

Standard 1: Reading

FIFTH GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, asterisks, ampersands) and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</p> <p>2. reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>.</p>	<p>The teacher...</p> <p>1. (a) uses <i>Punctuation Carousel</i> for students who struggle with conventions or for review. Students create actions for each of the punctuation marks being studied. The students walk in a circle while the teacher reads a sentence. As each punctuation occurs in a sentence, the student performs the appropriate action.</p> <p>(b) has the students create a visual image that expresses the function of a given punctuation mark.</p> <p>(c) has the students participate in a paired reading experience. The listener evaluates the reader's use of inflection or pauses based on the punctuation marks used in the reading.</p> <p>(d) gives the students a printed copy of a short poem. Students highlight all punctuation and then practice reading aloud using correct punctuation. Then have one student or teacher read aloud without using the correct punctuation. Other students comment or discuss how the punctuation changes the meaning.</p> <p>2. (a) uses <i>Reader's Theater</i> to provide oral experiences in fluency.</p> <p>(b) uses <i>Paired Reading</i> to provide practice in oral reading.</p> <p>(c) models for students while reading aloud by using a <i>Think Aloud</i> strategy.</p> <p>(d) uses Repeated Reading as a strategy to focus attention on pace, phrasing, intonation and rhythm. Students read and reread a text to increase fluency.</p> <p>(e) works with the music teacher to find a variety of musical selections to use as examples of pace, phrasing and rhythm.</p>

<p>3. uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</p> <p>4. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.</p> <p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>(f) uses <i>choral reading</i> of poetry. Stanzas or lines can be assigned to various groups of students. <i>Narrative</i> poems may be divided into parts based on the <i>character</i> who is speaking. Several books of poetry are written specifically in multiple voices for <i>choral reading</i>.</p> <p>3. (a) creates sentences that are not fluent. Students read these sentences aloud and discuss the fluency. Students rewrite sentences to be more fluent and then read aloud again.</p> <p>4. (a) uses <i>Word Sorts</i>. Students are given a variety of words and they sort them according to <i>affixes</i>, compounds, root words, etc. in order to focus on the patterns.</p> <p>(b) uses Paired Reading or Repeated Reading as a way to practice words in text.</p> <p>5. (a) has students read two pieces of text on the same <i>theme</i> but each in a different text type. After reading, students compare/contrast “how” they adjusted the rate for each and “why”. This process is repeated at various times throughout the year with contrasting text types.</p> <p>(b) selects a short passage of text in any of the four text types. Students are given a one minute time limit to read it. After reading, discuss how well they comprehended. Would their comprehension have increased with more time? Would it have increased if the text type were different (<i>narrative</i> vs. one of the other types)?</p> <p>(c) models for students while reading aloud. The teacher slows down and rereads if necessary for comprehension.</p> <p>(d) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (<i>narrative, expository, technical, persuasive</i>). Have students create a chart describing how they adjusted their own reading rate for each</p>
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type of text.

(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 1: Reading

FIFTH GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. ▲ determines the meaning of words or phrases by using context clues (e.g., <i>definitions, restatements, examples, descriptions</i>) from sentences or paragraphs. 2. uses <i>synonyms, antonyms, homophones, and homographs</i> to determine the meaning of words. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) facilitates students in the creation of posters that have each of the types of context clues defined with examples given. Students and teacher refer to this poster throughout the year. (b) creates <i>Bellwork</i> or <i>Sponge Activities</i> around context clues. For example, students are directed to find an example of the context clue, <i>definition</i>, in some text in the room or in their independent reading. 2. (a) has students play Password as a way to focus on <i>synonyms</i> or <i>antonyms</i>. Students are paired and two pairs are selected to begin. One person in each pair is given a word and must "convey" the meaning of the word to his/her partner using <i>synonyms</i> or <i>antonyms</i>. Each pair takes turns giving clues. Audience members write down the words they would use to convey the hidden word to the partner. Students share their words after the word has been discovered. Pairs are rotated in after each round. (b) uses a drama strategy. Teacher assigns cooperative groups of three or four students a set of words. Each group member is given a role: Actor, Director, or Coach. The actor acts the word out. The Director distributes the words and directs the presentation. The Coach keeps the group on task and encourages. Roles change with each new word and groups present to their words to the class. (c) gives students an open-ended sentence such as " _____ <i>character</i> is precocious." Students then come up with <i>synonyms</i> or <i>antonyms</i> that are also associated with the <i>character</i>. Any <i>character</i> can be used from literature being used in the classroom. (d) creates a <i>word wall</i> to support students' use of <i>synonyms</i>.

