TEACHER GUIDANCE

FOR TEACHING THE GEORGIA STANDARDS
of EXCELLENCE (GSE)

Georgia Department of Education
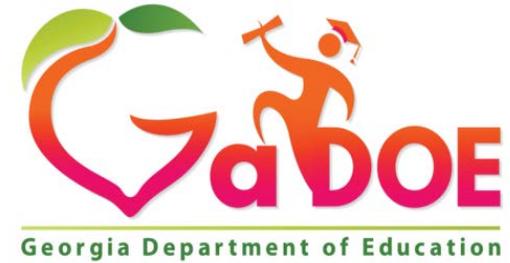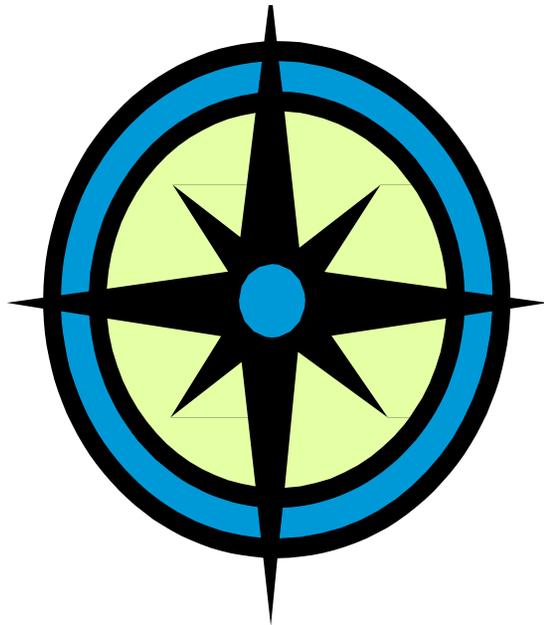
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Grade Five

Introduction

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About Grade Five

The K-5 Standards define what students should understand and be able to do by the end of each grade. Fundamentally, students in grades K through five are focused on developing comprehension strategies that will enable them to manipulate grade-level texts of appropriate complexity and to communicate effectively both in writing and in speaking. Students will begin to anchor their inquiries and responses firmly to the text, whether literary or informational, using increasingly specific and relevant evidence to support their claims and inferences. Students' analytical skills will extend to identifying main idea/theme, understanding character and plot development, and evaluating the impact of word choice. Additionally, students will identify structural elements in text such as scenes and chapters, distinguish narrative voice, understand the impact of aesthetic elements, and make logical connections. A key component of the ELAGSE is the expectation of appropriate grade-level complexity in text choices. Complexity levels are assessed based upon a variety of indicators.
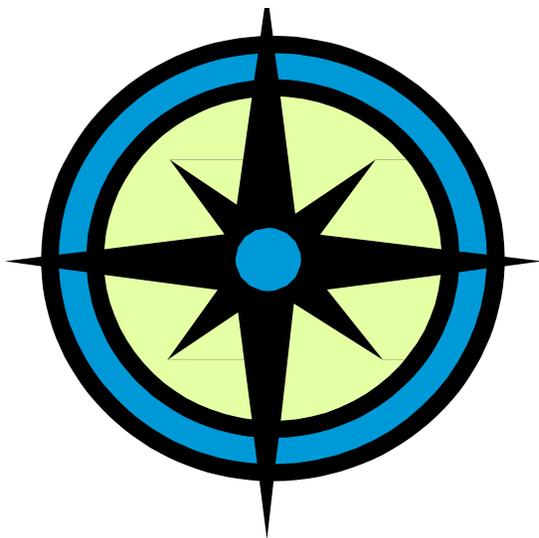
GSE TEACHER GUIDANCE:

Skills, concepts, strategies, tasks, and suggested key terms

	Fifth Grade GSE
N (compass image)	**Reading Literary (RL)**
	ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills/Concepts for Students:

- Understand and use close reading strategies for understanding
- Support your claims and inferences about a text with specific evidence
- Begin the practice of annotating texts as you read
- Use quotations from the text in your essays and punctuate them properly

Instructional Strategies for Teachers:

- Model close reading strategies with an emphasis on finding explicit information in the text
- Provide adequate opportunities for students to read from a variety of genres (e.g. fiction, nonfiction, plays, poetry)
- Model effective note taking and annotation
- Encourage students to provide evidence to support all claims, inferences, and theses about text
- Provide opportunities to correct punctuation of quotations in writing (edit)

Sample Performance-based/Standards-based Task(s):

Using a familiar text, create a two-column chart. In column one, add five to ten direct quotes from a character or characters. In column two, students will write an inference derived from that quote. For example:

"The padlock snapped shut with the loudest click I'd ever heard." Chapter 2, pg. 20	I can infer from how loud it sounded to him that he was scared about being locked in – it seemed exaggerated in his mind.

Suggested Key Terms:

Quote	Annotation	Explicit	Implicit	Inference	Literary
Informational	Fiction	Non-Fiction	Close Reading	Genres	Claim
Thesis	Paraphrase	Summarize			

|	**Fifth Grade GSE**
	Reading Literary (RL)
	ELAGSE5RL2: 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.

Skills/Concepts for Students:

- Understand and use close reading strategies for determining theme
- Use appropriate strategies, such as note taking, re-reading, and summarizing to understand theme
- Analyze how a character responds to challenges presented throughout the text
- Practice identifying the theme in a variety of texts including novels, plays, and poems
- Understand the difference between summary and paraphrase
- Practice summarizing what you read

Instructional Strategies for Teachers:

- Provide explicit instruction on the concept of theme and main idea
- Model strategies for determining theme across various genres (e.g., stories, plays, poetry)
- Provide students with opportunities to summarize and paraphrase, noting the difference in these two skills

Sample Performance-based/Standards-based Task(s):

Using a familiar text, have students identify theme using the following method:

Character's disposition before crisis: attitude, mood, behavior		Character's disposition after crisis: attitude, mood, behavior (how did the character respond to the crisis?)

Crisis
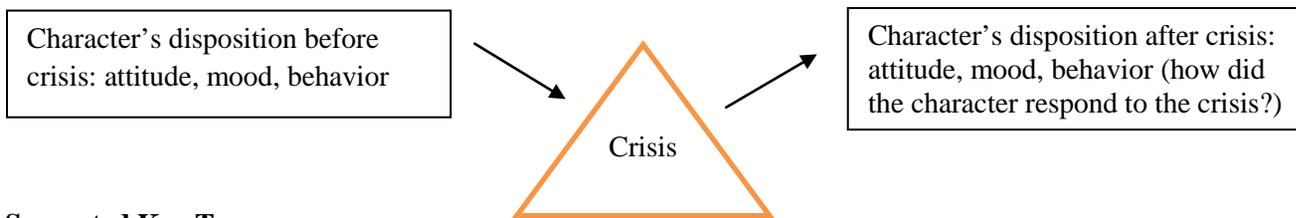
Suggested Key Terms:

Theme	Drama	Poetry	Summarize	Character	Speaker
Main Idea	Protagonist	Paraphrase	Speaker		

	Fifth Grade GSE
	Reading Literary (RL)
	ELAGSE5RL3: Compare and contrast two or more characters, setting, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Skills/Concepts for Students:

- Determine how the specific details of the characters, setting, and events fit together to enhance each other
- Annotate as you read, taking note of interactions between and among characters, setting, and events
- Include elements of characterization that you notice in your annotations (physical description, actions, reactions, etc.)
- Compare and contrast characters, setting, and events using specific details from the text

Instructional Strategies for Teachers:

- Select familiar texts that lend themselves well to comparing and contrasting (examples provided in sample task below)
- Model effective annotation and note-taking, with special attention to how characters, setting, and events enhance one another
- Provide explicit instruction on characterization, setting, and plot structure
- Provide graphic organizers to demonstrate how to compare and contrast using specific details from the text

Sample Performance-based/Standards-based Task(s):

Using a text that provides an interesting example of two major characters interacting (e.g., Meg Murray and her brother Charles Wallace in Madeleine L'Engle's *A Wrinkle in Time*, or City Mouse and Country Mouse), have students discuss, make a chart, and/or complete a graphic organizer that evaluates the interaction of the characters. Students should examine how the characters are introduced or connected, ways in which they are similar and different, experiences they share, and whether their relationship changes over time.

*This same task can be applied to comparing setting and events.

