

ADOPTED FEBRUARY 2018



Ohio

Ohio's Model Curriculum

with Instructional Supports

English Language Arts

GRADE 5

Table of Contents

English Language Arts Model Curriculum.....	3
Model Curriculum Overview.....	3
Components of the Model Curriculum	4
CONTENT ELABORATIONS	4
PROGRESSIONS	4
Instructional Strategies and Resources	4
INSTRUCTIONAL STRATEGIES.....	4
INSTRUCTIONAL RESOURCES.....	4
Function of the Components and Supports	5
Using the Model Curriculum.....	6
Additional Resources to Support the Model Curriculum.....	6
ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE.....	6
ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS	7
RESEARCH-BASED LITERACY PRACTICES AND RESOURCES	7
English Language Arts Model Curriculum.....	8
READING LITERATURE STRAND	8
READING INFORMATIONAL TEXT STRAND	25
READING FOUNDATIONS STRAND	40
WRITING STRAND	46
SPEAKING AND LISTENING STRAND.....	56
LANGUAGE STRAND.....	61
References.....	71
English Language Arts Model Curriculum Update Writing Team	73
English Language Arts Model Curriculum Resource Teams.....	74

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 5

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio's Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (i.e., teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail, and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners, and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p>RL.1 Quote accurately from a text when explaining text.</p> <p>RL.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a story, drama, or poem and respond to challenges or how the speaker in the text reacts to them. b. Summarize the text, incorporating a theme d <p>RL3 Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the *Content Elaborations* section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Strategies and Resources

Stakeholders across the state of Ohio assisted with the development of this section of the Model Curriculum. Classroom teachers and other educational personnel from schools, districts, administration, and higher education carefully selected and compiled strategies and resources for further review by English Language Arts program specialists at the Department.

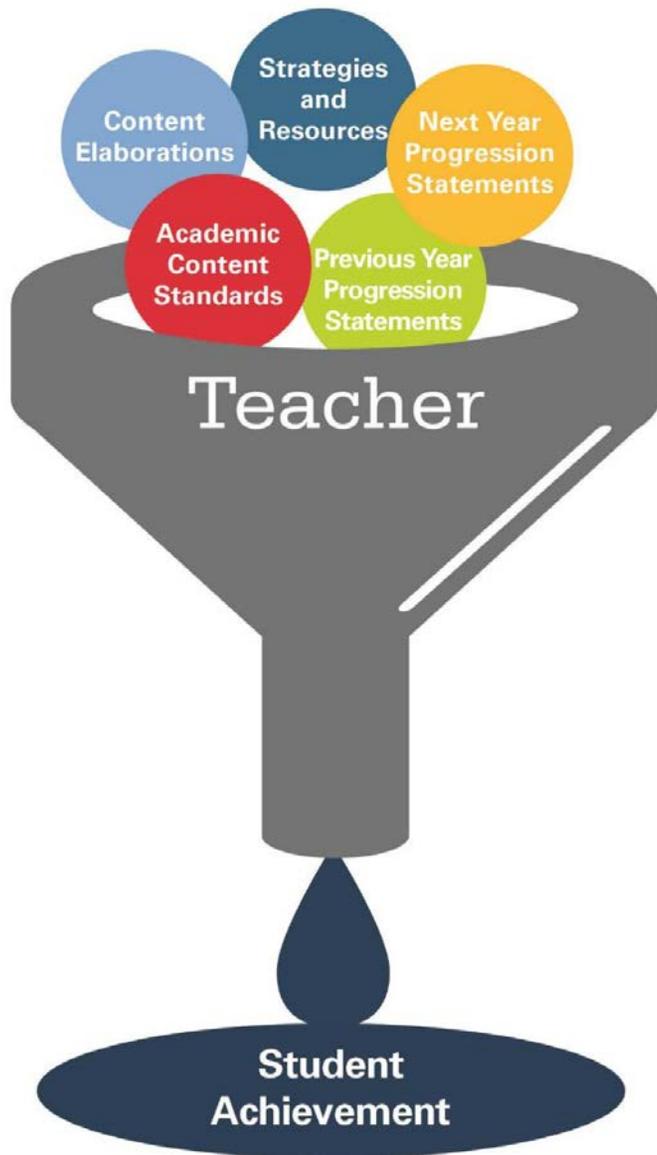
In addition, specialists in **educational technology**, **diverse learners**, **career connections**, and *early learning* ensured the inclusion of strategies and modifications to strategies in these areas. You will find these special strategies and modifications in their respective font color. All *early learning* strategies and resources are found within the Reading Literature, Reading Informational Text, and Reading Foundations Strands. The instructional strategies and resources section of the model curriculum will be updated periodically as additional resources become available.

INSTRUCTIONAL STRATEGIES

The instructional strategies are suggestions of best practice instructional methods educators can use to address the learning standards and topics; these are meant to stimulate thinking and discussion among educational professionals, not to be used as a list of classroom lessons.

INSTRUCTIONAL RESOURCES

This section includes materials (print and nonprint) designed for use in instruction or for professional development/enrichment that addresses the skills and knowledge in the learning standards.



Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the **Content Elaborations**, as well as reviewing the **Instructional Strategies and Resources**, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the **Next Grade Level Progression Statements** help educators understand how the standards will progress from their grade level to the next. These help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: **Student Achievement**.

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation 	<ul style="list-style-type: none"> ⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions or direction



Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » [Curriculum map introduction and description](#): this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

ENGLISH LANGUAGE ARTS GLOSSARY OF TERMS

Throughout the model curriculum documents, you will see small note icons in various colors, illustrated to the right. If you hover over these notes in the document, a box will pop up containing terms and their definitions. These definitions provide clarity around content and process terms located in the learning standards. Many definitions were adapted or taken directly from Abrams' *A Glossary of Literary Terms* and Harris' and Hodges' *The Literacy Dictionary*, among other state department of education web documents. Click the button to view the *English Language Arts Glossary of Terms* in its entirety.



Standards	
	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RL.5.2 Analyze literary text development.
	<p>RL.5.1</p> <p>Explain: To make clear by describing in more detail or giving relevant facts or ideas</p> <p>Explicit: Directly stated</p> <p>Inference: A conclusion logically drawn from presented information</p>

RESEARCH-BASED LITERACY PRACTICES AND RESOURCES

As with any other topic in English Language Arts, a brief digital search for literacy instruction will yield a flood of information, impossible to fully digest. It is important, therefore, to be able to identify theories and practices for instructional planning that are research-based, or evidence-based. Stanovich and Stanovich (2003), in cooperation with The Partnership for Reading, published a document with the subheading, [How Teachers Can Use Scientifically Based Research to Make Curricular Decisions](#) in which they outline the criteria educators can use to evaluate the trustworthiness of resources. These criteria are (1) ensuring that published research is from *peer-reviewed* sources, (2) choosing practices that are further supported by *replication* studies, and (3) selecting approaches whose credible and replicated findings have gained *consensus* among experts in the field. Applying these criteria to the evaluation of findings in literacy, educators can better discover instructional practices and resources that will help Ohio students succeed.

At the end of this document, a reference section contains the resources used in the Reading Strand. Included in the research-based strategies used in the Reading Strand are resources from specialists, such as Bill Honig, Linda Diamond, and Linda Gutlohn, who wrote the *Teaching Reading Sourcebook* (2013). Bill Honig co-founded the Consortium on Reading Excellence (CORE) with Linda Diamond. Diamond continues as the President of CORE, which offers educators professional development and resources for implementing research-based literacy practices and other content area resources. Gutlohn created the text decodability software, phonicFinder.

In addition to the previous resources, educators will also find references to resources by Irene Fountas and Gay Su Pinnell, who have established their own literacy framework and professional resources for teachers and literacy specialists, and Lucy Calkins, the founder of the Reading and Writing Project at Teachers College. Also, *LETRS*, or *Language Essentials of Reading and Spelling*, by Louisa Moats and Carol Tolman, is another research-based resource used to provide strategies in the Reading Strand. Dr. Moats brought her previous work in psychology with many who experienced issues with language and reading into creating the *LETRS* program, while Tolman brought 20 years of literacy teaching experience to the program and her work in training teachers. These are just a few of the resources cited on the reference page, representing research-based literacy information and practices.

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grade 5

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p> RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Analyze literary text development.</p> <ol style="list-style-type: none"> 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, incorporating a theme determined from details in the text. <p> RL5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to summarize, determine a theme, draw inferences, and describe specific events and details from the text. They were also expected to describe characters using the character's thoughts, words, and actions.</p> <p><u>Content Elaborations</u> The focus of the Key Ideas and Details topic is to provide textual evidence, make inferences, and determine theme (story, drama, or poem) and literary elements. See the Determining a Theme Guidance for more information about this skill. While summarizing, readers include how characters respond to challenges, reflect on a topic, and incorporate a theme. At this point, students are expected to find the differences between what is explicitly stated and what the author has inferred.</p> <p>It is also important that students support responses by quoting evidence and citing the source(s) and show comprehension by comparing and contrasting story elements within a text (two or more characters, settings, or events). See the Types of Summaries Standard Guidance for more information on writing summaries.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students are expected to demonstrate understanding of key elements of literary analysis. Students are also expected to write an objective summary (without personal judgement) and incorporate theme using specific evidence from the text.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

THEME = THE MESSAGE

Paste an excerpt or short story in the middle of a larger sheet of paper. Have students work in small groups to determine “the message” or theme the author is trying to convey. Groups will work together to find a theme by underlining/highlighting evidence in the text and explaining how the selected text supports the claim or chosen theme in the extra space surrounding the excerpt, drawing a line from the highlighted text to the written explanation. After finding sufficient evidence, the group will construct their chosen theme and write it at the top of the paper. Once all small groups have completed this, the class will go on a “gallery walk” examining the themes discovered by other groups. Students can leave comments about the themes and evidence they view on sticky notes, giving all groups feedback. **Give struggling (striving) readers texts on their ability level so that they can easily determine theme. Scaffold to increase level, as needed.**

If technology is available, students can share their themes through Schoology or some other discussion post to do a virtual gallery walk. While on the virtual gallery walk, they could post their thoughts on the theme within the discussion thread.

Once feedback is collected, either in the original activity or through a virtual gallery walk, students could create a PowerPoint, Prezi, or use any other presentation tool in order to provide visual examples of themes. The class could pick their favorite example of a theme; then, through photos or videos, create a visual example to post the work that demonstrates the central message of the theme in the world of the students. For example, the students could interpret a theme such as money is the root of all evil, develop a script, and make a short film depicting this theme. The video could then be posted within the course on Schoology or another LMS system.

Comparing Characters

Identify character traits through the use of the 5 signal pieces of evidence: words, actions, feelings, thoughts, choices. Compare the way two characters respond to a situation by looking at these 5 pieces of evidence. **Give struggling learners a partially completed comparison chart with a third character as an example. Give ELL students a key word bank to identify the various feelings of characters.**

Inside-Outside Circle

(Kagan, 1994)-This is a summarization technique that gets students up and moving. It provides a way to get students who normally would not talk to interact with others. After students read a section of text, the teacher divides the group. Half of the students stand up and form a circle with their backs to the inside of the circle. They are partner A. The other half of the students forms a circle facing a partner from the first circle. These students are partner B. Partner A will speak first, quickly summarizing what they read. This takes about a minute. Then partner B speaks for the same length of time, adding to the summary. If the teacher stands in the center of the circle, he/she can easily monitor student responses.

Instructional Supports for the Model Curriculum

Theme Match

Half the class is given cards with samples of poetry, stories, and drama excerpts. The rest of the students are given cards with various themes. Students circulate and locate their partner and then explain or write why they believe that their match is the best they could make, including summarizing the example and the reason the theme matches the literary selection, using quotes to back up their opinion. Students are evaluated on their ability to find an appropriate sample/theme and to defend the choice through summary of the text and use of details and quotations from the text. *Allow struggling learners to hold the theme cards first to learn from their peers through modeling.*

I Spy, Evidence

Using a fiction text, create a t-chart or list of key elements within the passage. Have students “spy” or find evidence to “prove” each element and quote it explicitly from the text. Ex: From *Wonder*. *Have gifted students write their own key elements on the left side of the chart.*

Key Element (teacher identifies)	I Spy, Evidence (student written)
Evidence that Miranda missed seeing Auggie:	On page 247 it says, “I can’t say why I was so happy to see August again after so long, or how good it felt when he hugged me.”
Evidence of theme in the chapter “The Fifth-Grade Nature Retreat”:	In the chapter, August decides to <u>face his fears</u> and go on the Nature Retreat. He stated, “all the kids in the grade are excited about it - except for me.” Later he says, “On the other hand, I’m really excited.”