<p>3. ▲▲ chooses reference materials (e.g., dictionaries, encyclopedias, glossaries, thesauri, on-line reference materials) appropriate to the task.</p> <p>4. ▲ determines meaning of words through knowledge of word structure (e.g., contractions, ▲ <i>root words</i>, ▲ <i>prefixes</i>, ▲ <i>suffixes</i>).</p> <p>5. determines the meaning of <i>figurative language</i> by interpreting <i>similes</i>, <i>metaphors</i>, <i>idioms</i>, <i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, and <i>personification</i>.</p>	<p>(e) in social studies, assists the students in making word puzzles for unfamiliar vocabulary terms.</p> <p>3. (a) asks students a question regarding in which resource the information would be found; the student indicates the resource in which to find the information.</p> <p>(b) chooses information to be researched at the interest level of the students, and creates a Scavenger Hunt which requires them to identify the appropriate reference material associated with a given question, NOT the actual research information.</p> <p>4. (a) uses <i>Word Sorts</i> to focus students' attention on various contractions, <i>root words</i>, <i>prefixes</i>, and <i>suffixes</i>.</p> <p>(b) uses direct instruction in meanings of <i>prefixes</i> and <i>suffixes</i>.</p> <p>5. (a) uses direct instruction in <i>similes</i> and <i>metaphors</i> using <i>graphic organizers</i>. For example, the organizers for <i>metaphors</i> has four boxes; two at the top, one in the middle and one at the bottom.</p> <p>(b) has students create a visual example or drawing of the literal version of an idiom and then below the picture write the figurative meaning, or the figurative meaning is inferred by students in a Museum Walk.</p> <p>(c) uses art work to help students visualize and create <i>similes</i>. Provide a picture and a three-column graphic organizer labeled Object, What it Makes You Think Of, and How it looks, sounds or moves. Model for students by saying something like, "The tree in this painting reminds me of flame." Complete the graphic organizer with students. "The object is the tree. It makes me think of a flame. A flame dances and flickers." After students have generated several examples for the organizer, they create a three-line poem that begins, "Welcome to the World where..." Students complete the poem by selecting <i>similes</i> from the graphic organizer or creating new ones of their own. (Welcome to the world where a tree dances and flickers like a flame....) This creates a good variety of work around a central <i>theme</i> and is wonderful to post around the room.</p>
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<p>6. recognizes the differences between the meanings of <i>connotation</i> and <i>denotation</i>.</p>	<p>(d) uses a variety of <i>graphic organizers</i> to help illustrate the various forms of figurative language.</p> <p>(e) uses examples from literature and creates a class book of <i>figurative language</i>.</p> <p>6. (a) takes examples from literature that shows positive and negative <i>connotations</i> about the same word (e.g., a specific author was a prolific author, or she was long-winded.)</p> <p>(b) can use a <i>Semantic Feature Analysis</i> with two of the categories being positive <i>connotation</i> or negative <i>connotation</i>.</p> <p>(c) has students write <i>synonyms</i> of a word, such as "thrifty," on sticky notes. Students then place the <i>synonyms</i> they generated in one of two categories labeled Positive <i>Connotation</i> and Negative <i>Connotation</i>. Class discusses what makes each positive or negative.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 1: Reading

