ACAP
Alabama Comprehensive Assessment Program
SUMMATIVE

Grade 5
English Language Arts

Alabama Educator Instructional Supports

Alabama Course of Study Standards

DATA RECOGNITION CORPORATION

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Introduction

The *Alabama Instructional Supports: English Language Arts* is a companion to the 2016 *Revised Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the *Alabama Course of Study* content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

The content standards contained within the course of study may be accessed on the Alabama State Department of Education (ALSDE) website at www.alsde.edu. When examining these instructional supports, educators are reminded that content standards indicate minimum content—what all students should know and be able to do by the end of each grade level or course. Local school systems may have additional instructional or achievement expectations and may provide instructional guidelines that address content sequence, review, and remediation.

The instructional supports are organized by standard. Each standard's instructional support includes a statement of the content standard, instructional outcomes, guiding questions and instructional activities, key academic terms, and additional resources.

Content Standards

The content standards are the statements from the 2016 *Revised Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase "Students will _____."

Each grade-level content standard integrates, builds on, and leads to broader, more comprehensive skills. The standards collectively guide educators in preparing students with the content and skills students should know by the end of high school.

The **Reading** standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also ensured through the requirement that students read increasingly complex texts.

The **Writing** standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades while using increasingly demanding content and sources. To meet these goals, students must devote significant time and effort to

writing. Students must produce numerous pieces, over short and extended time frames, that are integrated across all curricular areas.

The skills developed through the **Language** standards require attention to conventions of standard English, language, and vocabulary. As with all content domains, the Language standards are cumulative, building throughout the years with increased sophistication and complexity.

Instructional Outcomes

The instructional outcomes are statements that describe essential learning that learners should achieve at the end of instruction.

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standards and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2016 *Revised Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard.

Key Academic Terms

These academic terms are derived from the standards and are to be incorporated into instruction by the educator and used by the students.

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Your Feedback

ALSDE and DRC value your feedback. The last two pages of this document contain a survey about your experience using the Alabama Educator Instructional Supports. Once you have had a chance to use and become familiar with these Instructional Supports, please take the time to fill out the survey. The Instructional Supports, as well as your responses to the survey, will be discussed during an educator review meeting in summer 2021.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to be printed.

Reading

Reading Standards for Literature
Key Ideas and Details
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Identify details and examples that explain what a text says explicitly.
- Demonstrate how to quote accurately details and examples that explain what a text says explicitly.
- Identify details and examples that provide clues about what a text says implicitly.
- Demonstrate how to quote accurately details and examples when drawing inferences about a text.
- Demonstrate how accurate quotes of explicit details and examples help develop explanations about inferences.

Guiding Questions and Instructional Activities:

What does it mean to quote accurately? How do you quote accurately?

3. Introduce the idea of quoting accurately. Share the meaning of the term *quote,* and ask students to think of times when they have been asked to quote. Lead a classroom discussion around the question "Why is it important for me to quote the text accurately when I am thinking about a text?"
4. Review with students about how to quote. Share a sentence frame with students to model appropriate ways to quote textual evidence when speaking or writing such as "The text says *XYZ*, which tells me _____." Review student answers during a classroom discussion. Make sure that students are using quotation marks correctly and are accurately quoting what is found in the text.

How do you choose quotes to explain what a text says explicitly? How do you choose quotes from a text when drawing inferences? How do you treat a text differently when you are explaining what it says explicitly than from when you are drawing inferences?

1. Review the difference between things the text says explicitly and things the text says implicitly or between the lines. Explain that sometimes students will be asked to think about what literary text states very clearly. Provide students with examples of texts that explicitly state ideas (e.g., "Martin was disappointed to learn he had not made the first team in soccer."). Identify reading text that will support three to five questions about what the text says explicitly. Have students practice answering those questions independently while quoting text accurately to support their answers.
2. Review the concept of inferring. Remind students that sometimes the answer to a question or the support to explain a text will not be stated explicitly. Provide students with examples of texts that implicitly suggest ideas (e.g., "Martin stared at the team lists in disbelief, a pit growing in his stomach."). Identify reading text that will support one or two questions about what the text says implicitly. Have students use a graphic organizer (e.g., Making Inferences, Drawing Conclusions) to organize information from the text. Have students practice using a sentence frame to organize their answers such as "I think *XYZ* because the text states _____. It also states _____. This supports my conclusion because _____."

   Lead a classroom discussion about the responses, modeling how to quote accurately while monitoring how students have responded. Clarify any misconceptions about how to quote accurately.
3. Have students read longer literary texts. Provide students with prompts that may require them to quote the text accurately about explicit and implicit details. Have students practice using a combination of both types of details when responding to prompts when writing and speaking. Make sure that students are quoting accurately from the text.

Key Academic Terms:

literary text, quote, details, explicit details, implicit details, inferences, explanation, draw inferences, infer, quote

Additional Resources:

Quoting Text Instructional Video

Common Sense Education Lesson Plan: Citing Textual Evidence

Great Books Foundation: Six strategies to help students cite and explain evidence

Great Books Foundation: Sample Anchor Chart

Lesson Plan: Go Back to the Text

Quote from Text Tutorial

Reading Standards for Literature
Key Ideas and Details
RL.5.2 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; summarize the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts, including stories, dramas, and poems.
- Understand what a theme is and how themes differ from messages in stories, dramas, and poems.
- Identify details and examples to draw inferences about the intended theme(s) of the story, drama, or poem.
- Identify details about how characters in a story respond to challenges.
- Reflect upon how a character's response to challenges helps to illustrate the theme.
- Identify details about how a speaker in a poem reflects on a topic to illustrate the theme.
- Reflect about how a speaker helps develop a theme.
- Identify the characteristics of a summary and explain how to develop summaries using general details from a story, drama, or poem.
- Select details that summarize stories, dramas, and poems.
- Summarize the text.

Guiding Questions and Instructional Activities:

What is a theme? How do you know which details and examples from a text can help you determine the theme? How are important details from a text used to determine the theme of a story, drama, or poem? How do the ways in which characters in a story respond to challenges help you understand the theme? How does the way a speaker in a poem reflects on a topic help you understand the theme?

1. Review the meaning of *theme*. Students learn about theme in fourth grade but will need to review the concept. Present theme as one or two words that describe the underlying idea, moral, message, or lesson of a text. Lead a discussion about the themes from popular culture (e.g., current movies, popular fiction, television shows). Have students brainstorm common themes and create a list to be posted in the classroom.
2. Select a short literary text (e.g., story, drama) that will support students determining a common theme. Lead a guided reading experience of the short literary text. Remind students that there may be more than one theme in a text. Lead a discussion where students identify details that provide clues to determining the theme or themes. Explain to students that they should pay special attention to the way characters in the story respond to challenges. Collect and organize textual evidence and the theme or themes to post in the classroom.
3. Select a short poem that will support students determining a common theme. Lead a guided reading experience of the poem. Remind students that there may be more than one theme in a poem. Lead a discussion where students identify details about the way the speaker in the poem reflects on a topic and how this assists in determining the theme or themes. Collect and organize the theme or themes and textual evidence to post in the classroom.
4. Help students select a longer literary text (e.g., story, drama, poem). As students read sections of the text, have them use graphic organizers (e.g., Searching for a Theme) to help determine the theme of the text.

What is a summary? How do you determine which key details to include in a summary?

1. Review the meaning of the term *summary*. Students have learned about summarization in fourth grade but will need to review the concept. Remind students that a well-written summary shares the central idea and a brief description of the events. Select a short literary text. Lead a guided reading lesson of the text with students, discussing how to determine the central idea and important plot points. As a class, write a brief model summary of the text.
2. Help students select a longer literary text (e.g., novel, longer short story). As students read sections of the text, have them use a journal or worksheet (e.g., Sum It Up) to collect and

organize ideas about the central idea. Have students share these summaries with a partner or a small group to check for personal opinions and judgments.

Key Academic Terms:

literary text, theme, message, reflect, details, examples, character, speaker, story, drama, poem, draw inferences, summary, summarize

Additional Resources:

Literary Devices: Definition and Examples of Literary Terms

Read*Write*Think: The Literary Element of Theme

Scholastic: Identifying Theme

Scholastic: Finding the Message: Grasping Themes in Literature

Reading Rockets: Summarizing Lesson

Reading Standards for Literature
Key Ideas and Details
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).

Instructional Outcomes:

- Engage in close reading of complex stories and dramas.
- Identify specific details within the text that can be used to describe characters in depth.
- Identify key character traits within the text and use them to help develop detailed descriptions of each character.
- Organize similarities and differences between two characters.
- Use specific details and key descriptions of characters to compare the similarities and contrast the differences between two characters.
- Identify specific details within the text that can be used to describe the setting in depth.
- Identify key details about the setting within the text and use them to help develop detailed descriptions of the setting.
- Organize similarities and differences between two settings.
- Use specific details and key descriptions of settings to compare the similarities and contrast the differences between two settings.
- Identify specific details within the text that can be used to describe an event in depth.
- Identify key details about an event within the text and use them to help develop detailed descriptions of the event.
- Organize similarities and differences between two events.
- Use specific details and key descriptions of events to compare the similarities and contrast the differences between two events.

Guiding Questions and Instructional Activities:

How do you determine what a character is like? Which details about a character are important to note? How can descriptions of a character help explain what that character is like? How do you compare and contrast two or more characters? How can specific details about two characters and how they interact be used to compare and contrast those characters?

1. Review how to describe characters. Students learn about how to describe what characters say, think, and do beginning in first grade, but they will need to review how to describe characters based on their actions, descriptions, and dialogue. Select a short literary text that has several well-developed characters. Lead a shared reading experience, and model how to highlight details that provide an understanding of a character's dialogue, using a graphic organizer (e.g., Inferring Character Traits). Repeat this process, using the actions of the same character and descriptions. Lead a class discussion and work together to write a character summary.
2. Select a short story with two characters who can be effectively compared and contrasted. Tell students that they will be determining similarities and differences between the two characters. Have students work individually, in small groups, or in pairs to read the story, highlighting important character details as they read. Lead a classroom discussion about these characters. Model for students how to use a graphic organizer (e.g., Double Bubble Graphic Organizer) to compare and contrast the two characters.
3. Have students read a longer literary text and select two characters to compare and contrast. As students read a section, have them complete a graphic organizer like those used previously to compare and contrast characters. Have students respond to a prompt in writing such as "How are these two characters similar in the way they act or are described? How are they different in the way they act or are described? Use textual evidence to support your answer."

How do you determine what a setting is like? Which details about a setting are important to note? How can descriptions of a setting help explain what that setting is like? How do you compare and contrast two or more settings? How can specific details about a setting be used to compare and contrast that setting with another one?

1. Review how to describe setting. Students learn about comparing and contrasting settings beginning in third grade, but they will need to review how to describe a setting based on textual evidence. Select a short literary text that has a clear shift in setting. Lead a shared reading experience, and use the graphic organizer to model how to highlight details that provide an understanding of a setting.

Graphic Organizer: Setting

Setting	
Where does it happen?	Textual Evidence:
When does it happen?	Textual Evidence:

2. Select a short story or drama with a shift in setting that can be effectively compared and contrasted. Tell students that they will be analyzing the two settings. Have students work individually, in small groups, or in pairs to read the story, highlighting important details about setting as they read. Lead a classroom discussion about these settings. Model for students how to use a graphic organizer (e.g., Double Bubble Graphic Organizer) to determine similarities and differences between the two settings.
3. Have students read a longer literary text and select two settings to compare and contrast. As students read a section, have them complete a graphic organizer like those used previously to compare and contrast settings. Have students respond to a prompt in writing such as "How are these two settings similar in the way they are described? How are they different in the way they are described? Use textual evidence to support your answer."

How do you determine what an event in a story or drama is like? Which details about an event are important to note? How can descriptions of an event help explain what that event is like? How do you compare and contrast two or more events in a story or drama? How can specific details about an event be used to compare and contrast that event with another one?

1. Review how to describe events. Students learn about comparing and contrasting events beginning in third grade, but they will need to review how to describe an event based on textual evidence. Select a short literary text that has clear, significant events. Lead a shared reading experience, and model how to highlight details that provide an understanding of the events, using a graphic organizer (e.g., Event Analysis Map).
2. Select a short story or drama with clear descriptions of events that can be effectively compared and contrasted. Tell students that they will be examining two events. Have students work individually, in small groups, or in pairs to read the story, highlighting important details about the events as they read. Lead a classroom discussion about these events. Model for students how to use a graphic organizer (e.g., Double Bubble Graphic Organizer) to determine similarities and differences between the two events.
3. Have students read a longer literary text and select two events to compare and contrast. As students read a section, have them complete a graphic organizer like those used previously to compare and contrast events. Have students respond to a prompt in writing such as "How are these two events similar in the way they are described? How are they different in the way they are described? Use textual evidence to support your answer."

Key Academic Terms:

literary text, stories, dramas, characters, character trait, setting, plot, events, describe, compare, contrast, similarities, differences

Additional Resources:

Characters Practice

Characterization

Character Examination

Character Comparison Venn Spider

Sample Anchor Chart

Sample Formative Assessment: Comparing and Contrasting Characters

Sample Character and Setting Lesson Plan

Comparing & Contrasting Characters in a Story

Guiding Questions for Analyzing Setting

Contrast and Compare It!

Compare and Contrast Story Elements

Reading Standards for Literature
Craft and Structure
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Identify the meaning of figurative words and phrases in a text.
- Identify the characteristics of metaphors and emphasize the use of implicit comparison in their construction.
- Identify and use the implicit comparison within a metaphor to determine its meaning.
- Identify the characteristics of similes and emphasize the use of explicit comparison in their construction.
- Use the explicit comparison within a simile to determine its meaning.

Guiding Questions and Instructional Activities:

How do you define the meaning of words and phrases from a literary text? What is figurative language?

1. Introduce the concept of figurative meaning. Explain the difference between literal and figurative language by sharing examples (e.g., Literal vs. Figurative Language). Explain to students that literal language will mean exactly what it says, while figurative language will describe and create an image to help the reader picture what is being said. Introduce students to different types of figurative language, with an emphasis on metaphors and similes (e.g., Similes, Metaphors).
2. Select several short literary texts that contain many metaphors and similes. Have students work in small groups or pairs and have students work on a scavenger hunt to find examples of figurative language in text. Have students write each example on an index card or sticky note and label it as a metaphor or a simile. Create a T-chart:

Metaphors	Similes

Have students affix their examples onto the correct column. Read through each example during a whole class discussion and gain consensus around the classification of each example.