Different Same Different

Elements from two different texts are compared and contrasted using three columns: Different-Same-Different. The students are to compare and contrast the aspects of two stories such as characters, setting, subjects, or topics, by taking notes under the columns. The students share their notes with a partner or small group and may extend the activity by putting their information into paragraph form.

Double Entry Journal

In a T-chart, students write down phrases/sentences from their reading on the left side. Then, students write their own reaction to or analysis of that phrase/sentence on the right side.

This can be tracked and saved in a Google Doc that is shared with the teacher in order for comments to be made on the student's progress throughout a text.

Instructional Supports for the Model Curriculum

Inference Equation

The following graphic organizer can be used to help students construct inferences. This organizer can be done individually, or on a whiteboard as a class with each student using sticky notes to contribute. If done as a whole class, the teacher can read the individual notes or ideas in the first two columns and work as group to create inferences. Reviewing as a class may allow students to see the background knowledge of their classmates, generating inferences they would not have on their own.

Students create an animated graphic organizer (or simply graphics) to represent each part of the chart. Per the example below, one image would show the student visiting New York. The next would show a pigeon with the name below it from the story. The next would show a cityscape.

An option for this would be for students to draw the images for each box, upload them, and then share with other students. They could then electronically comment on the inferences to see if students can explain what each image displays and if it works for the final inference.

<i>Background Knowledge +</i>	<i>Evidence from the text =</i>	<i>Inference</i>
Ex. When I went to New York, a big city, there were many pigeons.	The main character in the story is a pigeon.	With the evidence and my background knowledge, I infer that the setting of the story will be in a large city.

Somebody, Wanted, But, So, Then, Finally

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

Two Column Chart

Fold paper in half vertically. On left hand side write *What We're Learning...* and on the second *What We're Wondering About* (can use for characters, vocabulary, etc.)

3-2-1 Strategy

This summarization strategy is an effective way to end a class session. Students are asked to complete the 3-2-1 prompts on their own paper or on a form created by the teacher to help give insight to three things students learned, two things they found interesting and one question they may still have. Please see [the strategy](#) for more information.

Instructional Supports for the Model Curriculum

Analyzing Quotes

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

Effects Journal

Using a double-entry journal format, entitle the left side "What Happened," and the right side "What Might/Should Happen as a Result of This." This helps students to anticipate changes that might occur based on the events experienced. **Give struggling learners a chart with some of the left side completed to guide them chronologically through the story.**

Consider Multiple Perspectives

Create class charts of the sequence of important events, and then have the students work in groups to consider each event from each character's perspective. Each group picks a character. The group creates a script from the character's perspective on the event. Students take on roles of the characters.

Other students in the group direct and record the student as if he/she is being interviewed about the event. That student acts as the character recounting the event. The videos could then be played for the class or uploaded for students to watch. Students could respond on the program if the videos are uploaded with a response box below or be polled to vote on the character with the most accurate account. Also, students could participate in a discussion post to dialogue on why certain characters might have a different perspective. For example, was that character's view blocked, did he arrive late, was he distracted, etc.

Plot Maps

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

Instructional Supports for the Model Curriculum

It Says/I Say/So

Construct a T-Chart in which students write a direct quote from the text under the “It Says” column. Under the “I Say” column, students explain what is meant by the text (inferring meaning).

Step 1 - Write a question

Step 2 - Find information from the text that will help answer the question

Step 3 - Think about what you know about that information

Step 4 - Combine what the text says with what you know to come up with the answer.

[Link to a graphic organizer](#) with concrete examples of the strategy.

Interactive Website

(Free templates are available such as *Weebly*)

Students create a website for the Unit/era demonstrating unique content of readings, similarities among readings, relevant issues to today literary elements and devices, and connections to student life. Teams or individuals create websites for various units and then share them for study and critique. An FAQ section on the site could be created as an activity in class based on actual questions asked through the website. This could include creating categories for the FAQs on the website.

Instructional Resources/Tools

Guiding on the Side

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

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

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

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

Disruptive Thinking by Kylene Beers and Robert E. Probst provides creative ideas to support students reading text deeply and closely. The resource provides research-based strategies and classroom examples to help educators develop reading instruction to push students to understand complex text.

Instructional Supports for the Model Curriculum

Teaching Theme and Analysis Layers

When creating a lesson on determining a theme and comparing two or more events in a story, [this lesson](#) will guide instruction using mentor texts.

Lucy Calkins

This [site](#) contains many great insights and strategies for literature by Lucy Calkins.

Strand	Reading: Literature
Topic	<i>Craft and Structure</i>
Standards	<p> RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors, similes, and idioms.</p> <p> RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator's or speaker's point of view and perspective influence how events are described.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to understand words as used in the text, including those that allude to significant characters used in mythology. They were expected to describe the structural elements of poems, drama, and prose when speaking or writing about a text. Students were also expected to know the difference between first and third person point of view and perspective.</p> <p><u>Content Elaborations</u> The focus of the Craft and Structure topic is to identify and interpret the meaning of the author's use of figurative language, the specific structure of literary genre, point of view, and perspective.</p> <p>Readers will use poetic and story structures to articulate how these elements contribute to the overall meaning.</p> <p>Readers will demonstrate knowledge of point of view. For example, point of view (first or third person) focuses on the type of narrator used to tell the story in literary text.</p> <p>Readers will also demonstrate knowledge of perspective and the significance it has on the text. Perspective focuses on how this narrator perceives what is happening within the story.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students are expected to create meaning of words and phrases by identifying and analyzing an author's style, determining point of view (first person, third person - limited, omniscient) and explaining how the author's choice of narration impacts how the story is told (perspective). Students will also analyze the connotative meaning of words (feelings associated with words) and tone (the author's attitude toward his or her subject).</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

What Really Happened?

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

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

For English Language Learners: Consider allowing students to practice the concept of writing the story from the antagonist’s perspective by completing a comic book-style scene, rather than an entire story. This allows students to get the critical thinking practice while removing the stress of the complex writing.

Show What You Think

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

Scene Scramble

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

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

Other Perspectives

Take a common situation and write about it from the perspective of an inanimate object in the room. Have small groups work on rewriting a portion of a story from various characters’ or object perspectives, and then compare and discuss the differences.

Color Code It

Use highlighters or markers to color code each of the different types of figures of speech in a copied poem or narrative piece. Rewrite these in less “colorful” literal language and then compare.

Instructional Supports for the Model Curriculum

Give plenty of examples of this strategy before beginning for students who may not understand idioms or other figures of speech that may not be common in other languages.

Frayer Model

The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by...

1. Defining the term,
2. Describing its essential characteristics,
3. Providing examples of the idea, and
4. Offering non-examples of the idea.

For #3 above, have students use the Internet to pull photos or videos to represent the idea.

Chalk Talk

A chalk talk is a simple procedure to promote discussion of the speaker's perspective—silently. A chalk talk is also an excellent way to promote awareness of patterns and problems, and to ensure that all voices are heard.

1. **Formulate an important, open-ended question** that will provoke comments and responses.
2. **Provide plenty of chart paper and colored pencils and arrange a good space for participants to write and respond.** Write the question or topic in the middle of the paper in bold marker.
3. **Explain the chalk talk protocol** and answer any participant questions.
4. **Set-up norms for the chalk talk:** This technique only works if everyone is writing and responding throughout the designated time period. Make it clear that everyone is responsible for writing, reading other people's comments, and responding; there should be no talking; and no one should sit down until the time period is over. Opinions must be freely expressed and honored, and no personal attacks are allowed.
5. **Allow 10-20 minutes for the chalk talk.** As facilitator, it is helpful to walk around and read, and gently point participants to interesting comments. All writing and responding is done in silence.
6. **Search for patterns.** In pairs, participants should read through all the postings and search for patterns and themes (or "notice and wonder"). This part takes about 5 minutes.
7. **Whole-group share:** Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.
8. **Process debrief:** What was the experience like of "talking" silently?

Analogical Strategy Guide

Give students three minutes to list all the words or ideas they think of when they hear _____. With a partner, read each of the following vocabulary words. Go back to the text and find where the word is used; use context clues to decipher what the word means. In the box, students will write a working definition next to each word.

Instructional Supports for the Model Curriculum**Instructional Resources/Tools****Lucy Calkins**

Many great insights and strategies for literature by Lucy Calkins can be found on the Unites of Study [website](#).

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

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

Reading Horizons is a [website](#) that offers strategies on how to understand vocabulary in context.

Disruptive Thinking by Kylee Beers and Robert E. Probst provides creative ideas to support students to read text more deeply and closely. The resource provides researched based strategies and classroom examples to help educators develop reading instruction to push students to understand complex text.

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

Strand	Reading: Literature
Topic	<i>Integration of Knowledge and Ideas</i>
Standards 	<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.8 (Not applicable to literature)</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to make connections between the text and a visual or oral presentation of the text and compare and contrast similar themes and topics as well as patterns of events in diverse literature from different cultures.</p> <p><u>Content Elaborations</u> The focus of the Integration of Knowledge and Ideas topic is to make connections and comparisons within and across texts in the same genre and analyze the multiple ways that visuals (from illustrations to multimedia) interact with and enhance the meaning, tone, mood, or appeal of the text.</p> <p>Visual elements are included in the text to help the readers 'see' what they are reading. These include but are not limited to pictures, drawings, comics/cartoons, diagrams, and infographics.</p> <p>Multimedia elements help the reader use sight, sound, and sometimes even other senses to experience what they are reading. These include but are not limited to video, audio recordings/sound effects, and interactive images.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students are expected to compare and contrast a story, drama, or poem with audio, video, or live version of the text. Students will also be expected to compare and contrast text in different forms or genres.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Song Switch

Find a short movie clip that has music playing in the background. Then, silence the music played and sub in a different song, preferably with an opposite effect of the original. Have students examine the “new” clip with the substituted music. Allow students to jot down how the change in music impacted the mood of the clip, sharing their observations with the class. Another option would be to use a cd with music soundtracks.

For enrichment: Have students find their own movie clips with music. Using audiovisual technology, have students replace the original music with a new song selection. Allow them to present their change to classmates, explaining how they were able to alter the mood of the clip.

Visual Representations

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

I Want to Be a Producer

After reading multiple stories or texts in the same genre, the student selects one that they believe would make the best movie. They compare and contrast the stories they considered, reflecting on the individual themes and topics, and defend why they chose the book they did to make a film. Students are evaluated on their ability to compare and contrast stories in the same genre with similar themes and topics.

Folktale Comparison

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

Compare and Contrast

After reading stories in the same genre, have students compare and contrast the differences (e.g., mysteries and adventure stories). Another option is that the teacher could add details and the students would have to select where the details would fit.

Sort

Teachers could do a cut and paste for tactile learners by inputting the details of a story into a chart and requiring the students to sort the order they are suppose go. That could be done in a Venn Diagram.

Example

Story #1	Similarities	Story #2
Detail #1		Detail #1
Detail #2		Detail #2
Detail #3		Detail #3

Instructional Supports for the Model Curriculum

Instructional Resources/Tools

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

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

Reutzel, D. Ray and Robert B. Cooter, Jr. *Strategies for Reading Assessment and Instruction: Helping Every Child Succeed*. Columbus, Merrill-Prentice Hall, 2003. This text offers numerous strategies for teaching literacy that can benefit all learners.

Literary Reference Center

[INFOhio](#) provides access to EBSCO's [Literary Reference Center](#) which contains information on authors and their works from all time periods and all types of literature.

Strand	Reading: Literature
Topic	<i>Range of Reading and Complexity of Text</i>
Standards 	RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to read and comprehend literature, activate prior knowledge, and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Content Elaboration

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

Text Complexity Model

The linked document serves as a guide for teachers to select appropriate texts at a variety of levels for a variety of purposes.

To help teachers match complex, grade-appropriate texts to their students, [Appendix A](#) contains a model with three dimensions for measuring text complexity and is illustrated to the right. To effectively establish the text complexity level, all three dimensions must be used together.