FIFTH GRADE

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, ▲glossary, ▲index, ▲headings, ▲subheadings, <i>topic</i> and summary sentences, ▲captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. 3. uses prior knowledge, content, and text features to make, revise, and confirm predictions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) labels four chart papers with each of the four text types. Teacher and students add characteristics as they are determined through class discussion and instruction. 2. (a) creates a text Scavenger Hunt focusing on text features and their function within the text. (b) points out specific text features in a <i>Shared Reading</i> with students and initiates a discussion as to their purposes - especially for boldface type and italics. (c) during social studies, group the students into groups of 3-4. The teacher gives each group a Kansas road map and instructs the students in the groups to write questions that can be answered using the map, legend, scale, and grid system. They must also make an answer key to accompany their questions. The teacher compiles the questions and distributes them to the other groups to answer. 3. (a) uses a KWL graphic organizer to focus on prediction use. (b) creates and models an <i>Anticipation Guide</i> to access prior knowledge and make predictions. Students record their thoughts and opinions, then read to check the accuracy of their prior knowledge. (c) models and uses a vocabulary strategy to help students activate prior knowledge. For <i>narrative</i>, students are given a list of words or phrases from the text. They must categorize the words according to story elements (<i>setting, characters, events/actions, problem/goal, resolution, and theme</i>). Once completed, they compose a written

