

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

5<sup>th</sup> Grade

### **RL.5.1**

**Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

#### **Essential Understanding**

- Demonstrate comprehension
- Draw conclusions
- Refer to examples and details to support literal, inferential, and evaluative conclusions
- Analyze the text

#### **Academic Vocabulary**

- Analyze/Analysis
- Cite/Reference
- Infer
- Evidence
- Quote
- Interpret
- Source
- Evaluate

#### **CCR Anchor Standard:**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### **Extended Understanding**

- Use text features and structures to organize content
- Ask clarifying questions

#### **Content Elaborations**

The focus of the Key Ideas and Details topic is to provide textual evidence, make inferences, and determine theme (story, drama, or poem) and literary elements. See the [Determining a Theme Guidance](#) for more information about this skill. While summarizing, readers include how characters respond to challenges, reflect on a topic, and incorporate a theme. At this point, students are expected to find the differences between what is explicitly stated and what the author has inferred. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to demonstrate understanding of key elements of literary analysis. Students are also expected to write an objective summary (without personal judgement) and incorporate theme using specific evidence from the text.

### Question Ideas

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|--|--|
| <ul style="list-style-type: none"> <li>• Use examples of textual evidence to show why the author wrote this.</li> <li>• Quote three pieces of textual evidence that most thoroughly support the main idea?</li> <li>• Which of the following quotes would most strongly support the theme?</li> <li>• What conclusion can you draw from the text?</li> </ul> | <ul style="list-style-type: none"> <li>• Give an example of an inference you can make from the story, support it with evidence from the text.</li> <li>• Use three pieces of text to strongly prove _____.</li> <li>• What is the best evidence that can be found in the text to show _____.</li> <li>• After reading _____, support the main idea of the passage by listing the strongest piece of textual evidence.</li> </ul> |
|--|--|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *"The Secret Garden"* by explicitly referring to details and examples from the text.

### Ohio's Model Curriculum Instructional Supports

#### Strategies: Analyzing Quotes

<u>Quotations</u>	<u>Analysis (Discuss the Quote)</u>
<p>The <b>left</b> side must contain:</p> <ul style="list-style-type: none"> <li>• One quotation (exact words from the book)               <ul style="list-style-type: none"> <li>◦ If you refer to a particularly large selection, you may paraphrase that part.</li> </ul> </li> <li>• Page number from the book</li> </ul>	<p>On the <b>right</b> side, respond to questions such as:</p> <ol style="list-style-type: none"> <li>1. What was your very <b>first thought</b> when you read this?</li> <li>2. What does this passage make you <b>think of</b> or <b>remember</b>?</li> <li>3. What kind of connection can you make to the real world?</li> <li>4. Does something confuse you or lead to further <b>questions</b>?</li> <li>5. How do you <b>feel</b> about this?</li> <li>6. Are there any <b>inferences</b> that you can make?</li> </ol>

#### Resources: Close Reading

Notice and Note, Strategies for Close Reading by Kylene Beers and Robert E Probst examines six, concrete "sign posts" that help students determine abstract and implied concepts through close reading.

#### **RL.4.1 (Prior Grade Standard)**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

#### **RL.6.1 (Future Grade Standard)**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

5<sup>th</sup> Grade

### RL.5.2

**Analyze literary text development.**

**CCR Anchor Standard:**

Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

**Essential Understanding from the Standard**

- a. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- b. Summarize the text, incorporating a theme determined from details in the text.

**Extended Understanding**

- Types and uses of details, literary elements, and figurative language

**Academic Vocabulary**

- Analyze
- Central Idea
- Convey
- Details
- Determine
- Motive
- Fact
- Judgment
- Summarize/Summary
- Theme

**Content Elaborations**

The focus of the Key Ideas and Details topic is to provide textual evidence, make inferences, and determine theme (story, drama, or poem) and literary elements. See the [Determining a Theme Guidance](#) for more information about this skill. While summarizing, readers include how characters respond to challenges, reflect on a topic, and incorporate a theme. At this point, students are expected to find the differences between what is explicitly stated and what the author has inferred. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

**Next Grade Level Progression Statement**

In the next grade level, students are expected to demonstrate understanding of key elements of literary analysis. Students are also expected to write an objective summary (without personal judgement) and incorporate theme using specific evidence from the text.