Next Grade Level Progression Statement

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

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum

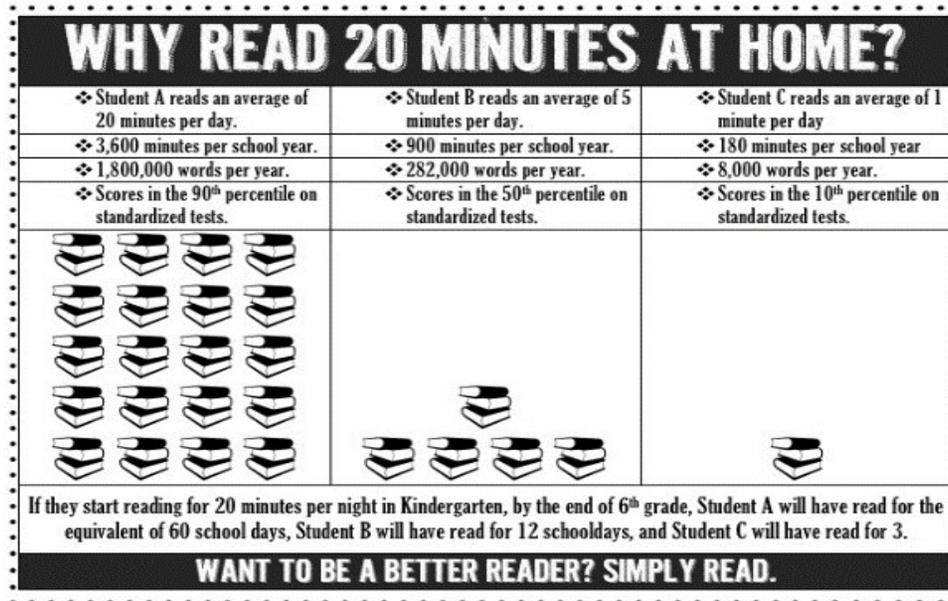
Instructional Strategies

4-3-2-1

After reading two similar passages or texts, students write four things they have just learned, three things that are similar between the two texts, two things that are different between the two texts, and one idea they would like to know more about.

Graphic Organizers

Encourage students to use graphic organizers to make their thinking visible. Graphic organizers promote synthesizing, comparing, contrasting, evaluating information, and selecting and using relevant information. Students should be free to select from and use a variety of graphic organizers. Students should be given frequent opportunities to create their own graphic organizers.



Reflective Journal

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

Instructional Supports for the Model Curriculum

Questions Game? Develops Text, Self, and World-based Questions.

1. Each student reads the text and writes down three questions on an index card, he/she would like to know more about or needs help in discovering the answer.
2. Students choose a partner and trade cards with the partner. Each student reads the other's questions and jots notes down for answering.
3. The student pairs then discuss the reading, using their six questions for the discussion.
4. After 10-15 minutes, the pair creates three new questions as a result of their discussions.
5. Each pair exchanges questions with another pair of students. They attempt to answer the questions.
6. Two teams sit and discuss the text, using their six questions as discussion prompts.
7. Each group asked to create one new question that is still unanswered.
8. Chart the questions and group those with common elements.

Instructional Resources/Tools

Hattie & His High Impact Strategies for Teachers

John Hattie uses high impact, evidence-based teaching [strategies](#), including direct instruction, feedback, reciprocal teaching, metacognition, etc. to increase student learning.

Disruptive Thinking by Kylene Beers and Robert E. Probst provides creative ideas to support students to read text more deeply and closely. The resource provides researched based strategies and classroom examples to help educators develop reading instruction to push students to understand complex text.

Launch an Intermediate Reading Workshop: Getting Started with Units of Study for Teaching Reading, Grades 3-5 by Lucy Calkins (FirstHand, 2010) shows how to create rigorous and responsive reading workshops for the intermediate grades.

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	<i>Key Ideas and Details</i>
Standards 	<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Analyze informational text development.</p> <ol style="list-style-type: none"> Determine the main ideas of a text and explain how they are supported by key details. Provide a summary of the text that includes the main ideas and key details, as well as other important information. <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>

Previous Grade Level Progression Statement

In the previous grade level, students were expected to support their inferences by referring to details and examples from the text, identify how one main idea is supported by key details, and use those details to summarize important information. Finally, students were expected to explain events in historical, scientific, or technical text.

Content Elaborations

The focus of the **Key Ideas and Details** topic is identifying textual evidence and making inferences about informational text, determining main ideas, and creating a complete summary. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

When quoting, students are expected to give a basic citation of the source from which their quotation is found. (e.g. In the text it says, According to source one,)

Students are able to determine the type of text they are reading, such as historical, scientific, or technical. Based on the type of text, students will adjust their strategies to determine connections between multiple people, events, ideas, and concepts. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning, and expands one's sense of the world and self.

Next Grade Level Progression Statement

In the next grade level, students are expected to cite textual evidence to support their analysis of the text. Students will be expected to provide an objective summary of a text, as well as analyze key ideas, events, or individuals in a text.

Instructional Supports for the Model Curriculum

Instructional Strategies

K-W-H-L Chart

Activate students' prior knowledge by asking them what they already Know about a topic. Next, students (collaborating as a classroom unit or within small groups) set goals specifying what they Want to learn. Students then identify How they can find the information that will answer their questions (i.e., newspapers, Web searches, trade books).

After reading and researching, students discuss what they have Learned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals. Find more about the [K W H L Chart](#) by clicking the link. Allow students to use the Internet to answer the *W* questions, making sure to use credible sources listed in the *H* section.

Create an Inference Chart

Create a chart to help students understand the strategy of making inferences based on what they read. The chart should have three columns. The headers on the columns should include the following questions:

- What happened?
- What does it mean?
- Why do you think that?

In the last column, the student should be able to provide specific details, examples, and quotations from the text to support their claims.

Struggling learners should be provided a template with the first column partially completed to give them an idea of what to write there and to keep the text straight structurally.

Word Splash

This is a great tool for summary writing. Before the students read the text, the teacher will choose keywords or concepts and write them randomly in a box. The number of words and concepts will depend partially on the age of the students. Students will write a short paragraph using the words and predict how the concepts will work together. Then, after the students have read the text, they will compare and contrast their paragraphs with what they have read.

Another option is to have the students choose the words or concepts (no more than 10) after reading the text and write them randomly in a box. Then they will exchange papers with another student. The other student has to write the summary paragraph using those key terms. This can be used to check for understanding of the text and allows students to be the creators of the assessment. For an example of this strategy, visit [this website](#).

Instructional Supports for the Model Curriculum

GIST Strategy: Generating Interaction between Schemata and Texts

Begin modeling this strategy by having student read a paragraph or short text. Then, have students work together to rewrite the paragraph in one sentence, no more than 15 words. Students will collaborate and think critically about what the main idea of the text is to meet the goal of 15 words. Explain that they will do this by thinking about the “who” or “what” of the text. Students will have to defend to other groups why they included some details and left others out.

Final Word

This strategy, introduced by the Engage NY group, is designed to help participants understand the meaning of a text, particularly to see how meaning can be constructed and supported by the ideas of others. After the presenter shares his or her thinking, interesting similarities and differences in interpretations will arise as other participants share their thinking without judgment or debate. The presenter listens and may then change his or her perspective, add to it or stick with original ideas without criticism. This protocol is especially helpful when people struggle to understand their reading and is often used at the beginning of the school year to help students sustain conversations.

Procedure

1. Have each group select a timekeeper and facilitator.
2. All participants may read the same text, or participants may read different texts on a common topic for a jigsaw effect. Text selection is a critical step.
3. Participants read silently and text-code or fill out a recording form based on desired outcomes. They mark passages for discussion clearly so they can quickly locate them later. To promote critical thinking, design prompts for the discussion that ask participants to include reasons for selecting a particular passage and evidence that supports a particular point.
4. Presenter shares a designated number of passages and his or her thinking about them.
5. Each participant comments on what was shared in less than 1 minute each.
6. Presenter gets the Last Word, sharing how his or her thinking evolved after listening to others or re-emphasizing what was originally shared.
7. Follow steps 4-6 with each additional participant taking the role of presenter.
8. Debrief content. Discuss how hearing from others impacted your thinking.
9. Debrief process. What worked in our discussion? What were some challenges? How can we improve next time?

QAR (Question Answer Relationships)

As students read a text, have them consider two categories of questions- In the Book and In My Head. Then break those two categories down into four types of questions: Right there, Think and Search, Author and You, and On My Own.

Instructional Supports for the Model Curriculum

Text Coding

Students can use a code when reading a text. When they come across information that relates to the code, they write the symbol next to the text it refers to. After students code their text, they should compare and discuss their code with a partner or with the class.

- ! I know that.
- X Something that contradicts what I know.
- ?? Question, need clarification or unsure
- ¶ Important, key or vital
- OO I can visualize that.
- ∞ I made a connection to something I have read or seen.

A Picture is Worth a Thousand Words....

Students read a nonfiction text. Without using words, they create a picture illustrating the main ideas and key ideas for support. They may have the option of using online photos. Students then meet in small groups to discuss their pictures with classmates.

Five Minute Inference Builder

Every day read a short passage out loud, modeling the steps used in a Think-Aloud to better understand inferences. Have students decide what kinds of inferences are made. Try *Two-Minute Mysteries* by Donald Sobol or *Even More Five-Minute Mysteries* by Ken Weber.

Three Column Inference Chart

1. What Happened?
2. What does it mean?
3. Why do you think that?

For the third column, students need to provide specific details, examples, and quotations from the text to support their claims.

Underlining for Comprehension

Underline with double lines the main ideas. Underline details with one line. Key words and terms should be circles. Use colored pencils to link details with the main idea. Side margin is used for a brief summary.

Tell Me Why

1. Can you tell me the reasons your group thinks...?
2. Can you find at least two of the main ideas of this text and key details that support them? Can you summarize the main points?
3. Think about these events. Tell me how they are connected.

Instructional Supports for the Model Curriculum

Occupation Investigation

Students will investigate career options. They will visit a career exploration website, such as [KidsWork](#) or [Kids Search](#) and choose a career from the list. At the website, students will follow a link to descriptions of careers they may be interested in. Students will read the descriptions and create a summary which will include a main idea statement and key details.

Instructional Resources/Tools

[*Teaching Literacy in Context: Choosing and Using Instructional Strategies*](#) by Mimi Miller and Nancy Veatch. *Reading Teacher*, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension and motivation while teaching with expository text.

[*Charlotte Huck's Children's Literature: A Brief Guide*](#) by Barbara Kiefer and Cynthia Tyson (McGraw Hill, 2009) provides information on creating literature-based programs, criteria for selecting quality literature for the classroom, and activities that promote critical thinking about children's books.

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

Strand	Reading: Informational Text
Topic	<i>Craft and Structure</i>
Standards	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>RI.5.5 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.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to determine the meaning of words using context, describe the overall structure of a text, and compare and contrast a firsthand (primary) and secondhand (secondary) account of the same event or topic describing the differences in perspectives.</p> <p><u>Content Elaborations</u> The focus of the Craft and Structure topic is for readers to develop an understanding of word meaning within the context and the ways in which authors choose to convey information.</p> <p>Students use text structures to help comprehend text and determine an author's perspective and purpose for writing a text. Students can identify and compare various text structures as found in grade appropriate texts.</p> <p>The unique text features, type of source (primary vs. secondary), and organization of informational text support readers in managing information, learning content, interpreting vocabulary, deepening comprehension and understanding author's purposes. Understanding the author's perspective gives the reader another lens from which to examine a text.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level students are expected to determine the meaning of words in context and the figurative, connotative, and technical meanings. Students are expected to analyze how parts of texts contribute to the overall development of the text and ideas. Students are also expected to determine an author's perspective and purpose in a text and explain how it is conveyed.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

List-Group Label

This is a form of [semantic mapping](#) that helps students learn to categorize and label vocabulary. Choose a main topic and have students brainstorm all words related to the topic. After compiling a list, students should work in small groups to categorize all the words into smaller subtopics. As they begin to create subcategories students need to be able to explain their reasoning for grouping words together.

Create a Text-to-Text Graphic Organizer

Students reading two texts over the same topic can use this to compare and contrast any events/concepts/etc. they choose. Create three columns. Label the left side with one of the text titles, leave the middle column blank, and label the right column with the second text title. In the middle, list the aspects of both texts that students should compare/contrast.