<p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses information from the text to make inferences and draw conclusions.</p> <p>6. ▲ identifies text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>).</p>	<p>prediction about the text they will read. For <i>expository text</i>, students are given a list of words or phrases from the text they will read. They must then categorize the words according to Problem/Solution, Cause/Effect, <i>main idea</i> and details, description, sequence, or compare/contrast (are the words part of the problem, or part of the solution?). They then write a written prediction about the piece they will be reading. Finally, regardless of text type, the students revise or confirm their predictions.</p> <p>(d) models use of SQ3R to aid students comprehension of text.</p> <p>4. (a) uses higher order questions stems to assist students in question generation.</p> <p>(b) creates a set of six cards with each card representing one level of Bloom's Taxonomy. The teacher models by asking a question about the current text being read based on each of the respective cards. After practice, students could write their own questions using similar cards.</p> <p>(c) uses <i>Question/Answer Relationship</i>.</p> <p>(d) models questioning through read alouds to class.</p> <p>5. (a) models making inferences and drawing conclusions by using a think aloud.</p> <p>(b) models making inferences and drawing conclusions by using optical illusions such as the "Old Lady/Young Lady."</p> <p>6. (a) finds short examples of each type of text structure (often easily located in a social studies or science textbook). Teacher and students analyze the text to determine the elements of each structure and why the author selected that particular type for that specific information.</p> <p>(b) creates examples when the text structure isn't effective for the author's purpose.</p> <p>(c) uses a variety of picture books to demonstrate each type of text</p>
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<p>7. ▲ compares and contrasts varying aspects (e.g., <i>topics, characters' traits, themes, problem-solution, cause-effect relationships</i>) in one or more appropriate-level texts.</p> <p>8. ▲ links causes and effects in appropriate-level <i>narrative, expository, and technical texts</i>, and identifies signal words related to cause-effect relationships.</p> <p>9. ▲▲ retells <i>main ideas</i> or events as well as supporting details in appropriate-level <i>narrative, expository, technical, and persuasive texts</i>.</p> <p>10. ▲ identifies the <i>topic, main idea(s), supporting details, and theme(s)</i> in appropriate-level texts.</p>	<p>structure.</p> <p>7. (a) uses various compare/contrast <i>graphic organizers</i>, such as a <i>Venn Diagram, cause-effect, or problem-solution graphic organizers</i>.</p> <p>(b) during social studies, has students compare and contrast the human characteristics, and physical processes and characteristics of two or more regions of the United States using compare and contrast charts, <i>Venn Diagrams</i>, or other graphic representations.</p> <p>(c) provides students with sticky notes and as students read they put a sticky note with a frowning face when they identify a problem and a smiley face when they identify a solution. A sticky note with a baseball bat identifies a cause and one with a hit ball identifies an effect.</p> <p>8. (a) uses the ball and bat described in the previous instructional example to create posters for signal words.</p> <p>(b) has students work in pairs to determine cause-effect relationships in which students create the cause for a given effect or vice versa (e.g., _____ because the sidewalk was wet. The ten-year-old shouted at his mother so, _____.) Students can create their own relationship puzzles for one another.</p> <p>9. (a) models and uses <i>graphic organizers</i> such as <i>Story Frames</i> (for <i>narrative text</i>) or an outline to retell text.</p> <p>(b) models and uses <i>SWBS or Somebody/Something Wanted But So</i>. “Somebody” is the character or subject, “wanted” is the goal, “but” is the problem and “so” is the solution. Example: Goldilocks (Somebody) wanted some food (Wanted) but the porridge was too hot (But) so she tried the other bowl.</p> <p>(c) uses oral retellings using a variety of texts. Students can share in pairs or small groups rather than whole class.</p> <p>10. (a) models and uses <i>graphic organizers</i> to help students visualize the relationship among <i>topic, main idea</i> and supporting details</p>
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<p>11. ▲▲ identifies the <i>author's purpose</i> (e.g., to persuade, to entertain, to inform).</p> <p>12. establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p>	<p>(b) facilitates students in an activity looking at the impact of supporting details on the <i>main idea</i> and <i>topic</i>. The teacher makes a large triangle out of yarn divided into three horizontal sections. Students are given cards with a detail on each one. For example, each student has a card with a different form of transportation. They place their card in the bottom of the triangle. The teacher asks students what major category the cards represent. Then the teacher asks what the cards are mainly about. The teacher asks certain students to take their cards away and again asks what the cards are mainly about. This shows the relationship of the details to the <i>main idea</i>.</p> <p>(c) teaches the idea of <i>theme</i> by having students generate a list of movies all students have seen until they reach of list of 5. Then, students are divided into groups and asked to complete the statement, _____(movie title), a story about _____. Students may need to work from a list of typical story <i>themes</i> from a wall chart: courage, equality, revenge, desire, dreams, imagination, suffering, family, loneliness, fears, prejudice, growing up, love, etc. (the author's ideas about the subject).</p> <p>(d) in social studies, uses the text or other secondary sources to construct a table that summarizes geographic, political, economic, and religious reasons that brought settlers to Kansas. Label the sections of the table "<i>Topic</i>", "<i>Main Idea</i>", and "<i>Supporting Details</i>".</p> <p>11. (a) creates 3 wall charts, a separate one for persuade, entertain and inform. Each chart has two columns with one column labeled "If the Author Uses..." and the other column labeled "The Author's Purpose Might Be..." The chart is filled in as different texts are read. For example, the "persuade" chart might record, "If the author uses strong language and an arguing tone, the purpose might be to persuade." Additional characteristics are added as other texts are read and discussed by the class.</p> <p>12. (a) creates situations which require students to analyze a variety of texts and discuss their purposes. The teacher chooses a text to model with the students. Students read the piece of text and together the class completes an organizer entitled "If I Were the Author." This organizer poses four reflections which include: Things</p>
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<p>13. follows directions explained in <i>technical text</i>.</p>	<p>about this book/story that I would be proud of; Things about this book/story that I would change; The purpose I wrote this text for is...; and the words and phrases I used to give the reader signals about the purpose are... Following this, students are given another short selection of text to work through the same activity in pairs or small groups. This is an activity which can be repeated several times during the year.</p> <p>13. (a) provides a variety of opportunities for students to read <i>technical text</i> and follow the directions. For example, students read directions on how to program a DVD player. Discuss with students the strategies they used in reading the text to successfully complete the task. (Other examples: follow a recipe, set up a science experiment, follow written directions that includes a map, etc.)</p> <p>(b) provides experiences for students to write directions. Teacher models effective <i>technical writing</i> by writing a set of directions for some type of activity. Students analyze teacher directions and give suggestions for improvement. After, students create a list of criteria for writing effective directions. This list is then used to guide students in writing their own set of directions for an activity of their choosing. Once completed, students trade examples and attempt to follow the directions written by their peers. A debriefing discussion should follow about why the directions were or were not effective and how they might be changed.</p> <p>(c) asks students to write directions for putting on a jacket. Then the students take turns reading their directions aloud. The teacher follows the directions but does not do anything that is not listed. For example, if the directions say, "Pick up the jacket". The teacher may pick up the jacket with his/her elbows. Discuss how <i>technical reading/writing</i> requires background knowledge.</p>
<p>14. identifies evidence that supports conclusions in <i>persuasive text</i>.</p>	<p>14. (a) uses <i>graphic organizers</i> to help students visualize evidence and support. The teacher chooses a piece of <i>persuasive text</i>, and models for the class the process of looking for the support for the author's viewpoint or for a conclusion drawn from the author's text. A two-column graphic organizer can be used to help students see the connection between evidence and conclusions. One column is labeled viewpoint or conclusion and the second is labeled support.</p>

