of language or device.</p> <p><b>Stop-and-Chats:</b> This strategy provides a useful forum for setting up students to read with a specific purpose in mind and fostering conversations related to that purpose. They can be tailored to support students' explorations of words.</p> <ol style="list-style-type: none"> <li>1. Two or three students who are reading the same text place a marker at</li> </ol>

	<p>an agreed-upon stopping point. As they read, they use a sticky note to write down interesting language or descriptions. Generally just one or two examples will provide enough substance for a rich conversation.</p> <ol style="list-style-type: none"> <li>Upon reaching the stopping point, students discuss possible meanings of their documented words/phrases and then place the marker at the next agreed-upon stopping point.</li> <li>As a possible follow-up, the words may be revisited through whole-class or small group discussion with the teacher.</li> </ol> <p><b>Word Appreciation Readings:</b> These are sessions organized for students to revisit text with a specific aesthetic purpose in mind. After students have read a poem or story at least once, they go back to the text a second time to look closely for rich or interesting uses of language.</p>
Assessments	<p><b>The following minilesson is from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>13.13 Lifting a Line (This lesson can be adapted by asking students to lift a phrase.)</li> </ul> <p><b>Independent Reading Conferences:</b> The teacher can assess students' understanding of these two indicators as students are reading texts on their own. The teacher might ask questions such as:</p> <ul style="list-style-type: none"> <li>What kinds of words and phrases did the author use that made you feel a certain way? Can you show me some places in the book?</li> <li>Can you show me some of the places that the author used sound devices? Figurative language?</li> <li>How did the sound devices/figurative language change the text? How did they affect you as a reader?</li> </ul> <p><b>Independent Reading Assessment:</b> Students can also complete an Independent Reading Assessment. Students can select a text (book and/or set of poems) to read on their own. As they read, they can use sticky notes to identify sound devices, figurative language, and craft techniques and describe how those features contributed to the meaning.</p> <p><b>Text-Dependent Analysis:</b> The following question should be used with the story, "Stray" from <i>Every Living Thing</i> by Cynthia Rylant.</p> <p>The author, Cynthia Rylant, uses dialogue throughout the story. Write an essay explaining how the author uses dialogue to shape the meaning of the story and reveal the characters' feelings. Use evidence from the story to support your response.</p>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li><i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> <li><i>The Reading Strategies Book</i> by Jennifer Seravallo</li> <li><i>Units of Study for Teaching Reading</i> by Lucy Calkins, Series Editor</li> </ul>

	<p><b>Anchor Text Suggestions:</b></p> <ul style="list-style-type: none"><li>• <i>Saturdays and Teacakes</i> by Lester Laminack (This text has many examples of figurative language as well as rich, descriptive language.)</li><li>• <i>Every Living Thing</i> by Cynthia Rylant</li></ul> <p><b>Read Aloud Possibilities for Imagery:</b></p> <ul style="list-style-type: none"><li>• <i>Two Bad Ants</i> by Chris Van Allsburg</li><li>• <i>Fireflies</i> by Julie Brinkloe</li><li>• <i>Every Living Thing</i> by Cynthia Rylant</li></ul> <p><b>Read Aloud Possibilities for Hyperbole:</b></p> <ul style="list-style-type: none"><li>• <i>The Bossier Baby</i> by Marla Frazee</li><li>• <i>Hogwash</i> by Karma Wilson</li><li>• <i>Lies and Other Tall Tales</i> by Christopher Myers</li><li>• <i>Those Darn Squirrels</i> by Adam Rubin</li></ul> <p><b>Adages and Proverbs:</b> Click here to view a few common Proverbs. <a href="http://www.readwritethink.org/files/resources/lesson_images/lesson184/common_proverbs.pdf">http://www.readwritethink.org/files/resources/lesson_images/lesson184/common_proverbs.pdf</a></p> <ul style="list-style-type: none"><li>• Aesop's Fables</li></ul>
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**Standard 10 (LITERARY) / STANDARD 9 (INFORMATIONAL): Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

Indicator(s)	<p><b>5-RL.10.1, 5-RI.9.1</b> Use cause and effect relationships and comparisons to determine the meaning of words or phrases.</p> <p><b>5-RL.10.2, 5-RI.9.2</b> Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p> <p><b>5-RL.10.3, 5-RI.9.3</b> <i>Students are expected to build upon and continue applying previous learning.</i></p> <p><b>5-RL.10.4</b> <i>Students are expected to build upon and continue applying previous learning.</i></p> <p><b>5-RL.10.5, 5-RI.9.4</b> <i>Students are expected to build upon and continue applying previous learning.</i></p> <p><b>2-RL.10.6, 2-RI.9.5</b> Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.</p>
Description	<p>The purpose of this standard is two-fold. First, students need to be taught how to use resources that are available to them to help them learn about and read new words. Students must be explicitly taught how to use context clues to figure out unknown words. Simply cueing student to “look at clues in the sentence” is not enough. Students must also be taught how to use base words, affixes, individual words in a compound word, and multimedia resources. Print and multimedia resources could include dictionaries and thesauruses, both print and online, as well as glossaries, other books and websites. Second, students need to be able to use the words they acquire, both general and domain-specific.</p> <p><i>General Academic Vocabulary:</i> Words used in the learning of academic subject matter including specific academic terms and technical language related to each field of study. These could include words that are specific to content, e.g., <i>simile</i>, <i>telescope</i>, and <i>photosynthesis</i> or that are related to learning tasks, e.g. <i>draw conclusions</i> and <i>hypothesize</i>.</p> <p><i>Domain-Specific Vocabulary:</i> Relatively low-frequency, content-specific words that appear in textbooks and other instructional materials. Examples: <i>quadrilaterals</i> in math and <i>orbit</i> in science.</p> <p>The difference in this indicator between fourth and fifth grade is that fifth graders need to be able to use cause and effect relationships and comparisons to</p>