Interactive Word Wall

Purpose:

A word wall in a classroom is a powerful instructional tool to strengthen content vocabulary. A word wall is an organized collection of words (and sometimes phrases) displayed on a wall or other space in the classroom. We recommend that both academic and discipline-specific words be written on large index cards, strips of paper, or tag board so that they can be easily manipulated. **For English Language Learners and young learners, consider placing an illustration, photograph, or object on or next to particular words to support students' learning through the aid of visual cues.**

Procedure:

Multiple Ways to Interact with Words The “interactive” part is critical; actively engaging with the words will support student learning. There are many ways to interact with word walls; some interactions are quick and can occur on a daily basis. Other interactions can constitute an entire lesson. Suggestions include:

1. Categorize and Classify: Have students classify the terms.
2. Compare and Contrast: Create categories to compare and contrast.
3. Concept Map: Use the words to create a concept map.
4. Conceptual Model: Use the words to construct a conceptual model that represents student thinking and/or scientific phenomenon.
5. Create descriptions: Use the words to describe concepts.
6. Contextualized use: Challenge the students to use some or all of the words on a short answer quiz.
7. Label Diagrams: Use the words on the wall to label student diagrams and illustrations.

[Use Padlet to create an interactive, collaborative classroom word wall where students can define terms using images and write their own definitions.](#)

Instructional Supports for the Model Curriculum

Use a 3-Column Graphic Organizer

Label the columns claims, reasons, and evidence to analyze different accounts on the same event or topic.

Zoom In: Concept Map Approach

One of the most common approaches to interacting with words from a word wall is the concept map, which provides students with an opportunity to demonstrate and enhance their understanding of a related set of terms. (EngageNY.org)

Procedure

1. Pull cards from the word wall or write one word/phrase per card. Use a limited number of cards, perhaps 10-15, or fewer for younger students.
2. Also create cards with one-way and two-way arrows. Use the floor or magnets and a magnetic board to display the cards, and group the students around the words. (Modification: Give each student his or her own set of word cards.)
3. Ask a student or a pair of students to arrange two or three cards in a way that connects them or makes a model of the terms. Ask the student(s) to explain what they are doing as they place the words.
4. Observers may ask questions once the connection or model is created.
5. Repeat with another student or pair of students.
6. When using this strategy in a content area, remember that not all students will be able to repeat this strategy effectively multiple times, due to processing speed issues. Be sure that the most important concepts that you want your lowest level learners to know are included with their groups early in the process to increase effectiveness.

Hunt for Clues: Looking for Signal Words

Teach students to hunt for “signal words” that can help identify text structure. In the classroom, create an anchor chart for each type of text structure and their “signal words.” Have students work together to analyze texts. As a group, they will look for and highlight any signal words they find, using the signal words to guide their reasoning for helping to identify Text Structure type. After identifying text structures, students will discuss either in a group or as a class how the structure enhances understanding and comprehension. [Signal Word List](#)

Word Sorts: Open and Closed

Give students vocabulary words on small slips of paper. For closed sorts, give students labels for each category of vocabulary words. For open sorts, give them blank slips to enter their categories. Students then sort the vocabulary based on the categories.

Then and Now

Students read about a scientific event written near the time of the discovery and one from a more recent source. They will explain in graphic or written form how the two accounts are similar and different. How did time effect the information?

Instructional Supports for the Model Curriculum

What's the Structure?

A small group of students will read from Social Studies/Science texts, and as a group, decide the overall structure of the information (e.g. chronological, cause/effect, problem/solution) and create a group chart/collage that shows the structure and includes information from the text. Consider using web information or magazine formats as well as textbooks for information.

Students who struggle with this concept may benefit from having pre-made labels (washi tape, removable labels, sticky notes, etc....) with the different text structures and then can locate and label them in their own texts. Doing this repeatedly in a social studies or science textbook over multiple units will help to cement this in their minds.

Who Said What?

It is important for readers to become critical consumers of print and non-print media. Bring in news articles and video from multiple news shows that are all focused on the same news event or person. Have students read and summarize specific reports in small groups. Have groups form jigsaws (one member from each group in a new group) and share their summaries. The job of the new group is to compare the ways that perspectives have impacted the reporting of the stories.

Rating List of Word Knowledge

List the vocabulary on the left side of the paper. Make three columns across the top. Label the columns "I can define", "I have seen/heard," and "I don't know" across the top. Give students some time to put check marks in the column.

ABC Book

Students may complete this project independently or in small groups. Their goal is to create an ABC book or PowerPoint to learn about job specific words, jargon, or terminology. The students may either focus on a particular job or a more general career field. (Visit sites such as [Education World](#) for more information on how to create an ABC book.)

Instructional Resources/Tools

[Writing Strategies that Work--Do This, Not That!](#) by [Lori G. Wilfong](#)---Provides practical research-based writing strategies.

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

[Teaching Literacy in Context: Choosing and Using Instructional Strategies](#) by Mimi Miller and Nancy Veatch. *Reading Teacher*, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension and motivation while teaching with expository text.

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

Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards 	<p>RI.5.7 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.</p> <p>RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding points.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to interpret and explain information presented visually, orally, or quantitatively. They explained how an author uses evidence to support particular points in a text, and integrate information from two texts on the same topic.</p> <p><u>Content Elaborations</u> The focus of the Integration of Knowledge and Ideas topic is the reader's ability to make connections across texts on the same topic and to explain how an author provides evidence to support key points in a text, and then identify which evidence supports particular points. Critical thinkers use print as well as non-print media, including digital sources, to locate information or to solve problems efficiently. The ability to access, use, and synthesize information from multiple visual and print sources enhances the understanding of a topic and expands learning.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students are expected to gather and integrate information presented in multiple formats to draw conclusions, trace, and evaluate argument to determine claims that are supported by evidence from those that are not, and compare and contrast different types of text on the same topic while analyzing the author's craft.</p>	

Instructional Supports for the Model Curriculum**Instructional Strategies****Picture Book Practice**

Use two informational picture books on the same topic to compare the evidence the authors use to support their ideas. Students can work in small groups to chart the similarities and differences. Repeat this activity before moving students on to more complex text.

Random Draw

Students or small groups draw a topic from a bag at random. They have a set amount of time to research the topic and create questions and answers about that topic. They will be evaluated on the accuracy of the questions and answers presented.

I Object

Give students a controversial text with which they do not agree. Have them identify the author's reasons and evidence for their viewpoint. Students may then defend their viewpoint as a counterpoint argument.

Key Points Back-Up

In an effort to connect key points to evidence, have students create two columns on a piece of paper. On the left side of paper, write key point(s) in a text - on right side, write the reason and evidence (draw lines to connect the key points and the reason and evidence).

I-Chart

Teacher designs several questions around one topic. Students read and/or listen to several sources on the topic and record answers to the posed questions within the I-chart. Students generate a summary in the final row. Different answers from various perspectives can be explored as a class.

Paired Readings

Give students two readings on a topic from two different types of sources - i.e., poem about whales and a ship's captain's journal excerpt about a whale sighting. Allow students to mark the readings with their own coding - or give them a code. Example: Circle descriptive vocabulary that is the same in both passages, underline differences, put question marks next to pieces students do not understand.

1-2-3-4

After reading the text, have students write a reflection of the reading using the 1-2-3-4 technique.

One Big idea

Two Important details

Three Personal connections

Four Questions they may have

Instructional Supports for the Model Curriculum**Instructional Resources/Tools****Student TedTalks (middle school)**

Watch a persuasive TEDTalk and use a graphic organizer to take notes about the main ideas the speaker makes and the evidence he/she uses to support the argument. Students can also write a summary, including the main ideas. TEDtalks can be found at [this site](#).

[*Teaching Literacy in Context: Choosing and Using Instructional Strategies*](#) by Mimi Miller and Nancy Veatch. *Reading Teacher*, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension and motivation while teaching with expository text.

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

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

Strand	Reading: Informational Text
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standards	RI.5.10 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 band independently and proficiently.

Previous Grade Level Progression Statement

In the previous grade level student were expected to read and comprehend informational texts at the high end of the grades 4-5 band with scaffolding and support.

Content Elaborations

The Ohio Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects state that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, Appendix A (linked below) contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:

The three-part model is explained in detail in [Appendix A](#) of the *Ohio Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in [Appendix B](#).

Ohio recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Strand	Reading: Informational Text
Topic	<i>Range of Reading and Level of Text Complexity</i>
<u>Next Grade Level Progression Statement</u>	
In the next grade level students are expected to read and comprehend literary nonfiction at the high-end of the 6-8 text complexity band proficiently, with scaffolding and support.	

Instructional Supports for the Model Curriculum	
<u>Instructional Strategies</u>	
Using Metacognition to Comprehend Text	
To help students comprehend informational texts, encourage them to think meta-cognitively, to think not just about what they are reading, but how they are reading it. As they encounter difficulty with the way a concept is presented, encourage them to follow these strategies in their thinking:	
<ul style="list-style-type: none"> • Identify where the difficulty occurs • Identify what the difficulty is • Restate the difficult sentence or passage in their own words • Look back through the text • Look forward in the text for information that might help them resolve the difficulty 	
Differing Points of View on a Single Subject	
Give students differing points of view on a single subject. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text.	
Drawing Connections	
Read a section of informational text and think aloud about a connection that can be made. Model creating a visual representation. Then think aloud and write a sentence or paragraph explaining the connection you made. Read another section of the same text to students and ask them to create visual representations of their connections to the text. Next, have them write a sentence or paragraph explaining that connection. Have students share their drawings and explain connections in small groups. (Adapted from <i>Into the Book</i> Wisconsin Educational Communications Board.)	
3-2-1 Strategy	
With this strategy, students will write or share three things they discovered while they were reading, two things they found interesting, and one question they still have.	

Instructional Supports for the Model Curriculum**Instructional Resources/Tools**

35 Strategies for Guiding Readers through Informational Texts by Barbara Moss and Virginia S. Loh is a practical resource that provides the what, why and how of strategies for using informational text in the classroom.

[*Teaching Literacy in Context: Choosing and Using Instructional Strategies*](#) by Mimi Miller and Nancy Veatch. *Reading Teacher*, Nov. 2010, Vol. 64 Issue 3, p. 154-165, focuses on ways to build vocabulary, fluency, comprehension and motivation while teaching with expository text.

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

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

READING FOUNDATIONS STRAND

Strand	Reading: Foundations
Topic	<i>Phonics and Word Recognition</i>
Standard 	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to know and apply grade-level phonics and word analysis skills in decoding by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><u>Content Elaborations</u> Advanced word study continues in this grade because as students learn more about the structure of words and the English language, the more proficiently they will be able to read the words independently and process their meanings (Moats & Tolman, 2017). In order to read multisyllabic words, students engage in advanced word study of less common grapheme-sound correspondences, syllabication patterns, and morphology.</p> <p>The focus of the Phonics and Word Recognition topic is decoding text and understanding word parts to determine word meaning and to improve fluid reading and increased comprehension. Continuing to learn specific strategies for decoding and spelling is beneficial, even at the upper grades.</p> <p>Use of Latin and Greek word roots and affixes enhances not only decoding and spelling ability, but vocabulary development as well.</p> <p>Knowledge of word parts increases the understanding that words with common roots have similar meanings or that affixes change the meanings of words.</p> <p>Semantics studies involve the examination of meaning at various levels (word parts, whole words, and sentences/discourse).</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Morpheme Matchups

Students are given index cards with different morphemes (prefix, suffixes, and root words) on them. Students will work in groups to combine the cards and discover how the addition of a morpheme can change the meaning of a word. Students will record their morpheme combinations, complete with the meaning of the created words.

Know Your Roots

In groups, students travel to poster sized papers, each with a root word on it. Groups will spend 90 seconds at each poster, trying to add as many words containing that root as possible. As they rotate, the task gets harder as students are unable to repeat a word that has been previously added by a prior group. Once all groups have made a complete rotation, the teacher reads words from each poster to the class. Still sitting in groups, the students put what they believe the meaning of the root to be based on the words the class came up with on a post it. The post it then is added to the poster. After students have added the post-its, the teacher shares the guesses the class came up with and confirms the true meaning to the class. Ex: A poster says “-bio” on it. Throughout the rotations, groups have written the words like, “biography, biology, and biosphere.” After sharing the words added by individual groups to the class, one group makes the guess, “alive” on a post it and sticks it to the poster. The teacher shares the actual meaning of the root word (life) and discusses how close some groups were with their guess of “alive.

Students with disabilities and English Learners could be given sticky notes pre-labeled with words that will fit on each of the root word posters. When it is their turn at the station, instead of coming up with their own words (although they certainly should be given the opportunity to make their own words), the students could choose the sticky notes with words that match each root word and add them to the poster.