15. ▲▲ distinguishes between fact and opinion and recognizes *propaganda* (e.g., advertising, media) in various types of appropriate-level texts.

The teacher moves through the text thinking aloud as he/she draws conclusions about the author's viewpoint and then points out the support found in the text. After modeling, students work in groups working through the same activity.

15. (a) uses media (videotape commercials, magazine and newspaper ads, etc.) to help illustrate for students the differences among a variety of *propaganda* techniques such as *bandwagon*, either/or, oversimplification, circular thinking, loaded words, etc.. Definitions can be created or given for each of the techniques being studied. Students then view a commercial, look at a newspaper ad, or a billboard and analyze it looking for the techniques being used. The teacher should preview the material used and evaluate the use of *propaganda* ahead of time. A class discussion can follow. This activity can be used several times with various techniques.

(b) provides students with a short piece of nonfiction text and four note cards. Students read the text and identify three facts they find within it, as well as one opinion. Students pair up and compare the facts and opinions they found.

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Teacher Notes:

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 2: Literature

FIFTH GRADE

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> ▲ identifies and describes <i>characters'</i> physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions. ▲ identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the <i>setting</i> to the story or literary text. 	<p>The teacher...</p> <ol style="list-style-type: none"> (a) organizes a game called Hot Seat. In this activity, students are divided into cooperative groups and each group is assigned a character from the selection of literature being read. Each group is charged with the mission of becoming an "expert" on the <i>character</i> they are assigned. They should identify and describe their <i>character's</i> physical traits, personality traits, feelings about self and other <i>characters</i> or events, and the reasons for their actions during the story. A <i>graphic organizer</i> can be helpful for this stage of the activity. A second mission of the group is to come up with a variety of questions they would ask about the other <i>characters</i>. Question stems are important to have for this portion of the activity. After groups have had time to develop their expertise, one group is asked to come to the front of the room to be put on the "Hot Seat." The selected group sits in a semi-circle facing the class while the audience poses questions. As each question is asked, the group puts their heads together to come up with a team answer and select one member to share it. This activity generally takes more than one day to complete. It is worthwhile because it provides security in participation due to the "group answer" and focuses on a wide range of questioning from simple recall to in-depth analysis. (a) models how vocabulary implies the <i>setting</i> of a story or literary text. Teacher chooses an excerpt of text and photocopies it onto an overhead, as well as having a hard copy for students. The teacher thinks aloud while moving through the text and highlighting or underlining the vocabulary that implies the environment, time of day/year, historical period, culture, situation, or place. After, the students are provided with another selection and asked to work with a partner to repeat the process with the new text. (b) reads a variety of picture books that take place in a wide range of