What is a metaphor? How do you determine the meaning of a metaphor? What is a simile? How do you determine the meaning of a simile?

1. Review with students what metaphors and similes are. Remind students that both are comparisons, but similes use the words "like" or "as" in the comparison. Have students practice classifying examples of similes and metaphors (e.g., Which Is It? Metaphor or Simile?). Lead a classroom discussion about each classification.
2. Present students with several examples of metaphors such as "Life is a journey." Have students brainstorm what is being compared in this metaphor. Explain that "life" is being compared to a "journey." Have students brainstorm a list of words that describe what a journey is like. Record these ideas on the board or on a chart. Lead a classroom discussion about what it means to compare "life" to a "journey." Help students infer that the author of that statement most likely wants the reader to understand that life is constantly moving, is filled with new experiences, and is full of learning and adventure.
3. Select several short literary texts that contain many metaphors. Have students work in small groups or pairs and have students find examples of metaphors in the text. Have students practice explaining the metaphors they have found by breaking down an understanding of what is being compared. Lead a whole class discussion and share their explanations by using a sentence frame such as "The metaphor *XYZ* means _____. I know this because _____."
4. Present students with several examples of similes such as "That sweater is as warm and soft as a kitten." Have students brainstorm what is being compared in this metaphor. Explain that the qualities of the sweater are being compared to the qualities of a kitten. Lead a classroom discussion about what it means to compare an inanimate object to a living being. Help students infer that the author of the statement wants the reader to understand the sweater is regarded with affection.
5. Select several short literary texts that contain many similes. Have students work in small groups or pairs and have students find examples of similes in the text. Have students

practice analyzing the similes they have found by breaking down an understanding of what is being compared. Lead a whole class discussion and share their analyses of the meanings by using a sentence frame such as "The simile *XYZ* means _____. I know this because _____."

6. Have students read a longer literary text that contains many metaphors and similes. Have students select several examples in text. Have students practice analyzing the metaphors and similes by breaking down an understanding of what is being compared. Have students respond to a prompt in writing such as "Find at least one example of a metaphor and one example of a simile. What is the author comparing in each? What does the author mean in this comparison?"

Key Academic Terms:

word study, figurative language, metaphor, simile, explicit comparison, implicit comparison

Additional Resources:

Examples of Similes

Metaphor Examples for Kids

Simile and Metaphor—What's the Difference

Teaching Simile and Metaphor through Song

Figurative Language Lessons

Reading Standards for Literature
Craft and Structure
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.

Instructional Outcomes:

- Engage in close reading of stories, dramas, and poems.
- Identify the characteristics of different literary structures.
- Identify the characteristics of a chapter.
- Identify a chapter in a story.
- Explain how a series of chapters in a story fits together.
- Determine how the structure of a story affects the text.
- Identify the characteristics of a scene in a drama.
- Identify a scene in a drama.
- Explain how a series of scenes in a drama fits together to create a structure.
- Determine how the structure of a drama affects the text.
- Identify the characteristics of a stanza.
- Identify a stanza in a poem.
- Explain how a series of stanzas in a poem fits together to create a structure.
- Determine how the structure of a poem affects the text.

Guiding Questions and Instructional Activities:

What is a chapter? What is a scene? What is a stanza? What is a structure in a story, drama, or poem? How do chapters fit together to provide structure to a story? How do scenes fit together to provide structure to a drama? How do stanzas fit together to provide structure to a poem?

1. Students learn about text structure for stories, dramas, and poems beginning in third grade. Each subsequent year builds upon understanding the parts that make up these three different types of literary texts. When teaching a story, focus your lesson on individual

chapters. When teaching a drama, focus your lesson on scenes. When teaching a poem, focus your lesson on stanzas. Prior to any new instruction, review with students what a chapter, scene, and stanza are, and make sure that students are able to identify them in a text. If necessary, use a section of the assigned selection to help students delineate where each chapter, scene, or stanza is within the text.

2. Teaching structure in stories and dramas: Select a short literary text (e.g., short story or one-act drama) that has a plot structure that clearly has a problem and a solution. Lead a guided reading experience with students and have them use a graphic organizer (e.g., Plot Diagram) to map out the plot of the selection. Have students note where the problem is presented on the plot diagram. Model for students how scenes from the selection are connected to the problem. Have students note where the solution to the problem is presented, and have them discuss which scenes from the selection connect to the problem's solution. Lead a discussion about the structures in literary texts and share that problems and solutions are one of the common literary plot structures. Make sure that students understand that literary texts may be episodic, parallel, or have flashbacks. Share examples of plot diagrams for different types of plot structures (e.g., Different Plot Structures). As students read different and longer texts, they should consider which plot structure they are reading and use different plot diagrams to discern the plot structure.
3. Teaching structure in poems: Select several different types of poems with different forms and structures (e.g., haiku, sonnet, lyric, quatrain). Review with students that line length, stanzas, and language all provide structure to the poem. In small groups or pairs, assign students different poems with different forms. Have students use the graphic organizer to examine and record the structure of the poems.

Graphic Organizer: Structure of a Poem

Poem Title	Number of Lines	Number of Stanzas	Number of Lines per Stanza	Do the Lines Rhyme? How?	Do the Rhymes of the Lines Follow a Pattern?

Show each poem and discuss the structure of the poem. Look for patterns within different types of poem forms. Have students discuss the effect of different structures on poems.

Key Academic Terms:

literary text, story, drama, poem, structure, chapter, scene, stanza, explain

Additional Resources:

How the Structure of a Poem or Drama Contributes to Meaning

What Is Structure In A Poem?

Read*Write*Think: Plot Structure: A Literary Elements Mini-Lesson

Reading Standards for Literature
Craft and Structure
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Instructional Outcomes:

- Engage in close reading to comprehend complex literary texts.
- Identify the narrator or speaker in texts.
- Explain how to identify the point of view of a narrator or speaker using characteristics of point of view.
- Identify and describe the point of view of the narrator or speaker in literary texts read.
- Explain how the narrator's or speaker's point of view can influence how events are described in the text.

Guiding Questions and Instructional Activities:

What is point of view? What is a narrator? What is a speaker? What is the difference between a narrator and a speaker? How is a narrator's or a speaker's point of view identified in a text? How does a narrator's or a speaker's point of view influence how events are described?

1. Review the concept of point of view with students. Students learn about point of view in literary texts beginning in third grade but will need to review what point of view is. Remind students that by determining the point of view, they will understand who is telling the story. Review the difference between a narrator in a story and a speaker in a poem. Lead a discussion about the different points of view based on students' background knowledge. Explain to students that literature is usually told in one of the following points of view: first person, third person omniscient, third person limited, or third person objective. Share a flow chart that students can use to determine a narrator's point of view (e.g., Narrator's Point of View Flow Chart). Share one-paragraph excerpts of literary text, and model to students how to use the flow chart to determine the narrator's point of view. Lead a discussion about how a speaker's point of view influences the way the events are described.
2. Select excerpts from several short literary texts (e.g., short story) that represent each of the types of point of view. Have students work individually, in small groups, or in pairs to look

for clues about the point of view of each narrator. Have students use the chart to record at least three pieces of textual evidence that support their conclusions about point of view for each text.

Chart: Point of View and Textual Evidence

Title of Selection	Narrator	POV Evidence #1	POV Evidence #2	POV Evidence #3	POV Conclusion

Once students have completed the chart, have them present their findings to the class and debate their conclusions. Students should answer using a sentence frame such as "I think the point of view of _____is _____. Some textual evidence that supports this is _____. This affects the way events are described by _____. I think the author chose to use this point of view because _____." Students may need some assistance in discerning between the different forms of third person point of view and its influence on the way events are described.

Key Academic Terms:

literary text, narrator, speaker, point of view, events, influence

Additional Resources:

Read*Write*Think: The Big Bad Wolf: Analyzing Point of View in Texts

Point of View Lesson Ideas

Point of View: Who Is Telling the Story?

5 Easy Activities for Teaching Point of View

How to Understand the Narrative Voice in Poetry

Reading Standards for Literature
Integration of Knowledge and Ideas
RL.5.8 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Instructional Outcomes:

- Engage in close reading of pairs or groups of stories from the same genre.
- Identify the characteristics of similar genres, including mysteries and adventure stories.
- Explain how to classify stories within genres.
- Identify and explain similar themes and topics that are found in genres such as mysteries and adventure stories.
- Describe similar themes and topics found in pairs or groups of stories from the same genre.
- Organize similarities and differences about themes and topics within pairs or groups of stories from the same genre.
- Compare and contrast themes and topics within pairs or groups of stories from the same genre.

Guiding Questions and Instructional Activities:

What is a genre? What are the characteristics of genres of literature? How do you identify the genre of a story?

1. Introduce the concept of genre with students by explaining that the genre of literature is the category of literature and is defined by certain characteristics. Share with students that they will be focusing on mysteries and adventure stories in fifth grade. Provide students with several short literary selections that are examples of mysteries and adventure stories. Have students work individually, in small groups, or in pairs to examine one of the selections. Ask students to think about the characteristics of the text they are reading and how they relate to its genre. Have students think about the setting, themes, characters, plot, and structure of the text. Lead a discussion where students use a sentence frame to share ideas about their text such as “I think my selection is in the _____ genre. I think this because its setting/theme/characters/plot/structure is _____.”

2. As a class, complete an anchor chart about genres.

Anchor Chart: Genres

Literary Genre	Features of Genre
Mysteries	
Adventure Stories	

Once students have filled out the features as much as possible, have students use a resource (e.g., Genre Characteristics) to help complete the chart.

How do you compare and contrast the way themes are treated in two stories of the same genre? How do you compare and contrast the ways topics are treated in two stories of the same genre?

1. Students learn about themes and topics beginning in third grade. If necessary, review how to identify the theme and topic of a literary text. Lead a discussion about how to compare and contrast. Explain to students that when you compare one literary text with another, you are looking for similarities. Explain to students that when you contrast two literary texts, you are looking for differences. Show students a graphic organizer designed for comparing and contrasting (e.g., Venn Diagram). Model for students where to record similarities and where to record differences.
2. Select two short literary texts that are from the same genre (e.g., two short mysteries, two short adventure stories) that share a similar theme. Have students work individually, in small groups, or in pairs to read the two selections. Explain to students that they will need to determine a theme that both selections share. Have students highlight textual evidence from each of the texts to support conclusions about the theme. Once students have determined a shared theme, lead a discussion by projecting or enlarging a Venn diagram on a chart. Write the shared theme above the Venn diagram. Write the title of one selection below the left-hand circle, and write the title of the second selection below the right-hand circle. Ask students to discuss the similarities in the way both texts treat the theme. Record these similarities in the center of the Venn diagram. Then ask students to identify the differences between the two titles and record those in the corresponding circles. Lead a discussion with students about how genre may affect the way a theme is handled in a text. This procedure may also be used to help students learn to compare story topics.
3. Select two longer literary texts from the same genre. Have students read the two selections independently, highlighting textual clues about the theme or topic. Have students respond in writing to a prompt such as “Think about the two selections. What is a theme or topic

that both selections share? What is a similarity between the way the theme or topic is treated in both texts? What is a difference between the way the theme or topic is treated in both texts?"

Key Academic Terms:

literary text, genre, mystery, adventure story, theme, topic, compare, contrast, classify, setting, theme, characters, plot, structure

Additional Resources:

Genre Study Book List

Children's Genres

Reading Standards for Informational Text
Key Ideas and Details
RI.5.10 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.
- Identify details and examples that explain what a text says explicitly.
- Differentiate between explicit ideas and textual clues that can be used to draw inferences about the implicit meaning of a text.
- Connect explicit details and examples with textual clues to draw inferences.
- Quote accurately from a text.

Guiding Questions and Instructional Activities:

How do you quote accurately from an informational text? How do you know which details and examples in an informational text are important? Why are some details and examples more important than other details and examples?

1. Introduce the idea of quoting accurately. Share the meaning of the term *quote,* and ask students to think of times when they have been asked to quote from a text. Lead a classroom discussion around the question "Why is it important for me to quote the text accurately when I am thinking about a text?" Model for students how to identify important details and examples. Lead a discussion about why some details and examples are more important than others.
2. Review with students about how to quote. Share a sentence frame with students to model appropriate ways to quote textual evidence when speaking or writing such as "The text says *XYZ*, which tells me _____." Review student answers during a classroom discussion. Make sure that students are using quotation marks correctly and are accurately quoting what is found in the text.

What is the difference between explicit ideas and inferences in a text? How do you choose quotes to explain what the text says explicitly? How do you choose quotes from a text when drawing inferences? How can details and examples from a text be combined to help draw inferences?

1. Review the difference between things the text says explicitly and things the text says implicitly or "between the lines." Explain that sometimes students will be asked to think about what an informational text states very clearly. Provide students with examples of informational text that explicitly state ideas (e.g., "Nine-tenths of all solid waste in the United States does not get recycled."). Identify an informational text that will support three to five questions about what the text says explicitly. Have students practice answering those questions independently while quoting text accurately to support their answers.
2. Review the concept of inferring. Remind students that sometimes the answer to a question or the support for explanation of a text will not be stated explicitly. Provide students with examples of an informational text that implicitly suggest ideas (e.g., "The average person has the opportunity to recycle more than 25,000 cans in a lifetime."). Identify a reading text that will support one or two questions about what the text says implicitly. (e.g., Read*Write*Think: Citation Hunt) to organize information from the text. Have students practice using a sentence frame to organize their answers such as "I think *XYZ* because the text states _____. It also states _____. This supports my conclusion because _____."

   Lead a classroom discussion about the responses, modeling how to quote accurately while monitoring how students have responded. Clarify any misconceptions about how to quote accurately.
3. Have students read longer informational texts. Provide students with prompts that may require them to use explicit and implicit details when drawing conclusions. Have students practice using a combination of both types of details when responding to prompts when writing.

Key Academic Terms:

informational text, details, explicit details, implicit details, inferences, textual clues, draw inferences, infer, quote

Additional Resources:

Reading Strategies for Informational Texts

Great Books Foundation – Six strategies to help students cite and explain evidence

Great Books Foundation – Sample Anchor Chart

Reading Standards for Informational Text
Key Ideas and Details
RI.5.11 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Instructional Outcomes:

- Engage in close reading to comprehend complex informational texts.
- Differentiate between main idea and supporting key details.
- Determine the main ideas of an informational text.
- Explain how key details support the main idea.
- Differentiate between relevant (key) details and irrelevant details in preparation for summarizing.
- Summarize an informational text.

Guiding Questions and Instructional Activities:

What is a main idea of a text? How do you determine two or more main ideas of an informational text? Which details of an informational text are used to support the main ideas of a text?

1. Introduce the concept of *main idea*. Present main idea as a sentence that describes what the text is mostly about. Select a short informational text that will support students determining a main idea or ideas. Lead a guided reading experience of the text. Point out to students that they should pay attention to common features of informational texts, including title, headings, subheadings, and bold and italicized words. These features may point students towards the main idea or ideas. Have students work in pairs or small groups to determine the main idea or ideas. Lead a discussion about the main idea or ideas of the text.

   Select a short informational text (e.g., news article, science/social studies passage). Have students work independently, in pairs, or in small groups to read the informational text. Have students determine the main idea or ideas of the text. Lead a discussion to share the main ideas. While sharing about the main idea or ideas, have students share using sentence frames such as “One main idea of the text was _____. Some evidence for this is _____.”

Create a chart that records students' main idea statements. Help students conclude that a main idea is a sentence that summarizes the most important ideas in a text.

2. Help students select a longer informational text (e.g., nonfiction book, biography). As students read sections of the text, have them use a graphic organizer (e.g., Main Idea Graphic Organizer) to help determine the main idea or ideas of the text.
3. Lead a guided reading of a short informational paragraph, and as a class, underline the sentence that shows the reader the main idea of the text (e.g., Determine Main Idea and Supporting Details). Once the class has reached consensus about the main idea, model for students how to determine the supporting details in the text. Have students use a sentence frame to discuss the main idea and supporting details such as "The main idea is _____ because the text says _____. One supporting detail is _____."

How do you summarize an informational text?

1. Review the meaning of summary. Students have learned about summarization in fourth grade but will need to review the concept. Remind students that a well-written summary shares the main idea and a brief description of the events. Select a short informational text. Lead a guided reading lesson of the text where students will help determine the main idea and important key details. As a class, write a brief model summary of the text.
2. Help students select a longer informational text (e.g., nonfiction book, longer science article). As students read sections of the text, have them use a journal or worksheet (e.g., Sum It Up) to collect and organize ideas about the main idea. Have students share these summaries with a partner or a small group to check for personal opinions and judgments.

Key Academic Terms:

informational text, main ideas, summary, summarize, key details, supporting detail, relevant detail, irrelevant detail, determine, differentiate

Additional Resources:

CPALMS– "Breaking the Code" to Central Idea

Common Sense Education–Main Idea – Informational Text

eSpark Learning: How Main Idea is Introduced and Developed

Read*Write*Think*–Scaffolding Comprehension Strategies Using Graphic Organizers

Reading Standards for Informational Text
Key Ideas and Details
RI.5.12 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Instructional Outcomes:

- Engage in close reading to comprehend a complex historical, scientific, or technical text.
- Identify key individuals, events, ideas, or concepts in a historical, scientific, or technical text.
- Describe key individuals, events, ideas, or concepts based on specific information in a text.
- Explain common relationships in informational texts, including comparisons, cause and effects, and problem and solution.
- Classify and describe the relationship or interactions between two or more individuals, events, ideas or concepts, using specific information from text.

Guiding Questions and Instructional Activities:

What is an individual? How do you explain the relationships or interactions between two or more individuals?

1. Select a short informational article (e.g., magazine article or newspaper article) that includes key individuals. Students learn about the importance of individuals in first grade, but it is important to review this topic. Explain that to understand an informational text in detail, students must be able to identify key individuals introduced in the text and think about how the author presents them. On a chart, projector, or smartboard, share the text. Lead a guided reading lesson of the article. As you encounter key individuals in the text, highlight them.

2. Using the same short informational article as in activity 1, ask students to think about the words that the author has used to explain the relationships or interactions between two or more individuals in the text; box those words. Lead a discussion with students to summarize what they have learned about those key individuals. Use the graphic organizer to model how to identify the relationships or interactions between two or more individuals.

Graphic Organizer: Individuals and Relationships or Interactions

Individual 1	Individual 2	Relationship/Interaction

Select another short informational article. Have students practice selecting and highlighting key individuals throughout the article. Have students select two or more and examine how the author has explained the relationship or interactions between the individuals in the text. Have students respond to a prompt in writing such as "Select two or more key individuals from the text. Where in the text does the author introduce these individuals? How does the author explain the relationship or interactions between the individuals in the text?"

What is an event? How do you explain the relationships or interactions between two or more events?

1. Select a short informational article (e.g., magazine article or newspaper article) that includes key events. Students learn about the importance of events beginning in first grade, but it is important to review this topic. Explain that to understand an informational text in detail, students must be able to identify key events introduced in the text and think about how the author presents them. On a chart, projector, or smartboard, share the text. Lead a guided reading lesson of the article. As you encounter key events in the text, highlight them.

2. Using the same short informational article as in activity 1, ask students to think about the words that the author has used to explain the relationships or interactions between two or more events in the text; box those words. Lead a discussion with students to summarize what they have learned about those key events. Use the graphic organize to model how to identify the relationships or interactions between two or more events.

Graphic Organizer: Events and Relationships or Interactions

Event 1	Event 2	Relationship/Interaction

Lead a classroom discussion about how the author explains relationships or interactions in the text.

3. Select another short informational article. Have students practice selecting and highlighting key events throughout the article. Have students select two or more of the key events and examine how the author has explained the relationships or interactions between the events in the text. Have students respond to a prompt in writing such as "Select two or more key events from the text. Where in the text does the author introduce these events? How does the author explain the relationships or interactions between the events in the text?"

What is an idea? How do you explain the relationships or interactions between two or more ideas?

1. Select a short informational article (e.g., magazine article or newspaper article) that includes key ideas. Students learn about the importance of key ideas beginning in first grade, but it is important to review this topic. Explain that in order to understand in detail an informational text, students must be able to identify key ideas introduced in the text and think about how the author presents them. On a chart, projector, or smartboard, share the text. Lead a guided reading lesson of the article. As you encounter key ideas in the text, highlight them.

2. Using the same short informational article as in activity 1, ask students to think about the words that the author has used to explain the relationships or interactions between two or more key ideas in the text and box those words. Lead a discussion with students to summarize what they have learned about those key ideas. Use the graphic organizer to model how to identify the relationships or interactions between two or more key ideas.

Graphic Organizer: Key Ideas and Relationships or Interactions

Key Idea 1	Key Idea 2	Relationship/Interaction

Lead a classroom discussion about how the author explains relationships or interactions in the text.

3. Select another short informational article. Have students practice selecting and highlighting key ideas throughout the article. Have students select two or more key ideas and examine how the author has explained the relationship or interactions between the key ideas in the text. Have students respond to a prompt in writing such as "Select two or more key ideas from the text. Where in the text does the author introduce these ideas? How does the author explain the relationship or interactions between the ideas in the text?"

What is a concept? How do you explain the relationships or interactions between two or more concepts?

1. Select a short informational article (e.g., magazine article or newspaper article) that includes key concepts. Students learn about the importance of concepts beginning in first grade, but it is important to review this topic. Explain that to understand an informational text in detail, students must be able to identify key concepts introduced in the text and think about how the author presents them. On a chart, projector, or smartboard, share the text. Lead a guided reading lesson of the article. As you encounter key concepts in the text, highlight them.
2. Use the same short informational article. Ask students to think about the words that the author has used to explain the relationships or interactions between two or more concepts in the text and box those words. Lead a discussion with students to summarize what they have learned about those key concepts. Use the graphic organizer to model how to identify the relationships or interactions between two or more concepts.

Graphic Organizer: Concepts and Relationships or Interactions

Concept 1	Concept 2	Relationship/Interaction

Lead a classroom discussion about how the author explains relationships or interactions in the text.

3. Select another short informational article. Have students practice selecting and highlighting key concepts throughout the article. Have students select two or more key concepts and examine how the author has explained the relationships or interactions between the concepts in the text. Have students respond to a prompt in writing such as "Select two or more key concepts from the text. Where in the text does the author introduce these concepts? How does the author explain the relationships or interactions between the concepts in the text?"

Key Academic Terms:

informational text, historical text, scientific text, technical text, individuals, event, idea, concept, relationship, interaction, explain

Additional Resources:

Reading Rockets: Concept Map Graphic Organizer 2

Reading Rockets: Concept Map Graphic Organizer 3

Read*Write*Think: Webbing Tool

Reading Standards for Informational Text
Craft and Structure
RI.5.13 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *Grade 5 topic or subject area*.

Instructional Outcomes:

- Understand common academic words and phrases used in Grade 5 informational texts and content area reading (e.g., science, math, social studies).
- Engage in close reading to identify domain-specific words or phrases.
- Use context clues to determine the meaning of domain-specific words or phrases.
- Organize newly acquired academic and domain-specific words and phrases.

Guiding Questions and Instructional Activities:

What is an academic word or phrase? How do you determine the meaning of academic words or phrases?

1. Introduce the concept of academic words or phrases. Explain to students that when they are reading in school or in the world, there are words that surround what they are learning. Explain that there is instructional language (e.g., *textual*, *paraphrase*) that is used to instruct or enhance learning. Select a short informational text and determine the academic words that are within the text (e.g., Academic Word Finder). Prior to reading the text, have students fill out a graphic organizer that requires students to brainstorm prior knowledge, assign synonyms and antonyms, and determine examples and non-examples of academic words (e.g., Vocabulary Four-Square Map). Lead a guided reading experience and discuss the academic vocabulary as you reach it, making sure that students select the meaning that matches what is in the text.
2. Create a word wall in your classroom as students encounter academic vocabulary in your classroom. Have students use an index card to post the word and its definition. Encourage students to use these words in their discussions. Model the use of sentence frames to help guide students to use new academic language when discussing such as “At first I predicted _____, but now I think _____ because _____.” or “_____ is the most likely cause for_____.”

3. When students are participating in text-based analytical writing, provide sentence starters that use academic vocabulary.

Sentence Starters for Text-Based Analytical Writing
I anticipate that _____ causes _____.
I think that _____ will happen because _____.
I think _____ might _____ because I know that _____.
If _____, then _____.

What is a domain-specific word or phrase? How do you determine the meaning of domain-specific words or phrases?

1. Introduce the concept of domain-based words or phrases. Explain to students that when they are reading in school or in the world, there are words that are used in particular areas of learning such as social studies (e.g., *constitution*, *democracy*), science (*test tube*, *hypothesis*), and language arts (e.g., *alliteration*, *simile*). Select a short informational text from a domain and determine several domain-based words from within the text. Prior to reading the text, have students fill out a graphic organizer that requires students to brainstorm prior knowledge, assign synonyms and antonyms, and determine examples and non-examples (e.g., Word Map). Lead a guided reading experience and discuss the domain-specific vocabulary as you reach it, making sure that students select the meaning that matches what is in the text.
2. Introduce the idea of visual glossaries. Have students develop images, student-friendly definitions, and examples from text to help build knowledge of domain-based words and phrases. Working together, students may build domain-specific glossaries that can be accessed by the entire class. Encourage students to use these words in their domain-specific discussions. Model the use of sentence frames to help guide students to use new academic language when discussing such as "An example of a metaphor in the text is _____." or "One cause of the revolution was _____."
3. As students engage in domain-specific writing, encourage them to use domain-specific words provided in a word bank. Prior to writing, have students use a word map to help define those words (e.g., Concept Word Map). Require that students use this vocabulary in their writing.

Key Academic Terms:

informational text, academic vocabulary, domain-specific vocabulary, context, determine

Additional Resources:

Enriching Academic Vocabulary

8 Strategies for Teaching Academic Language

Including Tier 2 Vocabulary Instruction in Curricular Materials

Which Words Do I Teach and How?

Choosing Words to Teach

Selecting and Using Academic Vocabulary in Instruction

Vocabulary Graphic Organizer

Reading Standards for Informational Text
Craft and Structure
RI.5.14 Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.

Instructional Outcomes:

- Engage in close reading of informational texts.
- Review common informational text structures and their characteristics.
- Use specific events, ideas, concepts, or information in text to identify its structure as chronological, comparison, cause and effect, or problem and solution.
- Compare the similarities between the structure of two or more texts, using specific references of events, ideas, concepts, or information.
- Contrast the differences between the structure of two or more texts, using specific references of events, ideas, concepts, or information.
- Organize the similarities and differences between the structure of two or more texts, using specific references of events, ideas, concepts or information.

Guiding Questions and Instructional Activities:

How do you identify the text structure of an informational text? How does a text structure influence how events, ideas, concepts, or information is presented in a text? How do you compare and contrast the overall structure of two or more texts?

1. Students learn about text structure for informational texts beginning in fourth grade. Each subsequent year builds upon understanding of the common structures for informational texts. Prior to any new instruction, review with students what a sentence, paragraph, chapter, and section are, and make sure that students are able to identify them in a text. If necessary, model with students using a section of the assigned selection, and help them delineate each sentence, paragraph, chapter, and section.
2. Review with students the common text structures found in informational texts: chronology, comparison, cause and effect, and problem and solution. Select a short informational text that represents each of the common text structures. Show students an anchor chart that presents information about each of the text structures (e.g., Text Structures Anchor Chart).

Present students with a list of signal words for each type of text structure (e.g., Using Text Structure (Signal Words)). Have students work in small groups or pairs, and have students read the text and look for signal words and other textual clues that will help them determine the text structure. Have students record their evidence and share it in a classroom discussion. Have students draw conclusions about each of the common text structures. (Note: This lesson can also be broken out into separate lessons for each type of text structure, depending on the needs of your students).

3. Select two short informational texts with different text structures. Have students read the texts and use signal words and other textual clues to determine the text structures. Highlight particular sentences and/or paragraphs that contribute to their understanding of the structures of each text. Discuss any common patterns that each text follows, based on its structure. Model for students how to use a graphic organizer (e.g., Venn Diagram, Double Bubble Map) to compare the way authors use text structure in their text.
4. Select two longer informational texts with different text structures. As students read the texts, have them think about the structure of each text. Have them determine each text structure and select an appropriate graphic organizer for each text structure. Students will compare the structures of the two texts. Have students respond to a prompt such as "What is the structure of each text selection? How are the text selections similar? How are they different?"

Key Academic Terms:

informational text, text structures, chronology, comparison, cause and effect, problem and solution, event, idea, concept, information, compare, contrast, similarities, differences

Additional Resources:

Text Structure

AdLit: Text Structure

Teach Readers to Discern Text Structure

The 5 Types of Text Structure Video

Using Text Structure

Reading Standards for Informational Text
Craft and Structure
RI.5.15 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Instructional Outcomes:

- Engage in close reading of multiple accounts of the same event or topic.
- Identify the characteristics of point of view or perspective and how to determine it in an account of an event or topic.
- Describe the points of view or perspectives represented in multiple accounts of the same event or topic.
- Analyze how differences in points of view affect each of the accounts of the same event or topic.
- Compare and contrast the points of view or perspectives represented in multiple accounts of the same event or topic.

Guiding Questions and Instructional Activities:

How do you determine the point of view in an account of an event or topic?

1. Review the concept of point of view with students. Students learn about point of view in literary texts beginning in third grade but will need to review what point of view is. Remind students that by determining the point of view, they will understand who is speaking in an informational text. Review the difference between a narrator in a story and a speaker in an informational text. Lead a discussion about the different points of view, including first person, third person omniscient, third person limited, and third person objective, based on students' background knowledge. Explain to students that informational text is often in the first person or third person objective. In addition, instructive texts may be written in the second person (e.g., Point of View). Share one-paragraph excerpts of informational text, and model to students how to use a flow chart to determine the point of view of the speaker (e.g., Narrator's Point of View Flow Chart).

2. Select excerpts from several short informational texts (e.g., short historical article, memoir) that represent each of the types of point of view. Have students work individually, in small groups, or in pairs to look for clues about the point of view of the speaker of each of the texts. Have students use the chart to record at least three pieces of textual evidence that support their conclusions about point of view for each text.

Chart: Textual Evidence for Point of View

Title of Selection	Speaker	POV Evidence #1	POV Evidence #2	POV Evidence #3	POV Conclusion

Once students have completed the chart, have them present their findings to the class and debate their conclusions. Students should answer using a sentence frame such as "I think the point of view of _____ is _____. Some textual evidence that supports this is _____."

How do you analyze multiple accounts of the same event or topic? How do you compare and contrast the point of view of multiple accounts of the same event or topic?

1. Select two short informational texts that are both accounts of the same event or topic (e.g., a historical article and a diary entry about the same event). Lead a guided reading of the two informational texts. Model for students how to determine the point of view of each selection, using the methods they have previously learned. Lead a discussion around the prompts "What is the point of view of the first text? How do you know? What is the point of view of the second text? How do you know? What information does the first text have that the second does not? What information does the second text have that the first does not? Why is it helpful to read accounts of the same event written from different points of view?" Makes sure that students understand the biases that are associated with both first- and third-person accounts of the same events and topics.
2. Select excerpts from short informational texts (e.g., Multiple Accounts Lewis and Clark handout). Have students work individually, in small groups, or in pairs to look for clues about the point of view of the speaker of each of the texts. Have students analyze the similarities and differences between the accounts. Lead a classroom discussion about their findings.

Key Academic Terms:

informational text, multiple accounts, point of view, perspective, event, topic, compare, contrast, analyze, similarities, differences

Additional Resources:

5 Easy Activities for Teaching Point of View

Point of View Lesson Ideas

Clarify Purpose versus Point of View vs Perspective

Author's Purpose Video

Author's Purpose Sample Lesson

Analyzing Multiple Accounts of the Same Event or Topic

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.5.16 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Instructional Outcomes:

- Engage in close reading of multiple print and digital sources of informational text.
- Identify and review common features in print sources and how they can be used to find information quickly.
- Identify and review common features in digital sources and how they can be used to find information quickly.
- Use features from multiple print sources to find information.
- Use features from multiple digital sources to find information.
- Connect ideas presented in multiple print and digital sources to answer questions or solve problems.

Guiding Questions and Instructional Activities:

How do you find information quickly in print sources? What are common features that you can use to find information in print sources?

1. Students learn about reading, comprehending, and analyzing text formats in early elementary school. They will need to review how to collect information from different types of text, including newspaper or magazine articles, websites, infographics, reference materials, books, and essays. Explain to students that you will be modeling how to collect information from different types of texts. Select an infographic (e.g., Media Literacy: How to Close Read Infographics). Remind students that when they are faced with infographics, much of the information will be presented visually, including graphs, pie charts, or tables. Have students look at the title and any headers that might be found in the infographic. Have students use the graphic organizer to gather and record information from each of the features in the infographic.

Graphic Organizer: Understanding Infographic Features

Infographic Feature	What Does It Tell Me?
Title	
Headers	
Charts/Graphs/Tables	
Text	
Images	

2. Select an article that has text features such as headers, sidebars, and images with captions. Students have read informational text with features in prior grades but remind them of what headers, sidebars, and captions are. Show students a chart of common informational text features (e.g., Text Features Chart), and review their meanings. Lead students through a guided reading of the article. Point out the different text features for this article. Read each section of the text, and lead a discussion that highlights the key details from each section. Work together as a class to summarize each section.

How do you find information quickly in digital sources? What are common features that you can use to find information in digital sources?

1. Select a website. Explain to students that you will be modeling how to collect information from digital sources. Project the website in front of a class. Discuss common features of websites such as navigation tools, hyperlinks, and dropdown menus. Review with students the importance of skimming and scanning on the web to collect information. Use an Internet reading guide (e.g., Learning to Read on the Web) to help students organize information from the text.
2. Provide student with a list of high-interest websites that are Internet-safe and grade-appropriate. Have students work independently or in pairs to collect information using an Internet reading guide to organize what they have found. Lead a discussion about using digital sources to find information.

How do you use information from multiple print or digital sources to answer questions quickly or solve problems efficiently?

1. Provide a short question that requires more than one print or digital source. Use the chart to teach students how to decide to use a print source, a digital source, or both (e.g., Evaluating Print & Electronic Sources for Research Projects).

Chart: Evaluating Sources

What Am I Looking For?	Print, Digital, or Both?
Information about the weather forecast for the next two weeks	
Information about weather trends in my area	
Biographical information about an author	
Book review of an author's new release	

Discuss the concepts of efficiency in finding information, accuracy of the information, and timeliness of the information.

2. Provide a short question that requires more than one print or digital source. Have students work independently, in small groups, or in pairs to develop a plan to answer the question. Have them use both print and digital sources to find an answer to their question efficiently. Students should use the graphic organizer to record their plan and findings.

Graphic Organizer: Finding Information

Question:		
Source:	**Type (Print or Digital):**	**Information found:**
Source:	**Type (Print or Digital):**	**Information found:**
Source:	**Type (Print or Digital):**	**Information found:**

Lead a discussion about the sources students used and any strategies that were effective. Discuss any findings that may not be accurate and build consensus about the best sources for reliable information.

Key Academic Terms:

informational text, print source, digital source, text feature, information, solve problems, efficient, draw, demonstrate

Additional Resources:

Sample Lesson: Student Guide to Web Research

Guiding Students Through Expository Text with Text Feature Talks

Integrate Information from Several Texts

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.5.17 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Instructional Outcomes:

- Engage in close reading to comprehend an informational text in which an author presents a point supported by reasons and evidence.
- Examine a text for places where the author uses a reason to support the point(s).
- Examine a text for places where the author uses evidence to support the point(s).
- Explain how the author uses reasons and evidence to support the point(s).

Guiding Questions and Instructional Activities:

What is a particular point in a text? What is a reason? What is evidence?

1. Select a short informational text. Have students read the text individually and respond to a prompt such as "What is the overall point the author is trying to make in this text? What textual evidence did you find to support your answer?" Once students have responded to this text, lead a discussion about their findings. Project the short informational text. Ask students to think about how the author structures the writing. Share the anchor chart to show the parts of an argument.

Anchor Chart: Parts of an Argument

Making a Point	
Point	What does the author think?
Reasons	Why does the author think this?
Evidence	How does the author support the reasons?

Model how to identify the author's points throughout the text. Then use a colored highlighter to note each of the reasons the author gives for the point. Have students work in small groups or pairs to identify the evidence for the reasons. Lead a discussion about how the author develops the points in the text.

2. Select a short informational text that has several points supported by reasons and evidence. Have students work independently, in small groups, or in pairs to determine the points, reasons, and evidence in the text. Have students use sticky notes to flag each component. Students can record their findings in the graphic organizer.

Graphic Organizer: Author's Point—Reasons and Evidence

Author's Point:	**Reasons:**
	Evidence:
Author's Point:	**Reasons:**
	Evidence:
Author's Point:	**Reasons:**
	Evidence:

Repeat this activity with students until they are comfortable identifying points, reasons, and evidence. Provide students with an argumentative text that is missing reasons or evidence to support a claim. Lead a discussion with students about how an unsupported claim affects the author's credibility.

How do you identify an author's use of reasons and evidence to support a particular point in a text? How do you explain how an author uses reasons and evidence to support a particular point in a text?

1. Review the idea of supporting a point with reasons and evidence. Ask students to brainstorm a list of points a fifth grader might want to write about (e.g., less homework, importance of free time). Have students select one point and brainstorm what reasons and evidence they would need to convince a reader they are right. Lead a discussion about those points and how students might support them.
2. Select a short text in which the author is making a clear point. Lead students through a guided reading of the text. Model for students how to highlight places where the author makes a point. Lead a discussion that summarizes the author's overall point of view about the topic. Highlight textual reasons and evidence that support these conclusions.
3. Select a short informational text. Have students read the text individually and respond to a prompt such as "What is the author's overall point he or she is making in this text? What textual reasons or evidence did you find to support your answer?"

Key Academic Terms:

informational text, argumentative text, reasons, evidence, support, explain

Additional Resources:

Reasons and Evidence in Text

Author's Use of Reasons and Evidence Worksheets

Explain How an Author Uses Reasons and Evidence to Support Points in a Text

Lesson Plan: Author's Points and Reasons

Reading Standards for Informational Text
Integration of Knowledge and Ideas
RI.5.18 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Instructional Outcomes:

- Identify multiple informational texts about the same topic.
- Engage in close reading of multiple informational texts about the same topic.
- Determine the main idea of each informational text and the key details that support each.
- Organize the key details presented in multiple informational texts about the same topic.
- Integrate ideas, details, and arguments made in multiple informational texts about the same topic.
- Determine how information from multiple texts about the same topic relates to one another.
- Write or speak about a subject knowledgeably using information from several texts.

Guiding Questions and Instructional Activities:

How can I use several texts to learn about the same topic? How do multiple texts present information on a topic? How do I collect information from multiple texts? How can I use the information from multiple texts together to write or speak about the subject knowledgeably?

1. Students read multiple texts about the same topic beginning in third grade and learn about text integration beginning in fourth grade, but these processes should be reviewed. Select a subject about which all students would be knowledgeable (e.g., what the class has been doing in music, popular movies, school spirit days). Ask one student to spend one minute giving information about the subject. Record the information on one side of a T-chart. Then ask another student to speak about the same subject. Record notes about what that student says on the other side of the T-chart. Point out that some of the information may be the same and some may be different. Model for students how to write a paragraph about the subject, using information from both columns.

2. Select two short informational texts about a high-interest topic. Lead a guided reading with students about the two texts. Have students record the main ideas about the topic in the graphic organizer.

Graphic Organizer: Main Ideas

Text 1	Text 2
• • •	• • •

Have students highlight information that is similar in both texts. Have students share out loud in small groups or pairs how they will write a paragraph about this topic. Have students provide feedback to each other if they determine information is missing. Have students write a paragraph about the topic. Lead a classroom discussion in which students share their paragraphs.

Key Academic Terms:

informational text, multiple sources, topic, key details, main idea, compare, contrast, connect, organize, integrate, argument

Additional Resources:

Integrate Texts Lesson Plan

Integrate Information from Two Texts Presentation

Paired Text Lessons and Resources

Writing

Writing Standards
Text Types and Purposes
W.5.22 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). d. Provide a concluding statement or section related to the opinion presented.

Instructional Outcomes:

- Differentiate between an opinion and a topic.
- Differentiate between an opinion and a fact.
- Identify the characteristics of effective opinion pieces.
- Introduce a topic and state an opinion clearly.
- Identify and use organizational structures in opinion pieces.
- Differentiate between organizational structures used for opinion pieces and those used for other types of writing.
- Support opinions through facts and details.
- Explain logical order in writing.
- Use logical order of reasons when writing.
- Identify and use facts and details that support reasons for an opinion.
- Use words and phrases that link opinions and reasons effectively.
- Construct a conclusion that relates to the opinion provided.
- Write an opinion piece.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective opinion piece? How do you state an opinion?

1. Students learn how to write opinion pieces beginning in second grade; however, it is important to remind students of the characteristics of opinion writing. Select two mentor texts that are high-quality and high-interest examples of opinion writing (e.g., newspaper or magazine op-ed pieces). Have students work independently, in small groups, or in pairs to read the mentor texts and use the graphic organizer to record information about the opinion pieces.

Graphic Organizer: Information about Opinion Pieces

Questions to Answer	Mentor Text #1 Title:	Mentor Text #2 Title:
What is the main opinion?		
How does the author present the opinion?		
What is a reason the author uses to support the opinion?		
What is another reason the author uses to support the opinion?		
How convincing is the author? What text convinces you?		

2. Use the anchor chart to lead a classroom discussion about the components of opinion writing.

Anchor Chart: Components of Opinion Writing

Opinion Writing	
Opinion	statement about what the author thinks or feels about something
Reason	statement that explains why the author thinks or feels that way
Examples	examples of why the author thinks or feels that way
Explanation	sentences that explain what the examples prove and how they support the opinion
Conclusion	summary of the opinion

Discuss each component of opinion writing and relate it back to the mentor texts that students have read. Using one of the mentor texts, highlight the opinion, reasons, examples, explanation, and conclusions. Explain to students that in an opinion piece, there is usually an introduction that explains the opinion, three or more reasons supported by examples and explanation, and a conclusion that summarizes the opinion. Explain to students that when they write their own opinions, they will need to include these components.

How do you introduce a topic and state an opinion clearly? How do you organize an opinion piece logically? How do you create an organizational structure to logically group ideas to support the writer's purpose? How do you provide logically ordered reasons and support them with facts and details?

1. Review with students the concept of opinions, reasons, and examples from the previous lesson. Explain to students that when they write an opinion, it is supported by at least two or three reasons that are each supported by two or three examples. Show students a graphic organizer for developing an opinion (e.g., Opinion Writing Planner). Review with students that in an opinion, there is an introduction that explains the opinion, body paragraphs that are devoted to the reasons, examples and explanation, and a conclusion. Select a sample issue, and model for students how the graphic organizer can be used to build out the blueprint for writing.
2. Provide students with an issue that has two sides. Explain to students that they will be forming an opinion about the issue. Have students discuss how to state their positions clearly. Have students use a graphic organizer with space to state an opinion, using sentence starters such as “In my opinion,” “I think,” “I strongly believe,” “I feel,” or “My

favorite" (e.g., Opinion Writing). Lead a discussion about the ways students have stated their opinions.

3. Explain to students that they will continue to develop their opinions about the same topic. Now that they have developed an opening opinion statement, they will need to have three reasons to support their opinion. Explain to students that they will be building the skeleton for writing an opinion piece before they begin writing. Have students use the same graphic organizer to create a blueprint for their writing. Once all students have completed their graphic organizers, have them trade their work so that their opinions, reasons, and examples can be evaluated. Once students have received feedback, have them make changes where necessary. Students should then write an opinion piece based on their planning.

How do you choose words to help link an opinion and reasons?

1. Select a sample body paragraph that presents an author's opinion and reasons but is devoid of transition words. Project or share the paragraph with students, and lead a discussion about the quality of writing. Point out to students that because there are no transitional expressions, the writing is choppy and ideas do not seem to relate to one another. Use the chart to lead a whole class discussion about ways to revise the paragraph. Discuss how the use of these transition words, phrases, and clauses changes the relationship between opinions and reasons and clarifies the author's writing.

Chart: Transition Words, Phrases, and Clauses

Transition Words, Phrases, and Clauses: Linking Opinions and Reasons	
for example	also
for instance	additionally
in addition	this is why
most importantly	consequently
for this reason	specifically

2. Have students write an opinion piece or select one of their draft opinion writing pieces. Explain that as they write, they should focus on using transitional words, phrases, and clauses in their writing. Remind students that as they write their opinion, they will need to use transition words, phrases, and clauses to help link the relationships between opinions and the supporting reasons and examples. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words,

phrases, and clauses. Have students evaluate their peer feedback and revise their drafts as needed.

How do you provide a concluding statement or section related to the opinion presented?

1. Students have learned how to write concluding statements or sections for opinion pieces with increasing sophistication since third grade; however, they will need to review the concept. Lead a discussion about students' prior knowledge regarding how to write conclusions. Select a mentor text that has a strong conclusion. Use the anchor chart to lead a discussion about the conclusion of the mentor text. Point out where the author has presented each of the three components.

Anchor Chart: Concluding an Opinion Text

Concluding an Opinion Text
1. Restate the topic. 2. Restate your opinion about the topic. 3. Summarize your reasons for your opinion.

2. Have students select an opinion text they have previously written. In peer-editing partnerships, have students share their concluding statements or sections. Have peer editors study the concluding statement and make revision suggestions. Students should evaluate the suggestions and revise their concluding sections as needed. They should highlight where they have restated their topic, restated their opinion, and summarized their reasons for their opinion.

Key Academic Terms:

writing, opinion pieces, point of view, topic, organizational structure, reasons, facts, details, concluding statements, conclusion

Additional Resources:

Purdue Writing Lab: Conclusions

Graphic Organizers for Opinion Writing

Opinion Writing – Strong Conclusions

Opinion Writing for Kids

Writing Standards
Text Types and Purposes
W.5.23 Write informative or explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Instructional Outcomes:

- Identify the characteristics of effective informative or explanatory pieces.
- Identify the characteristics of a clearly defined topic.
- Develop a clearly defined topic in writing, using logically grouped ideas.
- Identify the uses of formatting, illustrations, and multimedia to aid the reader in comprehension.
- Include formatting, illustrations, and multimedia effectively in writing.
- Identify the characteristics of effective topic development.
- Use facts, definitions, concrete details, quotations, or other information and examples to develop a topic.
- Use words, phrases, and clauses to link ideas in writing.
- Use precise or domain-specific vocabulary to develop writing.
- Construct a conclusion that relates to the topic.
- Write an informative or explanatory piece.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective informative or explanatory text?

1. Students learn about informative or explanatory texts beginning in the first grade; however, it will still be necessary to review the characteristics of explanatory or informative texts. Select two mentor texts that are high-quality and high-interest examples of informative or explanatory texts. Have students work independently, in small groups, or in pairs to read the mentor texts. Students should use the graphic organizer to record information about the texts.

Graphic Organizer: Characteristics of Texts

How does the author . . .	Text 1	Text 2
explain in the text?		
describe in the text?		
illustrate in the text?		

   Lead a classroom discussion about what students found. Have students draw conclusions about informative or explanatory writing. Make sure to have students note the use of any formatting, graphics, or other multimedia in the text.

2. Lead a classroom discussion about the structure of informative or explanatory writing. Share an anchor chart about informative or explanatory essays (e.g., Informative/ Explanatory Writing). Discuss each component of informative or explanatory writing, and relate it back to the mentor texts that students have read. Using one of the mentor texts, highlight the topic sentence, subtopics, use of formatting, graphics, multimedia, and conclusions. Explain to students that when they write their own informative or explanatory essays, they will need to include these components.

What is a topic? How do you examine a topic in writing? How do you convey ideas and information clearly? How do you introduce a topic clearly with a general observation and focus? How do you develop a topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic? How do you group related information logically?

1. Students learn about topics in writing beginning in first grade but will need to review the concept. Explain to students that informative or explanatory writing explains or informs about a topic. Use the anchor chart to lead a classroom discussion about the structure of informational or explanatory writing.

Anchor Chart: Structure of Informative or Explanatory Writing

<table>
<tr><th colspan="2">Informative or Explanatory Writing</th></tr>
<tr><td colspan="2">Paragraph 1: INTRODUCTION
-lead/hook/attention grabber
-topic sentence introducing subtopics</td></tr>
<tr><td rowspan="3">Body Paragraphs</td><td>Paragraph 2: SUBTOPIC 1
-topic sentence
-3 details or facts
-concluding sentence</td></tr>
<tr><td>Paragraph 3: SUBTOPIC 2
-topic sentence
-3 details or facts
-concluding sentence</td></tr>
<tr><td>Paragraph 4: SUBTOPIC 3
-topic sentence
-3 details or facts
-concluding sentence</td></tr>
<tr><td colspan="2">Paragraph 5: CONCLUDING SECTION
-tie 3 subtopics together
-summarize the reason for writing</td></tr>
</table>

Discuss each component of informative or explanatory writing and relate it back to the mentor texts that students have read. Using one of the mentor texts, highlight the introduction, main topic, subtopics, and conclusion. Explain to students that in an informative or explanatory text, there is usually an introductory paragraph, several paragraphs that provide information and explanation about the subtopic, and a conclusion that summarizes why the topic was selected.

2. Review the idea of outlining to students. Explain that prior to writing an informative or explanatory piece, it is helpful to plan out the writing. Introduce the idea of a thesis to students. Explain to students what a thesis is and how to develop one for a selected topic (e.g., How to write a thesis for beginners). Model for students how to write a thesis for a selected topic and integrate it into an introduction. Have students select a topic and write their thesis statement. Have them add a hook before their thesis statement to complete

their introduction. Then have students use their thesis statement to begin to plan a written piece about the topic. Students can use the graphic organizer to organize the plan for their writing.

Graphic Organizer: Plan for Writing

<table>
<tr><th colspan="2">Informative or Explanatory Writing</th></tr>
<tr><td colspan="2">Paragraph 1: INTRODUCTION
Thesis Statement that Introduces 3 Subtopics:</td></tr>
<tr><td rowspan="3">Body Paragraphs</td><td>Paragraph 2: SUBTOPIC 1</td></tr>
<tr><td>Paragraph 3: SUBTOPIC 2</td></tr>
<tr><td>Paragraph 4: SUBTOPIC 3</td></tr>
<tr><td colspan="2">Paragraph 5: CONCLUSION
Concluding sentence:</td></tr>
</table>

3. Before students write an informative or explanatory piece, they will need to continue to develop their plan of writing. For each subtopic, they will need at least three different relevant facts, definitions, concrete details, quotations, or other information and examples to support their argument. Model for students how to gather information to support each subtopic, emphasizing that they may have to do some research to get the relevant information needed. When modeling how to find supporting details, make sure that you show students different facts, definitions, concrete details, quotations, or other information. Have students use a graphic organizer (e.g., Essay Map) to plan their own supporting details about their subtopics.

How do you use formatting, illustrations, and multimedia to aid comprehension?

1. Select a mentor text that uses formatting, illustrations, and/or multimedia. Lead a classroom discussion in which students discuss each text feature and why the author includes them. Share commonly used text features (e.g., Text Features Chart), and review each feature and how it is used. Lead a discussion around the question “When should a

writer include formatting, illustrations, and other multimedia in writing? When should a writer *not* include these?" Explain to students that text features should be used solely to support a point or provide pertinent information and must not distract from the thesis.

2. Create a sample informative or explanatory writing text that does not use formatting, illustrations, and other multimedia. In small groups or pairs, have students work to identify the places where these text features would help support the writing. Lead a discussion with the whole class about the text and have students share how they would add formatting, illustrations, and multimedia to the text.
3. Have students write an informative or explanatory writing piece, using the format previously taught. After students write their first draft, have them mark places where formatting, illustrations, and multimedia would support their ideas. Have students include at least one example of formatting and one example of illustrations or multimedia suitable for the text. Show students how to use captions and citations for illustrations and multimedia. Divide students into peer-editing partnerships focused on the use of formatting, illustrations, and multimedia. Students should examine the effectiveness of formatting, graphics, and multimedia and suggest how to revise for better effect. Students should evaluate the feedback and revise their drafts as needed.

How do you choose words, phrases, and clauses to help link ideas within and across writing? How do you choose precise or domain-specific vocabulary to best inform or explain about your topic?

1. Select a sample body paragraph devoid of transition words, phrases, and clauses. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that because the writing lacks transition words, it is choppy and that ideas do not seem to flow together. Share a list of common transition words used to link ideas within and across writing (e.g., Linking Ideas and Facts Together). Lead a whole class discussion about ways to revise the paragraph using this list of transition words, phrases, and clauses. Discuss how the use of these words, phrases, and clauses changes the writing.
2. Have students draft a sample body paragraph for an informative or explanatory writing piece. Remind students that as they are writing, they will need to use transition words, phrases, and clauses to help link ideas within and across their writing. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words, phrases, and clauses. Have students evaluate the peer feedback and revise their drafts as needed.
3. Select a sample body paragraph devoid of precise and domain-specific vocabulary. Project or share the paragraph with students and lead a discussion about the quality of writing. Point out to students that the writing is vague and unconvincing because it lacks precise or domain-specific words. Brainstorm a list of precise or domain-specific vocabulary for the

topic. Lead a whole class discussion about ways to revise the paragraph using this list of words, phrases, and clauses. Discuss how the use of these words, phrases, and clauses changes the power and impact of the writing.

4. Have students draft a sample body paragraph for an informative or explanatory writing piece. Remind students that as they are writing, they will need to use precise and domain-specific vocabulary. Have students underline these words, phrases, and clauses in their drafts. Have students share their drafts during peer-editing conferences to check for the use of precise and domain-specific vocabulary for their topic. Have students evaluate the peer feedback and revise their drafts as needed.

How do you provide a concluding statement or section related to the information or explanation presented?

1. Students have learned about writing concluding statements or sections with increasing sophistication since third grade; however, they will need to review the concept. Select a mentor text that has a strong conclusion. Use the anchor chart to lead a discussion about students' prior knowledge regarding how to write conclusions.

Anchor Chart: Concluding an Informative or Explanatory Text

Concluding an Informative or Explanatory Text
1. Restate the topic and summarize the subtopics. 2. Restate the thesis. 3. Connect back and relate the closing statement to the opening hook.

Lead a discussion with students about the mentor text conclusion. Point out where the author has presented each of the three components.

2. Have students select an informative or explanatory text they have previously written. In peer-editing partnerships, have students share their concluding statements or sections. Have peer editors examine the concluding statement and make revision suggestions. Students should revise their concluding sections and highlight where they have restated their topic and subtopics, restated their thesis, and connected back to the opening hook.

Key Academic Terms:

writing, informative writing, explanatory writing, topic, topic development, formatting, illustrations, multimedia, facts, definitions, concrete details, quotations, information,

examples, transition, conclusion, vocabulary, precise vocabulary, domain-specific vocabulary, examine, convey

Additional Resources:

Expository Writing Guide

Guidelines and Resources for Teaching Informative Writing

Read*Write*Think: Essay Map

Informative/Explanatory Writing in the Classroom, Grades 3-12

Purdue Writing Lab: Conclusions

Writing Standards
Text Types and Purposes
W.5.24 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Instructional Outcomes:

- Identify the characteristics of effective narratives.
- Explain and use descriptive details in writing narratives.
- Organize and use clear event sequences when writing narratives.
- Identify the characteristics of effective narrator and character development.
- Identify and use techniques that control pacing in writing.
- Use dialogue, description, and pacing to help develop characters and events in narrative writing.
- Use transitional words, phrases, and clauses that can help manage the sequence of events.
- Use concrete words and phrases and sensory details to convey ideas precisely.
- Construct an ending that is a natural conclusion for the series of events within a narrative.
- Write a narrative to develop real or imagined experiences or events.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective narrative piece? How do you use technique, descriptive details, and clear event sequences in a narrative? How do you effectively develop an organized event sequence?

1. Students learn about narrative texts beginning in first grade and should also be familiar with the components of narrative text through their study of reading; however, it will still be necessary to review the characteristics of narrative texts. It should also be noted that while students interact or tell stories to each other, they may not know how to connect that story-telling to their own writing. Have students begin to think in a story-telling mindset by telling stories to each other in small groups or pairs. Have them respond to the discussion prompt: "In your group, you will be telling each other a story. Think about a time when you were surprised. Share that story with your group." Have students ask each other questions to clarify about parts that are confusing or lacking enough detail. Lead a discussion with students about what makes a personal narrative engaging. Review how the story-teller uses technique and relative descriptive details and how events are structured. Brainstorm a list on the board.
2. Select a mentor text that is a high-quality and high-interest example of a personal narrative. Have students work independently, in small groups, or in pairs to read the mentor text. Present students with the concept of a story arc diagram (e.g., Story Arc) and review each component. Students will have seen story arcs when reading fiction, so it is helpful to mention this during a reading lesson. As students read the mentor text, they should highlight the exposition (background information), conflict (problem), rising action (events that happen because of the conflict), climax (turning point), falling action (events after climax), and resolution (problem is resolved) on the story arc. Lead a classroom discussion about what students found.
3. Students will select a story they want to tell through narrative writing. Have students use a story arc diagram to develop a plan for their narrative. As students develop their plan for writing, explain that they will need to follow this story arc to ensure a sequence of events unfolds naturally. Have students work in small groups or pairs to look at each student's plan and examine the sequence of events prior to writing. If there are problems with the event sequence, students should revise the event sequence for clarity or a more natural progression. Once they have revised their plan, they should draft a personal narrative.

How do you orient a reader by establishing a situation in narrative writing? How do you introduce and develop the narrator and/or characters in narratives?

1. Explain to students that an author must establish a situation in order to create a relationship with the reader. In a personal narrative, the situation needs to be introduced early in the text to orient the reader. Show students the anchor chart.

Anchor Chart: How to Establish a Situation

Establish a situation through:
• Details about the narrator or character • Backstory • Setting • Life-changing situation • Everyday situation • Memory • Anecdote

2. Select a mentor text that is a high-quality and high-interest example of a personal narrative. Have students work independently, in small groups, or in pairs to read the mentor text. As students read the mentor text, they should highlight places where the author has established a situation. Have students determine how the author used the categories from the anchor chart to establish a situation. Have students look carefully at how the author has introduced the narrator and characters. Lead a classroom discussion about what students found. Have students use a sentence frame such as "The author establishes the situation when _____. The author is using _____to establish the situation." Have students draw conclusions about how to develop context in writing.
3. Have students use a story arc to begin planning a personal narrative. Have students think about how they will introduce the narrator and characters during the exposition. Have students draft the opening paragraph(s) in which the narrator and main characters are introduced. Have students pay attention to the details shared about each character. In peer-editing partnerships, have students share their drafts. Have peer editors examine the way the narrator and characters are introduced. Students should ask themselves "Are the narrator and characters introduced in a clear way?" Students should use peer feedback to revise their drafts as needed.

What is pacing in narrative writing? How do you use dialogue, description, and pacing to develop narratives of experiences and events? How do you use dialogue, description, and pacing to show the responses of characters to situations?

1. Select a mentor text that is a well-paced example of a personal narrative. Lead a guided reading of the mentor text. As you read the text, discuss pacing as a concept. Explain to students that pacing is the way writers make decisions to expand and shrink moments to move the story forward in an effective way. Lead a discussion about how dialogue and description are used to pace the story. Model for students how to create a story pacing diagram that reflects the way the mentor text is paced (e.g., Story Pacing Diagram). Have students note how dialogue and description relate to this diagram. Lead a discussion about why the author paced the story this way.
2. Have students use a story arc to plan a personal narrative. Once students have outlined the basic events of the story, have them develop a story pacing diagram for their narratives, paying close attention to the moments when characters respond to situations. Have students decide which of these moments will be expanded and which will be shrunk. Also have students note where they will use description and where they will use dialogue. In small groups or pairs, have students share their plans. Have students examine pacing and ensure it makes sense with the story arc. Students should evaluate peer feedback and revise their plans as needed.

How do you use transitional words, phrases, and clauses to manage the sequence of events in narrative writing?

1. Select a sample narrative text devoid of transition words, phrases, and clauses. Project or share the text with students, and lead a discussion about the quality of writing. Point out to students that it is difficult to follow the sequence because of the lack of transition words, phrases, and clauses. Share a list of common transition words used to show sequence of events (e.g., Time Order Words List). Lead a whole class discussion about ways to revise the text, using this list of transition words, phrases, and clauses. Discuss how the use of these words, phrases, and clauses helps the reader follow the sequence of events.
2. Have students look at a draft from a personal narrative text they have written. Have students revise the text so that they use transition words, phrases, and clauses to show sequence of events. Have students share their drafts during peer-editing conferences to check for the varied and appropriate use of transition words, phrases, and clauses. Have students evaluate the peer feedback and revise their drafts as needed.

How do you use concrete words and phrases and sensory details to convey experiences and events precisely?

1. Select a sample paragraph with ineffective use of concrete words and phrases. Project or share the paragraph with students, and lead a discussion about how the use of abstract or vague words affects the quality of writing. Introduce the concept of concrete words (e.g., Concrete Words video). Lead a whole class discussion about ways to revise the paragraph using concrete words and phrases. Discuss how the use of these words and phrases allows the reader to visualize experiences and events as if they were there.
2. Have students practice using concrete words and phrases when writing. Have students practice categorizing words as concrete or abstract (e.g., Concrete and Abstract Nouns). After students have completed the activity, lead a classroom discussion where students share their results.
3. Select a sample paragraph with ineffective use of sensory details. Students will be familiar with sensory details from reading stories in previous years. Project or share the paragraph with students, and lead a discussion about the quality of writing. Lead a whole class discussion about ways to use sensory details to improve the paragraph. Discuss how the use of these words and phrases allows the reader to visualize experiences and events as if they were there.
4. Have students practice using sensory details to "show, rather than tell" when writing. Provide students with a list of sentences that tell rather than show experiences and events (e.g., Show-Me Sentences Handout). Have students work independently, in small groups, or in pairs to rewrite each "telling sentence" into a "showing sentence." After students have completed the activity, lead a classroom discussion where students share different ways they have revised each sentence.
5. Have students review personal narrative drafts. Remind students that as they are writing, they will need to use concrete vocabulary and sensory details. Have students underline their use in their drafts. Have students share their drafts during peer-editing conferences to check for the use of concrete vocabulary and sensory details for their topic. Have students revise their drafts based on the peer feedback.

How do you provide a conclusion that follows from narrated experiences or events?

1. Students learned about how to write conclusions for narratives beginning in third grade, but it will still be important to review what a conclusion is in a narrative. Select a mentor text that has a strong conclusion. Lead students through a guided reading experience of the mentor text. Ask students where the author has provided a resolution for the story. Review with students the concept of the story arc. Lead a discussion with students about what they notice in the mentor text. Highlight the places in the mentor text where events are concluded and note how the author hints at how things have changed. Remind students

that when they conclude a narrative essay, they will need to include the resolution for their story. Remind students that a resolution concludes the events of the story and gives a hint for the future of the story.

2. Have students select a narrative text they have previously written. In peer-editing partnerships, have students share their conclusions. Have peer editors examine the conclusions for effective story resolution and make revision suggestions. Students should revise their conclusions as needed and highlight where they concluded events and hinted at the future in their conclusions.

Key Academic Terms:

writing, narrative writing, technique, descriptive details, event sequences, narrator, character, development, dialogue, description, pacing, transitional words, concrete words and phrases, sensory details, conclusion, convey, orient

Additional Resources:

Sample Narrative Writing Plan

Why Context Matters in Writing

Read*Write*Think: Show-Me Sentences Lesson Plan

Sixth Grade On Demand Writing – Narrative Writing Samples

What is Narrative Writing, and How Do I Teach It in the Classroom?

Abstract vs. Concrete Language

Concrete and abstract nouns

Writing Standards
Research to Build and Present Knowledge
W.5.28 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Instructional Outcomes:

- Choose a topic for a short research project based on interests or project requirements.
- Investigate different aspects of the selected topic based on experience or initial research.
- Brainstorm a list of related questions to answer through researching a designated topic.
- Review the types of sources and their uses in research projects.
- Use library catalog and online resources to identify potential print and digital sources.
- Record research questions and different aspects of the topic for research.
- Gather information from sources.
- Conduct short research projects.

Guiding Questions and Instructional Activities:

How do you choose a topic for a short research project?

1. Students learn about how to research beginning in first grade, but it is important to review the concepts of research with students. Ask students “How do you choose a topic for a research project? What do you do when you want to learn more about a topic?” Lead a discussion where students brainstorm a list of high-interest topics. Select one of the topics that is broad and ask students to make a list of questions about that topic in order to narrow research. Record ideas on the chart.

Chart: Identifying Research Questions

Topic: The Rainforest
Possible Research Questions: Where are rainforests found? What plants live in rainforests? Why does Earth need the rainforest? What animals are found in the rainforest? What common items are made from rainforest products?

Emphasize to students that research questions will help them focus their research and pinpoint useful information. Have students watch a video about how to answer a question with a research project (e.g., How to Answer a Question with a Research Project).

2. Explain to students that they will be developing their own research questions. Share the anchor chart.

Anchor Chart: What Is a Good Research Question?

A good research question is:
• Clear: easy to understand by the audience without other explanation • Narrow: focused enough that it can be answered thoroughly in the time allowed for the task • Concise: written in a short, clear way • Complex: cannot be answered only by "yes" or "no" • Arguable: has answers that are open to debate

Have students practice choosing a topic and developing a research question. In small groups or pairs, students should share their research questions. Other students in the group should examine whether the research questions follow the guidelines provided and offer suggestions for improvement as needed. Students should evaluate feedback and revise their research questions as needed. Lead a discussion about the questions the class has created.

How do you choose several sources to build knowledge for a short research project? How do you investigate different aspects of a topic for a short research project?

1. Once students have selected a research question on which to focus, share that they will need to determine the best sources to use for their research. Explain that some sources may only

give partial information needed for the research, so they will need to investigate different aspects of a topic using different sources. Select a sample research question and project it on the board. Lead a discussion about where students would go to look for information for that topic (e.g., magazine article, website, encyclopedia, reference book, content area journal, etc.). Share with students that they may need to do simple searches on the Internet using search sites (e.g., Conducting Electronic Research: Simple Search) and explain how to use keywords to refine their searches (e.g., Conducting Electronic Research: Advanced Search). Explain to students that they will need to follow the steps for evaluating sources they find on the Internet (e.g., Evaluating Internet Content). Model for students how to find sources and evaluate them for the sample research question by checking for reliability and accuracy. Model for students what happens when a research question does not yield enough sources. Demonstrate how to adjust the research question as necessary.

2. Have students select a research question that is high-interest and that they are passionate about. Show students a research scaffold (e.g., Research Paper Scaffold) in which they can record their question and capture information from multiple sources. Explain that more sources help build credibility in their writing; require students to use more than three sources for their research. Point out to students that if they are researching and they are unable to find enough good sources, they may need to adjust their research question.

Key Academic Terms:

writing, research, research project, resources, organize, plan, brainstorm, conduct

Additional Resources:

Scaffolding Methods for Research Paper Writing

Inquiry on the Internet: Evaluating Web Pages for a Class Collection

How to Write a Research Question

Example Student Research Paper

Writing Standards
Research to Build and Present Knowledge
W.5.29 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Instructional Outcomes:

- Engage in close reading of print and digital resources.
- Identify relevant information from print and digital resources and write notes that relate to the research question.
- Organize notes using a graphic organizer, note cards, or another note-taking method.
- Sort and integrate information from notes to consider how they relate to each other.
- Draw conclusions about a topic, using information from print and digital sources.
- Paraphrase, using information from print and digital resources.
- Distinguish between recalling, summarizing, and paraphrasing.
- Summarize and paraphrase information recorded in notes.
- Provide a list of sources.

Guiding Questions and Instructional Activities:

How do you recall relevant information about a topic from experiences? How do you gather relevant information about a topic from print and digital sources?

1. Students learn how to recall information or gather information from sources beginning in second grade but will need to review the concept. Explain to students that they will conduct a short research project based on a question of their choosing. Once students have selected a research question on which to focus, have students brainstorm what they know about the topic from their own experiences. Explain that they will also need to determine the best sources to use for their research. Select a sample research question and project it on the board. Lead a discussion about where students would go to look for information for that topic (e.g., magazine article, website, encyclopedia, reference book, content area journal, etc.). Share with students that they may need to do simple searches on the Internet using

search sites (e.g., Conducting Electronic Research: Simple Search) and explain how to use keywords to refine their searches (e.g., Conducting Electronic Research: Advanced Search).

2. Have students use various print and digital sources to practice researching. As students work to answer their research questions, they should select sources and record the information in the graphic organizer.

Graphic Organizer: Developing Research Questions

Research Question:		
Idea:	**Fact:**	**Source:**
	Fact:	**Source:**
	Fact:	**Source:**

Have students share their findings with other students to review the sources. Lead a discussion about the sources students find, including the various types of sources. Create an ongoing list of sources for students to access when working on research projects.

What is paraphrasing? How do you use your notes to summarize or paraphrase information?

1. Explain to students that when they are taking notes, they will either need to directly quote the source or paraphrase the ideas, and the author will need to be attributed. Have students practice how to paraphrase a text. Provide students with a list of paraphrasing strategies (e.g., Paraphrasing Strategies). Select a short informational text. Lead students through a guided reading. Model how to select an idea from the text and paraphrase it for use in writing. Have students work in small groups or pairs to use sample passages and practice paraphrasing each (e.g., Paraphrasing Exercise). Lead a discussion in which students share examples of paraphrasing.
2. Have students practice taking notes about their research questions. As students take their notes, have them use the graphic organizer to directly transcribe and then paraphrase their notes.

Graphic Organizer: Note-Taking and Paraphrasing

Research Question:	
Notes from Text:	**Text Paraphrased:**
Notes from Text:	**Text Paraphrased:**
Notes from Text:	**Text Paraphrased:**

Have students work in small groups or pairs to review their notes and paraphrasing, providing feedback about their work. Use student responses to lead a discussion about effective paraphrasing.

2. Review the meaning of summary. Students have been taught how to summarize in fourth grade but will need to review the concept. Remind students that a well-written summary generally retells the main idea and the most important information. Select a short informational text. Lead a guided reading lesson of the text and provide opportunities for students to engage in discussions to help determine the main idea and important points. As a class, write a brief model summary of the text.
3. Help students use their notes that they have taken as they researched. As students read sections of the text, have them use a worksheet (e.g., Sum It Up) to develop a summary of their note-taking. Have students share these summaries with a partner or a small group.

How do you provide a list of sources?

1. Share with students the basic rules for citations (e.g., Citations for Beginners) for different types of sources. Model for students how to develop a bibliography for different types of sources. Provide students with basic information about different sources (e.g., website, book, magazine article, encyclopedia). In small groups or pairs, have students draft a bibliography using a standard citation format.
2. Have students use citation formats to develop a basic bibliography based on their notes. Have students share these bibliographies with a partner or a small group for feedback on

their use of citation formats. Students should evaluate the feedback and revise their bibliographies as needed.

Key Academic Terms:

library, online, note-taking, source, organize, note, record, summarize, paraphrase, recall, graphic organizer

Additional Resources:

Teaching about Plagiarism

Paraphrasing – Timbuktu in Your Own Words

I Used My Own Words! Paraphrasing Informational Texts

Teaching Students to Paraphrase

Reading Rockets: Summarizing Lesson

Prove It! A Citation Scavenger Hunt

Writing Support (Guides to Citation and Documentation Style)

Writing Standards
Research to Build and Present Knowledge
W.5.30 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *Grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *Grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Instructional Outcomes:

- Analyze literary and informational texts.
- Reflect on literary and informational texts.
- Research using literary and informational texts.
- Explain how to draw evidence to support analysis.
- Identify key details from literary and informational texts that are relevant to analysis.
- Explain how to draw evidence to support reflection.
- Identify key details from literary and informational texts that are relevant to reflection.
- Explain how to draw evidence to support research.
- Identify key details from literary and informational texts that are relevant to research.

Guiding Questions and Instructional Activities:

What is analysis? How do you analyze literary or informational texts? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support analysis?

1. Introduce the concept of literary analysis (e.g., Literary Analysis). Explain to students that when you analyze a text, you are forming a position based on textual evidence. Select a short literary or informational text that has enough textual evidence to support a statement. Lead students through a guided reading of the text. Model how to analyze using a "think

aloud" method in which you describe your position and your thinking behind it. Explain how you formulated your position with textual evidence. Model how to write a brief analysis of the text.

2. Select two short literary texts that have enough detail to support analysis of the settings. Have students read the texts independently. Ask students to respond to a prompt such as "How do the settings in these stories influence the way characters interact? What textual evidence supports your analysis of the settings?" Students should write a brief analysis in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' analyses and decide if an analysis is well reasoned and well supported by textual evidence. Students should evaluate the feedback and revise their analyses as needed.
3. Select two short informational texts that have enough detail to support analysis of the overall structures. Have students read the texts independently. Ask students to respond to a prompt such as "How does each author develop their text structure? What textual evidence supports your analysis?" Students should write a brief analysis in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' analyses and decide if an analysis is well reasoned and well supported by textual evidence. Students should evaluate the feedback and revise their analyses as needed.

What is reflection? How do you effectively reflect about literary or informational texts? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support reflection?

1. Students learn about formal reflection of text beginning in fourth grade, building upon past informal reflection. They will need to review the concept of reflection. Remind students that when you reflect on a text, you are making connections to your own experiences and relating them to text. Select a short literary or informational text that is conducive to reflection. Lead students through a guided reading of the text. Model how to use reflection with a "think aloud" method in which you describe your connection to the text and your thinking behind it. Explain how you formulated your position with textual evidence from the text. Model how to write a brief reflection about the text.
2. Select a short literary text that has strong characterization. Have students read the text independently. Ask students to respond to a prompt such as "Do you agree with how the character *XYZ* responded to a challenge? Would you respond in the same way? Why or why not? Support your response with evidence from the text." Students should write a brief reflection in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' reflections and decide if the reflections are well reasoned and well supported by textual evidence. Students should evaluate the feedback and revise their reflections as needed.

3. Select a short informational text that has enough detail in it to support reflection of how an author uses reasons and evidence to support particular points. Have students read the text independently. Ask students to respond to a prompt such as "What point is the author trying to make in this text? Do you agree with the author? What textual evidence supports your reflection about the author's argument?" Students should write a brief reflection in response to the prompt. Students should work in small groups or pairs to share their responses. Students should respond to others' reflections and decide if the reflections are well reasoned and well supported by textual evidence. Students should evaluate the feedback and revise their reflections as needed.

What is research? How do you use literary or informational texts to support research? What does it mean to draw evidence? How do you draw evidence from literary or informational texts to support research?

1. Students learn about research beginning in third grade and are expected to research as part of writing instruction (see W. 5.28 and W.5.29). Remind students that they need to include textual evidence to help answer their research question and support their conclusions. Select a short informational text that is conducive to answering a research question. Lead students through a guided reading of the text. Model how to research by using a "think aloud" method in which students can answer the research question with textual evidence. Model how to write a brief answer to the research question with the textual evidence.
2. Select several short informational texts that have enough details in them to support a student answering a research question. Have students read the texts independently. Ask students to respond to a research question related to the topic. Students should write a brief answer to the research question based on the textual evidence from the informational texts. Students should work in small groups or pairs to share their responses. Students should respond to others' research and decide if the research is well reasoned and well supported by textual evidence. Students should revise their research responses based on this feedback.

Key Academic Terms:

literary text, informational text, evidence, analysis, reflection, research, key details, draw evidence

Additional Resources:

4 Strategies to Model Literary Analysis

Citing Textual Evidence

Using textual evidence in your research paper

Using Evidence in Writing

Language

Language Standards
Conventions of Standard English Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).
L.5.38 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

Instructional Outcomes:

- Explain the function of conjunctions, prepositions, and interjections.
- Identify correct and incorrect usage of conjunctions, prepositions, and interjections in writing.
- Use conjunctions, prepositions, and interjections correctly in writing and speaking.
- Explain the form or function of perfect verb tenses.
- Identify correct and incorrect use of perfect verb tenses in writing.
- Form and use perfect verb tenses correctly in writing and speaking.
- Explain how verb tenses convey various times, sequences, states, and conditions.
- Identify correct and incorrect usage of verb tenses that convey various times, sequences, states, and conditions in writing.
- Use verb tenses to convey various times, sequences, states, and conditions correctly in writing and speaking.
- Identify inappropriate shifts in verb tense in writing.
- Explain the form and function of correlative conjunctions.

- Identify correct and incorrect use of correlative conjunctions in writing.
- Use correlative conjunctions correctly in writing and speaking.

Guiding Questions and Instructional Activities:

What are conjunctions, prepositions, and interjections? What is the function of conjunctions, prepositions, and interjections in general and their function in particular sentences?

1. Students learn about conjunctions beginning in first grade but will need to review the concept. Review the concept of conjunctions (e.g., Conjunction Junction) and lead a discussion about when to use conjunctions. Have students practice identifying conjunctions in sentences (e.g., Conjunctions Worksheet).
2. Review coordinating and subordinating conjunctions (e.g., Coordinating conjunctions, Subordinating Conjunctions) and their functions in sentences. Project a paragraph that has both coordinating conjunctions and subordinating conjunctions. Lead a discussion about the function of the conjunctions in each sentence and how they are used. Have students practice using coordinating and subordinating conjunctions (e.g., Coordinating and subordinating conjunctions).
3. Students learn about prepositions beginning in first grade but will need to review the concept. Review the concept of prepositions (e.g., Meet the Preposition), and lead a discussion about when to use prepositions. Have students practice identifying prepositions in sentences (e.g., Meet the preposition with pictures).
4. Introduce different kinds of prepositions, including prepositions of time and space (e.g., Prepositions of Time, Prepositions of Space) and their functions in sentences. Project a paragraph that includes different kinds of prepositions. Lead a discussion about the function of the preposition in each sentence and how it is used. Have students practice using prepositions (e.g., Prepositions about time and space).
5. Introduce the concept of interjections (e.g., Interjections!), and lead a discussion about their functions in sentences. Project a paragraph that includes interjections. Lead a discussion about the function of interjections and how they are used. Have students practice using interjections (e.g., Interactive Test).

What is the function of the perfect verb tense? How are the perfect verb tenses formed and when are they used? Which verb tenses are used to convey various times, sequences, states, and conditions?

1. Review the concept of verb tense. Remind students that verbs can be in the past tense, present tense, or future tense. Have students brainstorm examples of each type of verb and record their answers in an empty version of the chart.

Chart: Examples of Verb Tense

Past Tense	Present Tense	Future Tense
I ran.	I run.	I will run.
He ate.	He eats.	He will eat.
They wrote.	They write.	They will write.

   Explain to students that there are times when you want to emphasize that something has already been completed. Introduce the perfect tense (e.g., Perfect Aspect).

2. Have students practice changing the examples from the past, present, and future tenses into the perfect aspect. Lead a discussion about how this changes the meaning. Have students work independently, in small groups, or in pairs to write sentences that use the past perfect, present perfect, and future perfect. Have students practice using the perfect verb aspect (e.g., Practice: perfect verb aspect).

What is an inappropriate shift in verb tense? How do you recognize and correct an inappropriate shift in verb tense?

1. Review with students what a verb is and how it functions in a sentence. Explain that students should avoid shifting verb tenses in the middle of a sentence, paragraph, or text. Share an example of a sentence that shifts:

> The teacher taught the students multiplication, although the students already know it.

   Have students identify the two verbs in the sentence and their tenses. Ask students if the shift in verbs makes sense. Help students to understand that in most cases, the tense needs to stay consistent. Have students practice correcting errors of inappropriate verb shift (e.g., Correct inappropriate shifts in verb tense).

2. Create a writing text that has errors of inappropriate shift in verb tense. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.

3. Have students work in peer-editing pairs to review written drafts, looking for places where there is an inappropriate shift in verb tense. Students should evaluate peer-editing suggestions to revise their work as needed.

What are correlative conjunctions? How are correlative conjunctions used?

1. Review with students what a conjunction is and how it functions in a sentence. Explain that there is a special type of conjunction called a correlative conjunction (e.g., Correlative Conjunctions). Share the anchor chart of common correlative conjunctions.

Anchor Chart: Common Correlative Conjunctions

Common Correlative Conjunctions	
Either/or	**Either** Marta **or** Daniel should sing the solo.
Neither/nor	**Neither** the fourth grade **nor** the third grade have a field trip this month.
Both/and	**Both** chocolate **and** pomegranates have antioxidants.
Whether/or	**Whether** to friends **or** acquaintances, there are lots of great cards available to send.

Have students practice using correlative conjunctions in sentences (e.g., Practice: Correlative Conjunctions).

2. Create a writing text that has errors in the use of correlative conjunctions. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.

Key Academic Terms:

language, conventions, grammar, usage, conjunctions, prepositions, interjections, perfect verb tenses, verb tenses, shifts in verb tense, correlative conjunctions, demonstrate, command

Additional Resources:

Coordinating Conjunctions 1

Coordinating Conjunctions 2

Subordinating Conjunctions

Prepositions

Interjections

The Interjection

What Are Interjections?

Inappropriate Shifts in Verb Tense Worksheets

Correlative Conjunctions

The Correlative Conjunction

Language Standards
Conventions of Standard English Skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).
L.5.39 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

Instructional Outcomes:

- Explain the rules for punctuating items in a series.
- Identify correct and incorrect use of punctuation to separate items in a series in writing.
- Use punctuation to separate items in a series correctly in writing.
- Identify introductory elements in a sentence.
- Explain the rules for using a comma to separate an introductory element from the rest of a sentence.
- Identify correct and incorrect usage of a comma to separate an introductory element from the rest of a sentence in writing.
- Use a comma to separate an introductory element from the rest of a sentence correctly in writing.
- Explain the rules for using a comma to set off the words *yes* and *no* from the rest of a sentence.
- Identify correct and incorrect use of a comma to set off the words *yes* and *no* from the rest of a sentence in writing.

- Use commas to set off the words *yes* and *no* from the rest of a sentence correctly in writing.
- Explain the rules for using a comma to set off a tag question.
- Identify correct and incorrect usage of a comma to set off a tag question in written passages.
- Use commas to set off a tag question correctly in writing.
- Explain the rules for using a comma to indicate direct address.
- Identify correct and incorrect use of commas to indicate direct address in writing.
- Use a comma to indicate direct address correctly in writing.
- Explain the rules for using underlining, quotation marks, or italics to indicate titles of works.
- Identify correct and incorrect usage of underlining, quotation marks, or italics to indicate titles of works in writing.
- Use underlining, quotation marks, or italics to indicate titles of works correctly in writing.
- Identify common spelling patterns found in grade-level appropriate words.
- Identify resources for checking spelling, including word lists, dictionaries, and glossaries.
- Identify correct and incorrect use of Grade 5-appropriate words in written passages.
- Spell grade-appropriate words correctly in writing.

Guiding Questions and Instructional Activities:

What are the rules for punctuating items in a series?

1. Review with students what a comma is and how it functions in a sentence. Share an example of items in a series that require commas (e.g., Punctuating a list). Have students practice using commas (e.g., Practice: punctuating lists).
2. Create a writing text that has items in a series (lists) with commas missing. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where commas should punctuate items in a series. Students should evaluate peer-editing suggestions and revise their work as needed.

What is an introductory element of a sentence? How do you use a comma to separate an introductory element from the rest of a sentence?

1. Review with students what a comma is and how it functions in a sentence. Share an example of introductory elements that require commas (e.g., Commas and Introductory Elements). Point out to students that some short introductory elements do not require a comma, but a comma is necessary if there are two prepositional phrases in the element. Have students practice using commas in introductory elements (e.g., Practice: Commas and Introductory Elements).
2. Create a writing text that needs commas after introductory elements. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.

How do you use a comma to set off the words *yes* and *no* from the rest of a sentence? How do you use a comma to set off a tag question from the rest of a sentence? How do you use a comma to indicate direct address?

1. Explain that commas are used to set off the words *yes* and *no,* tag questions, and cases of direct address. Review with students what a comma is and how it functions in a sentence. Share an example of how to use commas in these instances (e.g., How to Use Commas for Yes, No, Tag Questions, and Direct Address). Have students practice using commas (e.g., Commas in dialogue, tag questions, direct address, and yes-or-no responses).
2. Create a writing text that is missing commas after *yes* or *no*, in tag questions, or in direct address. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where there are missing commas after the words *yes* and *no,* in tag questions, and in direct address. Students should evaluate peer-editing suggestions and revise their work as needed.

What does the term *italics* mean? How do you use underlining, quotation marks, or italics to indicate titles of works?

1. Introduce the term *italics*. Explain to students that *italics* are used when typing the titles of major works. Explain to students that when they are handwriting titles of major works, they will need to underline. Share an example of how to use italics and underlining (e.g., Italics and Underlining for Titles). Brainstorm a list about what a major work is, and create a chart of major works. Explain to students that when they are typing or writing the titles of smaller works, they should use quotation marks. Share an example of when quotation marks are used instead of italics or underlining (e.g., Title of Works: Quotation Marks vs. Italics or

Underlining). Have students practice typing or writing titles in text correctly (e.g., Using Titles in Text).

2. Create a writing text that has errors in the use of underlining, quotation marks, or italics to indicate titles of works. Have students work independently, in small groups, or in pairs to find the errors and correct them. Once students have finished, review their answers and correct any misconceptions.
3. Have students work in peer-editing pairs to review written drafts, looking for places where there are errors in the use of underlining, quotation marks, or italics to indicate titles of works. Students should evaluate peer-editing suggestions to revise their work as needed.

What are the grade-appropriate words you must spell correctly? What references can you use to spell correctly?

1. Consult your school/district's spelling program to determine which words need to be learned for Grade 5, or use lists of commonly accepted Grade 5 spelling words (e.g., Fifth Grade Spelling Words). Follow the activities in your spelling program, or divide the list into smaller weekly lists and have students practice those words in one or more spelling activities (e.g., Spelling Activities).
2. Explain to students that when they are writing, they may encounter words they do not know how to spell. When assessing student writing, note words that each student tends to misspell. Help each student create a personal list of words the student tends to misspell to use as a reference when writing. Create a class list of commonly misspelled words. Model for students how to use resources such as an electronic spell checker or a dictionary (print or online) to find the correct spelling of words.
3. Have students select a draft of their own written work. Have students work in peer-editing partnerships to check for misspelled words. Have students find the correct spelling of words using an electronic spell checker or a dictionary (print or online), and revise accordingly.

Key Academic Terms:

language, conventions, punctuation, spelling, comma, introductory element, tag question, direct address, underlining, quotation marks, italics, references, demonstrate, command

Additional Resources:

Introductory Elements

Using a Comma after an Interjection (*yes*)

Using a Comma after an Interjection (lesson)

Using Titles in Text

Spelling “Go Fish” Card Game

5th Grade Spelling Words and Activities

English Spelling: Making Sense of a Seemingly Chaotic Writing System

Guide to English Spelling Rules

4 Spelling Strategies You Don't Want to Miss

Language Standards
Vocabulary Acquisition and Use
L.5.41 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 5 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis).* c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Instructional Outcomes:

- Define the meaning of context.
- Use context clues to determine or clarify the meaning of words and phrases.
- Use reference materials to check meanings derived from context.
- Identify the meanings of common Greek and Latin affixes and roots.
- Use meanings of common Greek and Latin affixes and roots to determine the meaning of words and phrases.
- Use reference materials to check meanings derived from Greek and Latin affixes and roots.
- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries and distinguish between how each is used.
- Identify the pronunciation guide within reference materials.
- Explain what a precise meaning is and identify examples of words that have similar but nuanced meanings.
- Use print and digital reference materials to determine or clarify the meaning of words and phrases.

Guiding Questions and Instructional Activities:

What strategies can you use to determine or clarify the meaning of unknown and multiple-meaning words and phrases? What is context when trying to determine the meaning of a word or phrase? How do you use context to determine the meaning of a word or phrase?

1. Students learn about using context clues beginning in first grade, but you will need to review the concept with them. Explain to students that there are often clues to the meanings of unknown words or phrases in the text before and after the unknown word or phrase. Share with students the types of context clues that can be used to find word meaning (e.g., Context Clues). Select or create a text that will allow students to use cause/effect or comparison as context clues to figure out meanings of words or phrases, including definition, antonyms, synonyms, or inference. Model for students how to use these types of context clues to determine the meaning of the words or phrases in the sentence.
2. Select a text that has multiple examples of cause/effect and/or comparison context clues. Have students work independently, in small groups, or in pairs to practice using these context clues to determine the meaning of unknown words or phrases. Once students have completed the task, lead a discussion about their findings.
3. As students read independently, have students note two or three unknown words or phrases in the text selection. Have students attempt to use cause/effect or comparison context clues to find their meaning. In a reading journal or in writing, have students note the word or phrase, the sentence in which it is found, context clues that help denote the meaning, and the predicted meaning. Students should double-check their answers using an electronic spell checker or a dictionary (print or online).

What are affixes and roots? How do you use the meaning of common Greek and Latin affixes and roots to determine the meaning of a word?

1. Students learn about common Greek and Latin affixes and roots beginning in fourth grade, but you will need to review the concept with them. Explain to students that the meaning of a word can often be constructed using knowledge of common Greek and Latin affixes and roots. Share with students a list of common Greek and Latin roots (e.g., Common Word Roots). Have students work in small groups or pairs to brainstorm a list of words that contain each of the common Greek and Latin roots. Lead a discussion about student findings.
2. Select a few of the Latin or Greek roots to focus on (e.g., Photo). Introduce the meaning of the roots. Remind students that affixes are prefixes and suffixes that can be added to a root to change the meaning. Have students work in small groups or pairs to use common affixes

with the roots to form words. Have students use the meaning of the roots and affixes together to determine the meaning. Have students write a sentence for each word they form. Lead a classroom discussion about the sentences and the meaning of the words.

3. As students read independently, have students note two or three words with familiar Greek or Latin roots in the text selection. Have students attempt to use their prior knowledge of affixes and roots to find their meaning. In a reading journal or in writing, have students note the word, the sentence in which the word is found, the root and affixes, and the predicted meaning. Students should check their answers using an electronic spell checker or a dictionary (print or online).

What are a dictionary, a glossary, and a thesaurus? What is pronunciation? What is a precise meaning? How do you use print and digital reference materials to determine pronunciation? What are print and digital reference materials that can help determine or clarify the precise meaning of words and phrases?

1. Students learn about using reference materials to determine pronunciation and to clarify precise meaning in fourth grade, but you will need to review the concept with students. Project a sample dictionary entry onto the board (e.g., Anatomy of a Dictionary Entry). Review with students where they can find the pronunciation of a word. Review with students where they can note the parts of speech and precise meaning. Show a sentence that has an unknown vocabulary word in it. Have students predict the meaning of the word based on context and/or knowledge of roots and affixes. Model for students how to determine the part of speech of the word within the sentence. Model for students how to find the meaning of the word within a dictionary entry based on the part of speech. Explain to students that they should check their prediction against the precise meaning.
2. As students read independently, have students note two or three unknown words in the text selection. Have students attempt to use their prior knowledge of context clues and affixes and roots to find the meaning of the words. In a reading journal or in writing, have students note each word, the sentence in which the word is found, its part of speech, the context clues/roots and affixes, and their predicted meaning. Students should double-check their answer using an electronic spell checker or a dictionary (print or online). Students should also check the pronunciation of the word. Lead a discussion where students talk about the meanings of the unknown words, pronouncing the words correctly and explaining how they figured out their precise meanings.

Key Academic Terms:

vocabulary acquisition, meaning, multiple-meaning words, unknown words, context, affix, root, dictionary, glossary, thesaurus, pronunciation, precise meaning, determine, clarify, reference, consult

Additional Resources:

Types of Context Clues

Context Clues: Cause and Effect

Context Clues Slideshow

Comparison-Contrast Context Clues

Photo Root Word

Common Content Area Roots and Affixes

Latin and Greek Root Word Meaning Match

OED: The Entry Display

Language Standards
Vocabulary Acquisition and Use
L.5.42 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Instructional Outcomes:

- Identify different types of figurative language, including similes and metaphors.
- Distinguish between similes and metaphors.
- Interpret the meaning of similes and metaphors by deconstructing their comparisons.
- Identify the characteristics of idioms, adages, and proverbs.
- Distinguish between idioms, adages, and proverbs.
- Identify common idioms, adages, and proverbs and describe their meanings.
- Define synonyms, antonyms, and homographs.
- Identify synonyms, antonyms, and homographs.
- Use the relationship between words to better understand each of the words.

Guiding Questions and Instructional Activities:

How are similes and metaphors different from each other? How do you understand the meaning of figurative language such as similes and metaphors?

1. Introduce the concept of figurative meaning. Introduce the difference between literal and figurative language by sharing examples (e.g., Literal vs. Figurative Language). Explain to students that literal language will mean exactly what it says, while figurative language will describe and create an image to help the reader picture what is being said. Students may be familiar with similes and metaphors but will need to review them. Provide definitions of similes and metaphors (e.g., Similes, Metaphors).

2. Select several short literary texts that have several similes and metaphors. Have students work in small groups or pairs and have students work on a scavenger hunt to find examples of similes and metaphors in the text. Have students write each example on an index card or sticky note, along with the sentence in which it was found. Model for students how to use context clues to help determine the meaning of the figure of speech.
3. As students read independently, have students note two or three examples of similes and metaphors in the text selection. Have students attempt to use their prior knowledge of context clues to find the meanings of the similes and metaphors. In a reading journal or in writing, have students note each simile or metaphor, the sentence in which the simile or metaphor is found, the context clues, and the simile's or metaphor's predicted meaning. Lead a discussion where students talk about the meaning of simile or metaphor and the conclusions they have drawn about their meanings.

How are idioms, adages, and proverbs different from each other? How do you identify the meaning of common idioms, adages, and proverbs?

1. Introduce the concept of idioms. Explain to students that idioms are sayings that have different figurative meanings from their literal meanings. Provide a definition and some examples of idioms (e.g., Everyday Idioms). Select a few idioms to discuss. Have students work in small groups or pairs to use their background knowledge and imaginations to develop meanings for the idioms (e.g., Idioms Practice). Lead a classroom discussion about the actual meanings of the idioms.
2. Introduce the concept of adages and proverbs. Explain to students that adages and proverbs are common sayings that either offer practical wisdom or are sayings that have been used for a long time. Provide a definition and some examples of adages and proverbs (e.g., Adages and Proverbs). Select a few adages and proverbs to discuss. Have students work in small groups or pairs to use their background knowledge and imaginations to develop meanings for the adages and proverbs (e.g., Adages and Proverbs Practice). Lead a classroom discussion about the actual meanings of the adages and proverbs.

What is a synonym? What is an antonym? What is a homograph? How do you use the relationship between particular words to better understand each of the words?

1. Students learn about synonyms and antonyms beginning in fourth grade but will need to review the concept. They will also need to be introduced to homographs. Provide a definition and some examples of synonyms, antonyms, and homographs (e.g., Understanding Word Relationships). Have students practice using word relationships and context to understand meaning (e.g., Synonyms Practice, Antonyms Practice, Homographs Practice) Have students work in small groups or pairs to use their background knowledge and classroom resources to develop a list of words and related synonyms, antonyms, and

homographs. Lead a classroom discussion to brainstorm a classroom list that may be posted in the classroom.

2. Select or create a short literary text that has synonyms, antonyms, and homographs that can help provide meaning to other words. Compile a list of the words on the board. Lead the students through a guided reading lesson. Have students think about each of the words and its relationships to other words and determine its meaning. Have students use each of the words in their own writing.

Key Academic Terms:

vocabulary acquisition, figurative language, word relationships, similes, metaphors, idioms, adages, proverbs, antonyms, synonyms, homographs, determine, interpret, nuance

Additional Resources:

Examples of Similes

Metaphor Examples for Kids

Simile and Metaphor—What's the Difference

Teaching Simile and Metaphor through Song

Idiom Site

Teaching Idioms

Examples of Adage in Literature

Animal Proverbs and Adages

Examples of Antonyms, Synonyms, and Homonyms

Antonyms, Synonyms, and Homonyms

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Updated August 31, 2020

Alabama Educator Instructional Supports: ACAP Summative Survey

Please take a few minutes to answer 10 survey questions by April 30, 2021. You may complete the survey electronically here: https://www.surveymonkey.com/r/WXZWXCT. If you prefer to mail in your survey, you may print this page and mail it in an envelope using the address on the next page. You may also print this double-sided with the following page, fold it into thirds, seal it with tape, and mail it. The survey takes approximately five minutes to complete.

1. Which content area(s) did you use? (Check all that apply.)

   ☐ English Language Arts ☐ Mathematics ☐ Science

2. Which grade(s) did you use? (Check all that apply.)

   ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

3. In which state district (such as Leeds City or Winston County) do you work? _____

4. What is your current position/job title?

   - ○ Classroom teacher
   - ○ Curriculum coach/specialist (school or district)
   - ○ Teacher assistant/classroom aide/paraprofessional
   - ○ Administrator
   - ○ Other (please specify): _____

5. For how many standards did you use the material in the Instructional Supports when planning your instruction?

   ○ All ○ Most ○ Some ○ None

6. How helpful were the Instructional Supports in providing a deeper understanding of the standards?

   ○ Very helpful ○ Helpful ○ Somewhat helpful ○ Not helpful

7. How helpful were these documents to you when planning instruction?

   ○ Very helpful ○ Helpful ○ Somewhat helpful ○ Not helpful

8. How many times did you consult the Instructional Supports documents while planning instruction?

   ○ Daily ○ A few times a week ○ A few times a month ○ A few times during the school year ○ One or two times ○ Zero times

9. How likely are you to recommend the use of the Instructional Supports to other teachers in your district or school?

   ○ Very likely ○ Somewhat likely ○ Somewhat unlikely ○ Very unlikely

10. Is there any additional information about the Instructional Supports that you would like to share or any additional resources that you would like to see included?

_____

_____

_____

Thank you for taking the time to fill out the survey.

(fold here)

Place stamp here. Postal service will not accept without a stamp.

Data Recognition Corporation
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