	<p>determine the meaning of words or phrases.</p> <p>In the book <i>When Lunch Fights Back</i> by Rebecca L. Johnson, the author states, “When threatened by predators such as foxes and ferrets, many salamanders flare their ribs to make their bodies look bigger.” The reader may be unsure of the meaning of the word “predator.” However, the author uses a cause and effect relationship to make the meaning more clear.</p> <p>Cause: Bigger animal threatens the salamander Effect: Salamander tries to make himself look bigger</p> <p>This helps the reader to understand that a predator must be a larger animal from which a salamander must need to protect itself.</p>
Activities	<p><b>Words Their Way Sorts for Syllables and Affixes Spellers</b> by Francine Johnston, et. al</p> <p><b>Words Their Way Sorts for Derivational Relations Spellers</b> by Shane Templeton, et. al</p> <p>Click here to access Word Study Resources <a href="http://www.tinyurl.com/words101stuff">www.tinyurl.com/words101stuff</a></p> <p><b>Shades of Meaning:</b> Assign students various words with similar meanings yet different degrees. Paint sample cards are useful for this. Select paint samples with shades of the same color. Students can use these to create a list of words that range in intensity. (see below)</p> <div data-bbox="443 1169 993 1717"> </div> <div data-bbox="993 1073 1425 1717"> </div> <p><b>Word of the Day:</b> The teacher can select a word of the day or word of the week. This activity works well in a Morning Meeting. The teacher would introduce the word and explain what it means, and use it in a sentence. The teacher would encourage students to try and use that word in their talk or writing throughout the</p>

day or week. As students use the word, the teacher can add examples to a class chart so that students see the word used in different contexts. The teacher may even want to keep a chart with all of the words of the day for a certain time period (month/quarter) so that students continue to see and use the words.

**Word Study Activities:** Small Group Lessons, Sorts, Games, etc. Resources from the *Words Their Way Sorts for Syllables and Affixes Spellers* will be particularly helpful.

**Alphaboxes:** This is a great strategy to use for teaching domain-specific (or unit-specific) vocabulary. These are sometimes called “Portable Word Walls” and students can keep them in folders or notebooks. Throughout a unit of study, students add words they learn to the Alphaboxes. During class discussions, the teacher should encourage the students to use the language acquired in their conversation. Students should also use this vocabulary in their writing.

**Alphaboxes**

The Book Earth Science

The Reader(s)

A ash atmosphere anthracite aa	B basalt beaches	C Crest cone coal Composite clouds continental drift	D divergent boundary deposition decay dinosaurs diamonds
E Earth erupt earthquake erosion extinct	F fault fossil fossil fuel	G geysers gems granite	H hot hardness Hawaii
I igneous Ice	J Jagged Jetty Jewelry	K Kilauea Kinetic energy	L limestone luster lava layers
M mantle magma minerals metamorphic	N nature new land	O ozone	P Pangea Plants
Q quartz quakes	R rocks rock cycle	S shield streak sediment seismograph sedimentary	T tides tsunami tectonic plates tornadoes
U underground	V volcano violent	W weathering water	Xyz extreme extra Zig Zag Yellowstone

**Wide Reading:** One of the best ways to increase vocabulary is wide reading!

	<p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 11.6 Look to Text Features</li> <li>• 11.8 Word Part Clues-- Prefixes and Suffixes</li> <li>• 11.9 Stick to Your Story</li> <li>• 11.10 Use Part of Speech as a Clue</li> <li>• 11.11 Infer to Figure it Out</li> <li>• 11.14 Know the Word, Use the Word</li> <li>• 11.15 Context + Clues = Clarity</li> <li>• 11.19 It's Right There in the Sentence!</li> </ul>
Assessments	<p>These indicators can be assessed during Independent Reading Conferences. The teacher can select words that have affixes, compound words, or words that have surrounding context clues and ask the student, "What might this word mean? How do you know?"</p> <p>Exit slips or short reflections about science/social studies topics can also be used to assess students' use of domain-specific words.</p>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>No More "Look Up the List" Vocabulary Instruction</i> by Charlene Cobb, et. al</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Inside Words</i> by Janet Allen</li> <li>• <i>Words Their Way Sorts for Syllables and Affixes Spellers</i> by Francine Johnston, et. al</li> <li>• <i>Words Their Way Sorts for Derivational Relations Spellers</i> by Shane Templeton, et. al</li> <li>• Reading Rockets <a href="http://www.readingrockets.org">www.readingrockets.org</a></li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li>• <i>When Lunch Fights Back</i> by Rebecca L. Johnson (Available on Epic! <a href="https://www.getepic.com/">https://www.getepic.com/</a> )</li> <li>• <i>Alien Deep</i> by Bradley Hague</li> </ul>

<b>Standard 10 (INFORMATIONAL): Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.</b>	
Indicator(s)	<b>5-RI.10.1</b> Compare and contrast a primary and secondary account of the same event or topic.
Description	<p>A primary account is a firsthand account, told by a person who experienced something firsthand. A secondary account is an account that is retold based on various sources of information.</p> <p>In fourth grade, students learned how to identify the difference between a primary and secondary account. In fifth grade, they are expected to compare and contrast them. This means they must look for both similarities and differences.</p>
Activities	<p><b>Text Sets:</b> Give students opportunities to compare and contrast primary and secondary accounts of the same event or topic. Several examples are listed below:</p> <p>The Story of Ruby Bridges</p> <ul style="list-style-type: none"> <li>• <i>The Story of Ruby Bridges</i> by Robert Coles</li> <li>• <i>Ruby Bridges</i> by Ruby Bridges and Grace Maccarone</li> <li>• <i>The Education of Ruby Nell</i> by Ruby Bridges Hall</li> <li>• <i>Ruby Bridges the Movie</i> Part 1/9</li> </ul> <p>The Story of the Fourteen Cows</p> <ul style="list-style-type: none"> <li>• <i>14 Cows for America</i> by Carmen Agra Deedy</li> <li>• <i>Cows: Cows and the Maasai</i> by Peachtree Publishers</li> <li>• "Where 9/11 News is Late, But Aid is Swift" by Marc Lacey</li> </ul> <p>Pearl Harbor (Some of these resources are from Discus and may not work if you are not at school)</p> <ul style="list-style-type: none"> <li>• Journal Entries written by Lt. Richard Mueller Nixon, USN, Gunnery Officer, <i>USS West Virginia</i>  <a href="http://usswestvirginia.org/stories/story.php?id=11">http://usswestvirginia.org/stories/story.php?id=11</a></li> <li>• Interview with Pearl Harbor Eye Witnesses  <a href="http://teacher.scholastic.com/pearl/transcript.htm">http://teacher.scholastic.com/pearl/transcript.htm</a></li> <li>• Information about the Bombing of Pearl Harbor from The History Channel  <a href="http://www.history.com/topics/world-war-ii/pearl-harbor">http://www.history.com/topics/world-war-ii/pearl-harbor</a></li> <li>• Roosevelt's Speech after the Bombing of Pearl Harbor</li> <li>• Scholastic News: Two interviews with Veterans who experienced the attack firsthand  <a href="http://magazines.scholastic.com/news/2016/12/Surviving-Pearl-Harbor">http://magazines.scholastic.com/news/2016/12/Surviving-Pearl-Harbor</a></li> </ul>
Assessments	The following prompts can be used to assess this indicator. This prompt uses the Ellis Island Text Set included in the Appendix.

	<ul style="list-style-type: none"> <li>• What is the point of view of “A New Start”? Why is that important? When writing about point of view, remember to: <ul style="list-style-type: none"> <li>○ name the point of view (is it a primary or secondary account?)</li> <li>○ write about how the point of view affects how information is presented.</li> </ul> </li> <li>• What is the point of view of the letter? Why is that important? When writing about point of view, remember to: <ul style="list-style-type: none"> <li>○ name the point of view (is it a primary or secondary account?)</li> <li>○ write about how the point of view affects how information is presented.</li> </ul> </li> <li>• How are the sources similar? How are they different?</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>The Common Core Lesson Book K-5</i> by Gretchen Owocki</li> <li>• <i>Units of Study for Teaching Reading</i> by Lucy Calkins, Series Editor</li> </ul> <p>Additional resources are linked within the Activities section.</p>

Standard 11 (LITERARY): Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	
Indicator(s)	<p><b>5-RL.11.1</b> Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.</p> <p><b>5-RL.11.2</b> Students are expected to build upon and continue applying concepts learned previously.</p>
Description	<p>In previous grades, students learned to explain the differences between first and third person points of view. They also learned to determine how the author's choice of point-of-view influences the text and the reader. In fifth grade, students need to begin noticing how point-of-view impacts how events are described. For example, in the book <i>Because of Mr. Terupt</i> by Rob Buyea, each chapter is told by a different member of the fifth grade class. The same events are described from different characters' perspectives.</p> <p>Students are only required to know and understand first and third person points-of-view. There is no need to introduce the very rare second person point-of-view. This only appears in a few texts, such as <i>Choose Your Own Adventure</i> books. Introducing second person can cause confusion in an already difficult indicator.</p> <p>In fifth grade, teachers can begin to introduce the terms <i>omniscient</i> and <i>limited</i> when discussing third-person narrators.</p> <p><i>Omniscient Point of View</i>: a third-person narrator functioning as an all-seeing, all-hearing, all-knowing speaker who reads the thoughts and feelings of any and all characters</p> <p><i>Limited Omniscient Point of View</i>: a story told by a third-person narrator whose omniscience is limited, or restricted, to a single character.</p>
Activities	<p><b>The following minilesson from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>6.11 Character Comparisons</li> </ul> <p><b>Read Aloud:</b> <i>They All Saw a Cat</i> by Brendan Wenzel</p> <p><b>Read Texts with Multiple Narrators:</b> Give students the opportunity to select a multiple-narrator book. As students read their texts, use the following questions to confer with readers and assess students' understanding. Some suggestions for texts are listed in the resources section.</p>

	<ul style="list-style-type: none"> <li>• Was each chapter told in first or third person? How do you know?</li> <li>• What did you notice about the way the characters thought about each other?</li> <li>• Did any of the characters have a similar point of view to another character(s)? If so, which ones? What did you notice?</li> <li>• Did any of the characters have a different point of view to another character(s)? If so, which ones? What did you notice?</li> <li>• What did we learn about the importance of seeing multiple characters' point of view?</li> </ul>
Assessments	<p>The following text-dependent question is intended to be used following a reading of "The Sign of the Cat."</p> <p><a href="http://www.ppsliteracycoachconnect.com/uploads/9/7/1/3/9713808/grade4_spring_passage_1.pdf">http://www.ppsliteracycoachconnect.com/uploads/9/7/1/3/9713808/grade4_spring_passage_1.pdf</a></p> <p>Grandma has strong feelings about the people that show up at her door. How would you describe Grandma's perspective? When writing about perspective, remember to:</p> <ul style="list-style-type: none"> <li>• write about how the character feels about something important in the story</li> <li>• explain how the character's life experience or role affects his feelings.</li> </ul> <p><b>Independent Reading Conferences:</b> During conferences, the teacher should talk with students about books students are reading on their own. Questions to assess these indicators could include:</p> <ul style="list-style-type: none"> <li>• Tell me about the narrator of your book. Who is telling the story?</li> <li>• How might the story be different if ____ were telling the story?</li> <li>• How do you think ____ feels about ____?</li> <li>• Why do you think the author selected ____ to be the narrator of the story?</li> </ul>
Resources	<p><b>Professional Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> </ul> <p><b>Read Aloud Possibilities:</b></p> <ul style="list-style-type: none"> <li>• <i>They All Saw a Cat</i> by Brendan Wenzel</li> <li>• <i>Because of Mr. Terupt</i> by Rob Buyea</li> <li>• <i>Wonder</i> by R.J. Palacio</li> <li>• <i>Auggie and Me</i> by R.J. Palacio</li> <li>• <i>Schooled</i> by Gordon Korman</li> <li>• <i>Voices in the Park</i> by Anthony Browne</li> <li>• <i>Seedfolks</i> by Paul Fleischman</li> </ul>



<b>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing. (INFORMATIONAL)</b>	
Indicator(s)	<p><b>5-RI.11.1</b> Apply knowledge of text structures across multiple texts to locate information and gain meaning.</p> <p><b>5-RI.11.2</b> Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.</p>
Description	<p>Text structure refers to the overall way the author has organized the information. Informational text structures include: Categorical; Description; Sequence (Chronological); Problem and Solution; Question and Answer; Cause and Effect and Compare/Contrast. All of these text structures have been introduced in previous grades. Some readers find it difficult to recognize the structure being used within the text. As a result, reading the text becomes a challenge. For those students who immediately notice how the text is organized, the structure guides their reading and supports understanding. Often, a book may not use the same structure for an entire book. Within the same book, one chapter may include Question and Answer, one may include Cause and Effect, and one may include Compare/Contrast.</p> <p>The primary focus in fifth grade is to apply what students already know about text structures to read multiple texts to locate information and gain meaning. This means that students must have opportunities for research with multiple sources.</p> <p>Students in fifth grade should also be able to categorize the information they read. They need to be able to know which reasons support which points the author makes.</p>
Activities	<p><b>The following minilessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>• 8.12 Track Down Opinion Clues in Solutions</li> <li>• 8.13 Opinion-Reasons-Evidence</li> <li>• 8.19 Consider Structure</li> </ul> <p><b>RAN Strategy:</b> Students can use the RAN strategy to identify things they want to learn about a topic. During reading, students should use the text structure to locate the information they are looking for and learn about the topic.</p>



What I Think I Know...				Confirmed (Prior Knowledge ✓)			
It has no mass	Tree needs oxygen	Carbon Dioxide	A Gas	Weather	It is invisible	Michael Beaker can be covered by thick mist cold air molecules	It has temperature
		Nitrogen		Can be hot or cold	Thomas can't touch it	It contains pollution	Hot air sometimes causes flight
				Diffusing Gravity	Depend on the weather / flying easily	The same the reason it's designed helps it fly (thrust) the air goes	Air plane's jets push it forward
				Using 5,000 Poppers	Gas fuel	Hot air can't lift the plane	Right right for plane
				birds have feathers to help fly	Wings	Wind but air balloons	Birds wings

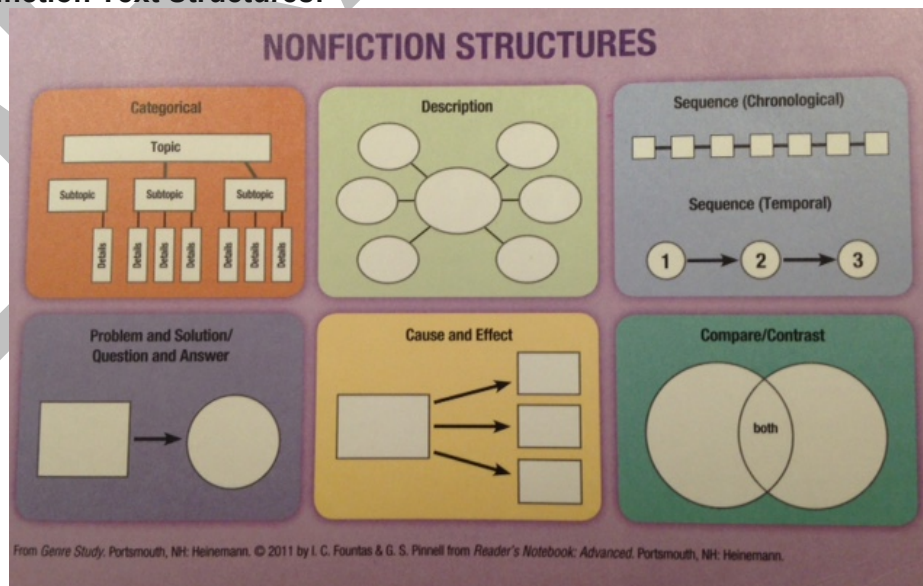
New Information/Learning				Wonderings (?)...extensions			
I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.	I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.	I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.	I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.	I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.	I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.	I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.	I learned that Newton's Law of Gravity says that everything has a force of gravity pulling it down.
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RAN Chart R: Research to confirm your knowledge (what I thought) A: Ask questions N: New information	What I Think I Know I share information I think to be correct about the topic	Confirmed! I research to confirm your knowledge (what I thought) I know!	Misconceptions I research to discover incorrect prior knowledge about the topic	Wonderings I have new information now, but I now have some new questions!	New Learning I research to locate additional information not stated in prior knowledge
<b>Group A</b> Research Questions: What do killer whales eat? How do they hunt? What other interesting facts do you go? Read pp. 1-7	M.T.T.R. Killer whales might find alone. -Shane	M.T.T.R. Killer whales eat fish and seals. -Jordan	M.T.T.R. Killer whales attack and kill people. -J.R. M.T.T.R. Killer whales and fish are predators like Krill. -Amy	M.T.T.R. Do killer whales like to hunt alone? -J.R. M.T.T.R. Do killer whales attack and kill people? -J.R.	M.T.T.R. Killer whales eat fish and seals. -Jordan M.T.T.R. Killer whales attack and kill people. -J.R. M.T.T.R. Killer whales attack and kill people. -J.R.

### Problem-Based Learning or Challenge-Based Learning Experiences:

Students should be given opportunities to use informational texts to solve real-world problems. For example, the class may decide on an issue that is affecting them personally, such as food choices in the cafeteria, bullying at school, access to technology, etc. As students research solutions to their selected issue or problem, they will need to incorporate all they know about reading informational texts.

### Nonfiction Text Structures:



*Genre Study Teaching with Fiction and Nonfiction Books*

Assessments	To assess this standard, a student could use multiple texts and identify the text structure(s) the author uses. The student should also be able to describe how the text structure supports the author's specific points. The student can also explain which text was more helpful for their research and why.
Resources	<ul style="list-style-type: none"><li>• <i>The Common Core Lesson Plan Book, K-5</i> by Gretchen Owocki</li><li>• <i>The Reading Strategies Book</i> by Jennifer Seravallo</li><li>• Reading Rockets Website <a href="http://www.readingrockets.org">www.readingrockets.org</a></li><li>• <i>Reality Checks</i> by Tony Stead</li><li>• <i>Genre Study Teaching with Fiction and Nonfiction Books</i> by Irene C. Fountas &amp; Gay Su Pinnell</li><li>• Problem-Based Learning Information from Cornell University <a href="https://www.cte.cornell.edu/teaching-ideas/engaging-students/problem-based-learning.html">https://www.cte.cornell.edu/teaching-ideas/engaging-students/problem-based-learning.html</a></li></ul>

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader. (LITERARY)	
Indicator(s)	<p><b>5-RL.12.1</b> Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.</p> <p><b>5-RL.12.2</b> Compare how different crafted text structures contribute to meaning and impact the reader.</p>
Description	<p>Having a sense of structure and how texts are organized can support students in holding meaning across the pages of a text. When reading stories, students learn to expect chapters. When reading drama, students learn to expect scenes. When reading poetry, understanding the structural element of stanzas helps students pull together the ideas and consider how they are related. When teaching students about characteristics of structures, it is always about meaning making and not simply recognizing the structures. Students should be able to answer the question: Why do you think the author organized the ideas this way?</p> <p>Students in fifth grade should be able to use the terminology that is specific to a given genre when discussing texts.</p> <p>Sample Structures by Genre:</p> <ul style="list-style-type: none"> <li>• Poetry: line breaks, stanzas, stanza breaks</li> <li>• Drama: acts, scenes, stage directions</li> <li>• Prose: chapters, paragraphs</li> </ul> <p>In chapter seven of <i>Wondrous Words</i>, Katie Wood Ray writes extensively about the characteristics of crafted text structures. She explains how she pulls a lot of picture books when organizing her library by structure. Picture book texts are <i>short</i>, and so considering a structure at work in a shorter text is much easier than in a longer text. She goes on to explain crafted text structures cross all genres, all types of texts, and writing for all kinds of audiences. In any study of text structures, it is important for students to describe why they believe an author uses that particular structure.</p>
Activities	<p><b>Investigation Workshop:</b> Often, students see paragraphs and can even use the term “paragraph” when talking about texts. However, students don’t always understand why we use paragraphs. Begin by giving students an excerpt of text to examine closely in groups. Students should make note of the ways that each paragraph begins (dialogue, transition words/phrases, etc). After making notes, the teacher can engage the class in a discussion about when and why authors make paragraphs. This lesson/activity can be adapted to examine scenes or stanzas as well.</p> <p><b>Semantic Features Analysis Chart:</b></p>

This type of chart can be used to compare the overall structure of story, drama, or poem. This can be used before, during, and after whole-class Read Alouds OR in small groups.

Elements	Poetry	Drama	Prose/Stories
Chapters			
Dialogue			
Line Breaks			
Plot			
Rhythm			
Scenes			
Stage Directions			
Stanzas			
Themes			

*The Common Core Lesson Book K-5*

Assessments

**Independent Reading Conferences:** Look at the way the author organized this (refer to chapters in stories, scenes in drama, and/or stanzas in poetry). Why do you think the author organized the ideas this way?

Resources

- *The Common Core Lesson Book, K-5* by Gretchen Owocki
- *Wondrous Words* by Katie Wood Ray
- *Everyday Editing* by Jeff Anderson

**Standard 13 (LITERARY) / Standard 12 (INFORMATIONAL): Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

Indicator(s)	<p><b>5-RL.13.1, 5-RI.12.1</b> Engage in whole and small group reading with purpose and understanding.</p> <p><b>5-RL.13.2, 5-RI.12.2</b> Read independently for sustained periods of time to build stamina.</p> <p><b>5-RL.13.3, 5-RI.12.3</b> Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>
Description	<p>In order to be “College and Career Ready”, a strong foundation begins in Kindergarten and continues through all subsequent grades as students read increasingly more complex texts. By reading a wide variety of texts, students gain both literary knowledge as well as cultural knowledge of the world we live in. Students need to gradually be given extended periods of time to actually READ. Standard 13 is almost like a recital. It gives students the opportunity to pull together <i>all</i> of the things they have learned throughout standards 1-12 and practice it in order to become independent critical readers and thinkers.</p>
Activities	<p>5-RL.13.1, 5-RI.12.1</p> <p><b>Whole Group Reading Activities:</b> Read Alouds, Interactive Read Alouds, and Shared Reading</p> <p><b>Small Group Reading Activities:</b> Partner Reading, Reader’s Theater, and Guided Reading group activities</p> <p>5-RL.13.2, 5-RI.12.2</p> <p><b>The following Lessons are from <i>The Reading Strategies Book</i>:</b></p> <ul style="list-style-type: none"> <li>● 2.19 Finding Reading Territories</li> <li>● 2.20 Reflect on the Past and Plan for the Future</li> <li>● 2.21 You’ve Got to “Get It” to Be Engaged</li> <li>● 2.23 Set Page Goals</li> <li>● 2.24 Read with a Focus to Focus</li> <li>● 2.25 Monitor Your Stamina and Pace</li> <li>● 2.26 Does It Engage Me?</li> <li>● 2.27 Hear the Story</li> </ul> <p>5-RL.13.3, 5-RI.12.3</p> <p>Being a critical reader means students can read closely and think as they read. Students respond to text in many ways- it does not always need to be written down. Sometimes a response may even be to read more texts on a given topic or in a series, because they want to know more about a character or topic. Responses to texts can also include Book Reviews, conversations with partners,</p>



	<p>whole group conversations, letters, and other written responses.</p> <p><b>The following minilessons are from <i>The Reading Strategies Book</i> and focus on ways that students can talk about texts:</b></p> <ul style="list-style-type: none"> <li>• 12.15 Say Something Meaningful</li> <li>• 12.16 Try an Idea on for Size</li> <li>• 12.17 Challenge Questions</li> <li>• 12.18 Moving on to a New Idea</li> <li>• 12.19 Determining the Importance in Another's Ideas</li> <li>• 12.20 Power Questions</li> <li>• 12.21 Bring on the Debate</li> </ul> <p><b>The following minilessons are from <i>The Reading Strategies Book</i> and focus on ways that students can write about texts:</b></p> <ul style="list-style-type: none"> <li>• 13.10 Note Taking Helps to Understand Nonfiction</li> <li>• 13.11 The Best of Times, the Worst of Times</li> <li>• 13.12 What Happened/What It Makes Me Think T-Chart</li> <li>• 13.13 Lifting a Line</li> <li>• 13.14 Writing Long</li> <li>• 13.15 Write, Talk, Write</li> <li>• 13.17 Compare Books for New Ideas</li> <li>• 13.18 Reacting, Responding</li> <li>• 13.19 Flash Essay</li> <li>• 13.20 Writing to Question and Critique</li> <li>• 13.21 Write from Inside the Story</li> <li>• 13.22 Idea Connections</li> <li>• 13.23 Pile It On</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Anecdotal notes taken during Independent Reading</li> <li>• Reading Stamina Challenge Notes</li> <li>• Student Engagement Inventory ("Sweeps for Engagement"- See High Progress Literacy Website OR School Literacy Coach) <a href="https://highprogressliteracy.com/">https://highprogressliteracy.com/</a></li> <li>• Reading Logs</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Conferring with Readers</i> by Jennifer Serravallo</li> <li>• <i>No More Independent Reading without Support</i> by Debbie Miller and Barbara Moss</li> <li>• <i>No More Reading for Junk</i> by Barbara A. Marinak and Linda B. Gambrell</li> <li>• <i>The Daily Five</i> by Gail Boushey and Joan Moser</li> <li>• High Progress Literacy Website <a href="https://highprogressliteracy.com/">https://highprogressliteracy.com/</a></li> <li>• <i>The Book Whisperer</i> by Donalyn Miller</li> </ul>



# APPENDIX

DRAFT

## Text 1

### A New Start

Each year, many people come to New York City. They come to visit museums, to study at famous colleges, to enjoy art and music. But from 1892–1954, millions of people came for a different reason. They came to start a new life in America. 1

Ellis Island is a small island in the New York harbor. It was set up as the country's main immigration station. For those sixty years, nearly every immigrant coming to America had to pass through Ellis Island. 5

Most people came to America on a ship and the journey was long and difficult. But once people arrived at Ellis Island, their journeys were not over. The immigrants had to pass inspections before they were allowed to enter America. The inspection started as soon as they started climbing the stairs to the room where the inspections were held. A doctor stood at the top of the stairs and watched people to see if they were showing any signs of trouble walking up the stairs. 10

When it was time for a person's full medical examination, nicknamed the "six-second inspection," they were examined by a doctor to make sure they were healthy. Inspectors wrote chalk letters on people's lapels to show trouble: L for lameness if they couldn't walk well, E for eyesight if they couldn't see well. People who were marked were sent for more inspections and if they were sick, they were sent to the Ellis Island hospital. They could be kept at the Ellis Island Hospital for weeks or even months. In many cases, people were sent back to their home countries. 15 20

People had to pass both medical and legal inspections. During the legal inspection, immigration officers asked people questions to make sure they would be able to support themselves in America: *Where were you born? Are you married? What is your occupation?* Each immigrant was asked many questions. Many immigrants had to show they could pass a reading test. 25

Immigrants could also be kept for not passing the legal inspection. They would have to live at Ellis Island for a few days or longer and wait for their case to be reviewed again. 30

Sometimes, one family member didn't pass one of these inspections, and had to stay on Ellis Island. The rest of the family would often wait for them at Ellis Island, sometimes for months.

So why did people put up with these struggles in order to live in America? Each immigrant's story was different, but there were a few main 35

reasons that people thought the struggles were worth it. People came for a better life, for safety, for freedom.

Many immigrants from countries like Ireland, Italy, and Greece came to America hoping for a better life. They were tired of barely having enough food to eat or clothes to wear. In many of these countries, people were told that in America, “the streets were paved with gold.” Of course, the streets in America weren’t really made of gold. What they meant was that in America, there were jobs. America was a place where people could make a better life. 40

Immigrants who came from country that is now called Turkey came to America in order to be safe. Some were in danger of being jailed or killed for speaking out against their government. Many Turkish people came so that they wouldn’t be forced to join the military in Turkey. 45

A third group of immigrants came for the freedom to practice their religions. Many of these were Jewish people coming from Russia. At that time in Russia, there were many laws that made life difficult for Jews. They were not allowed to practice their religion openly. It is estimated that over 3 million Jews came through Ellis Island looking for religious freedom in America. 50

People came to Ellis Island for other reasons as well. As John F. Kennedy once said, “There were probably as many reasons for coming to America as there were people who came.” 55

Today, Ellis Island is not an immigration station. It is a museum where visitors can read the stories of some of the millions of immigrants who came to Ellis Island hoping for a new start in America.

## Text 2

May 14, 1892

1

Dear Thomas,

I have seen a lot of water these last few days. I miss everybody. The trip was long and boring. One morning I woke up to the sound of people cheering on the deck. I ran up to see what was happening. In the distance, I saw a tall figure in the water that looked like it was holding something in the air. My father had told me about the Statue of Liberty. I watched everyone around me. Some were crying, some were jumping up and down, and some were silent. We had finally made it. I had heard from the other passengers that we had to go through a place called Ellis Island before we could enter America. Ellis Island had tall red brick buildings that looked like both a castle and prison. 5 10

When we got there, there was a lot of confusion. At the end of each aisle were a doctor and guard. They were drawing letters on people's coats with chalk! When it was my family's turn, the doctor asked my parents questions about how they were feeling. They checked our hair, our ears, and our eyes. They listened to our hearts and asked us to take big deep breaths. They did not draw on our coats like they did on many people. I was worried because I thought this was bad. I was so scared! Then Father told me that letters stood for diseases they thought people had. If you had an eye disease you could be sent home. If you were sick, they could keep you in the Ellis Island Hospital. 15 20

After we passed the medical test, we had to take one more test. My father had to answer questions the inspectors asked him. They asked him his name, if he was married, what was his skill, if he had ever been in prison, what would his job be in America, how much money he had and where we were going to live in America. The inspectors accepted his answers. We only had enough money for the next part of our journey—to get our train tickets to Connecticut! 25

I hope one day you will come to America. Now you know what to expect. I miss you very much. Sincerely, 30

Your American Cousin,

William Patrick O'Connor

## Kid Power!

The famous scientist, Albert Einstein, said, “Imagination is more important than knowledge.” Einstein believed that it is very important for people to imagine and to create. Even young people can make amazing creations. 1

Caine Monroy is one such boy. When he was nine years old, Caine built a giant arcade out of cardboard boxes in his dad’s auto parts store. Caine worked all summer to make his arcade so that it looked like a real arcade. He made booths that each held a game. In one game, people used a hook to pick up a stuffed animal. Caine also found a way for people to get tickets when they won his games just like they do at real arcades. After Caine made his arcade, he couldn’t wait for the crowds of people to show up to enjoy his creation. But Caine’s arcade didn’t have a single customer. Caine was so sad! But he didn’t give up. No way! Creative people don’t just give up when things get hard. Instead, Caine just kept working to make his arcade better and better. 5 10 15

Then one day, a man named Nirvan Mullick came by and decided to play at Caine’s arcade. Caine showed him all of the games and sold him a Fun Pass so Mullick could play more games. Mullick was a filmmaker. He was so impressed that he decided to make a film about Caine’s arcade. He used the Internet to invite tons of people to come play at Caine’s arcade. Soon the arcade was crowded, and Caine was so happy. The film about Caine’s arcade inspired the Global Cardboard Challenge that gets kids all over the world to follow Caine’s example and be creative. So far, more than 225,000 kids in 60 countries have taken part. 20

Fifteen-year-old Ann Makosinski also used creativity to make something special. Ann has a friend who lives far away in the Philippines. Her friend couldn’t do her homework because her home had no electricity, and it had no lights at night. Ann worked and worked and finally she designed a flashlight that could light up without electricity or batteries. The flashlight used the warmth of her hand as a source of power. Ann won a top prize and appeared on TV news shows but she hasn’t stopped. She is trying now to make her flashlights brighter. 25 30

William Kamkwamba lived in a small village in Malawi, a country in Africa. William’s parents, like many of the people in his country, were farmers. The only food they had to eat was the food they grew. When 35



By Erik (HASH) Hersman from Orlando

William was fourteen, there was a terrible drought in the country. No rain came. The crops couldn't grow. His family had no food and no money. William had to quit school because his parents did not have enough money to pay for it. He still wanted to learn so he went to the library to read books. One day, he read that windmills can create power from the wind. William thought, *If I can make a windmill, I might be able to light up our home and to pump water for the crops.* William knew that if he could make a windmill, his family would not have to depend so much on the rain.

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It was not easy for William to make a windmill. He had to go to a scrap yard to get many of the parts he needed. People said he was wasting his time. The first time he tried to get the windmill to power his father's radio, smoke poured out of the radio. But William didn't give up! He kept on reading science books and trying to make his windmill work.

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Then one day, William's windmill worked. His machine lit a lightbulb! People were amazed. But William didn't just sit back and celebrate. Instead, he studied his windmill and realized it didn't yet work perfectly. If the wind blew too hard, the windmill sometimes broke. And the windmill couldn't yet pump water. William worked and worked and finally he built

50

another windmill. This time, his windmill pumped water onto his mother's vegetable garden. The family could grow more vegetables. And as news about William's windmill spread, donors offered to pay for him to return to school. 55

Being creative and building new things is not always easy. It may take many tries to make an invention that works. It may take months or even years before you get your design the way you want it. Other people might tell you your ideas will not work. But if you believe in your ideas, it is important to keep working on your design or invention. Kids who are creative are powerful! Kids who are creative can change the world! 60



## Text 2 (Video or Text)

### William Kamkwamba's TED talk, "How I Harnessed the Wind"

**T**his excerpt from William Kamkwamba's TED talk, "How I Harnessed the Wind," is available as a video and as a transcript.

**Video:** If you choose to show the video, start playing the clip at 2:08 to the end. This video can be found online at:

<https://www.youtube.com/watch?v=6QkNxt7MpWM&list=PL5BE325428B51979C>

**Transcript:** If you choose to have your students read the transcript, have them start at 02:08 and read to the end. The transcript of the video can be found online at:

[https://www.ted.com/talks/william\\_kamkwamba\\_how\\_i\\_harnessed\\_the\\_wind/transcript?language=en](https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind/transcript?language=en)

*Note: If you have trouble accessing either link, try searching "How I Harnessed the Wind" for the video and "How I Harnessed the Wind transcript" for the transcript.*