<p>3. ▲ identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).</p> <p>4. understands that <i>theme</i> refers to the <i>main idea</i> (implied or stated), meaning of a selection, and includes the author's ideas about the subject.</p>	<p><i>settings</i> or reads two books that tell the same story but have different <i>settings</i>. Many folktales or fairytales can be found in multiple cultures which reflect a variety of <i>settings</i>.</p> <p>(c) allows students to create illustrations of the <i>setting</i> of the text using a variety of art mediums. Then have students reread the text to compare their illustrations to the actual text.</p> <p>3. (a) models the use of a story map graphic organizer that focuses on those elements related to plot including the events that led up to the conflict, the conflict, turning moments, the climax and the resolution.</p> <p>(b) models the use of sticky notes as a strategy to help students label turning moments in a text. The teacher selects a story and models for the student how to move through the text identifying and marking with a sticky note the problem or conflict, the climax or the resolution in the text.</p> <p>4. (a) facilitates students in an activity looking at the impact of vocabulary words and phrases on the <i>theme</i> of a selection. The teacher makes a large triangle out of yarn divided into two horizontal sections. Students are given cards with a word or phrases from a story on each one. All students place their card in the bottom of the triangle. The teacher asks students what major category the cards represent (e.g., friendship, loyalty, prejudice). The teacher asks certain students to take their card away and again asks what the cards are mainly about. This shows the relationship of the details to the <i>theme</i>.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 2: Literature

FIFTH GRADE

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. understands the effects history and cultures may have on works of literature. 2. compares and contrasts various languages, traditions, and cultures found in literature. 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) uses author studies as a way to look at how the culture effects literature. (b) uses books from specific eras in history to determine the impact on literature. Teacher and students look at the <i>themes</i> and <i>topics</i> of the books and discuss what was going on in history during that time. 2. (a) has the students write evaluations on which book (listed below under notes) most affected them. Students give specific reasons why they chose the selection. References to the text, including quotations, are made. (b) models use of <i>graphic organizers</i>, such as a two or three-circle Venn Diagram to show the similarities and differences between traditions within a single text and between different texts. (c) in social studies, shares literature that illustrates the various holidays in the United States and then compares them with other celebrations throughout the world. Whenever possible teachers should show visuals, such as pictures and videos of the various cultural celebrations prior to presenting the <i>topic</i>. In social studies, has students compare and contrast the purpose of the Santa Fe and Oregon-California Trails (e.g., commercial, immigration). (d) in social studies, has the students compare and contrast ways people communicate with each other at this time and long ago. 3. (a) reads a book with characteristics of a distinct geographic area and discusses the special characteristics of the area. Students then

research a part of the US or another country and create their own poem based on the format of the book.

(b) finds a story or uses picture books that show homes from other areas or countries. Then have students draw a picture of their own homes and compare to the homes they have read about.

(c) draw a picture of their home from the US and compare it with homes from other cultures or areas of the US.

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Teacher Notes:

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes notes, outlines/graphic organizers, <i>narratives</i>, journal entries, learning logs and self-reflections while learning in content areas.	<p>The teacher...</p> <ol style="list-style-type: none">1. assigns research projects and/or oral/written prompts to check for understanding across the curriculum. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses prewriting strategies to organize ideas on a <i>topic</i> or a prompt.2. writes a draft with an introduction, body, and conclusion.3. revises the draft for content and edit for conventions including spelling.4. uses assessment techniques on revised copy5. publishes a legible final copy.	<p>The teacher...</p> <ol style="list-style-type: none">1. models the use of graphic organizers models the use of pre-questioning2. models the use of word organizers3. models the use of sentence structure strips4. encourages self-editing skills/checklists5. encourages student to produce a final copy on the computer <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear and interesting.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. selects a <i>topic</i> from a generated list of ideas (occasionally write about a given prompt). 2. maintains focused writing throughout the text. 3. includes details to develop <i>main idea</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. provides students with a selection of <i>topics</i> from which to write or self-selected <i>topics</i> chosen by students. 2. models using graphic organizers 3. uses literature to model clear <i>main idea</i> with supporting, interesting details to support <i>topics</i>. <p>provides highlighters in 2 colors. Each student highlights the <i>main idea</i> in one color and supporting details in another color.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader’s understanding.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. uses a variety of organizational strategies such as webbing or concept mapping. 2. writes a piece with a clear introduction, body, and conclusion. 3. uses paragraphs to allow ideas to flow smoothly within the writing piece. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. models the use of Webbing/Concept Map 2. models the use of Graphic Organizer or outline. 3. models the use of Self-evaluation and Questioning <p>models how to write a 5 paragraph essay with effective introduction/conclusion, transitions, and sequencing.</p> <p>uses literature/text to model exemplary organization.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The students use *authentic* and appropriate voice.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. reflects personality and mood in writing.2. writes with an awareness of the reader.	<p>The teacher...</p> <ol style="list-style-type: none">1. brainstorms mood words with students before they write.2. encourages student to select an audience before writing. <p>uses literature to model exemplary voice.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. chooses words and phrases for purposes and audiences (family, peers, teachers, community).2. uses words that are vivid, powerful and specific.	<p>The teacher...</p> <ol style="list-style-type: none">1. models the use of word maps.2. models the use of word maps. models the use of note cards. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 7: The students use clear and fluent sentences.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. writes sentences that vary in length and structure making the reading pleasant and natural.2. writes sentences that are grammatically correct and easy to read aloud.3. writes sentence beginnings that relate to and build upon previous sentences.	<p>The teacher...</p> <ol style="list-style-type: none">1. promotes revising of the initial draft to read and sound natural. encourages students to read their writing aloud to a peer to help determine sentence fluency.2. encourages student to first write down thoughts and second to write out sentences for the initial thoughts.3. models the scaffolding of sentence building. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. correctly uses a range of standard writing conventions.2. uses standard writing conventions with accuracy and style to enhance meaning.3. uses accurate and correct spelling.4. uses appropriate paragraphing.	<p>The teacher...</p> <ol style="list-style-type: none">1. uses scavenger hunt for conventions.2. models the use of conventions to enhance writing.3. promotes the use of the dictionary and thesaurus.4. models the use of correct and proper paragraphing. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 3: Writing