Structural Analysis Charts

Create a chart that organizes words according to structural features. For example, in a lesson focusing on affixes, give students post-it notes with words having common affixes. The chart could have three divisions:

1. Words with prefixes
2. Words with suffixes
3. Words with both.

Have students place their post-it notes in the correct locations on the chart. These charts can be used to sort word types (i.e., nouns, pronouns) or word comparisons (antonyms, synonyms), etc.

Morphemic Analysis

Morphemic analysis explicitly teaches students about morphemes, which include root words, Greek and Latin roots, and affixes (prefixes and suffixes), and typically involves providing instruction on meaning of the word parts, how to disassemble the word into word parts, and how to reassemble the word parts to derive word meaning. This instructional strategy is highly effective for use with content area text.

Instructional Supports for the Model Curriculum

Foldables

Have students make a three-dimensional interactive graphic organizer to help them organize and retain information related to meanings of prefixes and suffixes as well as their connections to base words.

Instructional Resources/Tools

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

The Reading Strategies Book by Jennifer Serravallo. This book contains strategies for helping students in several areas, including phonics and word recognition. Teachers can find several different ways to assist students with phonics issues. Strategies are broken down by type of issue and reading level.

Prefixes and Suffixes, Grades 4-8: Teaching Vocabulary to Improve Reading Comprehension by Trisha Callella. Each of the 30 units in this resource includes a word list, vocabulary sort cards, review game cards and a vocabulary quiz. By using this resource, students will become more comfortable dissecting words and defining their parts.

ReadWriteThink

This [website](#) provides various worksheets and lessons for teaching prefix and suffixes.

Ohio's Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Appendix A: Research Supporting Key Elements of the Standards- Page 24 provides examples of morphemes represented in English orthography.

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Essentials of Assessing, Preventing, and Overcoming Reading Difficulties by David Kilpatrick (Wiley, 2015) provides practical, accessible, in-depth guide to reading assessment and intervention.

Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes (Guildford Press, 2011) provides a practical and accessible [resource](#) for teachers to implement explicit instruction.

Strand	Reading: Foundations
Topic	Fluency
Standard	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Previous Grade Level Progression Statement

In the previous grade level, students are expected to increase fluency, accuracy, and comprehension as the complexity of text (in topic and structure) also increases.

Content Elaborations

The focus of Fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding.

Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast; it is reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

Instructional Supports for the Model Curriculum

Instructional Strategies

Readers Theater

Reading various Readers Theater in small groups can increase fluency with students as well as boost confidence in a relaxing, motivating, and fun setting. Students are given a script of a scene from a book, or possibly an adaptation of a well-known work. Students take on assigned parts and read the roles of various characters, including a possible narrator. **Try to avoid “cold reads” for students with disabilities and English Learners. They will benefit from hearing the text read orally as a model for them before they must read in front of anyone.**

Students work in teams on a passage for a reading. Students decide on and divide among the team sections of the passage to illustrate with colored pencils on white paper. One team member records the following (video): One student holds an illustration for the recorder while one student reads that section of the passage. They continue until they have recorded in order each section of the passage. This becomes a recorded, illustrated still-life film for the passage.

Instructional Supports for the Model Curriculum

Repeated Oral Reading

In repeated oral reading the student participates in several oral readings of the same text focusing on accuracy, rate, and expression. Repeated oral readings can be done through various methods including choral reading, audio-assisted reading, partner reading, Readers Theatre, phrase-cue reading, radio reading, duet reading, and echo reading.

Transfer to Text Process

A transfer to text process is a systematic approach to build a student's persistence in text reading that promotes transfer of learned skills to actual reading. Using a systematic process like this improves fluency and leads to independent reading. An example of this process includes students reading three different passages with the targeted patterns throughout the week, with support reduced between the first and second passage readings and at the end of the week, students read only a clean copy of the third passage.

- On Monday, the teacher guides students to highlight the skill words in the first passage, read the highlighted words, and read the passage with highlighted words.
- On Tuesday, students continue using the first passage and read the passage with highlighted words and read a clean copy of the passage.
- On Wednesday, the teacher guides students to highlight the skill words in the second passage and read the passage with highlighted words.
- On Thursday, the students read a clean copy of the second passage.
- On Friday, the students read a clean copy of the third passage.

Students work in teams on a passage for a reading. Students divide the sections of the passage across teams to illustrate with colored pencils on white paper.

[One team member records the following \(video\): One student holds an illustration for the recorder while one student reads that section of the passage. They continue until they have recorded in order each section of the passage. This becomes a recorded, illustrated still-life film for the passage.](#)

Teacher-Assisted Reading

Teachers reading aloud effortlessly and with expression provide a fluency model for students. To build fluency, it is important for students to see the words that are read as well as hear them read.

Peer-Assisted Reading

Paired students take turns reading aloud to each other and providing corrective feedback. Partner reading provides students with a socially supportive context that both motivates partners to read well and provides a supportive environment.

Instructional Supports for the Model Curriculum

Audio-Assisted Reading

Audio-assisted reading allows for students to follow along in their book (seeing the text is a critical element) as they hear a recording of a fluent reader read the book. In this strategy, students read without an adult, so it is important to appropriately match students to texts using a student's independent reading level.

Instructional Resources/Tools

The Reading Strategies Book by Jennifer Serravallo contains strategies for helping students in several areas, including Fluency. Teachers can find several different ways to assist students with fluency issues. Strategies are broken down by type of issue and reading level.

Teaching Reading Sourcebook by Honig, Diamond, and Gutlohn (Arena Press, Novato, California, 2013) provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

The reading fluency activities on [this page](#) are essential for children with dyslexia and struggling readers. These activities can be taught in the classroom (small and large group setting) and can also be implemented at home.

Reading Rockets [Top Ten Resources on Fluency](#) - Learn about fluency assessment, the importance of fluency in building comprehension skills, finding the right book level for kids, effective classroom strategies like reader's theater and choral reading, and more.

For additional information on Reading: Foundational Skills, see [Ohio's Early Literacy Toolkit](#) and Kosanovich, M. and Verhagen, C. (2012). [Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards](#). Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Fluency Instruction, 2nd Edition: Research-Based Best Practices by Timothy Rasinski, Camille Blachowicz, & Kristen Lems (Guildford Press, 2012) is an accessible guide that brings together well-known authorities to examine what reading fluency is and how it can best be taught.

The ABCs of CBM, 2nd Edition: A Practical Guide to Curriculum-Based Measurement by Michelle K. Hosp, John L. Hosp, & Kenneth W. Howell (Guilford Press, 2016) provides step-by-step guidelines for using CBM in screening, progress monitoring, and data-based instructional decision making in PreK-12.

WRITING STRAND

Strand	Writing
Topic	<i>Text Types and Purposes</i>
Standards 	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. <p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Strand	Writing
Topic	<i>Text Types and Purposes</i>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to use a variety of strategies to craft opinion and informative/explanatory pieces using reasons and supporting details. Students also wrote narrative pieces to develop real or imagined experiences or events. Using strategies, students made decisions about content based on the format and purposes for which they were writing. Students were also expected to demonstrate an understanding of writing by selecting structures, precise language, tone, and style to communicate a point of view and/or purpose to their audience.</p> <p><u>Content Elaborations</u></p> <p>Writers will construct opinion paragraph and multi-paragraph responses that include reasons and information using citations from texts to support the writer's purpose and point of view. Student writing will have an organizational structure that includes an introduction, transitional phrases that support logical grouping of ideas, and a conclusion related to the opinion.</p> <p>Writers will construct informative/explanatory paragraphs and multi-paragraph responses that examine a topic and convey ideas clearly. Students will concisely introduce topics, group related information logically, including formatting with headings, illustrations, and multimedia tools, if needed. The response will develop the topic with facts, definitions, concrete details, quotations, or other information and examples that are related. Writers can choose to use multiple text structures in their writing, such as problem/solution, cause/effect, chronological, description, or compare/contrast. These responses should also include domain-specific vocabulary words that relate to the topic. The writing should end with a concluding statement or section that relates to the topic.</p> <p>Writers will construct narratives based on real or imagined experiences with characters and events in sequential order. Narratives should have a clear, well-paced plot that includes an exposition, rising action, climax, falling action, and resolution. The writing should also set the scene for the reader by introducing the narrator, characters, and the event/situation that initiates the story. Writing should be enhanced using dialogue, sensory details, varied sentence structure, concrete details and showing how characters respond to situations.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade level, students are expected to construct organized arguments with a clear thesis, clearly defined claims, and evidence-based supports. They are also expected to construct organized informative/explanatory writing that examines a topic as well as construct engaging narrative writing that develops real or imagined experiences.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Systematic Writing Systems

For struggling writers, consider making a systematic writing process to help students organize their writing, with evidence included. For example: Use a system like ICE (Introduce, Cite, and Explain Citation) or RACE (Restate the prompt, Answer the question, Cite evidence, Explain).

My life at Age 30

Have students write a narrative about what their life will be like at age 30. Be sure to have them answer what career they are in, where they live, what they drive, as well as any other personal information they may want to include.

Storyboards

Storyboards are a sequence of drawings, similar to a comic strip, that allow students to create plot, plan the sequential order of their narrative, and begin inserting ideas for establishing setting and creating dialogue.

Color Coding an Option

The following strategy is helpful to use prior to having students write an opinion piece. Students need to see samples of opinion writing as well as modeled examples before they are equipped to write opinion pieces. Students are provided with a sample piece of writing where an opinion is stated and a color-coding system is created (ex: blue-opinion statement, yellow-reason #1 and evidence supporting opinion, pink- reason #2 and evidence supporting opinion).

SPAR (SPontaneous ARgument)

Students have to frame an argument in one minute and then react quickly to their opponents' ideas. This strategy helps students practice using evidence and examples to defend a position. Because students are not given much preparation time, SPAR is most effective when students already have background information about the topic. With practice, students become increasingly comfortable and proficient using this method to unearth the pro and con sides of controversial topics. Here is an [example](#).

Graphic Organizers

Graphic organizers help writers collect and organize evidence and reasoning. For opinion pieces, students could draw a four-square chart, in which they devote a box to introduction, reason #1 with evidence, reason #2 with evidence, and a conclusion. A similar graphic organizer could be used for informational/explanatory writing.

OREO Strategy

For opinion writing use the [OREO graphic writing organizer](#). This is a mnemonic device that helps students remember the structural order their paragraphs need to take in opinion writing: Opinion, Reason, Example, and Opinion. This idea can be expanded by telling students their writing should be *double stuffed* because two reasons and two examples are expected instead of one.

Instructional Supports for the Model Curriculum**Instructional Resources/Tools**

Ohio's Learning Standards for English Language Arts [Appendix C: Samples of Writing Samples](#), p.30-37 offers illustrative writing samples for teachers and students to examine.

The Writing Strategies Book by Jennifer Serravallo-Provides over 300 writing strategies to share with students, categorized under 10 goals.

In the Middle by Nancie Atwell-Provides teachers with step-by-step guide to setting up and maintaining a reading and writing workshop throughout the year.

The Big Book of Details by Rozlyn Linder. Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, "if you see this in the student's writing...do this" strategies for teachers. It also has a section for students "if you want to...try this."

Strand	Writing
Topic	<i>Production & Distribution of Writing</i>
Standards	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.6 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, while demonstrating sufficient command of keyboarding.</p>
	<p>Previous Grade Level Progression Statement</p> <p>In the previous grade level, students were expected to produce clear, coherent writing that was appropriate to the audience and the task. They were also expected to obtain support from peers and adults (as needed) when they developed, revised, and edited their writing. In addition, students were also expected to use technology and the Internet to publish writing and interact with peers. Students at this level increased their skill with keyboarding when constructing writing.</p> <p>Content Elaborations</p> <p>Based on the task, purpose, and audience, students can determine the appropriate text structure(s) for their writing. Students will compose a clear and logical piece of writing that demonstrates their understanding of a specific writing type (i.e. opinion, informative/explanatory, narrative).</p> <p>Writers will use prewriting strategies to formulate ideas (i.e., graphic organizers, brainstorming, lists). Students should recognize that producing a well-developed piece of writing might require more than one draft. They can apply revision strategies (reading aloud, checking for misunderstandings, adding and deleting details) with the help of others. Students will edit their writing by checking for errors in grammar and mechanics, and recognize when revising, editing, and rewriting may not be enough and a new approach may be required.</p> <p>Students can identify the appropriate technology, including the Internet, which will assist them in producing, editing, and publishing their writing. Writers will also collaborate with their peers, teachers, and others to produce and publish their writing. They will demonstrate sufficient keyboarding skills to compose and prepare writing for publication. Teachers should give students many opportunities to increase their familiarity with the keyboard and to practice these common keyboarding skills in the context of the writing task.</p> <p>Next Grade Level Progression Statement</p> <p>In the next grade level, students are expected to produce clear, coherent writing that is appropriate to the audience and the task. They are also expected to obtain support from peers and adults (as needed) when they develop, revise, and edit their writing. In addition, students are also expected to use technology and the Internet to publish writing and interact with peers. Students at this level will demonstrate a sufficient command of keyboarding.</p>

Instructional Supports for the Model Curriculum

Instructional Strategies

Color Coded Revision

Students can edit and peer edit writing using a color-coding system that helps students focus on one grammatical error at a time. For example, students may use a red colored pencil to look only for capitalization errors. After examining the text with one color, they can move on to another color and error. To differentiate, reduce the number of errors and add more as students become proficient.

TREE- Staying on Topic

In order to achieve clarity and coherence, students must stay on topic. The TREE strategy is one method to help students to examine their writing to ensure it is on topic. T (Topic Introduction), R (React to each paragraph), E (Examine each sentence in each paragraph), E (end).

PQP- Praise, Question, Polish

The PQP (Praise, Question, Polish) revising strategy is appropriate for a second round of revision and editing during which students work with one another. A peer editor reads the author's paper (or the author reads it aloud to the editor) and marks parts of the paper that are interesting or confusing and the author addresses the confusing parts marked on the paper and, if desired, makes changes suggested by the peer editor. Whenever a student elects to not make a requested or suggested modification, the student should be expected to adequately justify that decision.

Instructional Resources/Tools

The Writing Strategies Book by Jennifer Serravallo-Provides over 300 writing strategies to share with students, categorized under 10 goals.

In the Middle by Nancie Atwell -Provides teachers with step-by-step guide to setting up and maintaining a reading and writing workshop throughout the year.

The Big Book of Details by Rozlyn Linder. Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, "if you see this in the student's writing...do this" strategies for teachers. It also has a section for students "if you want to...try this."

Strand	Writing
Topic	<i>Research to Build & Present Knowledge</i>
Standards	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 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.</p> <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Previous Grade Level Progression Statement

In the previous grade level, students conduct short research projects from a source, recalling information from experiences or gathering information from print or digital sources. They were also expected to categorize information and list sources. Students applied grade 4 reading standards to literature and informational texts.

Content Elaborations

Writers will be able to explain how research is different from other writing. Students will also be able to focus their research around a provided focus question or will generate their own focus question. Students will choose from several sources, both print and digital, and gather information to answer their research question. Students will analyze the information found in their sources and determine if it provides enough support to answer their question(s).

Writers will gather information from multiple sources (i.e. digital, print, interviews, and personal experiences) and interpret the relevance of the information to the research topic. Students will take notes on the relevant information and summarize their learning by paraphrasing. At the conclusion of research, students will also provide a list of sources used in their research.

Students' research is effective when it presents an answer to the question, demonstrates an understanding of their inquiry, and properly cites the information gathered from multiple sources. Students will incorporate text-based evidence to support their perspective (informational texts) and point of view (literary texts).

Next Grade Level Progression Statement

In the next grade level, students are expected to conduct research projects by gathering information from multiple sources. They are also expected to categorize information, quote, and paraphrase while avoiding plagiarism, and provide a bibliography for sources. Students will apply grade 6 reading standards from literature and informational texts to support analysis, reflection, and research.

Instructional Supports for the Model Curriculum

Instructional Strategies

Text Talkers

Remind your students of evidence-based terms to use when talking and writing about their reading.

These sentence starters give students a head start on how to begin their thinking and use text-based language when orally citing evidence from the text.

- In the text, it says...
- According to the passage...
- Paragraph 6 of the text notes...
- The author says...

Red Light, Yellow Light, Green Light

The Internet helps writers find information fast. Internet users need to evaluate the websites and information they gather before using it to collect research information. However, students need to know if the websites are valid and reliable.

- Green means, “go”, the website has valid information and is from a reliable source.
- Yellow means “caution”, not all pieces of information on the form have been located, but much of it looks good.
- Red means, “stop”, there are too many unknowns about this website, and it is not to be used.

Evidence Scavenger Hunt

When drawing evidence from text, students are expected to go beyond describing or repeating the information by analyzing, reflecting, and or using it. A fun way to have students find evidence in a text is to make it a game or "scavenger hunt." The questions asked on the hunt will determine the level of thinking required. Begin these challenges with the literal, where students can find nearly the exact words of the challenge in the text, and move on to the interpretive, where they need to infer meaning from the text.

Use Color Coding

When taking/combining notes from several different sources about one topic in one document, use a different color for each source. This makes it easier to cite which information came from which source when creating a final product/piece. (Example: blue pen=source 1, red pen=source 2, green=source 3, etc.)

Instructional Resources/Tools

The Writing Strategies Book by Jennifer Serravallo-Provides over 300 writing strategies to share with students, categorized under 10 goals.

In the Middle by Nancie Atwell-Provides teachers with step-by-step guide to setting up and maintaining a reading and writing workshop throughout the year.

The Big Book of Details by Rozlyn Linder. Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, “if you see this in the student's writing...do this” strategies for teachers. It also has a section for students “if you want to...try this.”

Strand	Writing
Topic	<i>Range of Writing</i>
Standards	W.5.10 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.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Content Elaborations

Writers will recognize that different writing tasks require varied time frames to complete. For example, journal writing will likely require less time to produce than research. Students can determine the appropriate writing format or style to fit the task, purpose (to inform, describe, persuade, entertain, convey an experience, respond to and analyze a text), and audience for which they are writing.

Students will write routinely and produce numerous pieces (both short and long) over the course of the year. The duration of the writing pieces will vary from quick written responses to pieces of writing taken through the entire writing process.

Next Grade Level Progression Statement

In the next grade level, students are expected to write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

Instructional Supports for the Model Curriculum

Instructional Strategies

Would You Rather?

“Would you rather…” questions are great for practicing critical thinking because they require students to evaluate two different but seemingly equally appealing (or unappealing) options and choose one. Students can answer verbally, and then write short opinion pieces to explain their reasoning.

GIST

The word gist is defined as “the main or essential part of a matter.” The GIST strategy (Cunningham, 1982) helps students read expository text and get the main idea. Students must then convey the gist of what they read in 20 words. The strategy can be used with narrative text if students are asked to summarize after each chapter. [GIST Template](#)

Quick Write

Quick Write is a three-five-minute literacy strategy designed to give students the opportunity to think about and record their learning. It can be used at the beginning, middle or end of a lesson. Short, open-ended statements are usually given as prompts.

Instructional Supports for the Model Curriculum

OREO Graphic Organizer

For opinion writing use the [OREO graphic writing organizer](#). This is a mnemonic device that helps students remember the structural order their paragraphs need to take in opinion writing: **O**pinion, **R**eason, **E**xample, **O**pinion. This idea can be expanded by telling students their writing should be *double-stuffed*, because two reasons and two examples are expected instead of one.

Instructional Resources/Tools

The Writing Strategies Book by Jennifer Serravallo-Provides over 300 writing strategies to share with students, categorized under 10 goals.

In the Middle by Nancie Atwell-Provides teachers with step-by-step guide to setting up and maintaining a reading and writing workshop throughout the year.

The Big Book of Details by Rozlyn Linder. Linder's book provides 46 strategies on ways teachers can help writers elaborate on their points. This book provides hands-on, "if you see this in the student's writing...do this" strategies for teachers. It also has a section for students "if you want to...try this."

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	<i>Comprehension and Collaboration</i>
Standards	<p>SL.5.1 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.</p> <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

**Previous Grade Level Progression Statement**

In the previous grade level, students were expected to prepare for and participate in collaborative conversations in diverse settings (one-on-one, peer groups, and teacher-led) and to discuss key ideas and details from text. Students also were expected to ask and answer questions in order to clarify comprehension, gather additional information, and deepen understanding.

Content Elaborations

Speakers and listeners are actively engaged in collaborative learning. Students are prepared for text discussions and share various roles, as well as follow established procedures for the group. Students collaborate in order to share and evaluate ideas and make connections between the comments of others. Students review information presented in different types of media, charts, graphs, speeches, etc. to draw conclusions. Students summarize a speaker's points and supporting reasons and evidence.

Next Grade Level Progression Statement

In the next grade level, students are expected to engage effectively in a range of collaborative discussions interpreting and analyzing information presented in diverse media. Students will review key ideas from multiple perspectives through reflection and paraphrasing. They are also expected to delineate a speaker's argument and claims and evaluate the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instructional Supports for the Model Curriculum

Instructional Strategies

Socratic Seminar

In a Socratic Seminar, students work to achieve a deeper understanding about ideas in a text through classroom discussions. In the Seminar, students examine a text and then articulate different points of view using evidence to back up their claims. Students also work to “coach” each other on how to better their discussion abilities. The idea of a true Socratic Seminar is to help students construct meaning through disciplined analysis, interpretation, listening and participation. For more information on this strategy, read the [Socratic Seminar PDF](#).

Philosopher’s/Philosophical Chairs

Philosophical Chairs is a format for classroom discussion and an activity that can be used in any classroom or subject area. While this activity uses a format similar to debate, it is more of a discussion that focuses on listening to the opinions and claims of others. The benefits of this discussion activity include the development of students’ abilities to give careful attention to other students’ comments and to engage in dialogue with one another to gain a greater understanding of the topic presented. For more information on how set up a Philosopher Chair discussion, visit this [site](#).

Shrinking Notes

This strategy can be used when listening to the teacher, a peer, or a speaker. It is important to provide a purpose for listening as well as possible stopping points so students can have a chance to take notes. Students fill out a 3-x-5 sticky note or index card with important facts from the text or presentation. Narrow down the notes to fit on a medium sized sticky note or index card and then narrow the notes down again to fit on a small sticky note or index card. Students learn that the most important information needs to be on the smallest sticky note or index card.

Sticky Notes

One simple way to help students prepare for a discussion is to have them use sticky notes. Students can use them to record their thinking, and they can serve as a reminder for when it is time to share. Students can also mark their texts easily using sticky notes. Students can also add drawings/sketches to their sticky notes.

Literature Circles

Before reading a text, students are assigned certain roles (i.e., illustrator, connector, question asker, travel tracer, word wizard, etc.). When students meet together at the agreed upon time after reading the assigned text, students gather together, each fulfilling his/her role to contribute to the discussion in the group.

Hand Signals

Using hand signals can be a great way to help students communicate with each other in a whole group discussion. For example, two fingers could indicate that the student wanted to add on, and a thumbs up could indicate that he/she had something new to say (topic change). Unlike simple hand raising, the hand signals encourage students to be more active listeners, since they have to listen to what the speaker is saying in order to know if their own comment is an add-on or a new thought.

Instructional Supports for the Model Curriculum

Fish Bowl

This Fishbowl is a peer-learning strategy in which some students are in an outer circle and one or more are in an inner circle. In most fishbowl activities, there are specific roles that must be fulfilled in both the inner and outer circles. Those in the inner circle are demonstrating a specific strategy. The students in the outer circle are participating as observers but can play an interactive role with the inner circle. Fishbowls can be used to assess comprehension, to assess group work, to encourage constructive peer assessment, to discuss issues in the classroom, or to model specific techniques such as literature circles or Socratic Seminars.

Modeling Using Videos

Show students videos of effective book clubs or other group discussions. Create an anchor chart of student observations from the video. Keep anchor chart posted as students move into discussion groups. This anchor chart could then become the foundation for self or peer assessment during group discussions.

World Cafe

To discuss a topic or various topics, form groups of 3-4 students at a table and assign the role of leader to each group. Students discuss the topic while the leader records key ideas. After the discussions, the leader in the group will summarize the conversation. The group rotates to another group but the leader stays and shares the previous group's summary of main ideas. The new group will select a new leader to record key ideas for the new group. After the last round, the leaders will share the summary with the whole class.

Instructional Resources/Tools

[This resource](#) contains several helpful strategies teachers can use in the classroom when teaching these standards and many others.

Comprehension Connections by Tanny McGregor (2007) provides visual and tangible lessons that make learning concrete for students.

Strand	Speaking and Listening
Topic	<i>Presentation and Knowledge of Ideas</i>
Standards	<p>SL.5.4 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.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.5.6 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.)</p>
<p><u>Previous Grade Level Progression Statement</u></p> <p>In the previous grade level, students were expected to tell stories or recount experiences with appropriate main ideas and themes. They were expected to add audio recordings and visual displays to clarify information when appropriate. They also were expected to use grade-appropriate academic language in order to provide requested details or clarification. Students were also expected to differentiate between situations that call for formal or informal discourse.</p> <p><u>Content Elaborations</u></p> <p>Effective speakers use relevant facts and details to report, retell, recount, and support their ideas. Presentations should support a speaker's development of main ideas and themes. Presentations are enhanced through appropriate organization and style for an audience via the use of multimedia, visual displays, and/or technology. Effective speakers also understand how to use speech and language in various situational contexts by making choices regarding pacing and the use of formal and informal language.</p> <p>It is important to note here that students should be instructed in digital citizenship and digital literacy in order to choose and use multimedia components appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding plagiarism.</p> <p><u>Next Grade Level Progression Statement</u></p> <p>In the next grade level, students are expected to present claims and findings logically to accentuate the main ideas and themes. Students should also include multimedia components to clarify information. They are expected to adapt speech to a variety of contexts and tasks when appropriate.</p>	

Instructional Supports for the Model Curriculum**Instructional Strategies****T-Chart**

Create a T-chart for effective and ineffective presentations. Make T-chart interactive throughout project/presentation development.

Book Talks

Students write a trailer for a fictional book they are reading. Record a presentation of this talk. Students can practice prior to filming. Record a first draft, and then record a final video to share with the class.

Sticky Notes

One simple way to help students prepare for a discussion is to use sticky notes. They are a great tool to help students hold onto their thinking, and can serve as a reminder for when it is time to share. It is important to be transparent about the purpose of using sticky notes. Let students know up front that their participation in an upcoming class discussion is an expectation and that in order to help them with that, they can use sticky notes to prepare for what they might say. I let my students know that they will not be reading the sticky notes to the class, but will be using them to help remember what they might want to share.

Summary List

Make a workflow chart of the presentation such as a storyboard, graphic organizer such as who, what, where, when, why, how (three boxes above and below with the title in the middle) or make a foldable that captures the key concepts of the presentation.

Instructional Resources/Tools

Resources including lessons and rubrics that help organize presentation ideas are available at [ReadWriteThink](#).

Using Technology with Classroom Instruction that Works by Howard Pitler, Elizabeth R Hubbell, and Matt Kuhn (2012) addresses best ways to incorporate technology in the classroom and technology that supports learning tasks and objectives.

LANGUAGE STRAND

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor) <p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you) to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?) and to indicate direct address (e.g., Is that you, Steve?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.
<p><u>Previous Grade Level Progression Statement</u> In the previous grade band, students were expected to have a basic understanding of and experience with the rules of grammar, usage, and mechanics of mainstream English.</p> <p><u>Content Elaborations</u> There are specific rules and Conventions of Standard English that speakers and writers must follow. Writers and speakers apply the rules and conventions regarding parts of speech, phrases, sentence structure, mechanics, and spelling to communicate effectively and clearly. These conventions are learned and applied within the contexts of reading, writing, speaking, and listening. The purpose of teaching various parts of speech is to enhance student writing by varying sentence structure, develop and strengthen writing, and promote accuracy in writing and speaking. By teaching capitalization, punctuation, and spelling, students will be able to convey their ideas more clearly.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected demonstrate a command of language conventions as they are used in speaking and writing to convey more complex messages.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

Sentence Combining

When introducing the skill, begin by asking students to combine two sentences. Move to using three or more sentences once students have more experience. As students develop skill working with sentences provided by the teacher, they can [learn to combine sentences](#) within their own writing.

Magnetic Poetry and Word Strips Strategy: Parts of Speech

When learning the parts of speech, students can work in groups with magnetic word tiles to practice learning different parts of speech. For example, if studying adjectives have students construct sentences using magnetic poetry. Then, have students leave their creation and rotate to the sentences created by another group. Each group will change the adjectives in the sentences previously created by looking for a new adjective tile, writing down the new sentence on a paper located at each group. After all groups have rotated through, the original group will observe how their sentence changed by the additions or substitutions of adjectives given by new groups.

Part of Speech Memory Game

Create a “memory style” game where students flip over a card to find a part of speech (ex. noun) and then look for a matching card. Teachers can differentiate the game by having the matching card be a simple definition, a sentence with that part of speech bolded, or by having the match describe the effect that part of speech can have on writing.

Punctuation Pasta

Have students read a sentence from a book. To draw attention to the punctuation, have students point to punctuation in the sentence, and place similarly-shaped pasta pieces on top of the written marks. For example, use elbow macaroni for commas, apostrophes, and quotation marks. Have students discuss what the effect of the punctuation mark is on the sentence. For example, students may notice that quotation marks signify the beginning and end of what a character is saying.

Comic Scavenger Punctuation Hunt

After studying a particular form of punctuation, have students work together to look at comics from daily newspapers. For example, if studying exclamation marks, have students look for a comic square that demonstrates correct and best use of an exclamation mark. Students will cut out the comic square and write a sentence explanation of how the punctuation mark added to the selected square or scene. Instead of writing sentences, students may be able to share out loud or use speech-to-text technology to generate the sentences.

Modernize Grammar Rock Songs

Break a classroom of students into eight small groups. Assign each group a part of speech and have them find the old School House Rock Video. Students will recreate the video with a more modern take, eventually presenting their new video to the class. Students can use simple video recording equipment including phones, Animoto, Green Screen, wevideo, or iMovie.

Instructional Supports for the Model Curriculum

With vs. Without

Provide students with an excerpt where you have omitted the part of speech being studied. For example, find a text that uses several adverbs. Show students the text without any adverbs in it, and have them discuss what the text is lacking. Then, show students the original text and let them discuss and observe the impact the part of speech has on the text's overall mood and tone. Use text at various levels to support students with different reading levels.

Tableaus

Integrate technology and art into parts of speech lessons by having students create Parts of Speech Tableau poster.

1. Students get in groups, and you assign the part of speech. Provide students with resources about their assigned part of speech to research the definition, types, and examples.
2. Students create a poster with the definition, etc. on it, and then take photos with a digital camera of a scene that will depict the part of speech.

Ex. One student group in the class studied conjunctions. They took a photo of a student eating a sandwich with ham AND cheese. They wrote a sentence below the photo describing the scene, and highlighted the word "and."

Focus Correction Areas

Focus Correction Areas encourage students to improve their writing by focusing in on a key aspect of their writing (a targeted writing skill). By using the Focus Correction Area approach, students concentrate on improving only a few skills at a time. For example, a focus area might contain one of the following ideas:

- Using content-specific vocabulary accurately
- Using audience catchers – first lines that grab the attention of the reader/listener.
- Including graphics/illustrations

This strategy is based on the book *Improving Student Performance through Writing and Thinking Across the Curriculum* by John J. Collins (1992).

Instructional Resources/Tools

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

Strand	Language
Topic	<i>Knowledge of Language</i>
Standards	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Previous Grade Level Progression Statement

In the previous grade band, students were expected to use precise words and phrases, use punctuation for effect, and differentiate between formal and informal language.

Content Elaborations

Students are expected to make choices based on the context of communication. Students can identify and use simple, compound, and complex sentences to create meaning, interest, and style. Writers and speakers select language, word choice, and punctuation appropriate for purpose, audience, and effect. Students begin to understand and compare and contrast the ways that formal and informal language can be used in stories, dramas, or poems to impact audience and communicate a clear message.

Next Grade Level Progression Statement

In the next grade band, students are expected to use a variety of sentence patterns and maintain a consistent style and tone.

Instructional Supports for the Model Curriculum

Instructional Strategies

Name that Character

When studying word choice, language styles, and consideration for audience, pull quotes from works students should know. This could be a novel studied as a class, a movie that students have watched, or even a quote said by a well-known staff member in the building. Students will examine the quote and try and guess who said it based on word choice, informal or formal language, dialect and who the quote's audience seems to be. Students can work in partners or groups to come up with a rationale for their guess before the teacher reveals the source.

Colored Candy Sentences

Assign each color of candy a part of speech or convention (noun, linking verb, conjunction, interjection, etc.). Give individual students or groups a small bag of candy and have them work together to create grammatically correct sentences. As an extension have groups switch sentences and then give them additional colored candies to extend or modify the previous groups' sentences.

Instructional Supports for the Model Curriculum

Magnetic Poetry Varied Sentence Structure

Have students work in groups using magnetic poetry and baking tins. Set a list of criteria on the board and have students race to complete the criteria. For example, give students the following requirements:

1. Make a complex sentence with a dependent clause at the start of the sentence.
2. Make a complex sentence with a dependent clause at the end of the sentence.
3. Create a compound sentence using the conjunction “or.”

After giving them the requirements, students will work together to create the different types of sentences. To win, students must be the first team to finish the sentences with correct punctuation.

I Can See a Rainbow

Give students multiple colors of highlighters. Have them color-code sentence types in a piece of their own writing (i.e., sentences that start with a noun, declarative sentences, questions, complex sentences) using a different color for each sentence type. If students cannot see a rainbow, they know they are not varying their sentence types.

Paint Chip Word Choice

Using paint chip strips, give students starting words, and have them create various degrees of that word on paint chips. For example, if given “run,” students may put words like “sprint”, “jog”, or “dart” on their paint chip strips. Then, students will discuss how each synonym has a degree of precise connotation that could impact the overall meaning of a sentence.

Who is Talking Script Strategy?

Assign a picture book with several characters to a group of students. Then, give each student an index card with a sentence on it. Students will rewrite the sentence as if each main character in the book had said it. This requires students to think about how a phrase can be said in different ways. For example, if using the story Cinderella, students may have the King say a phrase formally, and the coachman say a phrase informally.

Create Word Trees

To help students understand the power of word choice, have students create “word trees” on large pieces of chart or bulletin board paper. Students can start with a word on a trunk of a tree and add leaves with synonyms or words with different degrees of meaning. When students write, they can refer to these “trees” to create work that is more precise. Higher level vocabulary words are often less familiar and more difficult to read.

[Including a QR code with the oral pronunciation of the word is an easy way to make higher level word choices available to all students. The QR codes can be scanned using an iPad or another device.](#)

Instructional Supports for the Model Curriculum

Clause Combo Strategy

On sentence strips, create several clauses. Additionally, place certain conjunctions on sentence strips as well. Make sure the clauses you create can work together in different ways. Give each student a sentence strip with his or her clause or conjunction face down. Once every student has a strip, you will set a timer to have him or her find other students to combine strips with to make either a complex or compound sentence. To challenge students, you can require this to be done without talking, or you can give specific criteria like only allowing three complex sentences to be created.

Focus Correction Areas

This strategy is based on the Collins Writing Program. Focus Correction Areas encourage students to improve their writing by focusing in on a key aspect of their writing (a targeted writing skill). By using the Focus Correction Area approach, students concentrate on improving only a few skills at a time. For example, a focus area might be:

- Using content-specific vocabulary accurately
- Using audience catchers – first lines that grab the attention of the reader/listener.
- Including graphics/illustrations

Instructional Resources/Tools

Grammar to Enrich and Enhance Writing by Constance Weaver and Jonathan Bush (Heinemann, 2008) as described by the publisher states, “an up-to-date, ready-to-use, comprehensive resource for leading students to a better understanding of grammar as an aid to more purposeful, detailed, and sophisticated writing.”

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
	<p>L.5.4. 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.</p> <ol style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade band, students were expected to use context clues and reference materials to determine the meaning of unknown words and understand how word parts work together to create meaning.</p> <p><u>Content Elaborations</u> Students continue to build upon their knowledge of using context clues to determine the meaning of unknown words, such as definitions, synonyms/antonyms, cause/effect relationships, comparisons, etc. Students use an array of strategies including language structure and origin, textual clues, and word relationships. Students are able to recognize and define common Greek and Latin affixes and roots to build vocabulary.</p> <p>Students are also able to note differences between literal and figurative language, such as similes, metaphors, idioms, adages, and proverbs, in order to enhance comprehension. Understanding the nuances of words and phrases (shades of meaning) allows students to use vocabulary and phrases purposefully and precisely.</p> <p>Students are able to use precise language in multiple content areas using academic and domain-specific vocabulary. Students are able to use transition words that include shifts in thinking.</p>	

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
<p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected build upon their use of context clues and word parts to determine the meaning of and to use words and phrases that have multiple or nonliteral meanings. Students are also expected to use appropriate academic and domain specific words and phrases.</p>	

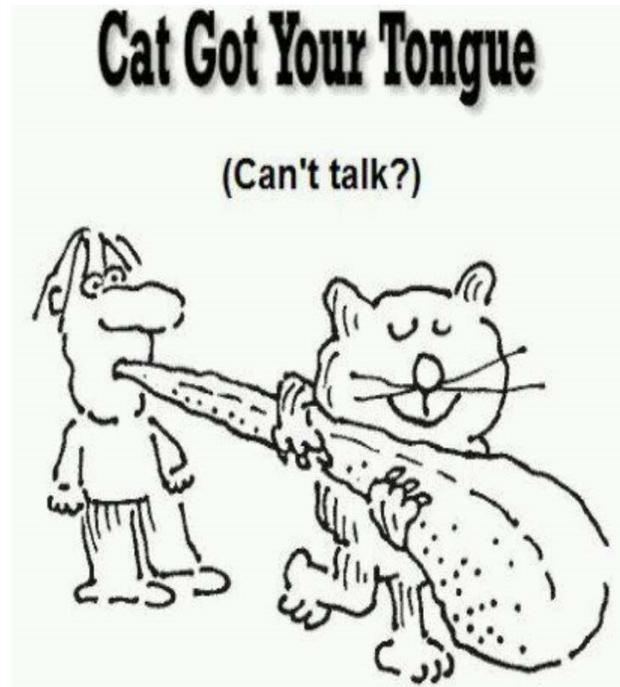
Instructional Supports for the Model Curriculum	
<u>Instructional Strategies</u>	
<p>Linear Arrays This is a strategy for extending vocabulary by asking students to extend their understanding of words through using opposites on each end of a line and add words that vary in shades of meaning between the two opposites. For example: Hot-->Warm-->Mild-->Cool->Cold</p>	
<p>Greek and Latin Root Puzzles Using different colored index cards, have students create cards with a variety of roots, prefixes, and suffixes. Students will work in teams to create a list of all the words possible for each root by adding different prefixes and suffixes.</p>	
<p>Prefix, Suffix and Root Sort Put students into groups of three or four and collect their materials. Each group will receive a disposable plate with three sections. The sections should be labeled “prefix,” “suffix,” and “root word.” Finally, groups will be given a bag of big words. Use scissors to cut the words into parts and drop each part into its respective section on the plate.</p>	
<p>Transition Bridges Give students a text that is large or has been blown up to be bigger. Remove all transition words from the text (be sure to use one that has several). Give each student group a card or sticky note with a transition word on it. As a group, have students place their transitions into the paragraph of writing excerpt. After all transition words have been placed, the group will discuss if transitions are in their best spots. Students should also discuss how the addition of the transitions has changed the writing.</p>	
<p>Proverb Family Interviews Students are given a list of common proverbs and their meanings. Then, students interview family and friends to find common proverbs.</p>	
<p>Figurative Language Mentor Texts The teacher will read multiple picture books that contain figurative language examples. While reading, use think aloud strategies to highlight and call attention to specific examples. Examples of lists of mentor texts can be found on the ReadWriteThink website.</p>	

Instructional Supports for the Model Curriculum**Idiom Charades**

Students pull common idioms out of a cup and act out the literal meaning of the phrase. For example, a student may pull, “It’s raining cats and dogs” out of the cup and will try to act that out for the class to guess.

Idiom Illustrations

Give each student a commonly used idiom and have him or her illustrate the literal meaning of the phrase.

**SVES (Stephens Vocabulary Elaboration Strategy)**

The Stephens Vocabulary Elaboration Strategy (SVES) requires students to maintain a vocabulary notebook. Whenever a new (or unclear) word confronts a student, the student writes and defines the term in the vocabulary notebook. Students should regularly review these words with the ultimate goal of integrating them into their working vocabularies.

Instructional Supports for the Model Curriculum

This strategy stresses dictionary skills. Students use a dictionary to define new words and their parts of speech. The dictionary also points out the multiple meanings of many words. Students use critical thinking skills to analyze the specific content of a reading selection to determine the most appropriate definition of a word.

Some students would benefit from being given fill-in-the-blank style notes for adding new words into their notebooks. Many students who struggle with reading and writing also have a hard time with visual organization and understanding how notes should be written into their notebooks in a way that is both legible and useful later. Either give specific instructions on how these words and definitions should look, including a visual example for the whole class, or have a specific blank format available for students to put into their notebooks and then write on. Or have a notebook made of photocopied or printed pages in exactly the style the teacher wants the format to be, helping to ensure that students to use the notebooks later for their intended purpose. Also keep in mind that even in fifth grade, some students have a very difficult time writing small enough to fit their words between “college ruled” lines of text. Having an available format for students who write in larger letter is a quick and easy way to make this task less daunting.

Instructional Resources/Tools

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

Brian Cleary Books

Use “Words are Categorical” series by Brian Cleary to introduce specific topics in grammar. These books give students many examples and explanations to establish and/or review understanding of each specific aspect of grammar.

Simile and Metaphor- [Skin Like Milk, Hair of Silk: What are Similes and Metaphors?](#)

Prefix: [:Pre- and Re-, Mis- and Dis-: What Is a Prefix?](#)

Suffix: [Ful and -Less, -Er and -Ness: What Is a Suffix?](#)

Homonym/Homophone: [How Much Can a Bare Bear Bear?: What Are Homonyms and Homophones?](#)

The state of Illinois has many resources and strategies for grade 5 English Language Arts on the [Illinois Literacy in Action \(ILIA\)](#) website.

References

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling instruction*.
- Calkins, L. (2006). *Launch an intermediate reading workshop: Getting started with units of study for teaching reading*. Portsmouth, NH: firsthand.
- Clay, M. M. (1985). *The Early detection of reading difficulties* (3rd ed.). Auckland: Heinemann.
- Ehri, L. C., & Roberts, T. (2006). The roots of learning to read and write: Acquisition of letters and phonemic awareness. *Handbook of early literacy research, 2*, 113-131.
- Olszak, I. (2014). Graphic and semantic organizers as cognitive strategies in reading instruction.
- Trehearne, M. P. (Ed.). (2006). *Comprehensive literacy research for grades 3-6 teachers*. Vernon Hills: ETA/Cuisenaire.
- Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). Teaching reading comprehension strategies to students with learning disabilities: A review of research. *Review of educational research, 71*(2), 279-320.
- Harste, J., & Short, K., with Burke, C. (1988). *Creating classrooms, for authors*. Portsmouth, NH: Heinemann.
- Hart Paulson, L., & Moats, L. C. (2010). *Language essentials for the teachers of reading and spelling for early childhood educators*. Cambium Learning.
- Honig, B., Diamond, L., & Gutlohn, L. (2013) *Teaching reading sourcebook* (updated 2nd ed.). Novato, CA: Arena Press.
- Justice, L. M., & Pullen, P. C. (2003). Promising interventions for promoting emergent literacy skills: Three evidence-based approaches. *Topics in Early Childhood Special Education, 23*, 99–113.
- McCarrier, A., Pinnell, G., & Fountas, I. (2000). *Interactive writing: How language & literacy come together, K -- 2*. Portsmouth, NH: Heinemann.
- Moats, L. C., & Tolman, C. (2005). *Language essentials for teachers of reading and spelling LETRS, Module 1: The challenge of learning to read*. Boston, MA: Sopris West Educational Services.
- Moats, L. C. (2009). *Language essentials for teachers of reading and spelling LETRS, Module 2: The speech sounds of English phonetics, phonology, and phoneme awareness*. Boston, MA: Sopris West Educational Services.
- Moats, L. C., & Hall, S. (2010). *Language essentials for teachers of reading and spelling LETRS, Module 7: Teaching phonics, word study, and the alphabetic principle*. Boston, MA: Sopris West Educational Services.
- Moats, L., & Sedita, J. (2004). *LETRS: Language essentials for teachers of reading and spelling*. Boston: MA, Sopris West Educational Services.

- Moats, L. C., & Foorman, B. R. (2003). Measuring teachers' content knowledge of language and reading. *Annals of Dyslexia*, 53(1), 23–45. [http://eric.ed.gov/?id= EJ679548](http://eric.ed.gov/?id=EJ679548)
- Moats, L. C., & Tolman, C. (2009). *Language essentials for teachers of reading and spelling*, 2nd ed. Longmont, CO: Sopris West. <http://store.cambiumlearning.com/letrs-second-edition>
- National Reading Panel. (2000). *Report of the national reading panel: Teaching children to read*. Washington, D. C.: National Institute of Child Health and Human Development.
- National Reading Panel (US). (1999). *Report of the national reading panel: Teaching children to read*. The Panel.
- National Institute on Child Health and Development (NICHD). (2000). *Why children succeed or fail at reading: Research from NICHD's program in learning disabilities*. Bethesda, MD: Author.
- Neuman, S. B., & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy enriched play setting on environmental and functional print tasks. *American Educational Research Journal*, 30, 95–122.
- Phillips, B. M., Clancy-Menchetti, J., & Lonigan, C. J. (2008). Successful phonological awareness instruction with preschool children: Lessons from the classroom. *Topics in early childhood special education*, 28(1), 3-17.
- Phillips, D. C. K., Bardsley, M. E., Bach, T., & Gibb-Brown, K. (2009). " But I teach math!" The journey of middle school mathematics teachers and literacy coaches learning to integrate literacy strategies into the math instruction. *Education*, 129(3), 467-473.
- Stahl, S. A. (1998). Understanding shifts in reading and its instruction. *Peabody Journal of Education*, 73(3-4), 31-67.
- Stanovich, P. J. & Stanovich, K. E. (2003). *Using research and reason in education: How teachers can use scientifically based research to make curricular & instructional decisions*. Washington, DC: National Institute of Child Health and Human Development; Department of Education; and Department of Health and Human Services.
- Zill, N., & Resnick, G. (2006). Emergent literacy of low-income children in Head Start: Relationships with child and family characteristics, program factors, and classroom quality. *Handbook of Early Literacy Research*, 2, 347–371.

English Language Arts Model Curriculum Update Writing Team

GRADE 5

<i>Writing Team Member</i>	<i>District/Organization</i>
<i>Angie Bell</i>	Kettering City
<i>Heather Fallis</i>	Bowling Green
<i>Megan Ginther</i>	Lebanon City
<i>Jennifer Griffith</i>	Eastwood Local
<i>Melissa Hensley</i>	Lebanon City
<i>Jovette Hiltunen</i>	Lake County ESC
<i>Gina Lengel</i>	Lake Local
<i>Alyssa Locker</i>	Canal Winchester Local
<i>Jim McGuire</i>	Logan Elm Local
<i>Tonya Mikesell</i>	Trotwood-Madison City
<i>Krish Mohip</i>	Youngstown City
<i>Maureen Neville</i>	Parma City
<i>Jennifer Pint</i>	Struthers City
<i>Nathan Warner</i>	Trotwood-Madison City
<i>Marie Williams</i>	Columbiana County ESC
<i>Carrie Wirick</i>	South-Western City
<i>Angela Wourms</i>	St. Henry Consolidated Local

English Language Arts Model Curriculum Resource Teams

DIVERSE LEARNERS, INSTRUCTIONAL TECHNOLOGY, CAREER CONNECTIONS

Diverse Learners	Technology	Career Connections
<i>Misty Ewry</i> , Southern Ohio Educational Service Center	<i>Bryan Drost</i> , Summit County Educational Service Center	<i>Teresa Castellaneta</i> , Millstream Career Tech Center
<i>Bonnie Brown</i> , Edgewood Middle School	<i>Rebecca Covey</i> , Greene County Vocational School District	<i>Shelly Ackley</i> , Pioneer Career and Technology Center
<i>Kathryn Browne</i> , Warren County Educational Service Center	<i>Stacy Falcone</i> , Piqua City Public School District	<i>Charmayne Polen</i> , Trumbull Career and Technical Center
<i>Carol McKnight</i> , Strongsville High School	<i>Jennifer Csiszar</i> , Berea City Public School District	<i>Brecka Russo</i> , Joint Vocational School District
<i>Karen Powers</i> , Talawanda High School	<i>Judith Tucker</i> , Northwest Ohio Educational Technolgy	
<i>Tammy Dreisbach</i> , Millersport Elementary School	<i>Susan Holland</i> , STEM Education Consultant	
<i>Meghan Turon</i> , Cardinal High School		
<i>Marcia Wolford</i> , Gateway Middle School		
<i>Judith Jones</i> , Olentangy Shanahan Middle School		
<i>Karen Cox</i> , retired		