Suggested Key Terms:

Compare/Contrast	Protagonist	Characterization	Setting	Plot	Resolution
Rising Action	Climax	Falling Action			

	Fifth Grade GSE
	Reading Literary (RL)
	ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Skills/Concepts for Students:

- Distinguish between literal and figurative speech
- Understand the difference between the denotation and connotations of words
- Use context clues, reference materials and knowledge of roots, and prefixes and suffixes to determine the meaning of unknown words
- Examine the author's word choice and types of figurative language used to improve text and imagery

Instructional Strategies for Teachers:

- Using familiar texts, identify examples of figurative language, imagery, sounds devices, etc.
- Routinely discuss the denotations and connotations of words, and explore why authors make certain choices in their writing
- Model methods for understanding word usage in context (reference materials, root words, prefixes and suffixes, etc.)
- Read about and explore a variety of figurative language use (e.g., alliteration, hyperbole, idiom, irony, metaphor, onomatopoeia, puns, simile, personification)
- Explore the reasons *why* authors use a particular kind of writing (e.g., figurative language to improve meaning or make the text more interesting)

Sample Performance-based/Standards-based Task(s):

Have students choose a poem that employs a significant amount of figurative language and rewrite it in literal terms. Have students read the two versions of the piece aloud and carefully consider the differences in the reader/audience experience. On a chart with three columns, have students choose several quotes from an original poem that uses figurative language and write in the first column. In the second column, write the literal version of the language. In the third column, have students make a qualitative reader-response comment on the ways in which the experience was different or changed the meaning of the poem. Engage the students in a collaborative discussion about the ways in which figurative language and word choice enhances meaning within the writing experience. Examples of poetry using figurative language can be found at http://www.ereadingworksheets.com/figurative-language/figurative-language-poems-with-questions/

Poetry example from: *Sleep,* By Annie Matheson

Tired roses, passionately sweet, Are leaning on their cool green leaves,	Sleepy flowers overpoweringly sugary, falling over on their cold green leaves,	The literal version of the phrase makes the roses sound awful! Heavy and cold, making the stems bend and fall over

Suggested Key Terms:

Denotation	Connotation	Literal	Concrete	Idiom	Metaphor
Simile	Figurative Language	Personification	Hyperbole	Alliteration	Irony
Onomatopoeia					

	Fifth Grade GSE
	Reading Literary (RL)
	ELAGSE5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Skills/Concepts for Students:

- Read a wide variety of texts, so that you will be exposed to all sorts of text structures (e.g. scientific texts with abstract, methods procedures, plays with acts, scenes, novels with chapters, instructions with headings, etc.)
- Notice structural elements when you read, and include structure in your notes/annotations
- Employ helpful structures in your own writing (e.g. use an outline format, graphic organizers or headings)
- Learn the terms associated with structure such as chapter, scene, and stanza

Instructional Strategies for Teachers:

- Engage students in understanding the structure parts of a text
- Provide opportunities for students to read, write, and perform various dramas
- Provide opportunities for students to view dramatic literature performed during a field trip or using a prerecorded option
- Read aloud different stories, dramas, and poems, create anchor charts and discuss with students how chapters, scenes, or stanzas contribute to the flow of the literature selection

Sample Performance-based/Standards-based Task(s):

Using various types of texts (instructions for assembly, a recipe, dramatic literature in acts and scenes, etc.), print copies of the texts and then cut the text into pieces with structural elements intact (headings, labels, numbers, transitional words, etc.). Have students attempt to reassemble the pieces using the clues provided by the structure. Have students write a brief response after reassembling each text explaining how the structural clues helped them to put the piece back together.

Suggested Key Terms:

Structure	Scene	Stanza	Drama	Chapter	Heading
Act	Line	Verse	Series		

	Fifth Grade GSE
	Reading Literary (RL)
	ELAGSE5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

Skills/Concepts for Students:

- Review the differences in narrative voice (first person, second person, third person/omniscient)
- Compare texts told from differing points of view, noticing how it changes your experience of a text (for example, a book narrated in first person usually seems much more personal and immediate than one told by a narrator)
- Include narrative voice and point of view in the list of things you observe in your notes and annotations when reading
- Practice writing in different points of view

Instructional Strategies for Teachers:

- Choose familiar texts that illustrate a variety of narrative voices and points of view
- Provide explicit instruction in 1st, 2nd, and 3rd person point of view
- Explore illustrative examples of narrative voice (e.g.: a compelling first person narrative as compared with a less-engaging third person narrative)
- Include writing from different points of view in your lessons

Sample Performance-based/Standards-based Task(s):

Provide a well-written passage written from any point of view (1st, 2nd, or 3rd). Have students rewrite the passage from at least one other point of view. Students can share their rewrites with the class. Discuss how the different point of view influences how the events are *described* within the text and why the author chose to write the passage from that point of view. Which way was more effective in describing the events and why?

Suggested Key Terms:

Bias   Opinion   Point Of View   First Person   Second Person   Third Person
Narrator

	Fifth Grade GSE
	Reading Literary (RL)
	ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Skills/Concepts for Students:

- Watch movies based on books you have read, or read the original text from which a movie you enjoyed was derived; note the differences between the versions, and think about why those changes might have been necessary or desirable
- Think about whether you prefer to get information through words, pictures, or listening; use the knowledge of your preferences in your own academic life (for example, in your note-taking – you can draw pictures when it is helpful in remembering something)
- Think about how and when illustrations are helpful; think about what kinds of images you prefer (Drawings? Paintings? Photos?)
- Multimedia components can include animation, sound effects, music, etc.; consider the ways in which all these elements make presentations more fun

Instructional Strategies for Teachers:

- Take students to see a film or staged production of a book they have read (or conduct a webquest or visit a website for same)
- Allow students to produce a film or a stage production of their own, or to create a webquest or website
- Have students create illustrations in various artistic and digital media to accompany stories they have written or read
- Select a variety of text choices (fiction, folktale, myths, poetry) that have beautiful illustrations or other media elements (e.g., text, images, audio, video, animation) *connected* to them for use in lessons

Sample Performance-based/Standards-based Task(s):

Assign students (in groups of 3 or 4 for ease of presentation) a multimedia project to be compiled in PowerPoint. Step one will be the creation of 5 slides on an assigned topic. These slides should be words only. In the second version, allow students to add one element to each slide (animation, one picture each, one sound, etc.) Share some of the presentations after each version (it is not necessary to share all of them every time). Allow students 3 or 4 more opportunities to add media and interest to their slides. As you watch the increasingly interesting versions of the presentations, engage the students in collaborative discussion about the quality of their experience as an audience. Examine how the addition of these elements enhance their interest and understanding.

Suggested Key Terms:

Visual	Audio	Graphic Novel	Multimedia	Digital	Tone
Beauty of Text	Folk Tale	Myth			

	Fifth Grade GSE
	Reading Literary (RL)
	ELAGSE5RL8: (Not applicable to literature) **ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

Skills/Concepts for Students:

- Learn about a variety of genres and sub-genres of text including mystery, adventure, biography, science fiction, etc.
- Use the strategies you have learned to identify theme (for example, looking at how the main character is changed by the events in the story) so that you can compare themes from different stories
- Read books on your own in addition to the ones assigned in class, so you can learn more about your own taste and what you like to read
- Use your knowledge of setting, plot, characterization, and other elements of a story when you compare and contrast similar themes and topics

Instructional Strategies for Teachers:

- Expose students to works that lend themselves well to comparison (for example, books with similar protagonists, or similar settings)
- Provide explicit instruction on identification of theme using graphic organizers, anchor charts, and examples
- Review identifying theme through looking at how characters are changed by the events in a story
- Model comparing and contrasting stories in the same genre, paying particular attention to how the authors describe theme and topic
- Engage students in writing individual accounts of a common event and discuss the differences in those accounts

Sample Performance-based/Standards-based Task(s):

Choose a relevant topic or event about which your students could write a narrative (field day, a school celebration, a field trip, student choice). Alternatively, you could stage an event (for example, have someone come into the room, do 3 jumping jacks, blow a whistle, recite a poem, and leave). After the event, ask students to write a descriptive narrative about what they saw or experienced. Have several students share their accounts aloud, noting main points on chart paper. Engage students in a discussion about the differences in style (and even the differences in the facts) of each narrative. How do they think the personality of each writer influenced their perception of events? Did their seat in the class or vantage point influence their perception? What other factors can we consider in how a writer crafts his approach to a theme or topic?

Suggested Key Terms:

Genre   Compare/Contrast   Theme   Topic   Sub-genres (all types)

N (compass image)	**Fifth Grade GSE**
	Reading Literary (RL)
	ELAGSE5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Skills/Concepts for Students:

- Practice attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts
- Take detailed notes
- Read within an appropriate time frame for extended text
- Consider keeping a notebook of texts read with notes
- Self-monitor and self-correct when you read
- Read with a rhythm, flow, and meter that sounds like everyday speech (prosody)

Instructional Strategies for Teachers:

- Choose texts of appropriate complexity
- Require reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal reading goals, including a suggested reading list. Encourage students to keep a notebook that includes notes and personal commentary on each text read over the course of the year. An extension of this activity can include students creating "book cards" that give plot, setting, character description, point of view, author, publication details, personal review, and summary for major texts read or favorite books.

Suggested Key Terms:

Literary Fiction	Informational	Non Fiction	Summary	Evidence	Claim
Plot	Setting	Character	Inference	Prosody	Meter
Rhythm	Flow				

	Fifth Grade GSE
N (compass image)	**Reading Informational (RI)**
	ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills/Concepts for Students:

- Practice attentive reading of texts on a variety of subjects
- Think about how and why an author chooses to say something (Is she angry? Is he sad?)
- Use evidence from the text to support claims about the text
- Take detailed notes
- Distinguish between fact and opinion, as well as between important facts and unimportant (extraneous) details

Instructional Strategies for Teachers:

- Require textual evidence for all student claims and inferences, even in informal class discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis (e.g., class party, filed trip)
- Require students to take notes, modeling appropriate procedures and how to determine important content
- Have students quote, paraphrase, and summarize, and explore the accuracy of their content
- Explain bias and note when bias appears in summary (a summary should not include "it was a good book about birds" it should only include information about the birds!)
- Purposefully provide informational texts that challenge your readers

Sample Performance-based/Standards-based Task(s):

Have students look at a few pieces of familiar informational text, such as directions for putting together a model plane, instructions for a computer game, a recipe, or a newspaper article. Have the students make a T-chart where they will write explicit information from the text on the left and related inferences on the right. For example, if the recipe says that you must let the cake cool before you ice it, the inference is that the icing will melt and run on a hot cake. If the instructions for the model say that you should avoid working in a closed room, the inference is that the fumes from the materials might be hazardous. Note that, at the end of this activity, the items on the left are the evidence for the inferences on the right.

Suggested Key Concepts:

Informative/Explanatory	Fact	Non Fiction	Explicit	Opinion	Summary
Bias	Claim	Paraphrase	Extraneous		

	Fifth Grade GSE
	Reading Informational (RI)
	ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Skills/Concepts for Students:

- Understand the difference between theme and main idea (main idea is a concrete subject, while theme is usually something you can't touch or see like "friendship or "justice")
- Practice summarizing text without adding anything that is not explicitly written in the text (such as recommendations or opinions)
- Use your notes to help sort ideas and topics within a text (if you jot notes on index cards, you can physically sort them)
- Use your knowledge of structure to help you identify main ideas and support; in a well-written text, there will usually be a topic sentence with a key idea and the support for that idea should appear in the paragraph that follows

Instructional Strategies for Teachers:

- Provide explicit instruction in various organizational structures
- Model with students how to construct graphic organizers from technical texts to help them identify key points and supporting evidence
- Choose a variety of familiar informational texts that illustrate more than one main idea
- Use notes and paraphrasing to construct a summary

Sample Performance-based/Standards-based Task(s):

Provide students with several small informational pieces of text (short enough to fit on an index card in reasonably-sized type). Choose these excerpts purposefully so that they contain a main idea or assertion and clear evidence to back it up, but the text samples should be broad enough that the student will have to search for and discern what constitutes support and what does not. Have the students work with a partner to list the main idea and all supporting evidence for each card. After 5 or 10 cards, students will compare responses with a partner, discussing discrepancies in their perceptions of what constitutes main ideas and supporting evidence. In cases where their conclusions differ, students should engage in a collaborative discussion to arrive at a common answer. After they have one set of responses upon which they both agree, they will team up with another pair and repeat the process.

Suggested Key Concepts:

Summary	Paraphrase	Fact	Opinion	Main Idea	Key Detail
Extraneous	Objective	Theme			

	Fifth Grade GSE
N	**Reading Informational (RI)**
	ELAGSE5RI3: 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 a text.

Skills/Concepts for Students:

- Understand common textual features and organizational structures
- Take notes as you read, including relationships you notice between concepts
- Read a wide variety of informational texts (newspapers, diaries, experimental logs, humorous essays, political speeches, etc.)
- Think about the reasons for interactions between elements of a text; is one thing meant to show contrast to the other, complement it, or explain it?

Instructional Strategies for Teachers:

- Use graphic organizers to illustrate connections and distinctions (such as Venn diagrams and "T" charts)
- Encourage students to create outlines tracing the development of ideas or arguments in informational texts
- Provide examples of the kinds of connections to be made within a text (for example point out comparisons and contrasts)
- Provide routine writing opportunities that require students to think about and identify connections within text
- Model the skill of extracting information about relationships or interactions using a familiar or cross curricular informational text

Sample Performance-based/Standards-based Task(s):

Using an informational appropriate text (cross-curricular), have students brainstorm 3 lists on chart paper: a list of people, a list of events, and a list of topics or concepts. Using yarn and tape, have students illustrate connections between any two things on any of the charts, and explain the connection. Have the class consider and approve/disapprove of each of the proposed connections (for example, a connection between cars and bologna because you "like" them both isn't adequate!) After several connections have been identified, you will have an interesting visual display that can be left up in the classroom to illustrate the concept.

Suggested Key Concepts:

Concept	Context	Interaction	Informational	Text-Based	Extraneous
Relevant	Historical Text	Scientific Text	Technical Text		

	Fifth Grade GSE
	Reading Informational (RI)
	ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Skills/Concepts for Students:

- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts (e.g., manuals, contracts, applications, textbooks, etc.)
- Determine pronunciations, meanings, alternate word choices, parts of speech, and etymologies of words as needed, using context and other resources to aid in identifying the meaning of unfamiliar words
- Apply learned strategies to determine the meaning of unknown words (context clues, reference materials, etc.)

Instructional Strategies for Teachers:

- Reinforce the effective and efficient use of various strategies for determining meaning of unknown words, especially academic and domain- specific vocabulary, such as context, roots and suffixes, and reference materials
- Provide opportunities for focused study of vocabulary from informational texts that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical texts using annotating, outlining, or other useful strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Performance-based/Standards-based Task(s):

Choose a domain such as computer terminology, medicine, or law, and provide students with several informational documents to study (manuals, installation guides, recipes, contracts, etc.). Have students compile a list of the ten most-often-occurring unknown terms in each document. At the end of that activity, have students compare documents and create another list of the most-often-occurring computer terms across *all* of the documents. After a list of need-to-know words has been constructed, work with students to identify strategies for making meaning of these words without resorting to dictionaries. Look at things like prefixes and suffixes, root words, languages of origin, abbreviations, and context. After a thorough study and discussion, have students (in teams or pairs) write a helpful "how to understand computer terminology" guide with a glossary of terms in the back to share with students in other classes or grades.

Suggested Key Concepts:

Domain-Specific	Literal	Figurative	Connotation	Denotation	Root
Suffix	Etymology (Word Origin)				

N	Fifth Grade GSE
	Reading Informational (RI)
	ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Skills/Concepts for Students:

- Know and be able to recognize common textual features (e.g., paragraphs, topic sentences, introduction, conclusion, bibliography, etc.)
- Be able to recognize common organizational structures (e.g. logical order, cause and effect relationships, comparison and contrast, order of importance, etc.)
- Notice the placement of topic sentences or thesis statements in informational documents and the evidence that supports them
- Note the differences in structure for texts presenting different types of information (in other words, notice that there are organizational structures that are particularly well-suited to certain kinds of documents, such as logical order for instructions)

Instructional Strategies for Teachers:

- Provide students with opportunities to analyze the structure of technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Share student informational writing samples that effectively employ clear organizational structures
- Model, using graphic organizers and familiar text, the concept of comparing and contrasting text structure (cross-curricular)
- Provide explicit instruction in the concepts of chronological order, comparison, cause/effect, and problem/solution

Sample Performance-based/Standards-based Task(s):

Provide students with a variety of informational documents, including recipes, assembly instructions, gamer walk-throughs, personal essays, etc. Provide students with *prepared* graphic organizers depicting a variety of organizational structures (cause and effect, compare and contrast, logical order, order of importance, chronological order, etc.). Have students carefully examine several documents and match each document to the type of graphic organizer that most closely represents the organization of the piece. Students should compare results across groups until they reach a correct consensus on the structure of the documents. Guide students to notice that certain structures are optimal for certain kinds of texts.

Suggested Key Concepts:

Topic Sentence	Evidence	Support	Transition	Introduction	Conclusion
Chronological	Logical	Compare/Contrast	Cause/Effect	Order Of Importance	
Problem/Solution					

	Fifth Grade GSE
N	**Reading Informational (RI)**
	ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Skills/Concepts for Students:

- As you continue to learn more about informational texts such as newspapers, make it your practice to try to read about a particular topic from more than one source before forming an opinion or taking a position about the information; you will find that accounts of the same event will vary a great deal based on who is reporting the information
- Compare televised information to newsprint, magazines, and websites about a single topic, noting the differences in presentation among formats
- Be alert for bias, and learn about some of the strategies that people use to attempt to mislead their readers and viewers

Instructional Strategies for Teachers:

- Assign students the task of viewing nightly news and taking notes; students can watch multiple channels comparing coverage of a particular event and can also read newspapers together after viewing to compare paper vs. televised news
- Use historical texts that provide varying accounts of historical events (perspective, attitude)
- Proactively choose texts within a thematic unit that illustrate the manipulation of point of view (bias) in informational texts
- Compare and contrast multiple accounts of the same event or topic with students

Sample Performance-based/Standards-based Task(s):

Review the nightly news television schedule with your class. Ask students to view two local or national nightly news programs from two different networks. Students will take notes on the major stories, then watch for those same topics in the second newscast (or search the internet for information). Students will attempt to identify the differences in coverage, if any, of the topic between the two newscasts. Students should be made aware that they are looking for a particular attitude towards an event, an interpretation of an event, or bias in the presentation of information regarding the event. Their findings will be reported in a brief compare/contrast essay or in a graphic organizer/Venn diagram at instructor discretion. Compare newspapers from the same news cycle in class and make further comparisons to between the written and visual reportage

Suggested Key Concepts:

Topic	Similarities/Differences	Point Of View	Perspective	Bias	Spin
Journalism	Account	Summary	Analysis	Attitude	Interpretation

	Fifth Grade GSE
	Reading Informational (RI)
	ELAGSE5RI7: 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.

Skills/Concepts for Students:

- Learn about computer programs and presentation platforms you can use in your academic work
- Become a responsible user of media, learning which types are reliable and which are best for various uses
- Learn the basics of digital literacy and assessing the validity of information found on different websites

Instructional Strategies for Teachers:

- Provide frequent opportunities for students to analyze texts in various formats
- Encourage students to gather information from more than one type of source/media in research or analysis projects in order to compare the validity and accuracy of information
- Encourage students to think about the impact of various mediums on the messages they receive (for example, how print advertisements differ from television advertisements for the same product)
- Demonstrate the skill of extracting valid information from a variety of sources in order to answer questions and solve problems efficiently

Sample Performance-based/Standards-based Task(s):

Create several "teams" of students. Engage students in a scavenger hunt in the media center. Provide students with a list of several items of information to be located (e.g., questions that need an answer, problems that need solving). Create the list so that the information must be found in a *variety* of print and digital sources. Encourage students to cite their sources accurately.

Suggested Key Concepts:

Media/Medium	Digital	Film	Print	Journalism	Multimodal
Multimedia	Blog	PowerPoint	Valid/Validity	Wiki	Prezi

	Fifth Grade GSE
	Reading Informational (RI)
	ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Skills/Concepts for Students:

- When taking notes on texts that make a claim, organize your information in terms of claim and support
- Make it a practice to support all of your own claims, both in school and in life, with solid evidence (employ the RACE strategy when appropriate)
- Require evidence from people who want to persuade you
- Be alert for nonsense arguments (such as those you often see in commercials); these are called "logical fallacies," which means they might sound good on the surface, but they don't make any logical sense

Instructional Strategies for Teachers:

- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Encourage students to explore and understand the basic and most-frequently-used types of persuasive techniques, identifying them in debates, ads, and other texts and practicing constructing them as well
- Encourage students to produce valid evidence for claims in all texts and discussion, both formal and informal
- Practice using a variety of graphic organizers to provide evidence to support particular points in a text, making sure that specific evidence supports a specific point

Sample Performance-based/Standards-based Task(s):

Provide students with a good argumentative essay that is cut into strips. Place the topic sentences for each paragraph onto a chart and have students sift through the various other sentences of the essay, attempting to discern which sentences serve to support which points. Have students conduct this exercise in teams and compare their results. Where results differ, have students work collaboratively to come to a consensus about the most logical placement of support to topic.

Suggested Key Concepts:

Claim   Reasoning   Evidence   Support   Valid   Logic

	Fifth Grade GSE
	Reading Informational (RI)
	ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Skills/Concepts for Students:

- Read a wide variety of texts to build background knowledge
- Research topics that appeal to you
- Make it a habit to check multiple sources before arriving at a conclusion on a subject
- Do not rely only on the internet for your information

Instructional Strategies for Teachers:

- Integrate short and extended research opportunities into your thematic units that require students to integrate information from multiple sources
- Provide writing opportunities that require students to synthesize information from multiple sources into a coherent thesis
- Discuss the verbiage of the standard with your students; explore the meaning of true "integration" of information

Sample Performance-based/Standards-based Task(s):

Choose a topic in the 5th grade social studies curriculum. Have students conduct an analysis of comparable excerpts from various texts, including primary and secondary source documents, expressing differing points of view. Try to include a broad variety of view points, including gender, social class, country of origin, etc. Advise students to compare historical and modern texts for perspective as well. Students should write a response that includes not only the facts as seen through different eyes, but also the reasons why the student believes those facts were perceived differently by different parties or purposefully misconstrued.

Suggested Key Concepts:

Integrate   Synthesize   Topic   Point Of View   Citation

	Fifth Grade GSE
	Reading Informational (RI)
	ELAGSE5RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity bank independently and proficiently.

Skills/Concepts for Students:

- Practice careful and attentive reading of both assigned texts and independent text choices
- Read a wide variety of texts, including a variety of styles, genres, literary periods, authors, perspectives, and subjects
- Take notes as you read
- Choose works from multiple genres, cultures, and historical periods
- Consider keeping a notebook of texts read with notes

Instructional Strategies for Teachers:

- Choose texts of appropriate complexity (this may include history, social studies, and technical texts in the 5th grade curriculum)
- Encourage reading through multiple modes: group, pairs, individual, in class, out of class, via digital mediums, etc.
- Provide scaffolding on difficult texts through commentary and interpretation, group discussion, complementary visual texts, and professional annotations as appropriate
- Require specific textual evidence for all claims and inferences about texts, even in informal discussion
- Model the skill of note-taking, including how to include important information and omit irrelevant information in notes

Sample Performance-based/Standards-based Task(s):

Conference with students to set personal literacy goals appropriate to each individual, including a suggested reading list (this may include history, social studies, and technical text). Encourage students to keep a notebook that includes notes and personal commentary on each text read over the course of the year. Students visit the media center and select appropriate books for reading. After the reading has taken place, students will write about what they have read and share with the class. The students writing must include direct quotes from the text to support an opinion about they have about the text. An extension of this could include students using technology to produce reviews of the books they have read and present the reviews to the class.

Suggested Key Concepts:

Independently   Proficiently   Fluently   Complexity

	Fifth Grade GSE
	Reading Foundational (RF)
	ELAGSERF1 and 2 not taught in grade **Standard: ELAGSERF3: Know and apply grade-level phonics and word analysis skills in decoding words.*** **a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.**

* The decision of which suffixes & prefixes to be taught at which grade level may be determined by the district and/or school

Skills/Concepts for Students:

- Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology
- Use a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning
- Recognize roots and affixes

Instructional Strategies for Teachers:

- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach strategies for identifying multi-syllabic words (e.g., chunk words, break down words into smaller units, look for syllables, affixes, or phonograms)
- Engage students in fluency building and making word activities
- Engage students in using spelling logs or journals
- Provide word rings or spelling rings with multi-syllabic words for independent and filler time practice (line for dismissal and lunch line)
- Provide opportunities for students to practice using syllabication (reading words, spelling words, writing words)
- Include practice in reading texts that are written for students to use their knowledge of decoding words
- Include interactive word walls in the classroom
- Include activities for word games (e.g., scrabble)
- Include activities such as "Root of the Day" – display a root, and students must tell as much information about the root as possible

Sample Performance-based/Standards-based Task(s):

Provide students opportunities to read literature that contains multisyllabic words. Students will practice their decoding skills reading independently and orally with a partner. Students will use text they are currently reading to identify multisyllabic words. Students will record these words in their word journals. Students will write paragraphs containing multisyllabic words.

Suggested Key Concepts:

Affixes	Multisyllabic Words	Morphology	Roots

	Fifth Grade GSE
	Reading Foundational (RF)
	ELAGSE5RF4: Read with sufficient accuracy and fluency to support comprehension. a. **Read on-level text with purpose and understanding.** b. **Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**

Skills/Concepts for Students:

- Read on-level text with purpose and understanding
- Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies)
- Read with rhythm, flow, and meter to sound like everyday speech (prosody)

Instructional Strategies for Teachers:

- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Guide students how to read for a purpose
- Engage students in opportunities to express understanding about what they have read (graphic organizers, etc)
- Model fluent reading for students (e.g., read aloud to the class often)
- Allow students opportunities to listen to text read aloud (e.g., MP3, Audible, Storyline Online, YouTube etc.)
- Provide opportunities for students to read independently in the classroom as well as at home each evening, keeping a reading log
- Provide students opportunities to engage in on-level text with purpose and understanding, using multiple sets of text for repeated reading practice
- Engage students in various fluency building activities (e.g., repeated reading, paired reading, plays, reader's theatre, and choral reading)
- Students keep reading fluency logs to graph rate and errors
- Teacher keeps running records of student reading fluency (as required by your school or district)

Sample Performance-based/Standards-based Task(s):

Have students rework a grade-level appropriate text into a Reader's Theater presentation. Students will rehearse the dramatic presentation until it is polished enough to present. Record the Reader's Theater to share with students in lower grades.

Suggested Key Concepts:

Fluency	Purpose	Understanding	Pitch	Accuracy	Appropriate Rate
Rhythm	Flow	Prosody	Meter		

	Fifth Grade GSE
	Reading Foundational (RF)
	ELAGSE5RF4: Read with sufficient accuracy and fluency to support comprehension. c. **Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Skills/Concepts for Students:

- Use context clues when reading to aid with self-correcting and word recognition and understanding

Instructional Strategies for Teachers:

- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model using context clues, sentence structure, and visual clues to confirm or self-correct

Sample Performance-based/Standards-based Task(s):

Allow the class to read a preselected passage independently. After all students have had an opportunity to read the passage, have the students write down a list of unfamiliar words (this can be done whole class or independently). Lead a discussion about how to use context clues to help determine the meaning of difficult words. Take suggestions from class members about the strategies they use when reading an unfamiliar word in a text. Students will write the various strategies down in their reading logs to aid in future reading. The students will have ongoing practice by continuing to confirm or self-correct their own independent reading.

Suggested Key Concepts:

Context Clues   Self-Correct

	Fifth Grade GSE
N	**Writing (W)**
	ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. 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.**

Skills/Concepts for Students:
- Select a focus, an organizational structure, and a point of view (perspective/position) based on purpose, genre expectations, audience, length, and format requirements
- Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and differences, and posing and answering a question)
- Use appropriate structures to ensure coherence (e.g., transition elements)
- Provide relevant evidence to support the point of view ("why did you take this position?"), using logically ordered reasons that are supported by facts and details
- Engage the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest
- Exclude extraneous details and inappropriate information
- Raise the level of language using appropriate strategies (word choice)
- Include a final statement or section that supports the opinion (conclusion)

Instructional Strategies for Teachers:
- Read aloud and provide for independent reading with books addressing an opinion of an author
- Share great student examples and real world examples of well-written opinion pieces (exemplars, op-ed)
- Identify and model key vocabulary to students that will help with using words, phrases, and clauses to link opinion and reasons
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of opinions in video and digital formats

Sample Performance-based/Standards-based Task(s):

Provide students with a current event that has appeared in a newspaper or student educational paper (e.g., *Time for Kids or Local Paper*). While reading the article, students will take notes about the information. Once the current event has been shared, students will write an opinion piece (op-ed), taking a stance for or against the article. Encourage students to use linking words, phrases, and clauses in their writing. Students will also demonstrate their understanding of using a concluding statement. Once they have created their opinion piece, students will have the option of using regular writing (pencil and paper) or technology to publish their work. The students will begin to share their opinions with others, both orally and in writing.

Suggested Key Concepts:

Argument	Claim	Evidence	Fact	Opinion	Introduction
Transition	Conclusion	Bias	Op-Ed		

	Fifth Grade GSE
	Writing (W)
N (compass)	**ELAGSE5W2: Write informative/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.**

Skills/Concepts for Students:
- Select a focus and an organizational structure based on purpose, genre expectations, audience, length, and format requirements
- Be familiar with the writing process and understand how these steps can improve your end product
- Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)
- Use appropriate structures to ensure coherence (e.g., transition elements)
- Understand the difference between fact and opinion as well as between key details and extraneous details
- Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check)
- Use the features of texts (e.g., index, table of contents, guide words, alphabetical/ numerical order) to obtain and organize information and thoughts
- Lift the level of language using appropriate strategies, including word choice with grade appropriate language and domain specific vocabulary, to explain the topic
- Provide a sense of closure to the writing
- Acknowledge information from sources (citation)

Instructional Strategies for Teachers:
- Encourage students to use the steps of the writing process when appropriate
- Model and guide students to an understanding of linking words, phrases, and clauses
- Provide students opportunities to use various forms of technology to aid in writing
- Model how to correctly acknowledge information obtained from sources and how to choose appropriate sources for students (citation)

Sample Performance-based/Standards-based Task(s):

Engage students in creating a "how-to guide" for a process or procedure with which they are familiar (a recipe, a gamer's guide, a computer manual, etc.). This exercise will allow students to experiment with domain-specific vocabulary, a variety of organizational structures, citing evidence, etc.

Suggested Key Concepts:

Informative	Expository	Explanatory	Topic	Relevant	Connotation
Graphics	Citation	Extraneous	Transition	Formatting	

	Fifth Grade GSE
N	**Writing (W)**
	ELAGSE5W3: 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 and/or characters; 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.**

Skills/Concepts for Students:
- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements
- Use all the steps of the writing process
- Establish a plot, point of view, setting, and conflict, and/or the significance of the events
- Engage the reader by establishing a context, creating a point of view, and otherwise developing reader interest
- Exclude extraneous details and inconsistencies
- Use a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense
- Use transition words, phrases, and clauses to manage a sequence of events
- Lift the level of language using appropriate strategies, including word choice
- Include a final statement or section that follows the experiences or events

Instructional Strategies for Teachers:
- Encourage students to imitate the style and voice of their favorite authors to aid in their developing abilities
- Encourage all steps of the writing process when possible
- Model using various narrative techniques to include dialogue, description, and pacing
- Include poetry writing as part of narrative writing
- Guide students in creating a list of transition words, phrases, and clauses for their writing journal to use with future writing
- Model for students how to correctly acknowledge information obtained from sources (annotations)

Sample Performance-based/Standards-based Task(s):

Model and review the elements of plot with students (exposition, rising action, climax, falling action, and exposition). Use an appropriate text to illustrate each element. Explain the concept of an "epilogue" giving the definition and examples. Allow students to choose any text they have enjoyed throughout the year or in a previous year, and create an epilogue for that story. As with all narrative writing, students should choose one or more skills relative to narrative writing to focus on in this creation: writing dialogue, creating setting, using descriptive language, characterization, etc.

Suggested Key Concepts:

Plot	Setting	Characterization	Imagery	Description	Plot Structure
Sensory Detail	Dialogue	Flashback	Foreshadowing	Tension	Suspense

	Fifth Grade GSE
N (compass)	**Writing (W)**
	ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1-3 above.)

Skills/Concepts for Students:

- Produce writing that establishes an appropriate organizational structure, sets a context, and engages the reader
- Maintain a focus on audience and purpose throughout your writing
- Use a formal academic style as recommended
- Cite appropriately and avoid plagiarism
- Use traditional structures for conveying information
- Employ appropriate vocabulary, whether that is domain-specific, academic, colloquial (informal)

Instructional Strategies for Teachers:

- Provide students with models of clear coherent writing
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Model writing using transitional structure
- Encourage students to use the steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Performance-based/Standards-based Task(s):

To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project. Consider using the Writer's Workshop model in your writing instruction to ensure mastery of this standard.

Suggested Key Concepts:

Coherent	Organization	Purpose	Audience	Structure	Draft
Writing Process	Plagiarism				

	Fifth Grade GSE
	Writing (W)
	ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 5.)

Skills/Concepts for Students:

- Plan and draft writing independently and resourcefully
- Revise manuscripts to improve the focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences
- Edit to correct errors in spelling, punctuation, etc.

Instructional Strategies for Teachers:

- Demonstrate different ways to plan and draft writing, including using various graphic organizers and writing planning sheets
- Provide students with sample papers to revise and edit for conventions (exemplars)
- Use multiple strategies to help students revise their writing, including conferences, peer editing, and technology
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example, checking sentences for varied fluency)
- Occasionally require students to turn in their first draft, pre-writing, and brainstorming notes with their final published writing

Sample Performance-based/Standards-based Task(s):

Have students bring a first and second draft of an essay from their portfolios to a partner review session. Students will trade the sets of papers and each partner will take notes on the items that were changed between drafts (for example: 1. Combined two simple sentences in paragraph one to make a compound sentence. 2. Changed "walked "to "ambled" in paragraph 3, improving word choice). Students will then look at their reviewers list to get an overview of the level of attention brought to the edit and revision process and will write a brief response about what they learned about their own writing process from the exercise. An extension to this activity could include students creating an additional "final" draft of the paper, making it even better.

Suggested Key Concepts:

Writing Process	Development	Strategy	Fluency	Peer	Organization
Planning	Editing	Grammar	Brainstorm	Conventions	Revising

N	**Fifth Grade GSE**
	Writing (W)
	ELAGSE5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Skills/Concepts for Students:
- Use various reference materials (i.e., dictionary, thesaurus, encyclopedia, almanac, etc.)
- Use organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information
- Use the features of texts (e.g., index, table of contents, guide words, alphabetical/ numerical order) to obtain and organize information and thoughts
- Create simple documents by using electronic media and employing organizational features (e.g., password, entry, and pull-down menus, word searches, thesaurus, and spell check)
- Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive)
- Use technology to interact and collaborate with others (e.g., email with other classes, age appropriate blogs, Skype, fax, chat)
- Type a minimum of two pages in a single setting

Instructional Strategies for Teachers:
- Guide students to be familiar with where to locate reference material both in print and electronically
- Demonstrate using organizational features and the features of text to aid in the writing process
- Demonstrate using various Internet sites for organizing information (e.g., online graphic organizers found at http://www.readwritethink.org/classroom- resources/student-interactives/ and http://www.themes.pppst.com/graphic-organizers.html)
- Demonstrate how to use technology to communicate and interact with others about writing (e.g., chat, email, faxing, using appropriate blogs, and Skype if available), as well as how to use technology to produce writing
- Model for students how to correctly acknowledge information obtained from sources (citation)

Sample Performance-based/Standards-based Task(s):

Using one of the many websites available for the purpose of this lesson (such as Global Virtual Classroom, at http://www.virtualclassroom.org/), find a class of students in another country with whom to collaborate on a project. The partnering sites offer suggestions for collaborative projects, which might include a dramatic skit performed in tandem via Skype, a collaborative writing project, collaborative research, group read-alouds, joint publications of storybooks for kids, informational websites, etc.

Suggested Key Concepts:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Interactive Board	Programming Language	Publish	Blog

	Fifth Grade GSE
	Writing (W)
	ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Skills/Concepts for Students:

- Learn about and use the latest software for gathering and sharing information
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required
- Give credit for works you use in your essays and avoid plagiarism
- Learn to differentiate between a reliable Internet site and an unreliable internet site
- Learn to navigate the web and the media center effectively, narrowing your searches appropriately
- Conduct independent research on topics of interest to you

Instructional Strategies for Teachers:

- Provide various resources for students to use to conduct research (list of appropriate websites and search engines)
- Provide students with graphic organizers or other organizational aids (print or electronic) for organizing their research
- Model for students how to correctly acknowledge information obtained from sources (citation)

Sample Performance-based/Standards-based Task(s):

Provide students with a variety of topics to choose from that are connected to the theme of a current social studies unit. (e.g., Civil War, Reconstruction, Great Depression, etc.). Give each student a supply of index cards on which they will take detailed notes pertaining to their topic. The goal of this activity (which should be repeated at intervals) is simply to have students gather meaningful and useful information efficiently and within a controlled time limit. Students should, of course, not be warned of the topic ahead of time. Students may work in pairs to search for their information based on the availability of resources and topic choices. Require that the chosen resources come from at least 3 different mediums and formats. Students may save the card sets for future research, if desired.

Suggested Key Concepts:

Research	Inquiry	Focused Question	Source	Citation	Annotation
Archive	Access	Platform	Thesis	Hypothesis	Digital
Navigate	Website	Valid	Reliable	Investigation	

	Fifth Grade GSE
	Writing (W)
	ELAGSE5W8: 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.

Skills/Concepts for Students:

- Use organizational features of printed and electronic text (e.g., citations, end notes, bibliographic references, appendices, bulletin boards, data bases, keyword searches, e-mail addresses) to locate relevant information
- Support judgments through references to the text, or other works, authors, or non-print media, or references to personal knowledge
- Include researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.)
- Summarize and paraphrase information
- Acknowledge information from sources and cite references

Instructional Strategies for Teachers:

- Demonstrate how to use organizational features of printed and electronic texts to aid in creating writing
- Provide students with various print and digital resources to aid in the research
- Demonstrate how to use summarized and paraphrased information in writing
- Model for students how to correctly acknowledge information obtained from sources (citation)

Sample Performance-based/Standards-based Task(s):

To integrate the idea of reporting on experiences as well as texts, have students create a journalistic presentation on a local event, such as a recent football game or festival. If it is a school event, such as a celebration or pep rally, students will already have first-hand experience. If not, you may want to provide a video tape of a local event. Have students take this first-hand account and synthesize it with coverage from local print and television media or interviews with other attendees. The students will create a report based on what they've seen in televised journalism, then film and view the presentations.

Suggested Key Concepts:

Relevant	Summarize	Paraphrase	Citations	End Notes	Bibliographic References
Appendices	Graphic Organizer	Data Bases	Key Word Searches	Compositions	

	Fifth Grade GSE
N (compass)	**Writing (W)**
	ELAGSE5W9: 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 supports which point[s]).**

Skills/Concepts for Students:

- Make a judgment that is interpretive, evaluative, or reflective
- Compare and contrast two or more characters, settings, or events in a story or drama
- Apply fifth grade reading standards to literary text when writing
- Develop interpretations that exhibit careful reading and demonstrate an understanding of the literary work
- Support judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge
- Draw on specific and important details from the text

Instructional Strategies for Teachers:

- Engage students in opportunities to compare and contrast different characters, settings, or events in literature
- Engage students in opportunities to use informational texts to support the reasons an author gives to support a point
- Follow suggested curriculum guidelines for the production of argumentative and informational essays
- Encourage students to focus on *how* an author uses a strategy or literary element, or *why* he or she chooses one approach over another
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence

Sample Performance-based/Standards-based Task(s):

Choose a variety of well written and interesting novels or informational texts to be read in class (texts that you know will give students ample opportunities for comparison and contrast of similar characters or themes). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts, students will write about elements such as the narrative point of view, the novel's organizational structure, characterization, plot, and setting.

Suggested Key Concepts:

Compare	Contrast	Interpret	Evaluate	Reflect
Reference to Text	Graphic Features	Paragraphs	Notes/Annotation	Analysis

	Fifth Grade GSE
N	**Writing (W)**
	ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Skills/Concepts for Students:

- Select a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements
- Maintain a routine writing practice, both within the classroom and independently
- Read and study writers whose styles you enjoy and admire
- Practice maintaining focus on prolonged projects, writing or working a little each day on a larger project over time
- Write texts of a length appropriate to address the topic or tell the story
- Maintain a portfolio of your written work, not only for reflection but as a resource for ideas, work samples, etc.

Instructional Strategies for Teachers:

- Demonstrate for students using organizational structure
- Provide frequent writing opportunities
- Provide extensive and specific feedback on as much student writing as possible
- Encourage students to maintain a record of their writing throughout the year in the form of a portfolio
- Model how to incorporate research, reflections, and revision into the writing process
- Vary the requirements for tasks to include computer generated and hand-written pieces, long and short pieces, and research

Sample Performance-based/Standards-based Task(s):

See sample tasks provided for ELAGSE5W1 through ELAGSE5W9 for suggestions on implementation of routine, research, and the exploration of writing in grade 5.

Suggested Key Concepts:

Word Choice	Denotation	Style	Voice	Figurative Language	Conventions
Connotation	Organization	Structure	Topic	Introduction	Fluency
Imagery	Sensory Detail	Fact	Opinion	Evidence	Detail
Extraneous					

	Fifth Grade GSE
N (compass)	**Speaking and Listening (SL)**
	ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. **a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.** **b. Follow agreed-upon rules for discussions and carry out assigned roles.** **c. Pose and respond to specific questions by making comments that contribute to the discussion, and elaborate on the remarks of others.** **d. Review the key ideas expressed, and draw conclusions in light of information and knowledge gained from the discussions.**

Skills/Concepts for Students:

- Participate in student-to-teacher, student-to-student, and group verbal interactions
- Give reasons in support of opinions expressed
- Research topic to be discussed and give reasons in support of opinions expressed
- Clarify, illustrate, or expand on a response when asked to do so; asks classmates for similar expansions
- Ask relevant questions and respond to questions with appropriate information

Instructional Strategies for Teachers:

- Model having a discussion and being respectful to others
- Invite visitors and other classes to participate in collaborative discussions
- Occasionally require preparation for collaborative discussion
- Allow students to create their own set of rituals and routines for discussion

Sample Performance-based/Standards-based Task(s):

Arrange a day for a celebration or conference on a topic of student interest (Earth Day, the premier of a popular children's movie, a holiday). Students will be assigned elements on the topic on which to be prepared to share. Conduct a collaborative discussion modeled on the idea of an academic conference on the subject, with students sitting round-table or panel style and sharing information. The session could be recorded, or a class recorder(s) may take notes. You might arrange to have decorations or refreshments on the theme.

Suggested Key Concepts:

Brainstorm	Presentation	Collegial	Relevant	Observation	Evidence	Explicit
Implicit	Collaborate	Diverse	Express	Articulate	Tolerance	Alternative

	Fifth Grade GSE
	Speaking and Listening (SL)
	ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Skills/Concepts for Students:

- Acquire knowledge of elements of visual text, such as color or camera angle
- Be a careful consumer of many kinds of media (listen to podcasts, read blogs, post on wikis, etc.)
- When reading for pleasure, listen to audio versions of the text; these can be entertaining, can help you model prosody in your own reading voice, and can help expose you to more texts than you might be able to read ordinarily
- Understand the difference between summary and paraphrase
- Employ knowledge of appropriate organizational structures for argument writing that include a focus for audience and purpose

Instructional Strategies for Teachers:

- Teach summarizing strategies
- Provide students with opportunities to use diverse media
- Encourage students to think critically about media (for example, how kids are portrayed, or stereotypes they notice)
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Performance-based/Standards-based Task(s):

Split the class into 3 or 4 teams. You will assign all students a common research topic (tied to appropriate or cross-curricular texts), but each team will only be allowed to conduct research in one medium (one team will use only websites, another will use only televised news or documentaries, another only print sources, etc.). Have each team create a PowerPoint or Prezi presenting their findings. Have students take careful notes on each presentation, noting the differences in information gathered from the different sources. After the presentations, engage students in a collaborative discussion on the ways in which the information was shaped and filtered by the medium through which it was retrieved. Students may be required to write a brief analysis or response on their findings.

Suggested Key Concepts:

Podcast	Media	Format	Visual Text	Summarize	Paraphrase
Summarize	Wiki	Internet	Web		

	Fifth Grade GSE
N	**Speaking and Listening (SL)**
	ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Skills/Concepts for Students:

- Summarize the points a speaker makes *without* including your own opinion
- Think about a speaker's own opinions and try to notice when he or she is biased or not basing their content solely on facts
- Acquire knowledge of some of the ways in which speakers will sometimes try to fool us (in commercials, for example) by using celebrities or distractions
- Consider the impact of visual elements like lights, make up, clothing, etc.

Instructional Strategies for Teachers:

- Engage the students in using graphic organizers to summarize
- Model summarizing the claims made by the speaker or presenter, and explain how each claim is supported by evidence
- Provide students opportunities to listen to a speaker, either in person or electronically

Sample Performance-based/Standards-based Task(s):

Each year, the President of the United States gives a "Back to School" speech. Have your students view the current speech at http://www.whitehouse.gov/mediaresources/. Provide students with a graphic organizer to help them identify the President's main points. Engage them in a discussion, perhaps including several additional viewings, about whether any claims were made and whether or not those claims were supported. What reasons did the president give for his or her assertions? As an extension of this activity, students will create their own speech using information the President provided and their own reasons for the importance of having an education.

Suggested Key Concepts:

Summarize	Claim	Evidence	Support	Clarify	Reasons
Paraphrase	Bias				

N	Fifth Grade GSE
	Speaking and Listening (SL)
	ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Skills/Concepts for Students:

- Shape information to achieve a particular purpose and to appeal to the interest and background knowledge of audience members
- Work consistently towards becoming comfortable while presenting to your peers and to adults
- Practice your presentations in front of a friend or a mirror to get feedback on your pacing, eye contact, volume, etc.
- Try recording yourself presenting orally in order to assess your own pacing, volume, and voice inflection
- Use appropriate facts and details to support main ideas or themes
- Adapt speech as necessary for formal and informal presentations

Instructional Strategies for Teachers:

- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting on the school news show, morning announcements, school assembly, PTO meeting, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Demonstrate how to use appropriate facts and details to support main ideas or themes
- Model using graphic organizers to organize ideas
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others

Sample Performance-based/Standards-based Task(s):

Put students into teams and have them prepare for a formal debate on a topic associated with the theme of a current cross curricular unit. Rules and format for a simple classroom debate can be found at http://www.educationworld.com/a_lesson/lesson/lesson304b.shtml . Invite another class to be the audience for your debate, and provide them with the rubric (on the site above) to judge the performance of each team in defending their position. You may add rubric items for speaking at an understandable pace, making eye contact, etc.

Suggested Key Concepts:

Pacing   Fluency   Word Choice   Eye Contact   Confidence   Evidence
Logic

	Fifth Grade GSE
	Speaking and Listening (SL)
	ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Skills/Concepts for Students:

- Learn about and use the latest digital trends for gathering and sharing information
- Notice the graphic components of texts you encounter
- Make a practice of imagining visual images, including charts and graphs, that would enhance your ideas and claims
- Acquire keyboarding skills adequate to produce text in the quantities and within the time limits required

Instructional Strategies for Teachers:

- Develop meaningful rubrics that include appropriate domain-specific language for technology
- Make available various kinds of complementary texts within assignments and presentations (PowerPoint, Prezi, posters, videos, etc.) to ensure that students do not become overly dependent on a single platform or medium (such as PowerPoint)

Sample Performance-based/Standards-based Task(s):

For the presentation of one of their argumentative or informational essays, have students research a variety of presentation platforms (e.g., PowerPoint, Prezi, Rocket Slide, a blog, a wiki, YouTube, an iMovie, a trifold poster board with holographic pictures, etc.). Encourage students to think outside the box, mixing old and new technologies, adding sound tracks, employing live "actors," using social media, or using PR strategies such as flash mobs. Be creative! If necessary, put students in teams to cut down on presentation time. At the conclusion of the activity, have students discuss which presentations were most effective and why.

Suggested Key Concepts:

Integration	Multimedia	Claim	Evidence	Digital	Website	Wiki
Multimodal	Interactive Board	Podcast				

	Fifth Grade GSE
	Speaking and Listening (SL)
	ELAGSE5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, (See grade 5 Language Standards 1 and 3 for specific expectations.)

Skills/Concepts for Students:

- Adapt speech to context and task
- Use formal English when appropriate to task and situation
- Seek out opportunities to speak in informal situations as well as more formal situations, including leading a class discussion or telling a story to a younger sibling
- Project a sense of individuality and personality in selecting and organizing content and in delivery

Instructional Strategies for Teachers:

- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the GSE' "Language Progressive Skills Chart" which delineates the course of instruction for common grammar and conventions principles (end of this packet)

Sample Performance-based/Standards-based Task(s):

Students will create various situations where they adapt speech to a variety of context and task. Students will create task cards for their classmates. Students will draw a task card (talking to parent, best friend, teacher, police officer etc). Students will write a dialogue using formal and informal English when appropriate. The students will read the conversation to others in the class.

Suggested Key Concepts:

Standard English   Formal English   Adapt   Content   Vary

	Fifth Grade GSE
	Language (L)
	ELAGSE5L1: 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 aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect. e. Use correlative conjunctions (e.g.,** *either/or, neither/nor***).**

Skills/Concepts for Students:

- Use and identify the eight parts of speech (i.e., noun, pronoun, verb, adverb, adjective, conjunction, preposition, and interjection)
- Review and maintain all that you have learned so far about grammar and conventions
- Understand that your focus in grade 5 will include conjunctions (including correlative), prepositions, and interjections, as well as verb tenses
- Learn about and avoid common mistakes in verb agreement (such as with collective nouns and plural pronouns)

Instructional Strategies for Teachers:

- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade
- Point out examples within appropriate texts of grammatical concepts focused on in your grade's standards
- As necessary, provide focused instruction on concepts that may be new to students (e.g., verb aspects are determined by the flow of time)
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level

Sample Performance-based/Standards-based Task(s):

Make students aware of the grammatical focus for your grade level as you undertake attentive reading of an extended or short text. Create a chart where students receive points for each instance they are able to identify (when reading in class) of grammatical concept in grade 5, such as perfect verb aspects and correlative conjunctions. As items are identified, they can be discussed within that "teachable moment," and students who spot the items will not only become adept at recognizing the construction, but may become engaged in the hunt through the competition and possible rewards, such as a homework pass.

Suggested Key Concepts:

Grammar	Conventions	Parts Of Speech	Standard English	Conjunction	Preposition
Interjection	Perfect Tense				

	Fifth Grade GSE
N	**Language (L)**
	ELAGSE5L2: 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.**

Skills/Concepts for Students:

- Review and maintain familiarity with rules and patterns of spelling in Standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Understand and apply the rules of spelling, capitalization, and comma usage
- When typing and when writing long hand, try to be as neat as possible

Instructional Strategies for Teachers:

- Consult the GSE "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions
- Include explicit and implicit instruction on grade-level concepts such as comma usage - always in connection to an appropriate text (never in isolation)
- Insist upon legibility in student work
- Provide a rubric for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback and distinct goals in these areas

Sample Performance-based/Standards-based Task(s):

Engage students in a task that requires them to make a list of songs, movies, and/or books. This could be a list of songs on an MP3 player, a list of their favorite things, a list of books that have been made into movies, etc. Students will write a paragraph listing these things and explaining their rationale for the list. Instead of providing explicit instruction on commas, super-commas, and conventions for writing titles, provide access to resource materials and let the students know that they will need to punctuate their papers correctly. Students should also be advised that they should pay particular attention to the titles in the work and the commas that separate the titles. Have students compare results in small groups and edit their papers accordingly.

Suggested Key Concepts:

Punctuation	Series	Standard English	Capitalization	Conventions	Grammar
Reference	Introductory Element	Usage	Address		

	Fifth Grade GSE
N (compass image)	**Language (L)**
	ELAGSE5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. **Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.** b. **Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.**

Skills/Concepts for Students:

- Review what you have learned in school about grammar and conventions, including parts of speech and spelling rules
- Apply knowledge of literal and figurative language and the denotations and connotations of words when choosing diction in speaking and writing
- Check writing for over-use of simple sentences, combining or revising to achieve appropriate fluency and variation
- Be alert for the overuse of words such as "any," "all," "always," "never," "very," etc.
- Expand, combine, and reduce sentences (e.g., add or delete modifiers, combine or revise sentences)

Instructional Strategies for Teachers:

- Model how to combine, expand, and reduce sentences for meaning, reader/listener interest, and style
- Proactively seek out excellent examples of grammatical concepts in appropriate texts, and discuss how those examples enhance the writing
- Be sure to consult the Language Progressive Skills Chart within the GSE to identify grammar and mechanical skills to be continued in grade 6

Sample Performance-based/Standards-based Task(s):

Have students examine the most recent essay in their portfolios to examine their sentence fluency habits. Provide a rubric that guides them with items to check in their writing. For example, begin by counting the number of sentences per paragraph. Notice whether any of these sentences can be combined or reduced. Check for fragments and run-ons. Can the student identify the subject and verb in each sentence? How many adverbs appear per paragraph, per sentence? How about adjectives? Create your rubric so that it focuses on the issues you want your students to notice. Have them analyze their results and, if desired, create a new and improved draft of the document.

Suggested Key Concepts:

Simple	Compound	Complex	Run-On	Fragment	Conventions
Dialect					

N	**Fifth Grade GSE**
	Language (L)
	ELAGSE5L4: 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.**

Skills/Concepts for Students:
- Use context as a clue to the meaning of a word or phrase
- Use cause/effect relationships and comparisons in text to determine word meaning
- Acquire new vocabulary not only in school texts, but from your environment, from others, and from independently read or viewed texts
- Make effective use of reference materials, including digital references

Instructional Strategies for Teachers:
- Model techniques for using context clues to understand the meaning of a word or phrase
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices
- Review the construction of dictionary entries to ensure that students understand each part

Sample Performance-based/Standards-based Task(s):

Have students keep a log book of all unfamiliar words encountered, both within texts and in academic and technical contexts. Terms collected from texts should be logged with text reference of text, author, title, and page. Encourage students to maintain this book beyond the school year, logging words they particularly like or are intrigued by. Incentives for well-kept logs could include their allowance as reference when testing or writing, or during a spelling bee.

Suggested Key Concepts:

Definition	Context	Thesaurus	Dictionary	Noun	Verb	Adverb
Adjective	Interjection	Conjunction	Pronoun	Article	Word Pattern	Pronunciation

	Fifth Grade GSE
	Language (L)
	ELAGSE5L5: 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.**

Skills/Concepts for Students:

- Understand the impact on text of literary elements such as imagery, diction, syntax, sensory detail
- Notice relationships between and among words, such as synonyms, antonyms, homophones
- Identify and analyze various sound devices (e.g., alliteration, assonance, consonance, onomatopoeia)
- Consider the connotations of various words when determining the author's purpose in employing specific diction

Instructional Strategies for Teachers:

- Guide students in identifying various types of figurative language; provide *contextual* examples
- Choose texts rich in figurative and connotative language
- Provide opportunities for students to brainstorm out loud about the connotations of words to ensure that they are applying this concept correctly
- Require students to translate figurative expressions into concrete language and vice versa to enhance understanding
- Practice exploring connotations of common vocabulary as well as newer vocabulary

Sample Performance-based/Standards-based Task(s):

Students will examine the impact of figurative language on the tone of a text by comparing and contrasting a selection from the current extended text under study as originally written and with figurative and connotative language removed. Access a selection from a text digitally (so that it can be edited by the students). Alternatively, a poem that employs mostly figurative language can be used. Step one of the process will be for students to identify each instance of figurative language or particularly connotative diction (they may work individually or in teams) within the text. The second step of the process is for students to edit the piece so that it maintains grammatical integrity with the figurative and connotative language removed, noticing the many ways in which the reader's experience will change.

Suggested Key Concepts:

Figurative	Literal	Connotation	Denotation	Metaphor	Simile	Personification
Hyperbole	Idiom	Homophone	Synonym	Antonym		

	Fifth Grade GSE
N (compass image)	**Language (L)**
	ELAGSE5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

Skills/Concepts for Students:

- Proactively try to learn as many new words as you can when you are reading; try keeping a journal of the ones you like
- Attempt to use new words in your conversations and in your writing
- Exhibit knowledge of the foundations of grammar, consistently using correct noun/verb agreement, providing correct antecedents for pronouns, and placing modifiers correctly
- Read a variety of texts and incorporate new words and phrases into oral and written language

Instructional Strategies for Teachers:

- Expose students to a wide variety of words, both formal and informal, incorporating some kind of explicit vocabulary instruction into lessons whenever possible
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer to the GSE "Language Progressive Skills Chart" which delineates the course of instruction for common grammar and conventions principles

Sample Performance-based/Standards-based Task(s):

Have students keep a record of new words or words they particularly like. Words that are collected can be used for extra credit when students creatively include them into existing assignments. Use the words yourself in conversation and in assignments.

Suggested Key Concepts:

Context   Vocabulary   Prefix   Suffix   Root   Academic
Domain-Specific

Revisions to GSE

There were no revisions for the Fifth Grade standards.

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

The following skills were marked with an asterisk (*) and are included on the Language Progressive Skills chart for ELAGSE because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade

STANDARD	GRADES										
	K	1	2	3	4	5	6	7	8	9-10	11-12
ELAGSEKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	█	█	█	█	█	Subsumed by ELAGSE5L5c					
ELAGSE1L2c. Use commas in dates and to separate single words in a series.		█	█	█	█	Subsumed by ELAGSE5L2a					
ELAGSE1L1i. Use frequently occurring prepositions.		█	█	█	Subsumed by ELAGSE4L1e						
ELAGSE1L1g. Use frequently occurring conjunctions. **ELAGSE3L1h**. Use coordinating and subordinating conjunctions. **ELAGSE5L1e**. Use correlative conjunctions (e.g., *either/or, neither/nor*).		█	█	█	█	█	█	█	█	█	█
ELAGSE3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELAGSE5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				█	█	█	█	█	█	█	█
ELAGSE3L1f. Ensure subject-verb and pronoun-antecedent agreement.				█	█	█	█	█	█	█	█
ELAGSE3L3a. Choose words and phrases for effect.				█	█	█	█	█	█	█	█
EKACC4L1e. Form and use prepositional phrases.					█	█	█	█	█	█	█
ELAGSE4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					█	█	█	█	█	█	█
ELAGSE4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					█	█	█	█	█	█	█
ELAGSE4L3a. Choose words and phrases to convey ideas precisely.					█	█	█	Subsumed by ELAGSE7L3a			
ELAGSE4L3b. Choose punctuation for effect.					█	█	█	█	█	█	█
ELAGSE5L1d. Recognize and correct inappropriate shifts in verb tense.						█	█	█	█	█	█
ELAGSE5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						█	█	█	█	█	█
ELAGSE5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						█	█	█	█	█	█
ELAGSE6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							█	█	█	█	█
ELAGSE6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							█	█	█	█	█
ELAGSE6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							█	█	█	█	█
ELAGSE6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							█	█	█	█	█
ELAGSE6L3b. Maintain consistency in style and tone.							█	█	█	█	█
ELAGSE7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								█	█	█	█
ELAGSE7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								█	█	█	█
ELAGSE8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									█	█	█
ELAGSE9–10L1a. Use parallel structure.										█	█
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											█

* Darkened boxes indicate grades in which the standard should be taught.