FIFTH GRADE

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. writes for a specific purpose and audience. 2. writes descriptive pieces (e.g., poetry and journal entries). 3. writes <i>narrative</i> pieces (e.g., personal <i>narratives</i>, letters, notes, fairy tales and tall tales). 4. writes <i>expository</i> pieces (e.g., written directions, book and research reports). 5. writes <i>persuasive</i> pieces (e.g., personal opinion). 6. writes <i>technical pieces</i> (e.g., <i>technical reports</i> and descriptions of processes). 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. has students determine the audience before writing. 2. encourages students to write poetry after reading poetry written from various authors. 3. models the use of story maps 4. models the use of summarizing 5. models the use of team sharing of ideas. 6. has the student write the directions from his/her home to the school. <p>uses literature (<i>narrative, expository, technical, persuasive</i>) to identify and write for different purposes/audiences.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
<p>Teacher Notes:</p>	

Standard 4: Research

FIFTH GRADE

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. determines focus of research from information gathered from multiple sources. 2. formulates and revises questions at knowledge, comprehension, application, and analysis levels for investigations, including questions arising from personal interests and classroom <i>topics</i>. 3. determines a variety of possible sources. 4. uses multiple sources (e.g., electronic texts, experts, print) to locate information relevant to research questions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) prepares a <i>bibliography</i> based on a specific <i>topic</i>. Students analyze the <i>bibliography</i> and determine the focus of the research. 2. (a) explains the benefits of questioning by leading them through an activity illustrating the three types of questions (literal, interpretive and application) and the thinking involved. Ask students the following three questions or others of your choosing asking them to answer and to think about their thinking as they answered each one. 1) In the story, <i>Goldilocks and the Three Bears</i>, what were the three bears eating for breakfast; 2) Why was baby bear so upset when he came home?; 3) Why is it wrong to go into someone's house when they are not home? The teacher facilitates a discussion about what kind of thinking is involved in each level of questioning. Which are the most interesting? Which take the most time? How do they differ? How are they the same? 3. (a) asks the Library/Media Specialist to show students around the library and introduce them to all the possible sources of materials available to them. 4. (a) has the students write the differences between resources and which pieces of information can be found in each. (b) prepares note cards with various questions such as, "Where would you locate information about the tallest mountain in the US? Which is the smallest planet? How tall are walnut trees? What is the capital of Italy?" The teacher provides areas on the board or other space with categories labeled Atlas, encyclopedia, dictionary, internet, etc. Students then place their card under the appropriate