## Question Ideas

- What insight about human life is revealed in the story?
- What does \_\_\_\_\_ represent in the story?
- Which of the following best captures the theme?
- What textual evidence supports the central idea or theme?
- What is the topic of the passage?
- When you analyze the text, what details do you find that support the theme?
- How does the textual evidence support \_\_\_ as the theme or central idea?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students summarize the plot of Antoine de Saint-Exupéry's *The Little Prince* and then reflect on the challenges facing the characters in the story while employing those and other details in the text to discuss the value of inquisitiveness and exploration as a theme of the story.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Somebody, Wanted, But, So, Then, Finally**

One of the hardest things for young children to understand is the difference between retelling and summarizing. While a retell is a detailed "play by play" of all the events in a story told in sequence, a summary is a brief overview of the story as a whole. The Somebody-Wanted-But-So-Then-Finally format is a great way to guide students to give a summary and NOT a retell. After reading a literary text, students use the word "somebody" to describe who the characters are, "wanted" to describe the goal of the character(s), "but" to describe the problem, "so" and "then" to describe actions the characters took to overcome the problem, and "finally" to describe the resolution.

#### **Resources: Guiding on the Side**

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, [Teaching Theme the Metacognitive Way](#).

#### **RL.4.2 (Prior Grade Standard)**

Analyze literary text development.

- a. Determine a theme of a story, drama, or poem from details in the text.
- b. Summarize the text, incorporating a theme determined from details in the text.

#### **RL.6.2 (Future Grade Standard)**

Analyze literary text development.

- a. Determine a theme of a text and how it is conveyed through particular details.
- b. Incorporate a theme and story details into an objective summary of the text.

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## English Language Arts- Reading Literature

5<sup>th</sup> Grade

### **RL.5.3**

**Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).**

#### **CCR Anchor Standard:**

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Essential Understanding**

- Describe a plot line
- Describe how characters respond and change as the plot moves forward
- Sequence a series of episodes in a story or drama
- Identify plot elements
- Describe characterization

#### **Extended Understanding**

- Types of plots and characters-  
Literary terms for plot elements and
- Characterization

#### **Academic Vocabulary**

- Problem
- Solution/Resolution
- Characters/Characterization/  
Characteristics/Character
- Motives
- Climax
- Conflict
- Events
- Falling action
- Plot
- Rising action
- Cause
- Effect

#### **Content Elaborations**

The focus of the Key Ideas and Details topic is to provide textual evidence, make inferences, and determine theme (story, drama, or poem) and literary elements. See the [Determining a Theme Guidance](#) for more information about this skill. While summarizing, readers include how characters respond to challenges, reflect on a topic, and incorporate a theme. At this point, students are expected to find the differences between what is explicitly stated and what the author has inferred. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to demonstrate understanding of key elements of literary analysis. Students are also expected to write an objective summary (without personal judgement) and incorporate theme using specific evidence from the text.

## Question Ideas

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• How would you sequence the events in the story or drama?</li><li>• How did a character evolve with the plot of the story or drama?</li><li>• How does the plot unfold?</li><li>• Can you label the plot line of the story or drama?</li></ul> | <ul style="list-style-type: none"><li>• Describe the problem and solution of the story or drama.</li><li>• When and how did the character change?</li><li>• What was the character's reaction to the incident in paragraph ___?</li><li>• If that incident had been left out of the plot, would the character have remained static?</li></ul> |
|---|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read Natalie Babbitt's "*Tuck Everlasting*" and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Plot Maps**

Build a plot map, either individually or as a class, noting specific events in a story. This could be displayed on a Smart Board or loaded onto student accounts if available. The class could participate in plotting the map on the smartboard. The class plot map could be saved then downloaded to student accounts. If buttons can be applied for the plot elements, audio can be recorded to provide quotes from the story that exemplify each of the plot elements. When the plot element button is activated, students listen to the quotes from the reading. Option: Student teams create a slideshow of the plot elements with audio embedded in PowerPoint or Prezi.

#### **Resources:**

The state of Illinois has many resources and strategies for 5th grade ELA at this [link](#).

#### **RL.4.3 (Prior Grade Standard)**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

#### **RL.6.3 (Future Grade Standard)**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

5<sup>th</sup> Grade

### RL.5.4

**Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.**

#### CCR Anchor Standard:

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

#### Essential Understanding

- Interpret words and phrases
- Identify and analyze figurative language
- Identify and analyze tone
- Understand how word choice (diction) and figurative language impact meaning and tone

#### Extended Understanding

- Identify and analyze above-grade-level figurative language and vocabulary

#### Academic Vocabulary

- Analyze
- Connotation/Connotative
- Denotation
- Determine
- Diction
- Figurative Language\*
- Metaphor\*
- Simile\*
- Phrases
- Tone

#### Content Elaborations

The focus of the Craft and Structure topic is to identify and interpret the meaning of the author's use of figurative language, the specific structure of literary genre, point of view, and perspective. Readers will use poetic and story structures to articulate how these elements contribute to the overall meaning.

#### Next Grade Level Progression Statement

In the next grade level, students are expected to create meaning of words and phrases by identifying and analyzing an author's style, determining point of view (first person, third person - limited, omniscient) and explaining how the author's choice of narration impacts how the story is told (perspective). Students will also analyze the connotative meaning of words (feelings associated with words) and tone (the author's attitude toward his or her subject).

## Question Ideas

- What does the word/phrase \_\_ mean in this selection? Is there a feeling or emotion associated with the word \_\_\_?
  - Without changing the meaning of the sentence, which word/phrase can best be used to replace the underlined part?
  - Which of the following synonyms is closest in meaning to the word \_\_?
  - What is the tone of the passage? Use the text to support your choice for author's tone.
- How did the author use word (diction) choice to impact meaning?
  - How did the author use word choice (diction) to impact tone?
  - What word(s) could you use to replace \_\_ in order to shift the tone?
  - What kind of figurative language is being used in paragraph? How does it affect the meaning of the passage?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students determine the meaning of the metaphor of a cat in Carl Sandburg's poem "Fog" and contrast that figurative language to the meaning of the simile in William Blake's "The Echoing Green."

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Show What You Think**

Students fold a sheet of paper into three vertical columns. The center column is labeled Quotation, and here they place a quotation with figurative language from an assigned text. In the column to the left, students draw a picture to illustrate the quote as written and in the column on the right, students explain what the figure of speech really means. Students are evaluated on their ability to determine the meaning of text containing figurative language.

#### **Resources: Teaching Content Vocabulary**

Harmon, Janis M., Karen D. Wood, and Wanda B. Hedrick. *Instructional Strategies for Teaching Content Vocabulary: Grades 4-12*. Westerville: National Middle School Association, 2006. Harmon et al. offers forty-two specific strategies that can assist teachers in all content areas when helping students learn unfamiliar vocabulary.

#### **RL.4.4 (Prior Grade Standard)**

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

#### **RL.6.4 (Future Grade Standard)**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 5<sup>th</sup> Grade

#### **RL.5.5**

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

#### **CCR Anchor Standard:**

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

#### **Essential Understanding**

- Understand text structures and their parts
- Understand how a theme, setting, or plot develops
- Understand and analyze how text structure contributes to the development of the theme, setting, or plot

#### **Extended Understanding**

- Close reading

#### **Academic Vocabulary**

- Analyze
- Particular
- Plot
- Scene
- Setting
- Stanza
- Text Structure
- Theme

#### **Content Elaborations**

The focus of the Craft and Structure topic is to identify and interpret the meaning of the author's use of figurative language, the specific structure of literary genre, point of view, and perspective. Readers will use poetic and story structures to articulate how these elements contribute to the overall meaning.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to create meaning of words and phrases by identifying and analyzing an author's style, determining point of view (first person, third person - limited, omniscient) and explaining how the author's choice of narration impacts how the story is told (perspective). Students will also analyze the connotative meaning of words (feelings associated with words) and tone (the author's attitude toward his or her subject).

## Question Ideas

- How does the theme, setting, or plot develop?
- What words help the development of the theme, setting, or plot?
- How does \_\_ contribute to the development of the theme, setting, or plot?
- How does the sentence, chapter, scene, or stanza fit into the overall structure of \_\_\_\_\_?
- Why did the author choose to use a refrain in the poem?
- How does the refrain affect the theme?
- Analyze the text structure and explain why the author chose to write it this way.
- How would leaving out this sentence, chapter, scene, or stanza change the meaning, structure, plot, theme of the work?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem.

### Ohio's Model Curriculum Instructional Supports

#### Strategies: Scene Scramble

Students in pairs in a group are given separate scenes from an unknown play. Each pair of students reads their scene. Next, they get back together with their group and discuss the events in their particular scene. Finally, they decide the correct order of the scenes and defend their decisions based on their ability to fit the scenes together in logical order and be able to defend their decision based on their knowledge of drama structure.

As a challenge, some scenes could be omitted when giving them to the group. They would need to try to figure out where these gaps occur and what happened during those scenes. Students could also record the scenes and watch them to determine their order.

#### Resources:

Lucy Calkins Many great insights and strategies for literature by Lucy Calkins can be found at this [site](#).

#### **RL.4.5 (Prior Grade Standard)**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

#### **RL.6.5 (Future Grade Standard)**

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

5<sup>th</sup> Grade

### **RL.5.6**

**Describe how a narrator's or speaker's point of view and perspective influence how events are described.**

#### **Essential Understanding**

- Identify the point of view
- Understand and explain how the point of view is developed by the narrator or speaker

#### **Extended Understanding**

- Types of points of view
- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

#### **Academic Vocabulary**

- Analyze
- Develop
- Influence
- Narrator
- Perspective\*
- Point of View (first, second, third, objective, subjective, omniscient, limited omniscient, etc.)
- Speaker
- Style

#### **CCR Anchor Standard:**

Assess how point of view, perspective, or purpose shapes the content and style of a text.

#### **Content Elaborations**

Readers will demonstrate knowledge of point of view. For example, point of view (first or third person) focuses on the type of narrator used to tell the story in literary text. Readers will also demonstrate knowledge of perspective and the significance it has on the text. Perspective focuses on how this narrator perceives what is happening within the story.

#### **Next Grade Level Progression Statement**

The focus of the Craft and Structure topic is to identify and interpret the meaning of the author's use of figurative language, the specific structure of literary genre, point of view, and perspective. Readers will use poetic and story structures to articulate how these elements contribute to the overall meaning.

## Question Ideas

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|---|---|
| <ul style="list-style-type: none"><li>• From whose point of view is the text written?</li><li>• Who is speaking? To whom?</li><li>• What point of view is being used in the text?</li><li>• Who is the narrator? How does the author develop the narrator's point of view?</li><li>• Is the narrator and the author the same person? How do you know?</li><li>• Does the speaker's point of view differ from the author's? How do you know?</li></ul> | <ul style="list-style-type: none"><li>• Is the narrator a character in the story? How do you know?</li><li>• How is the objective point of view developed?</li><li>• How is the subjective point of view developed?</li><li>• How is the (first person, third person, omniscient, etc.) point of view developed through diction, setting, characterization, etc.</li><li>• by the author?</li><li>• What details from the text help develop the narrator's point of view?</li></ul> |
|---|---|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students describe how the narrator's point of view in Walter Farley's *"The Black Stallion"* influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: What Really Happened?**

Students will examine perspective by rewriting a well-known fairy-tale from the perspective of the antagonist, with the goal of making the antagonist look like the "good guy". For example, a student may write a story as one of the three bears, explaining that they scared Goldilocks because she was trespassing and breaking and entering. Students can then share their stories in groups, allowing others to see the new perspective.

For students who need extra support: Share already published storybooks that fit this concept. Have students share what the change in perspective allowed them to understand.

#### **Resources: The Differentiated Classroom Responding to the Needs of All Learners**

Tomlinson, Carol Ann. *The Differentiated Classroom Responding to the Needs of All Learners*. Alexandria: ASCD, 1999. Carol Ann Tomlinson offers the framework for helping teachers differentiate in the classroom: Differentiated Instruction, Respectful Tasks, Flexible Groups, and Ongoing Assessment. A differentiation strategy used for gifted students differentiate according to students is by content, process, and product.

#### **RL.4.6 (Prior Grade Standard)**

Explain the differences in the point(s) of view in a text and different perspectives of the characters.

#### **RL.6.6 (Future Grade Standard)**

Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

5<sup>th</sup> Grade

### **RL.5.7**

**Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).**

#### **CCR Anchor Standard:**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. \*

#### **Essential Understanding**

- Compare and contrast a print text to an audio-visual version of the text
- Contrast what is seen/heard when reading a text to what is perceived when listening/viewing a text
- Reading, viewing, and listening comprehension

#### **Extended Understanding**

- Different forms multimedia presentations

#### **Academic Vocabulary**

- Analyze
- Compare
- Contrast
- Diverse
- Evaluate
- Experience
- Format
- Integrate
- Media
- Mood\*
- Perceive/Perception
- Quantitative
- Tone\*

#### **Content Elaborations**

The focus of the Integration of Knowledge and Ideas topic is to make connections and comparisons within and across texts in the same genre and analyze the multiple ways that visuals (from illustrations to multimedia) interact with and enhance the meaning, tone, mood, or appeal of the text. Visual elements are included in the text to help the readers 'see' what they are reading. These include but are not limited to pictures, drawings, comics/cartoons, diagrams, and infographics. Multimedia elements help the reader use sight, sound, and sometimes even other senses to experience what they are reading. These include but are not limited to video, audio recordings/sound effects, and interactive images.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to compare and contrast a story, drama, or poem with audio, video, or live version of the text. Students will also be expected to compare and contrast text in different forms or genres.

## Question Ideas

- What do you see and hear when reading the text?  
When watching the video?
  - Explain what you perceive when listening to/watching the text?
  - How does the text compare to the video?
  - How does the text contrast the video?
  - What are the similarities and differences between the text and the film?
- List three similarities/differences between what you see and hear when reading the text to your perception of what you hear and see in the audio/video/live version of the text.
  - How is the movie similar to the text? How is the movie different from the text?
  - What has been added to your perception of the text by watching the play?

## Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's "*Alice's Adventures in Wonderland*" and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text.

## Ohio's Model Curriculum Instructional Supports

### **Strategies: Visual Representations**

Students read a portion of a text such as a poem or myth and share visuals they would have included had they been the illustrator. Allow student to find these images online if they are not artistic. Students then discuss whether their initial reactions to the text would have been different if the visuals were changed, but the text remained the same.

### **Resources: Reading Rockets**

Reading Rockets is a [site](#) that offers techniques on how to integrate meaningful technology into lessons.

### **RL.4.7 (Prior Grade Standard)**

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

### **RL.6.7 (Future Grade Standard)**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 5<sup>th</sup> Grade

#### **RL.5.9**

**Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

#### **CCR Anchor Standard:**

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### **Essential Understanding**

- Reading comprehension
- Recognize text forms and genres
- Identify themes and topics
- Compare and contrast the themes and topics of different versions of the same text

#### **Extended Understanding**

- Close reading
- Dramatic situation (who is speaking? to whom? about what? when/where? why/purpose? tone?)

#### **Academic Vocabulary**

- Analyze
- Approach
- Compare
- Contrast
- Genre\* (fiction, prose, poetry, drama, epic, tragedy, etc.)
- Text Form (graphic novel, picture book, manuscript, etc.)
- Theme
- Topic

#### **Content Elaborations**

The focus of the Integration of Knowledge and Ideas topic is to make connections and comparisons within and across texts in the same genre and analyze the multiple ways that visuals (from illustrations to multimedia) interact with and enhance the meaning, tone, mood, or appeal of the text. Visual elements are included in the text to help the readers 'see' what they are reading. These include but are not limited to pictures, drawings, comics/cartoons, diagrams, and infographics. Multimedia elements help the reader use sight, sound, and sometimes even other senses to experience what they are reading. These include but are not limited to video, audio recordings/sound effects, and interactive images.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to compare and contrast a story, drama, or poem with audio, video, or live version of the text. Students will also be expected to compare and contrast text in different forms or genres.

## Question Ideas

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• What is the theme of both texts?</li><li>• How do the two texts differ in the treatment of that theme?</li><li>• How are the two texts similar in the treatment of that theme?</li><li>• Compare the poem to the historical narrative concerning topics from WWI.</li><li>• After reading both texts, state the theme of both. How are the themes similar? How are they different?</li></ul> | <ul style="list-style-type: none"><li>• What topics can be found in both texts?</li><li>• Do both texts approach the topics the same?</li><li>• How does the author's approach to the theme in the novel differ from the author's approach to the same theme in the narrative?</li><li>• How do the authors' approaches to the topic/theme of _____ differ from the historical novel to the fantasy work?</li><li>• What do both texts have in common?</li></ul> |
|--|--|

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students compare and contrast coming-of-age stories by Christopher Paul Curtis, "Bud, Not Buddy" and Louise Erdrich "The Birchbark House" by identifying similar themes and examining the stories' approach to the topic of growing up.

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Folktale Comparison**

There are many different [sites](#) and resources for multiple versions of [folktales](#) with varying levels of animation and illustration. Choose a folktale and compare the way the story was presented. Discuss the way the media, illustrations, etc. affected the understanding, tone, mood, and appeal.

#### **Resources: Edutopia**

Edutopia is a [site](#) that explores ways that literacy and technology can work to support student understanding of texts.

#### **RL.4.9 (Prior Grade Standard)**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### **RL.6.9 (Future Grade Standard)**

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.



# Ohio's Learning Standards-Clear Learning Targets

## English Language Arts- Reading Literature

### 5<sup>th</sup> Grade

#### **RL.5.10**

**By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.**

#### **CCR Anchor Standard:**

Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

#### **Essential Understanding**

- Demonstrate comprehension of grade-level, complex literary text
- Demonstrate comprehension of above grade-level, complex literary text with scaffolding
- Identify/evaluate text complexity

#### **Extended Understanding**

- Demonstrate comprehension of above grade-level literary text without scaffolding

#### **Academic Vocabulary**

- Comprehension
- Decoding
- Fluency
- Lexile/Reading Levels
- Literary Text/Literature
- Proficient
- Text Complexity
- Scaffolding

#### **Content Elaborations**

The focus of Range of Reading and Complexity of Text is to continue to comprehend complex grade-appropriate literature, activate prior knowledge, and draw on previous experiences in order to make text-to-self, text-to-text, and text-to-world connections and comparisons.

#### **Next Grade Level Progression Statement**

In the next grade level, students are expected to break down text, respond to literature, read for enjoyment, and make a variety of connections in order to demonstrate comprehension.

## Question Ideas

- How should you choose which literary texts to read?
- What strategies should you use to comprehend a complex text?
- How do you monitor your own comprehension as you read?
- What steps are involved in close reading of a text?

### Ohio's Learning Standards for English Language Arts Supports: Appendix B

Students read [Rodman Philbrick's "Freak the Mighty"](#) and participate in class discussions and group activities that draw on previous experiences to make text-to-self connections (connect the story to personal experiences and feelings) and text-to-text connections (connect the characters, setting and events to another story).

### Ohio's Model Curriculum Instructional Supports

#### **Strategies: Reflective Journal**

Divide each paper into three columns and entitle them "What Happened," "How I Felt" and "What I Learned." "This helps students to make connections to personal life and the human condition.

#### **Resources: Disruptive Thinking by Kylee Beers and Robert E. Probst**

This resource provides creative ideas to support students to read text more deeply and closely. The resource provides researched based strategies and classroom examples to help educators develop reading instruction to push students to understand complex text.

#### **RL.4.10 (Prior Grade Standard)**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

#### **RL.6.10 (Future Grade Standard)**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.