<p>5. summarizes and organizes information from multiple sources.</p> <p>6. organizes and presents information in both oral and written forms.</p> <p>7. categorizes relevant information from multiple sources into major categories (e.g., <i>topics</i>, <i>subtopics</i>).</p>	<p>category heading.</p> <p>(c) generates a set of cards containing “outrageous or unusual facts”. Students are challenged to use a variety of resources to prove or disprove the information. Students must document their sources. (see S4 B2 I4)</p> <p>5. (a) models use of a Pizza Summary to help students summarize information. Teacher selects two pieces of nonfiction text that are on the same <i>topic</i>. After students have read the text, the teacher guides students to determine the "big ideas" found in the text. These big ideas are recorded on the ring of the pizza crust. The details go into each slice.</p> <p>6. (a) provides experiences that require students to organize and present information in both oral and written forms.</p> <p>(b) teacher provides a Science as Inquiry activity Students observe and take notes during the activity. They prepare a written report of the results and present an oral report to the class. This could even be as simple as observing an animal over a period of time.</p> <p>7. (a) selects a <i>topic</i> which he/she has researched from various sources. The teacher writes information about the <i>topic</i> on several 3" x 5" strips of overhead film. The information will has selected by the teacher in order to have the students determine the <i>topics</i> and <i>subtopics</i>. The teacher divides a full sheet of overhead film horizontally in two writing the word <i>TOPIC</i> on the top half of the sheet and <i>SUBTOPIC</i> on the bottom half. Then, the teacher uses the 3" x 5" information strips and have the students determine whether the information on each strip is a <i>topic</i> or a <i>subtopic</i>. Once the students have selected the proper location for the strips, the teacher places the strip onto the full sheet of the overhead sheet titled <i>TOPIC</i> and <i>SUBTOPIC</i>. The 3" x 5" strips can be used and manipulated to show how the <i>subtopics</i> are related to the <i>topics</i>. The teacher explains to students that the information on the 3" x 5" strips are information used from his/her from note-taking strategies. The teacher shows the connection between the <i>topics</i> and <i>subtopics</i> with the arrows pointing from the <i>topic</i> to the <i>subtopic</i>.</p>
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(b) uses the writing tree graphic organizer to demonstrate how to categorize information into major categories of *topic* and *subtopic*.

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Teacher Notes:

Standard 4: Research

FIFTH GRADE

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies what constitutes <i>plagiarism</i>. 2. expresses information in own words using appropriate details and in simple and compound sentences. 3. identifies references for all information used or reproduced from sources. 4. constructs a simple <i>bibliography</i> with author, title, publisher, year, website name and address, and copyright date. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) consistently discusses <i>plagiarism</i> and holds students accountable for acts of <i>plagiarism</i>. (b) shows examples of <i>plagiarism</i> and models how writing must be documented to avoid <i>plagiarism</i>. 2. (a) models the importance of expressing information in students' own words. The teacher reads a one-page excerpt to the students as the students follow along on a copy. Once the teacher has finished reading the excerpt, the students are paired (strong student with weaker student) to read the same excerpt with a partner. After reading, the students orally summarize the excerpt with their partner. When the students have been given an opportunity to read to several other students, the teacher collects the copied excerpt and has the students write a detailed description of the information in their own words. 3. (a) see instructional example below. 4. (a) has the students construct a simple <i>bibliography</i> including the author, title, publisher, year, copyright date or the website name and address as part of a report on a famous person. (b) has the students create a memory cue of a visual, symbol, sound, or action for each of the components of a <i>bibliography</i>. For example, for the word "author", the action may be someone writing in the air; the visual might be a drawing of a pencil; the sound may someone imitating the sound of a typewriting. The teacher divides the class into three groups. The students decide which category they want to work with and create their symbol, sound, or action. Then, the

students share their work with the other groups. The students are then divided into groups of four and are asked to make a *bibliography* of the team's favorite books using the components of a *bibliography*. Teams check their work using one of the memory cues they have created.

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Teacher Notes: