

WORD STUDY/PHONICS – 15-30 min.

Instructional focus standard, ongoing

READING FOUNDATIONAL (RF)

Phonics and Word Recognition

ELAGSE5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

FLUENCY (F)

ELAGSE5RF4: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LANGUAGE (L)

Conventions of Standard English

ELAGSE5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Begin Word Study Weekly Schedule & Daily Activities:

Day 1: Introduction

During Day 1 of Word Study each week, students will be in two groups. One group is cutting the sorts into pieces and one group is working with you. (Groups have different sorts based on data from the spelling inventory.)

Introduce the word sort with your group. (You should have one set pre-cut to demonstrate.) This involves a few things - first, you may want to tell them the pattern for the sort but you might want them to figure out what the patterns are themselves. So, introduction begins with going over the patterns if you choose.

Introduction also means going through the words - saying them aloud and discussing meaning. You can start this with kids - perhaps highlight the words that they may not know, and then let them finish on their own (in pairs or triads within their group). It is very important though that they know how to say the words aloud.

After the introduction, the children will sort their words into the patterns. They will also write the words in their notebook. (Some teachers devote a whole notebook to word study, or this could be a section of their Reader's Notebook.)

Be sure to meet with all groups on Day 1 or stagger the start dates for different groups.

Day 2: Building Vocabulary

First up every day – *sort the words*. The students will always sort the words first thing each day. While it may seem repetitive, the goal here is to develop speed and automaticity. The sorting will change as the week goes by, but always – sorting is first thing.

Concept Sort – A categorization task in which pictures, objects, or words are grouped by shared attributes or meaning to develop concepts and vocabulary.

Open Sort – Allow students to consider the words and set his or her own rule for sorting. For example, words could be sorted according to their initial letter, meaning, use, or part of speech.

Sort and Guess – Invite each partner to create their own rationale and sort the words, and then guess their partner's rule.

Speed Sort – Pictures or words are sorted under a timed condition. Students try to beat their own time.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

No Peek Sort – Student A collects all of the words and places the key words down. Student A says one of the words and student B says that word and points to and says the key word where the word belongs.

Mix and Fix – The game begins with all of the words sorted under their appropriate keywords. Partner A turns away, while Partner B scrambles some of the sorted words. Partner A then turns around and identifies which words are out of place. The partners reverse roles.

Writing Sort – Students write the keywords at the top of the page and write the words under the appropriate key word. Another option is for students to work in partners. Student A reads the words. Student B writes the words under the appropriate keyword. Partners reverse roles.

****There are many other ideas for sorts online.**

The other thing children will do on Day 2 is work on vocabulary with the words. They can draw pictures of the words or find pictures online to represent the words. They could act out words for a partner(s) to guess. They can basically do any game that focuses on word meaning.

Day 3: The Reading-Writing Connection

After students sort the words again, Day 3 is when the word study goes even more authentic. This is a non-negotiable part of word study. Students have to find vocabulary in context.

Students may look for words that are in their sort or that **fit the patterns in their sort** in their “Just Right” books, in poems that the teacher shares with them, in leveled readers....whatever authentic reading materials they happen to be working with at the time. They are essentially becoming word detectives, looking for new words and adding them to the lists they already have.

Be prepared though: they will find the "Oddballs." Oddballs are the words that *should* follow a pattern (either for how it sounds or how it looks) but don't. Don't hide the oddballs. Use these words – talk about them, and then just have the kids file the words in an oddball category.

Day 4: Blind Sort and/or Games

On Day 4, kids will do a Blind Written Sort with a partner. With this exercise, Child A has the words in front of them and Child B has a notebook and pencil. Child A reads the words to Child B, who writes them in their notebook with the correct pattern. The purpose here is that you'll want the students to have the words in their vocabulary so much that they don't need the visual cue. When the words from their list are done being read and written, Child A checks the work from Child B and then they switch.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Now, you will have to change things up. After a while, students are going to get used to all these procedures. Day 4 can also be a day for word games.

Also, Day 4 could be the time of the week when students begin to use the words in context, writing stories or sentences with their words.

Day 5: Assessment

On Day 5, you will assess the groups. Students will create columns with the headers as the word patterns. You will choose three to four words per pattern to dictate to them and they will write them in the correct column. If you assign grades, give one point for spelling it correctly and one point for placing it in the correct column with the correct spelling pattern.

Also, add one word per pattern that wasn't in the sort but fits the pattern. You'll add these words to see if the students get the generalizations that they worked on over the course of the week. Make sure to use words that clearly fit the pattern - don't pick tricky words that could maybe be in two categories or fit in oddball. All you're trying to see by adding words is if students understand the generalization.

DAILY READ ALOUD – 15-30 min.

Instructional focus standard, ongoing

READING FOUNDATIONAL (RF)

Phonics and Word Recognition

ELAGSE5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

FLUENCY (F)

ELAGSE5RF4: Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING SKILLS (SL)

Comprehension and Collaboration

ELAGSE5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

ELAGSE5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Teaching Strategies for Read Aloud

- Establish and revisit specific rituals and routines for your read aloud sessions. Include expectations for transitions, listening, and participation in discussions. Work with students to develop expectations and share using anchor charts.
- Establish and routinely revisit rituals and routines for students’ Reader’s Notebook (Implementation Guide, pg. 42).
- See the Implementation Guide, pg 22-27, for a detailed description of the Teaching Card and Read Aloud instruction.
- We will be modifying the Book Club discussion described in the Implementation Guide to a whole group activity, with an emphasis on modeling and practicing Effective Text Talk (Implementation Guide, pg 47).

Before Read Aloud:	<ul style="list-style-type: none"> – READ the book and the ENTIRE Teaching Card – The purpose of Teaching Card is to provide information vital for communicating effectively about the text and is intended to help you plan. – Place post-its in the text at suggested stopping point – you may want to identify additional or alternate stopping points. – Locate vocabulary within the text. – Anticipate connections for teaching – i.e., How does author’s craft for this text align with your writing workshop instruction? What opportunities exist for building connections to the other books in this unit you will be reading? – Plan how you will introduce the book. How will you build student interest?
During Read Aloud:	<ul style="list-style-type: none"> – <u>SET PURPOSE FOR DAILY READING!</u> – Use stopping points and prompts to comment, ask a questions, or invite students to share thinking. – THINK ABOUT THE BOOK TOGETHER – citing textual evidence to back up observations and opinions. Model your own thinking through Think Aloud. – Use routines to encourage Peer Talk. You will need set clear expectations and to explicitly teach and model peer discussion. See page 25 of the Implementation Guide for teaching notes. – Connect the reading to other texts and experiences the students are familiar with to develop schema. – Develop shared academic language: talk about concepts in everyday language; use examples until students understand basic concept; provide a name for what the student already understands and invite them to use the new vocabulary – <u>RECORD THINKING USING ANCHOR CHARTS</u>
After Read Aloud:	<ul style="list-style-type: none"> – Invite students to summarize. Encourage academic talk about the book and related topics/themes. As much as possible the teacher should facilitate and inspire <i>students’</i> contributions of ideas in the discussion.

SCCPSS • BALANCED LITERACY
 Teacher Guidance Notes • **GRADE 5**

	<ul style="list-style-type: none"> - Return to notable text features as needed – reread specific passages or point out additional items to ensure or deepen understanding - Model and reinforce learning vocabulary in context - Develop connections to other texts in unit, comparing & contrasting topics, ideas, treatment, theme, genre, text features, language, literary features and vocabulary. <p><i>Assess Understanding:</i></p> <ul style="list-style-type: none"> - Help students analyze the text and cite textual evidence, discussing short highlighted portions of the text in-depth with peers. (record data to observational checklist) - Assess understanding through student responses on Write and Respond prompts.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Scholastic Comprehension Club unit themes and Read Aloud titles:

<p>Unit 1: Communities & Relationships: <i>Better Together</i> Q1 – Weeks 1-6</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – <i>The Yellow Star</i> C. A. Deedy – <i>Leo the Snow Leopard</i> C. & I. Hatkoff – <i>March On! The Day My Brother Martin Changed the World</i> C. K. Farris – <i>Harvesting Hope: The Story of Cesar Chavez</i> K. Krull – <i>Freedom on the Menu</i> C. B. Weatherford <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – <i>Twenty and Ten</i> C Bishop – <i>Because of Winn Dixie</i> K DiCamillo – <i>One Hen</i> K Milway – <i>Tiger Rising</i> K DiCamillo <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> – <i>Hewitt Anderson’s Great Big Life</i> – <i>John, Paul, George & Ben</i> – <i>Tsunami!</i> – <i>Bud, Not Buddy</i> – <i>My Rotten Redheaded Older Brother</i> – <i>Doodle 4 Google</i>
<p>Unit 2: Folklore & Literary Traditions: <i>Watch Out!</i> Q1 – Weeks 7-10 Q2 – Weeks 1-2</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – <i>Tsunami!</i> K Kajikawa – <i>Chicken Big</i> K Graves – <i>Lon Po Po</i> E Young – <i>Rumpelstiltskin</i> P Zelinsky – <i>The Odious Ogre</i> N Juster <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – <i>The Rumpelstiltskin Problem</i> V Vande Velde – <i>Skeleton Man</i> J Bruchac – <i>The Monster’s Ring</i> B Coville – <i>Werewolf versus Dragon (An Awfully Beastly Business)</i> D & M Sinden <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> – <i>How Big Is It?</i> – <i>Achoo</i> – <i>Brave as a Mountain Lion</i> – <i>Crow Call</i>

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

<p>Unit 3: Living Things: <i>Under the Surface</i> Q2 – Weeks 3-9</p>	<p><i>Read Aloud Titles:</i></p> <ul style="list-style-type: none"> – The Brain S Simon – You Wouldn't Want to Be an Egyptian Mummy! D Stewart – X-Treme X-Ray: See theWorld Inside Out! N Veasay – Bones S Simon – Charles Drew M Venezia <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – Burp! The Most Interesting Book You'll Ever Read About Eating D Sawnsen – Skulls and Skeletons (24/7 Science Behind the Scenes: Forensic Files) D Denega – Achoo! T Romanek – Mummies Unwrapped! (24/7: Science Behind the Scenes: Mystery Files) N Grace <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> – Lincoln's Lincoln – Eats Shoots and Leaves – Many Rides of Paul Revere – Puffins Cereal Box
<p>Unit 5: Inspired by True Stories: <i>It Takes a Leader</i> Q3 – Weeks 1-7 NOTE: intentionally out of order</p>	<ul style="list-style-type: none"> – Kubla Khan: The Emperor of Everything K Krull – Now & Ben G Barretta – Planting the Trees of Kenya C Nivola – John, Paul, George & Ben L Smith – So You Want to Be President? (Revised Edition) J St. George <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – Rosa N Giovanni – Can't You Make Them Behave, King George? J Fritz – Testing the Ice: A True Story About Jackie Robinson S Robinson – Rebel in a Dress: Adventurers S Branzei <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> – X-treme X-ray – Animal Secrets – Airline Safety card – . Peterman Catalog Description – Becoming Naomi Leon – Eight Days
<p>Unit 4: Sense of Self: <i>Dealing with Change</i> Q3 – Weeks 8-10 Q4 – Weeks 1-3 NOTE: Intentionally out of order</p>	<ul style="list-style-type: none"> – Scaredy Squirrel M Watt – Crow Call L Lowry – Dreaming of America: An Ellis Island Story E Bunting – Grandma's Records E Velaquez – Zen Shorts J Muth <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – The Music of Dolphins K Hesse – In the Year of the Boar and Jackie Robinson B Lord – The Danger Box B Balliett – Anything But Typical N Baskin <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> – Splash Country Brochure

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

	<ul style="list-style-type: none"> – <i>Common Ground</i> – <i>LaRue for Mayor</i> – <i>Mancala game brochure</i>
<p>Unit 6: Genre: <i>Historical Fiction</i> Q4 – Weeks 4-8</p>	<ul style="list-style-type: none"> – <i>The Hatmaker’s Sign</i> C Fleming – <i>Pink and Say</i> P Polacco – <i>The Memory Coat</i> E Woodruff – <i>Just Like Josh Gibson</i> A Johnson – <i>Ride Like the Wind</i> B Fuchs <p><i>Additional Suggested Thematic Titles:</i></p> <ul style="list-style-type: none"> – <i>Esperanza Rising</i> P Ryan – <i>The Watsons Go to Birmingham—1963</i> C Curtis – <i>Elijah of Buxton</i> C Curtis – <i>Riding Freedom</i> P Ryan <p><i>Traits Mentor Texts, in order as they occur:</i></p> <ul style="list-style-type: none"> – <i>Duke Ellington</i> – <i>Puppies, Dogs, and Blue Northers</i>
<p>Social Studies Units</p>	<p>Quarter 1 <i>Connecting Themes, Bigger Better Faster, War & Prosperity</i></p> <p>Quarter 2 <i>Depression and the New Deal, DBQ, Another World War, War Turns Cold</i></p> <p>Quarter 3 <i>Civil Rights Address Civil Wrongs, US From 1975 to Digital Age, Citizenship, Business & Government</i></p> <p>Quarter 4 <i>Building a Budget, Review, DBQ, Enduring Concepts</i></p> <p>Children’s Literature: A list of book titles aligned to the grade level Social Studies GSE may be found at the Georgia Council for the Social Studies website: http://www.gcsc.net/uploads/files/gr5socstkidsbooks.pdf</p>
<p>Science Units</p>	<p>Quarter 1 <i>Earth and Changes Over Time, Dynamics of Classification</i></p> <p>Quarter 2 <i>Dynamics of Classification, cont., Cells and Microorganisms</i></p> <p>Quarter 3 <i>Energy Transfer through Electricity and Magnetism, Physical and Chemical Change</i></p> <p>Quarter 4 <i>Physical and Chemical Change, cont., Review and Looking Ahead</i></p>

Content Area titles may be available through your Media Center. Check with your media specialist when starting a new unit to see what books you have at hand for read aloud and independent reading.

Also, don’t forget to look in your Leveled Book Room resources for content related titles. Quick reference can be done using the Skills and Strategies Chart beginning on page 145 of the Implementation Guide or through the Leveled Book Room Accelerator available through Scholastic Digital Manager, <https://digital.scholastic.com/#/signin> (directions for logging in on ACORN or speak to your Academic Coach).

READING WORKSHOP MINI-LESSONS – 20 min.

The following pages contain strategies for each standard being taught. Review them all, then select those that you feel are appropriate for your students. It is not necessary that you teach every strategy. Many of these are adaptable to other standards while reinforcing the initial purpose, and should be carried over and practiced throughout the year.

Performance Tasks are not optional and will serve as assessment data/grades. Preview these tasks to assure that you have adequate time to complete.

QUARTER 1

DATE	FOCUS STANDARD
Week 1-2	ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Week 3-4	ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text
Week 5-6	ELAGSE5RL3: 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).
Reading Learning Checkpoint: 5th BL Unit 1, see ACORN/Assessment Folder	
Week 7-8	ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
Week 9	ELAGSE5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Week 10	ELAGSE5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.

QUARTER 2

DATE	FOCUS STANDARD
Week 1-2	ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Reading Learning Checkpoint: 5th BL Unit 2, see ACORN/Assessment Folder	
Week 3-5	ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Week 6-7	ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Week 8-9	ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Reading Learning Checkpoint: 5th BL Unit 3, see ACORN/Assessment Folder	

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

QUARTER 3

DATE	FOCUS STANDARD
Week 1-2	ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
Week 3-4	ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Week 5-6	ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).
Week 7	ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
Reading Learning Checkpoint: 5th BL Unit 5, see ACORN/Assessment Folder	
Week 8-9	ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Week 10	ELAGSE5RL3: 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).

QUARTER 4

DATE	FOCUS STANDARD
Week 1-2	ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ELAGSE5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ELAGSE5RL6: Describe how a narrator’s or speaker’s point of view influences how events are described.
Week 3	ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Reading Learning Checkpoint: 5th BL Unit 4, see ACORN/Assessment Folder	
Week 4-5	ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

SCCPSS • **BALANCED LITERACY**
Teacher Guidance Notes • GRADE 5

	ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Week 6	<p>ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
Week 7-8	<p>ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p> <p>ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
Reading Learning Checkpoint: 5th BL Unit 6, see ACORN/Assessment Folder	

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RL1: *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*

Learning Targets:

- I CAN understand and use close reading strategies for understanding
- I CAN support claims and inferences about a text with specific evidence
- I CAN begin the practice of annotating texts as you read
- I CAN use quotations from the text in your essays and punctuate them properly

Key Terms:

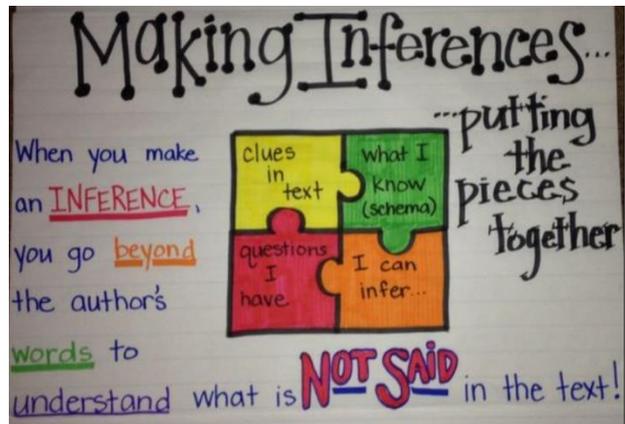
Quote	Annotation	Explicit	Implicit	Inference	Literary
Informational	Fiction	Non-Fiction	Close Reading	Genres Claim	Thesis
Paraphrase	Summarize				

Strategies:

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

- A web can be a useful graphic organizer for inferring. Since much inferring is done about the characters in texts, create an inference web that includes an inference about the character as well as evidence to support the inference.

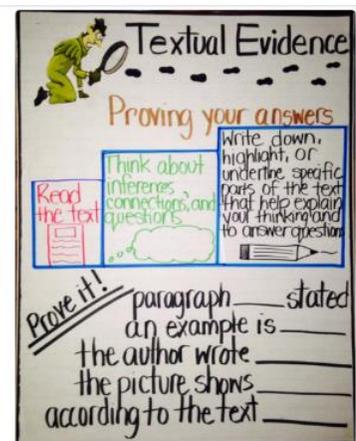
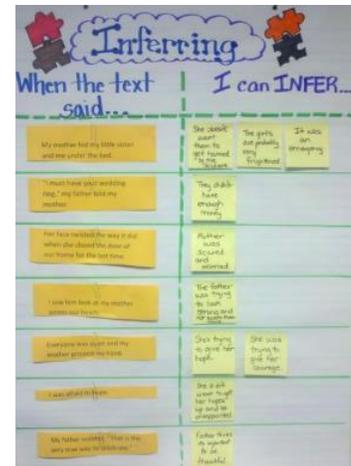
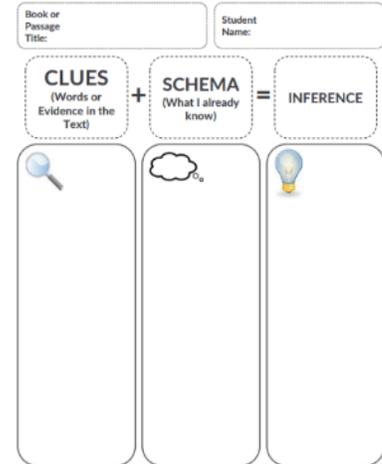
- Students role-play various feelings to practice making inferences based on actions. To model, the teacher may roll eyes, breathe hard and slump in a chair. The teacher points out that nothing was said about the feeling, but asks what they can infer. Students should support their inferences with specific actions from your role-play. After role-playing several examples, break the class into small groups and allow the groups to plan their own examples. Allow a few minutes for the groups to plan and practice. During whole-group sharing, record inferences on a large two-column inference-evidence chart.



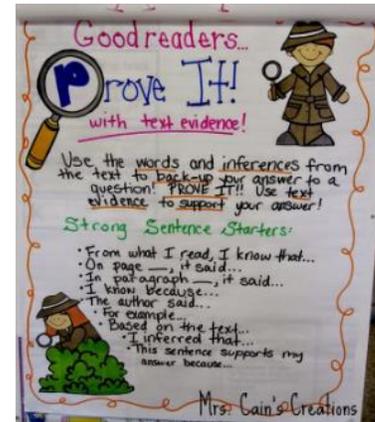
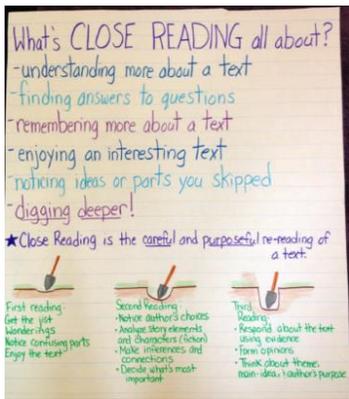
SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Inference	Evidence

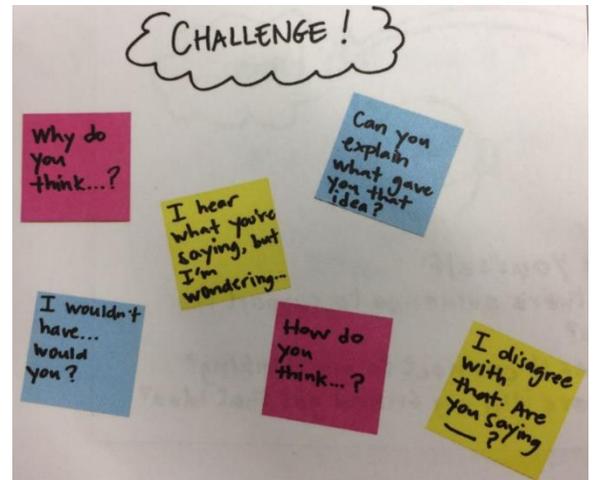
- Model close reading strategies with an emphasis on finding explicit information in the text. (*handout in resource folder*)
- Model effective note taking and annotation. Encourage students to provide evidence to support all claims, inferences, and theses about text. Provide opportunities to correct punctuation of quotations in writing.
- Model using schema to form inferences. Use Think Aloud to demonstrate mental processing – then encourage students to discuss their own thinking with a partner before asking them to complete the graphic organizer.
- After previewing and reading the text as a class, reread specific sections of the text analyzing that sentence or section for inferences [this is one technique for conducting a “close reading” with your students]. Reread the first two sentences. Model using a “think aloud” to show your students how to think through the process of inferring. Reread the third sentence then allow your students to jot down their inferences on a sticky note or in their reader’s notebook.
- Use the Gradual Release of Responsibility to guide students through an understanding of citing textual evidence. Model (I do), a mini-lesson shown by the teacher that emphasizes how to *think through* the process while demonstrating it. Model guided practice, (we do), and that includes the teacher and students’ working together. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery.
- Present a text-dependent question to readers, ask what textual evidence supports their reasoning. Accept only the statements that are answered by, “I know because the textual evidence is...”, or “The author explicitly states...”. The student should be able to say, “The textual evidence to support my statement can be found in paragraph 3 when the author says...” *Note: students will need a copied passage of the text or post-it notes to make their own annotations.*



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5



- Provide practice for developing ideas, challenging and building on others thinking through focused discussion opportunities.
 - Challenge Questions – model asking questions of authors, characters, or those you are having a discussion with to develop conversation. Think about things you may not agree with and begin a professional challenge. Think of a question you can ask to dig deeper into the other perspective. Use stems like “I disagree because...” “I wouldn’t have done what ____ did when....” “Why do you think the character feels that way?”

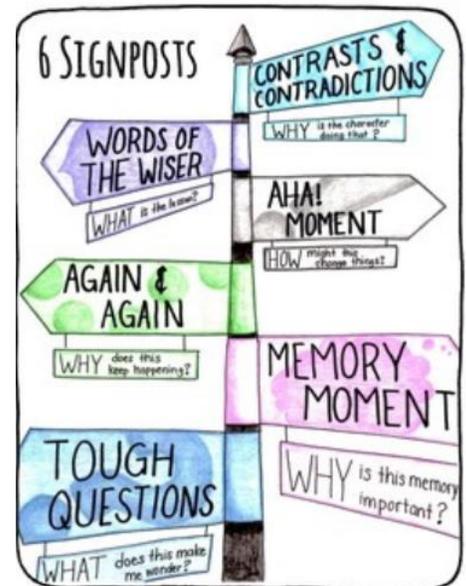


- Notice and Note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author’s craft and meaning and determine theme or main idea of the text.

- Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about a story you may not have noticed before. On your journey through a story, take the time to “notice and note” what the author wrote for you to find out! A story is more than just what a character is doing! Think about each question and discover possible answers.

(handouts in resource folder)

(Youtube reference: <https://goo.gl/BihKZM>)



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Assessment

Performance Task 5RL1:

Using a familiar text, create a three-column chart. In column one, add five to ten direct quotes from a character or characters. In column two, explain explicitly what is happening in the text. In column three, students will write an inference derived from that quote.

For example:

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

Use Teacher Checklist for Performance Task 5RL1 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RL2: *Determines a theme in a story, drama or poem using details from the text, and summarizes the text.*

Learning Targets:

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

Key Terms:

Theme	Drama	Poetry	Summarize	Character	Speaker
Main Idea	Protagonist	Paraphrase	Speaker		

Strategies:

- Provide explicit instruction on the concept of theme and main idea
- Model strategies for determining theme across various genres (e.g., stories, plays, poetry)
- Provide students with opportunities to summarize and paraphrase, noting the difference in these two skills
- Discuss themes throughout the text. Introduce students to a theme graphic organizer. Students will record evidence from the text throughout the reading of the text when examples are mentioned. *Note: Before the lesson, read the text while noting the stopping points for the Text Dependent Questions and teaching Tier II/academic vocabulary. (handout in resource folder)*
- Model **summarizing**. Use the "Somebody-Wanted-But-So-Then" strategy to summarize the story. Complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and the resolution of the conflict. Model the SWBST strategy on an anchor chart and uses the information to write a summary of the text. Students analyze what makes it a summary and then use the summary to determine the lessons learned.
- Practice shared writing of effective summaries. Remember 5th grade summaries should reflect the full standard and include the theme and details!
i.e., Charlotte’s Web is the story of a young pig named Wilbur, doomed to the fate of most pigs on farms, who learns the power of friendship to support and build each other up.

Name _____ Date _____ Book Title _____

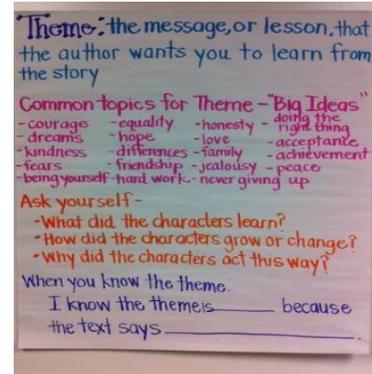
Explain the **theme** of the story (or chapter) based on details in the text. (CCSS.TL.5.2)

SOMEBODY <small>(main character)</small>	WANTED <small>(goal)</small>
BUT <small>(conflict)</small>	SO <small>(rising action & climax)</small>
	THEN <small>(resolution)</small>

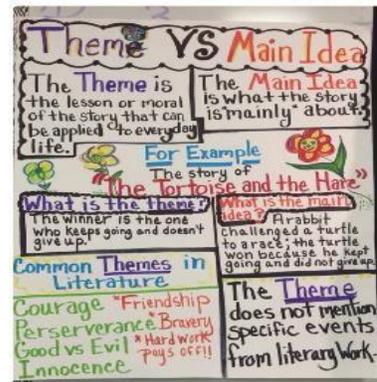
SUMMARY:

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

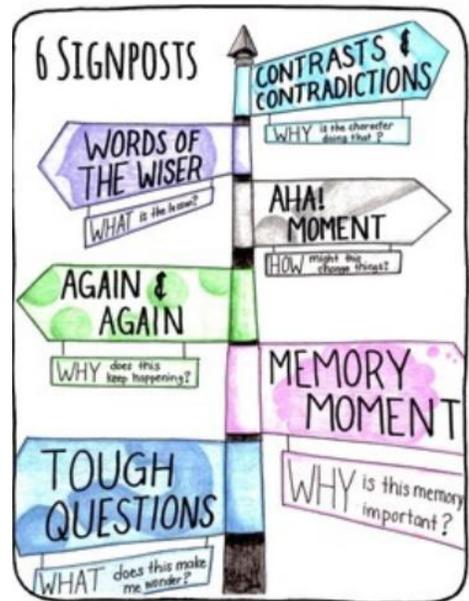
- Explicitly teach the meaning of theme, and the difference between theme and main idea. Remember, ideally the theme is more than a single word, so practice creating phrases to express specific themes. (i.e., instead of “Jealousy” the theme might be “Jealousy can affect friendships.”)
 - Model using think aloud the strategy From Seed to Theme. As you read, think about the topics showing up in the book. Say it first as one word (a seed). Next, ask yourself, “What’s the author saying about this big idea?” and use that word in a sentence. Use the theme anchor chart as help for how it sounds to say a theme.
 - List some topics showing up in your book, Tell students, let’s check the chart of the topics that typically show up in books. Which apply to your book? Let’s think about what the author says about the topic. What do you think this lesson might be? Use the topic word in your lesson.



- Read, Cover, Remember, Retell. Hoyt suggests only reading as much text as a student’s hand can cover, covering the words that a student just read, remembering what was just read, and retelling to a partner. After students become adept at using this strategy to orally retell portions of the text, encourage them to write a summary sentence of each section, then to use these sentences to write an overall summary of the selection



- Notice and note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author’s craft and meaning and determine theme or main idea of the text.
 - Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about a story you may not have noticed before. On your journey through a story, take the time to “notice and note” what the author wrote for you to find out! A story is more than just what a character is doing! Think about each question and discover possible answers. (handout in teacher resource folder) (Youtube reference: <https://qoo.gl/BihKZM>)



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RL3: *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).*

Learning Targets:

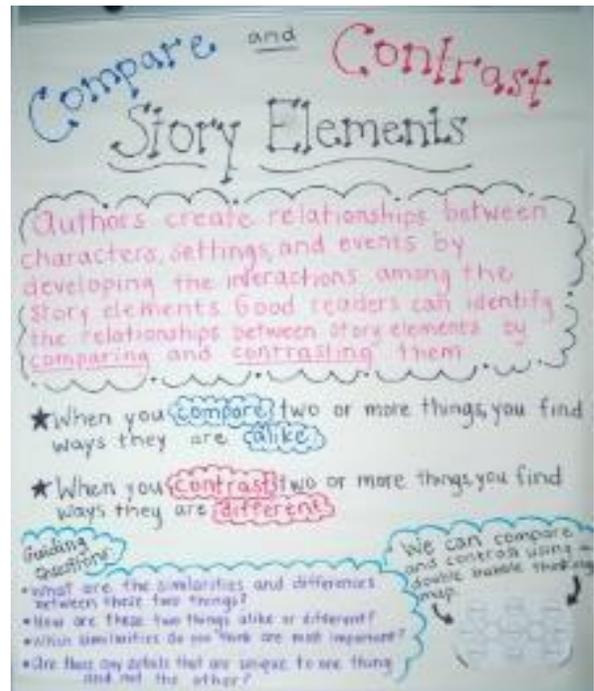
- I CAN determine how the specific details of the characters, setting, and events fit together to enhance each other
- I CAN annotate as I read, taking note of interactions between and among characters, setting, and events
- I CAN include elements of characterization that I notice in my annotations (physical description, actions, reactions, etc.)
- I CAN compare and contrast characters, setting, and events using specific details from the text

Key Terms:

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

Strategies:

- Select familiar texts that lend themselves well to comparing and contrasting (examples provided in sample task below)
- Model effective annotation and note-taking, with special attention to how characters, setting, and events enhance one another
- Provide explicit instruction on characterization, setting, and plot structure
- Provide graphic organizers to demonstrate how to compare and contrast using specific details from the text
- Select familiar texts that lend themselves well to comparing and contrasting. Model effective annotation and note-taking, with special attention to how characters, setting, and events enhance one another.
- Attributes from two different texts are compared and contrasted using three-columns (different-same-different). Model comparing and contrasting the attributes of two stories such as characters, settings, subjects or topics, events by taking notes underneath the columns. Use Gradual Release of Responsibility and allow students to share their notes with the class. Extend the activity by putting information into paragraph form.

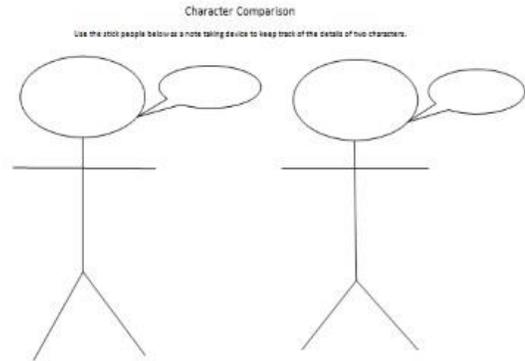


SCCPSS • BALANCED LITERACY
 Teacher Guidance Notes • GRADE 5

Different	Same	Different
-----------	------	-----------

- Provide explicit instruction on characterization, setting, and plot structure. Provide graphic organizers to demonstrate how to compare and contrast using specific details from the text [i.e., double bubble thinking map].

- Character Comparisons strategy is a note taking device that tracks the characteristics of characters. Model drawing stick figures. During the reading add props or clothing to the stick people, words in speech bubbles or scenery around the characters to provide clues as to how the characters interacted.



- Model using Similar and Different Sentence Stems to provide a framework for thinking about the similarities and differences in two or more characters.

1. _____ and _____ are similar because they both: _____
2. _____ and _____ are different because: _____

- Explore picture books to Examine Plot Conflict. Identify the characteristics of four types of conflict:
 - character vs. character,
 - character vs. self,
 - character vs. nature, and
 - character vs. society.

Model writing about conflict in student’s life and look for similarities among all the conflicts shared by the class, ultimately classifying each conflict into one of the four types. Conclude with a compare and contrast essay that focuses on two conflicts— one from their own experience and one from a picture book or story that they have read.

- Model Notice & Note strategies using details from the text to create an in-depth description of a character, setting, or event in a story or drama. (handouts in resource folder)

(Youtube reference: <https://goo.gl/BihKZM>)



Assessment

Performance Task 5RL3:

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

Use Teacher Checklist for Performance Task 5RL3 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RL4: *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*

Learning Targets:

- I CAN distinguish between literal and figurative speech
- I CAN understand the difference between the denotation and connotations of words
- I CAN use context clues, reference materials and knowledge of roots, and prefixes and suffixes to determine the meaning of unknown words
- I CAN examine the author's word choice and types of figurative language used to improve text and imagery

Key Terms:

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

Strategies:

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



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Use an anchor chart and think aloud to model the PAVE (prediction, association, verification, and evaluation) procedure for students. The PAVE Procedure encourages students to check the dictionary definition against the context in which the word appears. Complete the PAVE map during the mini lesson or read aloud with each encounter with the vocabulary terms or phrases.
 - Write the sentence that contains the vocabulary word on the worksheet.
 - Isolate the vocabulary word by writing it inside the box on the worksheet.
 - Predict the meaning of the vocabulary word based on the context clues provided.
 - Write one good sentence using the word that demonstrates an understanding of its meaning.
 - Verify the meaning of the word by looking it up in the dictionary and writing its definition down on the worksheet.
 - Write another good sentence using the vocabulary word based on the verified definition.
 - Draw a personal association or symbol for the word as a reminder for its definition in the box on the worksheet. (*handout in resource folder*)

PAVE Map (Barrett, Fisher, & Wenzel, 1981)

Sentence from the text: _____

Word

Predicted Definition: _____

One Good Sentence of My Own: _____

Verified Dictionary Definition: _____

Another Good Sentence of My Own: _____

- *Notice and Note* is a reading routine which provides students with look-fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud notice and note “extreme or absolute language.” As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author’s craft and meaning and determine theme or main idea of the text. (*handouts in resource folder*)
(Youtube reference: <https://youtu.be/aRzHnNl8mm0>)



When you are reading and you notice the author uses language that leaves no doubt, exaggerates, or pushes to the limit...

You should  and ask yourself:

“Why does the author say it like that?”

- The answer will tell you something about the author’s point of view and purpose.
- You might realize the author is exaggerating to make you think a certain way.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Questioning the Author is a comprehension strategy that enables students to construct meaning from texts by focusing in on the connections between events, concepts or steps. This strategy asks readers to engage with text in a meaningful way. Select a passage that is both interesting and can spur a good conversation. Decide appropriate stopping points where you think your students need to obtain a greater understanding (i.e., text structures, drawing conclusion, author’s purpose, fact & opinion). Create initial questions for each stopping point that will open a discussion. QtA strategy encourages students to ask questions of the author and the text. The following are sample questions:
 - What is meant by the phrase, “Put on your thinking cap,” in para. 4?
 - What is the meaning of _____ on page 2?
 - Which words help the reader understand the meaning of ___ in paragraph 5?
 - How does this reference help the reader understand the character in the story?
 - How does this reference help the reader understand the task the character faced?

Display a short passage to your students along with one or two questions you have designed ahead of time to model how to answer questions using a think aloud. Model how to think through the questions pausing at appropriate points. Follow-up Questions (to help students connect emerging meanings with their perceptions of author intention and with other ideas in the text).

Assessment

Performance Task 5RL4:

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

Quote from Poem	Literal Version	Reader-Response Comment
Tired roses, passionately sweet, Are leaning on their cool green leaves,	Sleepy flowers overpoweringly sugary, falling over on their cold green leaves,	The literal version of the phrase makes the roses sound awful! Heavy and cold, making the stems bend and fall over

Use Teacher Checklist for Performance Task 5RL4 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RL5: *Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.*

Learning Targets:

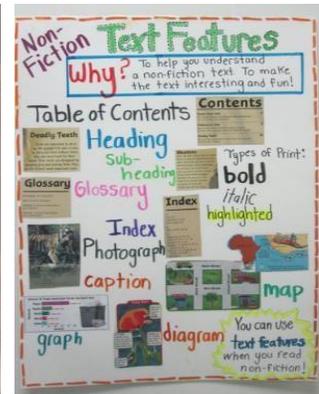
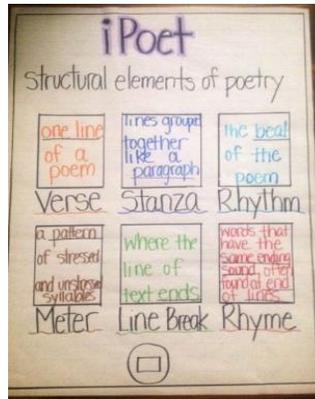
- I CAN explain the structure of a story, drama, or poem
- I CAN give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole

Key Terms:

Structure	Scene	Stanza	Drama	Chapter
Heading	Act	Line	Verse	Series

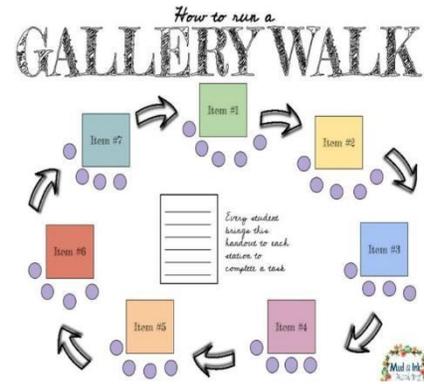
Strategies:

- Engage students in understanding the structure parts of a text
- Provide opportunities for students to read, write, and perform various dramas
- Provide opportunities for students to view dramatic literature performed during a field trip or using a prerecorded option
- Read aloud different stories, dramas, and poems, create anchor charts and discuss with students how chapters, scenes, or stanzas contribute to the flow of the literature selection
- As a class complete a clothesline series to explain how a series of chapters, scenes or stanzas fit together to provide a structure. After students have read a story, drama or poem, assign each small group a chapter, scene or stanza to illustrate and describe. When the groups have completed their task, each group hangs their illustration/description on the clothesline to show the order of the text. Once the text is in order, have each group explain the purpose of their section and how it fits with the one previously shown. After groups share, each student can then be assigned to write about how two or more sections of the clothesline fit together.

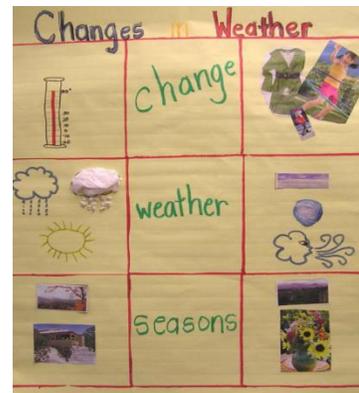


SCCPSS • BALANCED LITERACY
 Teacher Guidance Notes • GRADE 5

- Create a gallery walk posting examples of poetry, drama and prose around the room. Form as many groups as there are posts. Each group moves from post to post (hence the name "walk"). After writing 2-3 characteristics or similarities and differences of the text at the first post, the group rotates to the next position, adding to what is already there. At the last post, it is the group's responsibility to summarize and report to the class. Have each group of students use a marking pen of a different color from the other groups. The teacher can then lead a whole class discussion on the differences between poetry, drama, and prose.



- Model the windowpane strategy using think loud. The windowpane strategy organizes steps to a process or helps one remember important concepts. Prepare a windowpane for modeling. A windowpane should have six to nine panes (create one cell for each paragraph, chapter or stanza). Read aloud a poem or text. During the reading, fill each cell with a simple picture/icon or only one word to represent the content presented in that paragraph, chapter or stanza that is colorful (complete each cell row by row). After modeling how to draw/write a pane for each chapter, scene or stanza write about how the chapters, scenes or stanzas fit together. Use question stems as a springboard for critical thinking, i.e., Why are paragraphs/stanzas 1-3 important? How do these sections contribute to the story? Why is scene 2 important in the drama? How does it provide the connection between scenes 1 and 3? How do the stanzas in _____ (text title)_____ fit together so the poem flows from beginning to end?



Assessment

Performance Task 5RL5:

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

Use Teacher Checklist for Performance Task 5RL5 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RL6: *Describe how a narrator's or speaker's point of view influences how events are described.*

Learning Targets:

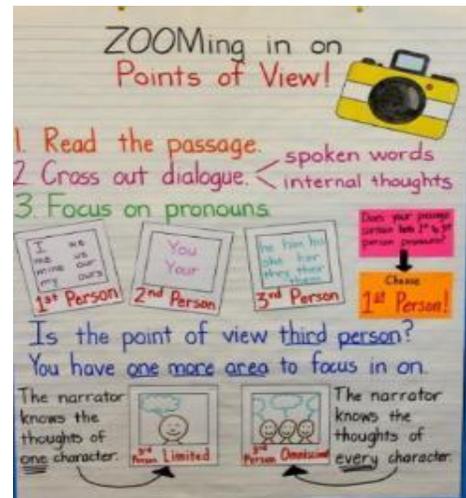
- I CAN review the differences in narrative voice (first person, second person, third person/omniscient)
- I CAN compare texts told from differing points of view, noticing how it changes your experience of a text (for example, a book narrated in first person usually seems much more personal and immediate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

Key Terms:

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

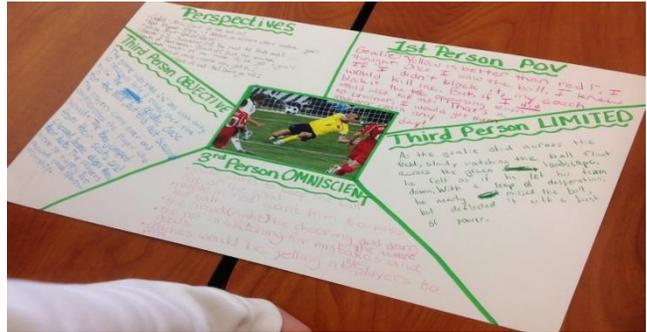
Strategies:

- Choose familiar texts that illustrate a variety of narrative voices and points of view
- Provide explicit instruction in 1st , 2nd , and 3rd person point of view
- Explore illustrative examples of narrative voice (e.g.: a compelling first person narrative as compared with a less-engaging third person narrative)
- Include writing from different points of view in your lessons
- Have students participate in a quick write answering a questions similar to the following: How would the story be different if it had been told in the first-person point of view rather than the third-person point of view? Use examples from the story to support your answer. Ask students to write whatever comes to mind about the topic without focus on conventions (brainstorming on paper). Set a specific amount of time that students will quick-write, beginning with 1-2 minutes and answering one question or statement at a time. Have students answer the following questions:
 - After listening to or reading a story with a specific point of view, students create a portrait of the narrator or speaker. This portrait must be labeled with evidence from the text that makes the reader think the narrator/speaker might look or act the way the portrait demonstrates.

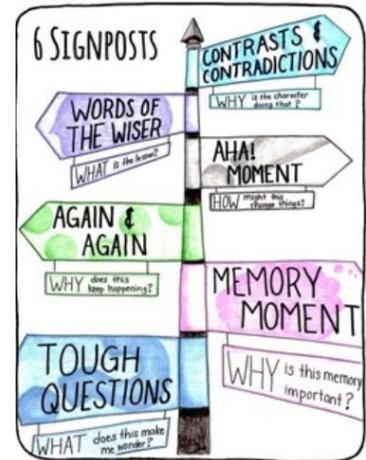


SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Select an image that will engage students and offers multiple perspectives of a scene. Place the image in the center of a large sheet of paper and divide by drawing diagonal lines from the corner of the photo to the corner of the large paper. Each student now has a space in which to write. You can use this to focus of various aspects of point of view:



- Assign each writer a specific point of view: 1st, 2nd, 3rd limited, 3rd omniscient
 - Ask students to select different perspectives – voices of who is telling the action. For instance, a player in the yellow, a player in the red, the grass, the ball, a spectator, a person who is remembering this much later, etc.
- Read a story to students written from first-person point of view and third person point of view (Three little Pigs and the Wolf's Version). Have student vote on which story they see as having more impact. Have students give their reasons why they chose to vote the way they did. Have students support their reasoning with text evidence.
 - Notice and Note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author's craft and meaning and determine theme or main idea of the text.
 - Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about a story you may not have noticed before. On your journey through a story, take the time to “notice and note” what the author wrote for you to find out! A story is more than just what a character is doing! Think about each question and discover possible answers.
(handout in resource folder)
(Youtube reference: <https://goo.gl/BihKZM>)



Assessment

Performance Task 5RL6:

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

Use Teacher Checklist for Performance Task 5RL6 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard
<p>ELAGSE5RL7: <i>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</i></p>

Learning Targets:

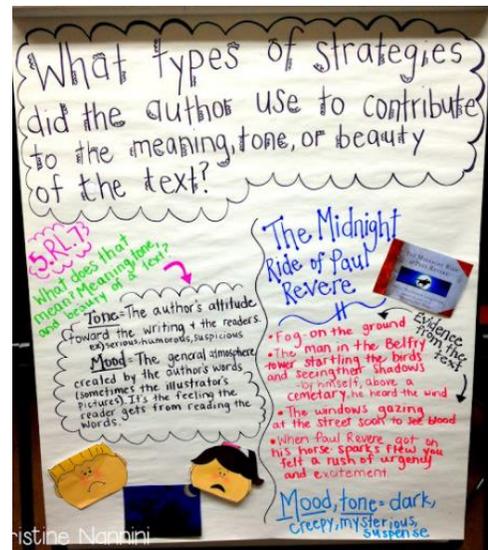
- I CAN watch movies based on books I have read, or read the original text from which a movie I enjoyed was derived; note the differences between the versions, and think about why those changes might have been necessary or desirable
- I CAN think about whether I prefer to get information through words,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

Key Terms:

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

Strategies:

- Take students to see a film or staged production of a book they have read (or conduct a webquest or visit a website for same)
- Allow students to produce a film or a stage production of their own, or to create a webquest or website
- Have students create illustrations in various artistic and digital media to accompany stories they have written or read
- Select a variety of text choices (fiction, folktale, myths, poetry) that have beautiful illustrations or other media elements (e.g., text, images, audio, video, animation) connected to them for use in lessons
- Which visual elements in _____ (a graphic novel or multimedia presentation of fiction, folktale, myth or poem) contribute to the novel’s meaning, tone or beauty? Use specific examples from the text to support your answer or explanation. How do the multimedia elements (animation, video, audio, still images) in _____ (a multimedia presentation



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

of fiction, folktale, myth or poem) contribute to its meaning, tone, beauty? Use specific examples from the presentation to support your answer.

- Using traditional fairy tales or folk tales, students create their own version after careful study of a culture in which they are interested. The students can rewrite the tales into a multimedia presentation using online tools to include visual elements of the culture. Once complete, the class can discuss the various versions and analyzes how the cultural additions contributed, or changed, the meaning or beauty of the text.
- Students can listen to a poem or text, or a portion of a poem or text, without seeing the visuals. Have them write an initial response. Next, students listen to the poem while looking at the visuals. Then, students share how their responses to the two exposures to the text were different, based on the inclusion of visuals. Discuss in pairs how visual and multimedia contributions can change how readers' view the text.
- Students read a portion of a text such as a poem or myth, then create and share visuals they would have included had they been the illustrator. Students then discuss whether their initial reactions to the poem would have been different if the visuals were changed, but the text remained the same.
- Available resources:
 - Open Ed <https://www.opened.com/search?standard=5.RL.7>
 - Better Lessons <https://goo.gl/ddDgZT>
 - NewsELA <https://newsela.com/>
 - Academy of American Poets: Poems kids love <https://www.poets.org/poetsorg/text/poems-kids>
 - Reader's Theater: <https://www.readinga-z.com/fluency/readers-theater-scripts/#>

Assessment

Performance Task 5RL7:

Students take a scene from a novel or story and find music that would fit as a score for the scene or event. They write an explanation of why they chose the music present the scene, with the music to the class. This could also be done with a video piece if technology allows, contributing to the tone of the scene. Students are evaluated on their ability to analyze elements of visual multimedia that contribute to the meaning, tone or beauty of a text.

Use Teacher Checklist for Performance Task 5RL7 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RL9: *Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.*

Learning Targets:

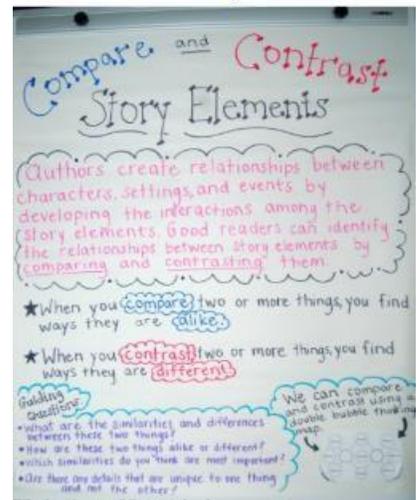
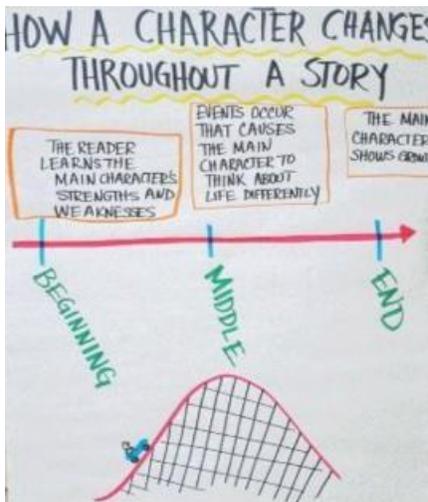
- I CAN learn about a variety of genres and sub-genres of text including mystery, adventure, biography, science fiction, etc.
- I CAN use the strategies I have learned to identify theme (for example, looking at how the main character is changed by the events in the story) so that I can compare themes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

Key Terms:

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

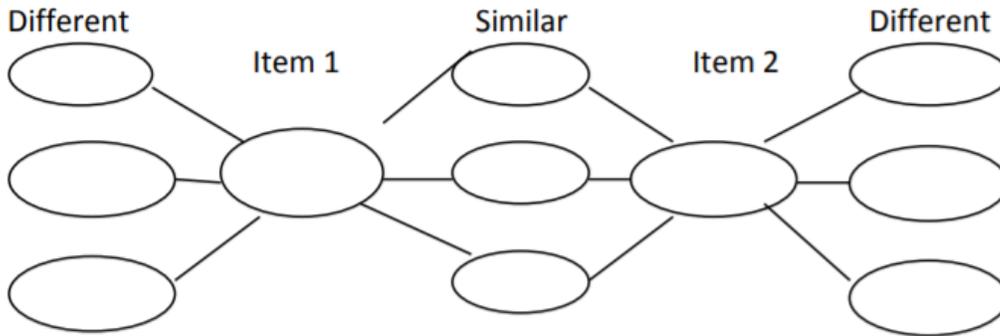
Strategies:

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



SCCPSS • BALANCED LITERACY
 Teacher Guidance Notes • GRADE 5

- Use a double bubble map to model making comparisons between stories in the same genre. Conduct a think aloud to identify two items to compare (i.e., theme, point of view) and then record the information in appropriate bubbles.



- Model using sentence stem comparisons such as the following:
 Text A and Text B are similar because they both:

Text A and Text B are different because:

(handouts in resource folder)

COGNITIVE READING STRATEGIES

STRATEGY	WHAT STRATEGIC READERS ARE THINKING	SENTENCE STARTERS FOR RESPONSE
MAKING CONNECTIONS TEXT TO SELF TEXT TO TEXT TEXT TO WORLD Strategic readers connect what they know with what they are reading.	<ul style="list-style-type: none"> Does this remind me of something? Has something like this ever happened to me? Do I know someone like this character? Am I like this character? Have I ever felt the way? What do I already know that will help me understand this text? Does the information confirm or conflict with other things I've read? What do I know about the author or genre (i.e. poetry, short story, drama, video, etc.) that influenced my reading? Did the text make me think of real events in the news or in history books? 	<ul style="list-style-type: none"> This reminds me of . . . I connected to this when . . . _____ made me remember a time when . . . This relates to my life because . . . _____ makes me think about . . . This illustration makes me think about . . . This makes me think about . . . This part makes me remember . . . I really had a strong connection to this part because . . . This is like . . . This is familiar to me because . . . This is similar to . . .
MAKING PREDICTIONS Strategic readers think about what's going to happen and make predictions based on what they know and what they have read.	<ul style="list-style-type: none"> What text and/or picture clues can help me here? What background knowledge do I have that will help me with this text? What will I learn? How do my predictions connect with what I'm reading? What will happen next? 	<ul style="list-style-type: none"> I think this will be about _____ because . . . I think _____ is going to happen next. . . I predict that . . . _____ make me think that _____ will happen. I thought _____ was going to happen, but _____ happened instead. I'm guessing this will be about _____. Since _____ happened, I think _____ will happen. My predictions were right/wrong because . . .
ASKING QUESTIONS TIP & TRICK Strategic readers ask themselves questions before, during, and after reading to better understand the author and the meaning of the text.	<ul style="list-style-type: none"> What is the author saying? What am I wondering? What questions do I have? What would I like to ask the author? What questions might a teacher ask? Why is this happening? Why did this character _____? Is this important? How does this information connect with what I have already read? How could this be explained to someone else? 	<ul style="list-style-type: none"> I wonder . . . I would like to ask the author . . . What? What? What? Why? How? This makes me wonder about . . .
VISUALIZING Strategic readers picture what is happening as they read.	<ul style="list-style-type: none"> What pictures or scenes came into my mind? What do I hear, taste, smell or feel? What do the characters, settings, and events of the story look like in my mind? Can picture this new information? 	<ul style="list-style-type: none"> I could really picture . . . The description of _____ helped me visualize . . . I created a mental image of . . . It sounded like I could really see . . . When it said _____, I could imagine . . . If this were a movie . . .

STRATEGY	WHAT STRATEGIC READERS ARE THINKING	SENTENCE STARTERS FOR RESPONSE
MONITORING AND CLARIFYING Strategic readers stop to think about their reading and know what to do when they don't understand.	<ul style="list-style-type: none"> Is the text making sense? Wait, what's going on here? What have I learned? Should I slow down? Speed up? Do I need to reread? How do I say this word? What does this word mean? What text clues help me fill in missing information? I know I'm on track because . . . To understand better, I need to know more about . . . 	<ul style="list-style-type: none"> I had to slow down when . . . I wonder what _____ means. I need to know more about . . . This part is about . . . I was confused by . . . I still don't understand . . . I had difficulty with . . . I _____ (name strategy) to help me understand this part. I can't really understand . . . I wonder what the author means by . . . I got lost here because . . . I need to reread the part where . . .
SUMMARIZING AND SYNTHESIZING Strategic readers identify the most important ideas and restate them in their own words.	<ul style="list-style-type: none"> How is the text organized? What is the main idea here? What essential information do I need to know about the characters, plot, and setting in order to understand the story? How does the text's organization help me? What are the key words? Are the ideas supported with convincing evidence? 	<ul style="list-style-type: none"> The text is mainly about . . . The author's most important ideas were . . . The details I need to include are . . . Some important concepts are . . . The most important evidence was . . . The basic gist . . . The key information is . . . In a nutshell this says that . . .
DETERMINING WHAT'S IMPORTANT Strategic readers think about the text's big ideas or message and why it's important.	<ul style="list-style-type: none"> What is the message or big idea of this text? What is the text making me think about the big idea? How did my thinking about the meaning of the text change as I read? How can I relate the big idea to events or experiences in my own life? 	<ul style="list-style-type: none"> At first I thought _____ but then I thought _____. My latest thought about this is _____. I'm getting a different picture here because _____. What this means to me is . . . So, the big idea is . . . A conclusion I'm drawing is . . . This is relevant to my life because . . .
ANALYZING AUTHOR'S CRAFT Strategic readers notice the why the author uses language to get his or her ideas across.	<ul style="list-style-type: none"> What words, phrases, or figurative language is the author using to help me create mental images? What was effective about the author's style of writing? What stands out about the author's use of details? How does the author's style relate to the message he or she is trying to convey? What did the author of the text do that I'd like to try in my own writing? 	<ul style="list-style-type: none"> A golden line for me is . . . I like how the author uses _____ to show _____. This word/phrase stands out for me because . . . I like how the author uses _____ to show . . . The simile / metaphor / image that caught my attention was . . . My favorite quote was . . . I like how the author described _____ to show . . .

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Notice and Note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author’s craft and meaning and determine theme or main idea of the text.

- Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about a story you may not have noticed before. On your journey through a story, take the time to “notice and note” what the author wrote for you to find out! A story is more than just what a character is doing! Think about each question and discover possible answers.

(handouts in resource folder)

(Youtube reference: <https://goo.gl/BihKZM>)



Assessments

Performance Task 5RL9:

After reading multiple books or stories 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.

Use Teacher Checklist for Performance Task 5RL9 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RI1: *Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.*

Learning Targets:

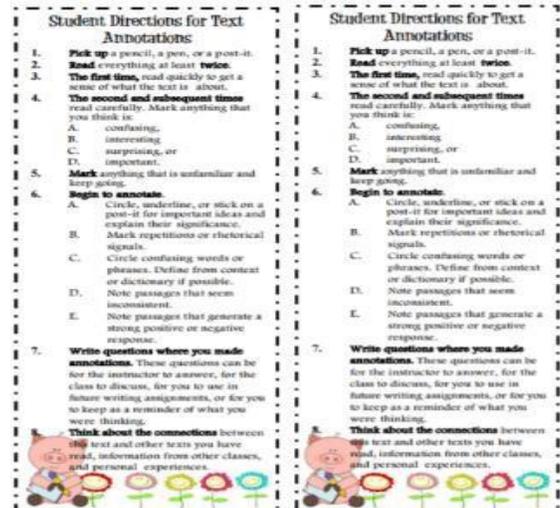
- I CAN practice attentive reading of texts on a variety of subjects
- I CAN think about how and why an author chooses to say something (Is she angry? Is he sad?)
- I CAN use evidence from the text to support claims about the text
- I CAN take detailed notes
- I CAN distinguish between fact and opinion, as well as between important facts and unimportant (extraneous) details

Key Terms:

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

Strategies:

- Require textual evidence for all student claims and inferences, even in informal class discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis (e.g., class party, field trip)
- Require students to take notes, modeling appropriate procedures and how to determine important content
- Have students quote, paraphrase, and summarize, and explore the accuracy of their content
- Explain bias and note when bias appears in summary (a summary should not include “it was a good book about birds” it should only include information about the birds!)
- Purposefully provide informational texts that challenge your readers
- Model close reading strategies with an emphasis on finding explicit information in the text (*handout in resource folder*)
- Model effective note taking and annotation. Encourage students to provide evidence to support all claims, inferences, and theses about text. Provide opportunities to correct punctuation of quotations in writing. (*handout in resource folder*)



SCCPSS • BALANCED LITERACY
 Teacher Guidance Notes • GRADE 5

- Model using schema to form inferences. Use Think Aloud to demonstrate mental processing – then encourage students to discuss their own thinking with a partner before asking them to complete the graphic organizer.
- Model the question–answer relationship (QAR) strategy to help students understand the different types of questions. By learning that the answers to some questions are "Right There" in the text, that some answers require a reader to "Think and Search," and that some answers can only be answered "On My Own," students recognize that they must first consider the question before developing an answer. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example. Read a short passage aloud to your students. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.). *(handout in resource folder)*

Book or Passage Title:	Student Name:	
CLUES (Words or Evidence in the Text)	+	SCHEMA (What I already know)
=	INFERENCE	

QAR Strategy

Right There: Go! The answer is RIGHT THERE in the story!
 - Who? Where? How?
 - What? When?

Think and Search: Slow down!
 The answer is in the story but you have to SEARCH for it on different pages.
 Compare and Contrast... What Caused...
 How did...? Re-tell...
 Find 2 examples...

Author and You - Stop!
 Use your schema and make an Inference using the story.
 Predict what will happen... What is the main idea of...
 What could be another title for...? Why did the author write...?

On My Own - Connect!
 Use your schema and tell your opinion.
 Have you ever...? How would you feel if...?

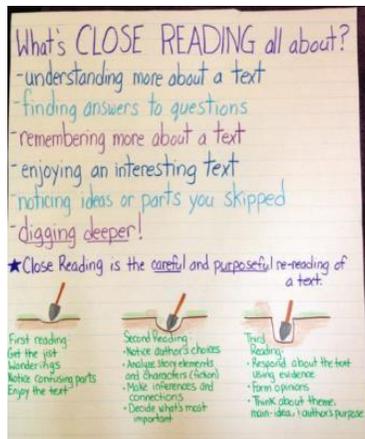
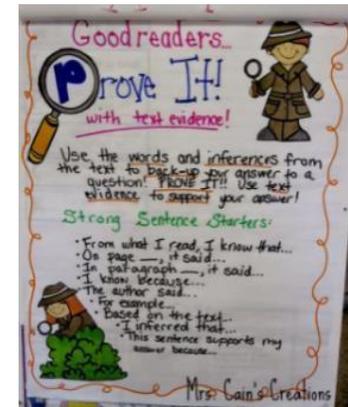
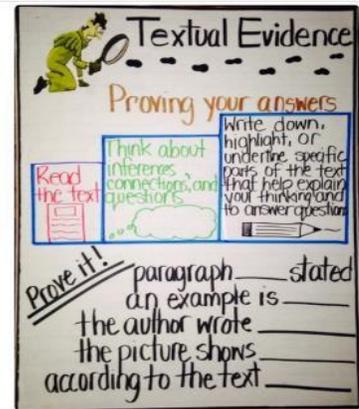
Context Clues: Inferring Meaning
 Good readers figure out unknown words by using...
 @ Schema @ Clues from pictures @ Clues from the text @ rereading

<p>Here</p> <p>The answer is right here on the page. I can find the answer in the text.</p> <p>©2013 TPT Ripper Resources</p>	<p>Hidden</p> <p>The answer is hidden. I have to think and search and find the answer in the text.</p> <p>©2013 TPT Ripper Resources</p>	<p>Head</p> <p>The answer is what I think. I can find the answer in my head.</p> <p>©2013 TPT Ripper Resources</p>	<p>Heart</p> <p>The answer is what I feel. I can find the answer in my heart.</p> <p>©2013 TPT Ripper Resources</p>
--------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------

<p>IN THE BOOK</p> <p>RIGHT THERE</p> <p>The answer can be found in the text.</p> <p>Who what where when why how Meaning of words</p>	<p>IN MY HEAD</p> <p>AUTHOR & ME</p> <p>The answer can be found with your own thoughts, knowledge as well as info in the text.</p> <p>inference main idea most important</p>
<p>THINK AND SEARCH</p> <p>The answer is in the text, but you must think carefully about the whole story.</p> <p>problems & solutions cause & effect (events) compare & contrast</p>	<p>ON MY OWN</p> <p>The answer can be found using your own thoughts and knowledge.</p> <p>How would you feel? Have you ever?</p>

SCCPSS • BALANCED LITERACY
 Teacher Guidance Notes • GRADE 5

- Use the Gradual Release of Responsibility to guide students through an understanding of citing textual evidence. Model (I do), a mini-lesson shown by the teacher that emphasizes how to *think through* the process while demonstrating it. Model guided practice, (we do), and that includes the teacher and students' working together. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery.
- Present a text-dependent question to readers, ask what textual evidence supports their reasoning. Accept only the statements that are answered by, "I know because the textual evidence is...", or "The author explicitly states...". The student should be able to say, "The textual evidence to support my statement can be found in paragraph 3 when the author says..." *Note: students will need a copied passage of the text or post-it notes to make their own annotations.*



Assessment

Performance Task 5R11:

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

Use Teacher Checklist for Performance Task 5R11 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Instructional focus standard

ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Learning Targets:

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

Key Terms:

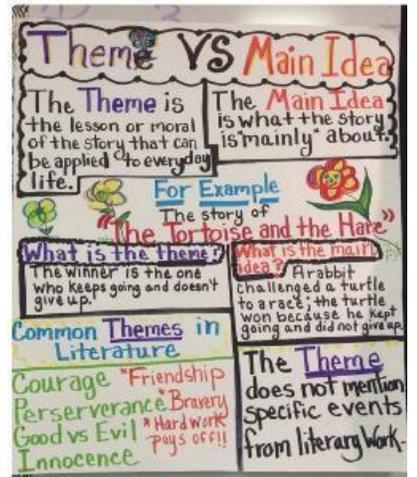
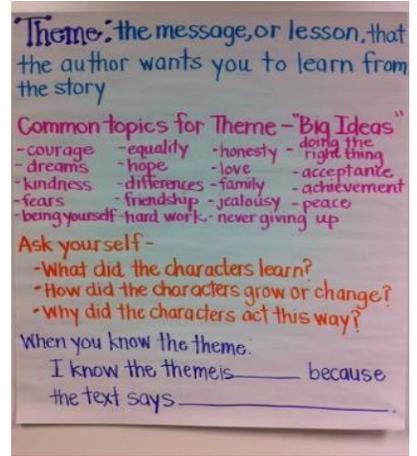
Summary	Paraphrase	Fact	Opinion	Main Idea	Key Detail
Extraneous	Objective	Theme			

Strategies:

- Provide explicit instruction in various organizational structures
- Model with students how to construct graphic organizers from technical texts to help them identify key points and supporting evidence
- Choose a variety of familiar informational texts that illustrate more than one main idea
- Use notes and paraphrasing to construct a summary
- Use the Read-Pair-Share strategy to teach students to summarize more effectively with added peer support.
 - Assign students a text that is closely aligned to their skill set and ability. Before the lesson, divide the text into portions and mark the places where students will pause to discuss.
 - Distribute the text to the students.
 - Assign students partners (one student will be the summarizer and the other student will be the clarifier).
 - Model using think aloud and a t-chart the procedure with the first portion of the text, use a strong student to be your partner.
 - Have students read a portion of the text silently and then pause to summarize and clarify. The summarizer restates the important ideas briefly while the clarifier listens and asks clarifying questions. Then the clarifier adds any important information that may have been omitted. Have the student pairs read and pause to summarize and clarify.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- After several portions have been discussed, have the students switch roles. Have students continue until the text has been completed. Students might also draw, chart, diagram, or summarize the entire selection collaboratively or individually to demonstrate comprehension of the text as a whole.
- Explicitly teach the meaning of theme, and the difference between theme and main idea. Remember, ideally the theme is more than a single word, so practice creating phrases to express specific themes. (i.e., instead of “Jealousy” the theme might be “Jealousy can affect friendships.”)
 - Model using think aloud the strategy From Seed to Theme. As you read, think about the topics showing up in the book. Say it first as one word (a seed). Next, ask yourself, “What’s the author saying about this big idea?” and use that word in a sentence. Use the theme anchor chart as help for how it sounds to say a theme.
 - List some topics showing up in your book, Tell students, let’s check the chart of the topics that typically show up in books. Which apply to your book? Let’s think about what the author says about the topic. What do you think this lesson might be? Use the topic word in your lesson.
- Read, Cover, Remember, Retell. Hoyt suggests only reading as much text as a student’s hand can cover, covering the words that a student just read, remembering what was just read, and retelling to a partner. After students become adept at using this strategy to orally retell portions of the text, encourage them to write a summary sentence of each section, then to use these sentences to write an overall summary of the selection.
- *Sticky Note (whole group/teacher-led)*: Read and reread to students several paragraphs from an informational text on a class topic. Model how to identify the main topic and the focus of other paragraphs within the texts. During the rereading of a read-aloud of an informational text, use sticky notes or highlighter tape to mark the big ideas. Cover the heading and allow students to determine what the heading of the section could be based on the facts and main idea of the paragraph. Discuss how information not highlighted contains information about these big ideas but does not contain the most important ideas in the selection.
- *Sticky Note (independent reading)*: Allow students to work with others to select books and read several paragraphs from the text to identify the main topic of the text, as well as the focus of other paragraphs from the text that support the main topic. In order to be successful, students must have text on their independent reading level. Students read independently, marking with sticky notes any sections they desire to return to or discuss. These may be sections they understand and can explain, sections that need further clarification, or places for creating their own explanations, pictures, and diagrams.



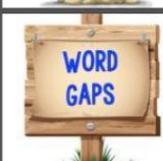
SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Explain the strategy get the GIST (reading to obtain an initial, preliminary sense of what a text is mostly about). Good readers look for the gist because it helps to keep track of early thinking about a text (Who?...did what...why?) in 20 words/2 sentences. Good readers make gist notes in the margins of the text and circle unfamiliar words or phrases. In narrative texts, good readers divide the text into smaller chunks of paragraphs to make it more manageable (bite size reading). Conduct a read aloud of a multi-paragraph text. After reading a chunk of a text, model using think aloud how to annotate a text for the gist in the margin. Think-Pair-Share: What was the gist of this section? What is your initial sense of what this part of the text was mostly about?” Emphasize that not every detail is noted in the gist. Remind students that good readers jot notes about the gist as a way to start making sense of the text. Allow students to annotate the remaining sections of the text. Circulate to observe which students are annotating and circling words. Check students’ annotations, guiding them toward short general statements of important events in the text. Prompt students as they work (What is your basic sense of what this chunk is mostly about?).

Section	Gist What is the “point” of this section? What does the author prove here?	Evidence What support does the author give? What did you find interesting?
1		
2		
3		
4		

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Notice and Note is a reading routine which provides students with look-fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author’s craft and meaning and determine theme or main idea of the text.
 - Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about a story you may not have noticed before. On your journey through a story, take the time to “notice and note” what the author wrote for you to find out! A story is more than just what a character is doing! Think about each question and discover possible answers. (*handouts in resource folder*)
(*Youtube reference: <https://goo.gl/BihKZM>*)

SIGNPOSTS	SIGNPOSTS
	<p>DEFINITION: THE AUTHOR SHOWS A DIFFERENCE BETWEEN WHAT YOU KNOW AND WHAT IS HAPPENING IN THE TEXT.</p> <p>QUESTION: WHAT IS THE DIFFERENCE AND WHY DOES IT MATTER?</p> <p>TEXT FOCUS: MAIN IDEAS, COMPARE AND CONTRAST, AUTHOR'S PURPOSE, INFERENCES, CAUSE AND EFFECT.</p>
	<p>DEFINITION: THE AUTHOR USES LANGUAGE THAT LEAVES NO DOUBT, EXAGGERATES, OR PUSHES THE LIMIT.</p> <p>QUESTION: WHY DID THE AUTHOR SAY IT LIKE THAT?</p> <p>TEXT FOCUS: AUTHOR'S PURPOSE, AUTHOR'S POINT-OF-VIEW, AUTHOR IS EXAGGERATING TO GUIDE YOUR THINKING ABOUT AN ISSUE.</p>
	<p>DEFINITION: THE AUTHOR USES SPECIFIC NUMBERS, NUMBER WORDS, OR AMOUNTS.</p> <p>QUESTION: WHY DID THE AUTHOR USE THOSE NUMBERS OR AMOUNTS?</p> <p>TEXT FOCUS: COME TO A CONCLUSION, MAKE A COMPARISON, SEE DETAILS, MAKE INFERENCES, FIND FACTS, RECOGNIZE EVIDENCE.</p>
	<p>DEFINITION: THE AUTHOR QUOTES A VOICE OF AUTHORITY, A PERSONAL PERSPECTIVE, OR CITES OTHER'S WORDS.</p> <p>QUESTION: WHY DID THE AUTHOR QUOTE OR CITE THIS PERSON?</p> <p>TEXT FOCUS: AUTHOR'S POINT-OF-VIEW, AUTHOR'S PURPOSE, AUTHOR'S BIAS, GAIN PERSPECTIVE, DISTINGUISH BETWEEN FACT AND OPINION.</p>
	<p>DEFINITION: THE AUTHOR USES A WORD OR PHRASE YOU DON'T KNOW.</p> <p>QUESTION: DO I KNOW THIS WORD FROM SOMEPLACE ELSE? IS IT TECHNICAL TALK FOR EXPERTS? CAN I FIND CLUES IN THE SENTENCE TO HELP ME UNDERSTAND THE WORD?</p> <p>TEXT FOCUS: LOOK UP THE WORD OR KEEP READING TO FIND MORE INFORMATION / CONTEXT CLUES.</p>

Assessment

Performance Task 5RI2:

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

Use Teacher Checklist for Performance Task 5RI2 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Instructional focus standard
<p><i>ELAGSE5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in a text.</i></p>

Learning Targets:

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

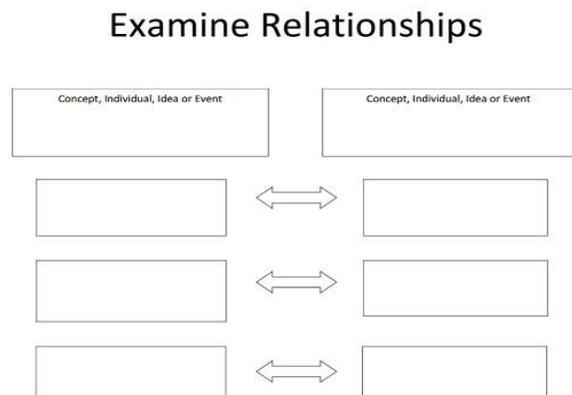
Key Terms:

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

Strategies:

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

- Prior to modeling examining relationships, ensure that students can pull out main ideas, details and make a summarization independently (i.e., annotation, sticky notes). In order to help students see the relationship between two or more individuals, events, ideas or concepts, model finding main ideas of this text and key details that support them and showing how these ideas, connect. Model posing questions
 - “Can you tell me the reasons why your group thinks.....?”



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- “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?
- “Can you tell me how these ideas, people, and events are the same?”
- “Can you tell me how they are different?” “Show me in the text.”
- “Think about these events.” “Tell me how they are connected.” (*handout in resource folder*)

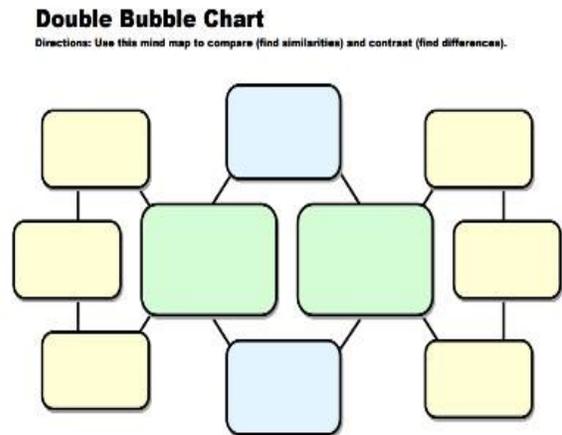
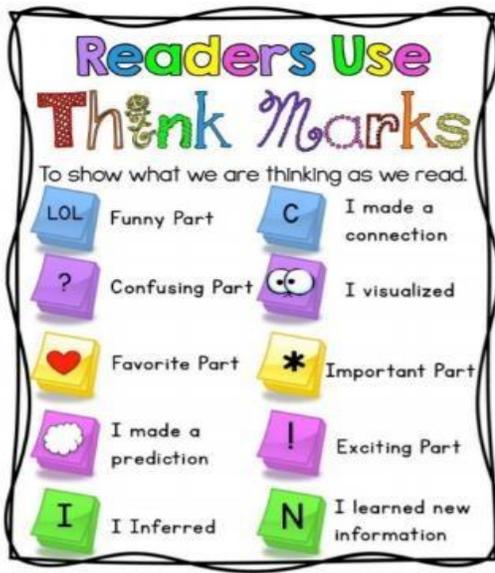
- Notice and Note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For fiction reading, the goal is for students to develop their own habit of stopping and rereading portions of the text to consider characters, plot, and author’s craft and meaning and determine theme or main idea of the text.

- Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about a story you may not have noticed before. On your journey through a story, take the time to “notice and note” what the author wrote for you to find out! A story is more than just what a character is doing! Think about each question and discover possible answers. (*handouts in resource folder*)
(*Youtube reference: <https://goo.gl/BihKZM>*)

SIGNPOSTS	SIGNPOSTS
	<p>DEFINITION: THE AUTHOR SHOWS A DIFFERENCE BETWEEN WHAT YOU KNOW AND WHAT IS HAPPENING IN THE TEXT.</p> <p>QUESTION: WHAT IS THE DIFFERENCE AND WHY DOES IT MATTER?</p> <p>TEXT FOCUS: MAIN IDEAS, COMPARE AND CONTRAST, AUTHOR'S PURPOSE, INFERENCE, CAUSE AND EFFECT.</p>
	<p>DEFINITION: THE AUTHOR USES LANGUAGE THAT LEAVES NO DOUBT, EXAGGERATES, OR PUSHES THE LIMIT.</p> <p>QUESTION: WHY DID THE AUTHOR SAY IT LIKE THAT?</p> <p>TEXT FOCUS: AUTHOR'S PURPOSE, AUTHOR'S POINT-OF-VIEW, AUTHOR IS EXAGGERATING TO GUIDE YOUR THINKING ABOUT AN ISSUE.</p>
	<p>DEFINITION: THE AUTHOR USES SPECIFIC NUMBERS, NUMBER WORDS, OR AMOUNTS.</p> <p>QUESTION: WHY DID THE AUTHOR USE THOSE NUMBERS OR AMOUNTS?</p> <p>TEXT FOCUS: COME TO A CONCLUSION, MAKE A COMPARISON, SEE DETAILS, MAKE INFERENCE, FIND FACTS, RECOGNIZE EVIDENCE.</p>
	<p>DEFINITION: THE AUTHOR QUOTES A VOICE OR AUTHORITY, A PERSONAL PERSPECTIVE, OR CITES OTHERS' WORDS.</p> <p>QUESTION: WHY DID THE AUTHOR QUOTE OR CITE THIS PERSON?</p> <p>TEXT FOCUS: AUTHOR'S POINT-OF-VIEW, AUTHOR'S PURPOSE, AUTHOR'S TACS, GAIN A PERSPECTIVE, DISTINGUISH BETWEEN FACT AND OPINION.</p>
	<p>DEFINITION: THE AUTHOR USES A WORD OR PHRASE YOU DON'T KNOW.</p> <p>QUESTION: DO I KNOW THIS WORD FROM SOMEPLACE ELSE? IS IT TECHNICAL TALK FOR EXPERTS? CAN I FIND CLUES IN THE SENTENCE TO HELP ME UNDERSTAND THE WORD?</p> <p>TEXT FOCUS: LOOK UP THE WORD OR KEEP READING TO FIND MORE INFORMATION / CONTEXT CLUES.</p>

- Model coding the text with annotations and/or sticky notes to help students keep track of thinking while they read. Students use a simple coding system to mark the text and record what they are thinking either in the margins or on sticky notes. Codes can be developed for the students or the students can create their own. (*handout in resource folder*)
- Model using a double bubble map or Venn diagram to document the similarities and differences that develop among basic text elements. The two large circles label the two individuals, events, ideas or concepts being compared. The four circles down the middle are for common traits/opinions. The circles on the right or left represent the differences between the two individuals, events, ideas or concepts. After the map is completed, students will be able to explain the relationships between them.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**



Assessment

Performance Task 5RI3:

Students will read an account of historical event, and then they will create a sequence chart with diagrams or pictures to show the sequence of events. Between the events they will explain the connection between them and answer the question: “What happened to cause the next event?”

Use Teacher Checklist for Performance Task 5RI3 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Instructional focus standard

ELAGSE5RI4: *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.*

Learning Targets:

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

Key Terms:

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

Strategies:

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

Roots We Know	Words with that root	What the whole word means
acu (sharp)	acute acupuncture accurate	→ short-term → procedures using needles → correct, to the point
ann/annu (yearly)	annual annuity anniversary	→ each year → fixed & paid each year → yearly celebration (ex. marriage)
flu/flux (flow)	fluid flush fluxuate reflux	→ flows easily, like water → clean, wash away → change back & forth → boil so water is vaporized then returned to stock
jac/ject (throw)	eject project dejected	→ force something out → extend outward, protrude → sad, depressed

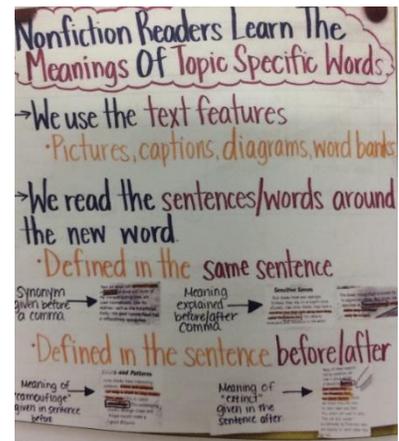
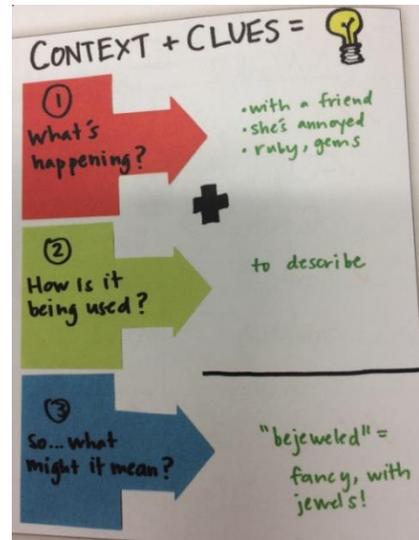
SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Explicitly teach using context strategies.
 - Context + Clues + Clarity - stop and say back what is happening. Think “How is this word being used?” List out clues that you have that relate to the word. Think “What might this word mean?”
 - It’s Right There in the Sentence – Authors of non-fiction often stick the definition of a challenging word right in the same sentence as the word itself appears. After finding a challenging word, look before and after the word to see if the word is defined. Seeing words like also, or, and this is called, or punctuation like commas or dashes, gives you a clue that the definition is right there!

- Using a graphic of a boat and an anchor, introduce the idea of how we must anchor new information with known information in our brains. Select a synonym or word closely related in meaning to the original. Think about the similarities between the words and several characteristics that both have in common. Record any unique characteristics of the target word that differentiate it from the anchor word and discuss circumstances that the words would not be interchangeable. Discuss any background knowledge students may have with either word.

- Four Square Vocabulary Grid. Make a four square grid with the vocabulary word and a picture, if it will assist students, in the upper left, definition or meaning in lower left, “what it makes me think of”...in the upper right and the opposite of the vocabulary term in the lower right.

- Have students create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same.



Assessment

Performance Task 5RI4:

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

Use Teacher Checklist for Performance Task 5RI4 to record mastery (teacher resource folder)

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RI5: *Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.*

Learning Targets:

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

Key Terms:

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

Strategies:

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

- Signal Words. The signal words that describe each type of structure are as follows:
 - Cause and Effect: since, hence, because, made, for this reason, consequently, on that account.
 - Chronology: first, second, third, before, after, when, later, until, at, last, next.
 - Compare and contrast: similar, different, on the other hand, but, however, bigger than and smaller than, in the same way.
 - Problem and solution: problem, solution, dilemma, if and then, puzzling.

Teaching students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- As students plan/execute the retell, discuss in small groups what evidence of text structure is apparent. Instruct students that there are types of informational texts and that choosing which type of text assists in comprehending the material read. Teach students to find these words helps them identify the type of text structure and the reading strategies that will assist them in comprehension. Provide several different texts such as magazines or online articles for students to find examples of each of the structures listed in the standard. (*handout in resource folder*).

Structure	Defined	Clues	Visual	Example
Description	Text provides details or characteristics of something.	Adjectives Characteristics Examples Mental Image		Ice cream is a frozen, sugary, sweet delicacy. The treat comes in flavors like vanilla.
Compare + Contrast	The text talks about similarities and differences between people, places, things, etc.	Same/Different Both/neither In contrast on the other hand		Although both ice cream and vanilla are food, ice cream is less healthy and eaten as dessert. Vanilla, however, is a safe drink as a cream.
Order + Sequence	The text outlines chronological events or a list of steps in a procedure.	Order of events History Instructions Steps Signal Words		What delicious ice cream? First, scoop it into a bowl. Then top it with sprinkles. Finally, grab a spoon and enjoy!
Problem + Solution	The text gives information about a problem and explains one or more solutions.	Problem Solution		If your ice cream melts before you finish it, put it back into the freezer.
Cause + Effect	The text describes an event (cause) and the effects that follow.	Cause Effect if/then because as a result due to		If melted ice cream gets on your hand, your skin will be sticky.

- Each of these types can be taught as a strategy along with the Sentence Frames listed below.
 - Descriptive: describes what something is.
 - Sequence: describes how to make or do something. Signal words are first, second, next, then, finally.
 - Cause/Effect: describes why something happens. Signal words are because, then, so, therefore, for this reason, results, since, effects, in order, consequences, thus.
 - Problem/Solution: describes a problem or offers a solution to a problem.
 - Compare/Contrast: describes how two items/concepts might be alike or different. Signal words are same, similar, although, however, on the other hand, but, yet, rather than, instead of.
- Utilize samples of the following sentence frames after reading to assist students in looking at signal words from a selected text and summarizing/connecting the information.
 - Definition/Description: A ____ is a kind of ____ that ____.
 - Sequence: First ____ then ____, and finally ____.
 - Cause/Effect: ____ happens because ____.
 - Problem/Solution: ____ needs ____ but ____ so ____.
 - Compare and Contrast: (a) ____ and (b) ____ are alike in that they both ____; however, (a) ____ while (b) ____.
 - Categorizing: ____ is ____; for instance, _____. ____ is another example.
- Conduct teacher read-aloud/think-aloud to notice signal words and phrases that would identify logical connections between sentences and paragraphs. Provide graphic organizers to identify logical connections between sentences and paragraphs.
- Students create a chart with cause at the top of one column and effect on the other. As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.
- Present students with an invalid cause and effect. They will then explain why it is an invalid effect relating to the cause and create a valid effect.

Assessment

Performance Task 5RI5:

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

Use Teacher Checklist for Performance Task 5RI5 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Learning Targets:

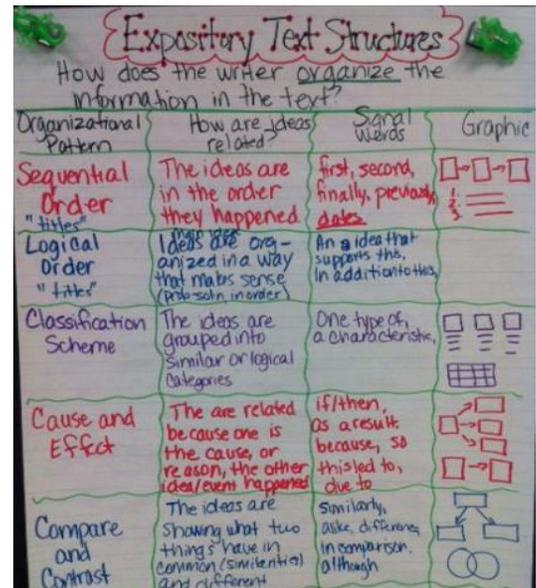
- I CAN continue to learn more about informational texts such as newspapers
- I CAN make it my practice to try to read about a particular topic from more than one source before forming an opinion or taking a position about the information
- I CAN recognize that accounts of the same event will vary a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

Key Terms:

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

Strategies:

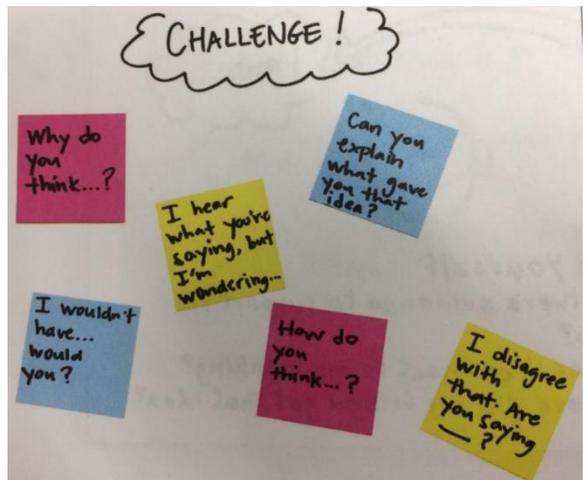
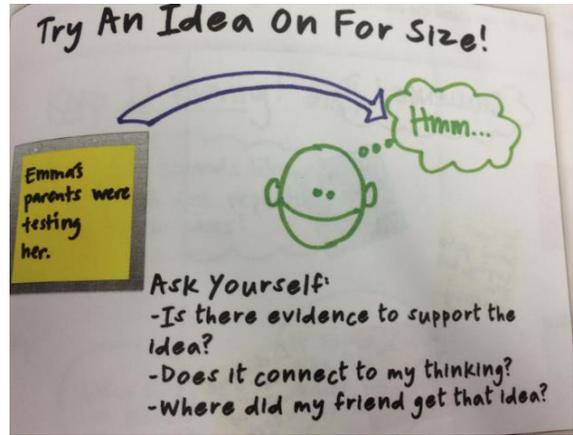
- Assign students the task of viewing nightly news and taking notes; students can watch multiple channels comparing coverage of a particular event and can also read newspapers together after viewing to compare paper vs. televised news
- Use historical texts that provide varying accounts of historical events (perspective, attitude)
- Proactively choose texts within a thematic unit that illustrate the manipulation of point of view (bias) in informational texts
- Compare and contrast multiple accounts of the same event or topic with students
- Expository (nonfiction) text can be made up of at least six different structures. These structures are: cause and effect; compare and contrast, time sequence, problem/solution, definition/description, and enumeration or steps to accomplish something. The learning of each of the structures can be enhanced through the use of graphic organizers.
- After reading several texts about the same topic, compare and contrast the different points of view that are represented in each text. Using a graphic organizer such as a compare and contrast map from www.readwritethink.org, model using think aloud and gradual release, to allow whole group, small group and finally individuals to note the similarities and differences in the points of view that are represented from a particular time period or concept.



- Using newspaper articles, television clips or internet clips from a recent news event, compare descriptions of the event from the reporter and from the actual participants of the event. Students will make a graphic organizer with the differences in information and focus. They can also speculate on the reasons for the differences.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Allow students to hold a forum to discuss differing portrayals of a common story, as it is told from multiple points of view in a text.
- Provide practice for developing ideas, challenging and building on others thinking through focused discussion opportunities.
 - Try an Idea on for Size – When you hear or read you may find that another person’s idea is very different from your own. Stop and consider, “What evidence is there in the text to support that idea?” Try on the idea and see if you can back it up. Doing this may give a new perspective and may help to grow original thinking. Prompts: Go back in the text and see if you can find some proof. Think about how it goes with the idea you just said. Say to yourself “one place in the text that goes with that ideas is...” “That idea is similar to mine because...” “What did they mean by that?”
 - Challenge Questions – model asking questions of authors, characters, or those you are having a discussion with to develop conversation. Think about thigs you may not agree with and begin a professional challenge. Think of a question you can ask to dig deeper into the other perspective. Use stems like “I disagree because...” “I wouldn’t have done what _____ did when....” “Why do you think the author feels that way?”
- Consider resources such as
 - NewsELA <https://newsela.com/>
 - Library of Congress Teaching (<http://www.loc.gov/teachers/tps/>)
 - DOGO News <https://www.dogonews.com/>



Assessment

Performance Task 5R16:

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

Use Teacher Checklist for Performance Task 5R16 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Instructional focus standard
ELAGSE5RI7: <i>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.</i>

Learning Targets:

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

Key Terms:

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

Strategies:

- Provide frequent opportunities for students to analyze texts in various formats
- Encourage students to gather information from more than one type of source/media in research or analysis projects in order to compare the validity and accuracy of information
- Encourage students to think about the impact of various mediums on the messages they receive (for example, how print advertisements differ from television advertisements for the same product)
- Demonstrate the skill of extracting valid information from a variety of sources in order to answer questions and solve problems efficiently
- Instruct students how to find information on a website by looking at the text structure of the site. Allow students to investigate or make a short probe into similar topic based websites or texts by completing a web search. Complete one form for each text and then conduct a whole group discussion regarding what features or ideas help locate answers quickly.
- Model using reflective questions to encourage students to think carefully about material and to process information in new ways. Examples of reflective questions, adapted from King (1992) are provided below.
 - What is the main idea of _____ ?

Name of website or text: _____

Topic investigation: _____

Guiding questions about text or site:

What is the main purpose? _____

What features does the text or site offer? (Photos, graphs, maps, diagrams, links to other sites, folder options)

What are some facts learned about the topic? _____

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- What is the meaning of _____ ?
 - What is a new example of _____ ?
 - Explain why or how _____ ?
 - What conclusions can be drawn from _____ ?
 - What is the difference between _____ and _____ ?
 - How are _____ and _____ similar?
 - What are the strengths and weaknesses of _____ ?
 - What is the best _____ and why?
 - This idea is important because _____.
- Consider resources such as
 - NewsELA <https://newsela.com/>
 - Library of Congress Teaching (<http://www.loc.gov/teachers/tps/>)
 - DOGO News <https://www.dogonews.com/>

Assessment

Performance Task 5RI7:

Provide groups of students with an open ended math challenge requiring some research information, such as the temperature of the sun, or inches in a mile. Allow each student group equal access to the same resources, such as science text books, the Internet, and science magazines. Let them work to gather the information and solve the challenge. Create the list so that the information must be found in a variety of print and digital sources. Encourage students to cite their sources accurately.

Use Teacher Checklist for Performance Task 5RI7 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RI8: *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*

Learning Targets:

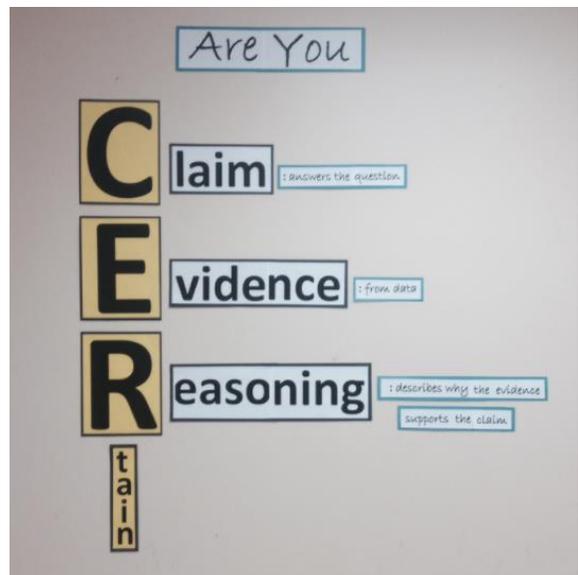
- I CAN when taking notes on texts that make a claim, organize my information in terms of claim and support
- I CAN make it a practice to support all of my own claims, both in school and in life, with solid evidence (employ the RACE strategy when appropriate)
- I CAN require evidence from people who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

Key Terms:

Claim Reasoning Evidence Support Valid Logic

Strategies:

- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Encourage students to explore and understand the basic and most-frequently-used types of persuasive techniques, identifying them in debates, ads, and other texts and practicing constructing them as well
- Encourage students to produce valid evidence for claims in all texts and discussion, both formal and informal
- Practice using a variety of graphic organizers to provide evidence to support particular points in a text, making sure that specific evidence supports a specific point. Label a two column chart with facts and inferences. Teacher selects certain facts from a text students read and small groups decide what evidence in the text supports the facts. Ideas are placed under the inferences column. Continue modeling this strategy until individuals can complete it on their own. Another suggestion is to provide pictures from an unfamiliar topic such as the Dust Bowl. Students infer what time period the pictures are from as well as what individuals are doing and feeling based on the photos. The teacher names the picture or provide a description of it on the left side and record their evidence on the right column labeled inference.
- Label each column with Background Knowledge, Text Clues, and Inference. Before reading, students record what knowledge they may have on a particular topic that the teacher has selected such as



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

astronomy. Students place facts from the text that add to their background knowledge in the second column and record how that new information has changed their thinking in the third column.

- Primarily used with nonfiction text, questioning the author QtA lets students critique the author’s writing and in doing so engage with the text to create a deeper meaning. To introduce the strategy, display a short passage that has an author make a claim. Model how you think through the passage for your students, looking for evidence and reasons to support the claim. Ask the following questions after looking for evidence:
 - What is the claim(s) the author makes?
 - How many pieces of evidence can you find in the text to support the claim(s)
 - Is that enough evidence to substantiate the claim(s)?

Invite individual students or small groups to read and work through a different passage and follow the same procedure. Remember that your role as the teacher during this strategy is to facilitate the discussion, not lead it. When a student or group asks questions that remain unanswered, try to restate them and encourage students to work to determine the answer.

- Notice and Note is a reading routine which provides students with look fors as they are reading and encourages them to reread a portion of a text to answer a question about the meaning of the text. Introduce the Notice and Note Signpost. Model using think aloud the notice and note strategy. As students are reading and they notice one of the signposts, prompt them to stop and ask the provided question for the signpost. For nonfiction reading, the goal is for students to be able to think about three essential questions: (1) What surprised me? (2) What does the author think I already know? and (3) What challenged, changed, or confirmed what I already know?
 - Tell students that the signposts were designed to help you figure out how to think about a text. If you will take the time to slow down and notice them, like the signs on a road trip, you will discover all sorts of things about the text you may not have noticed before. On your journey through a text, take the time to “notice and note” what the author wrote for you to find out! Think about each question and discover possible answers.
(handouts in resource folder)
(Youtube reference: <https://qoo.gl/BihKZM>)

SIGNPOSTS	SIGNPOSTS
	<p>DEFINITION: THE AUTHOR SHOWS A DIFFERENCE BETWEEN WHAT YOU KNOW AND WHAT IS HAPPENING IN THE TEXT.</p> <p>QUESTION: WHAT IS THE DIFFERENCE AND WHY DOES IT MATTER?</p> <p>TEXT FOCUS: MAIN IDEAS, COMPARE AND CONTRAST, AUTHOR'S PURPOSE, INFERENCE, CAUSE AND EFFECT.</p>
	<p>DEFINITION: THE AUTHOR USES LANGUAGE THAT LEAVES NO DOUBT, EXAGGERATES, OR PUSHES THE LIMIT.</p> <p>QUESTION: WHY DID THE AUTHOR SAY IT LIKE THAT?</p> <p>TEXT FOCUS: AUTHOR'S PURPOSE, AUTHOR'S POINT-OF-VIEW, AUTHOR IS EXAGGERATING TO GUIDE YOUR THINKING ABOUT AN ISSUE.</p>
	<p>DEFINITION: THE AUTHOR USES SPECIFIC NUMBERS, NUMBER WORDS, OR AMOUNTS.</p> <p>QUESTION: WHY DID THE AUTHOR USE THOSE NUMBERS OR AMOUNTS?</p> <p>TEXT FOCUS: COME TO A CONCLUSION, MAKE A COMPARISON, SEE DETAILS, MAKE INFERENCE, TWO FACTS, RECOGNIZE EVIDENCE.</p>
	<p>DEFINITION: THE AUTHOR QUOTES A VOICE OF AUTHORITY, A PERSONAL PERSPECTIVE, OR CITES OTHER'S WORDS.</p> <p>QUESTION: WHY DID THE AUTHOR QUOTE OR CITE THIS PERSON?</p> <p>TEXT FOCUS: AUTHOR'S POINT-OF-VIEW, AUTHOR'S PURPOSE, AUTHOR'S BIAS, GAIN A PERSPECTIVE, DISTINGUISH BETWEEN FACT AND OPINION.</p>
	<p>DEFINITION: THE AUTHOR USES A WORD OR PHRASE YOU DON'T KNOW.</p> <p>QUESTION: DO I KNOW THIS WORD FROM SOMEPLACE ELSE? IS IT TECHNICAL TALK FOR EXPERTS? CAN I FIND CLUES IN THE SENTENCE TO HELP ME UNDERSTAND THE WORD?</p> <p>TEXT FOCUS: LOOK UP THE WORD OR KEEP READING TO FIND MORE INFORMATION / CONTEXT CLUES.</p>

Assessment

Performance Task 5R18:

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

Use Teacher Checklist for Performance Task 5R18 to record mastery (teacher resource folder).

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Instructional focus standard

ELAGSE5RI9: *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.*

Learning Targets:

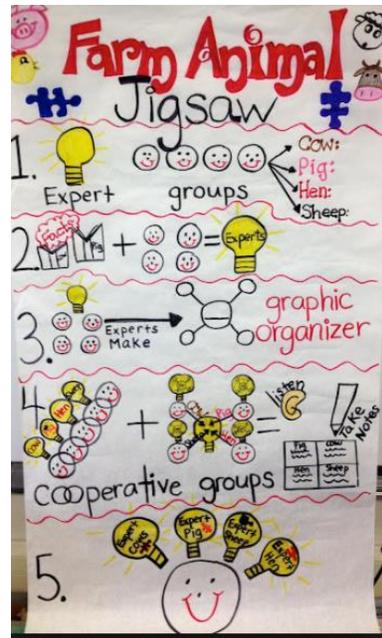
- I CAN read a wide variety of texts to build background knowledge
- I CAN research topics that appeal to you
- I CAN make it a habit to check multiple sources before arriving at a conclusion on a subject
- I CAN do not rely only on the internet for your information

Key Terms:

Integrate Synthesize Topic Point Of View Citation

Strategies:

- Integrate short and extended research opportunities into your thematic units that require students to integrate information from multiple sources
- Provide writing opportunities that require students to synthesize information from multiple sources into a coherent thesis
- Discuss the verbiage of the standard with your students; explore the meaning of true “integration” of information
- Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize on one aspect of a topic. For example, one group studies habitats of rainforest animals from one text, another group studies habitats of rainforest animals from a different text.
 - After reading the material, students meet with members from other groups who are assigned the same text and return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's “puzzle” and when they work together as a whole, they create the complete jigsaw puzzle.
 - At this point, students can jigsaw with a group that specialized in a different text. Students can retrieve information from the other text.
 - Students will take information from both text and write or speak about it.



SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

- Model using think aloud how to complete a [blank I-chart](#). Allow students to engage in forming questions about the topic for the inquiry chart. These are placed at the top of each individual column. The rows are for recording any information students already know and the key ideas pulled from several different sources of information. The last row gives students the opportunity to pull together the ideas into a general summary. Teachers may ask students to resolve competing ideas found in the separate sources or develop new questions to explore based on any conflicting or incomplete information. In 1-2 sentences allow students to summarize each column in groups and present their findings as exit ticket presentations (i.e., power point, brochure, reader’s theater).

The image shows a template for an Inquiry Chart (I-Chart). It has a title 'Inquiry Chart (I-Chart)' in a red box at the top left and the 'readwritethink' logo at the top right. Below the title is a line for 'Topic:'. The main part of the chart is a table with 7 columns and 5 rows. The columns are labeled 'Question 1', 'Question 2', 'Question 3', 'Question 4', 'Other Interesting Facts', and 'New Questions'. The rows are labeled 'Source 1', 'Source 2', 'Source 3', and 'Summary'.

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
Source 1						
Source 2						
Source 3						
Summary						

- Consider resources such as
 - NewsELA <https://newsela.com/>
 - Library of Congress Teaching (<http://www.loc.gov/teachers/tps/>)
 - DOGO News <https://www.dogonews.com/>

Assessments

Performance Task 5RI9:

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

Use Teacher Checklist for Performance Task 5RI9 to record mastery (teacher resource folder).

WRITING WORKSHOP – 35-50 min.

Instructional focus standard, ongoing

WRITING (W)

Text Types and Purposes

ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons

ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

LANGUAGE (L)

Conventions of Standard English

ELAGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.
- c. Use verb tense and aspect to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense and aspect.*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

ELAGSE5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.*
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • **GRADE 5**

Traits Writing and Conventions

Writing Standards Assessments (End of Each Unit): Assess Unit Project using Traits Scoring Guides and District Writing Rubrics.

Students will develop a writing project during each Unit using the focus mode indicated for each. The chart below lists project ideas. Consider using Science and Social Studies content to provide topics and using technology in the creation of student writing.

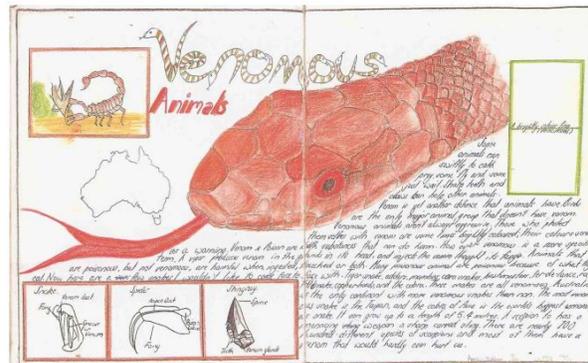
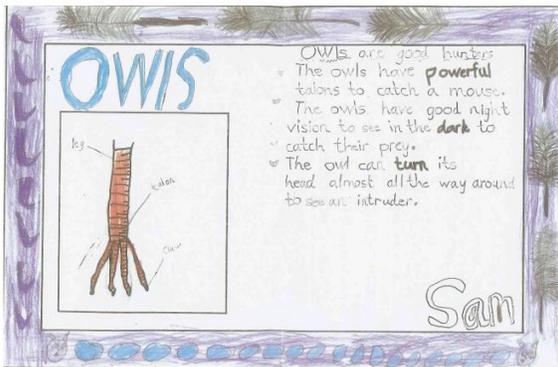
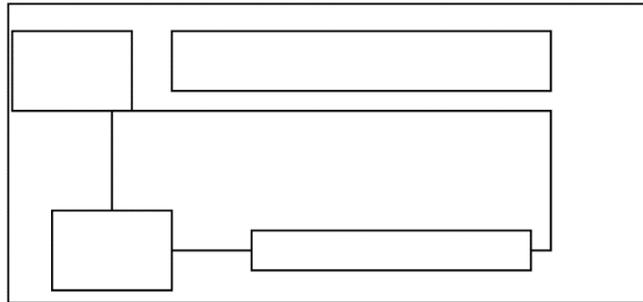
Unit Projects: Formats to Consider			
Narrative			
- Historical account	- Skit	- Biographical sketch	- Screenplay
- Journal entries	- Personal essay	- Blog entries	- Song lyrics
- Short story	- Autobiographical sketch	- Myth or legend	- Science fiction story
Informational / Expository			
- Letter	- Magazine article	- Web page	- Blog entries
- Guidebook	- News story	- Board game instructions	- Recipe
- How-to manual	- Research report	- Test questions	- directions
Opinion / Persuasive			
- Advertisement	- Speech	- Public service announcement	- Consumer guide or report
- Award nomination	- Review	- Commercial	- Letter of appreciation or complaint
- Editorial	- Debate outline/notes	- Contest entry	

Traits Implementation Guide, pg 57

Sample Informational Project – 2-page Spread

Investigate the topic you chose from our current science unit and use what you learn to create a 2-page spread like the ones the author and illustrator created in our mentor text. Your spread should include:

- Two-page layout
- Title
- Illustration
- Diagram with labels
- Captions
- Headings
- Bold Face Type
- Text Boxes with Key Information
- Citations



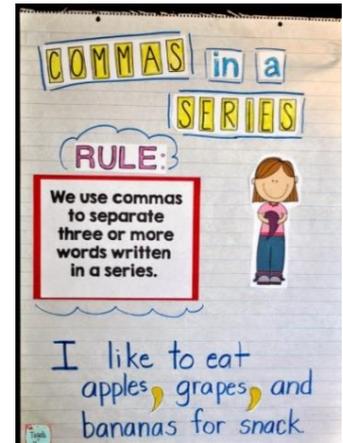
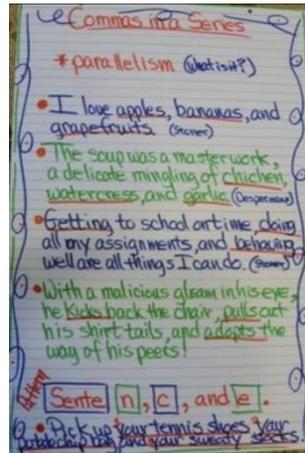
- Linda Hoyt, Scholastic Conventions and Craft

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

Notes for Language Standards/Conventions: Focus Language Standards/Conventions listed are included as guide for introduction, then practice, based on the activities listed in the Units. Provide direct instruction using mentor sentences to ‘Write a Rule’ with students during the Reality Checks (introduced in Unit 1 – see below), then follow-up with contextual practice opportunities, application, and feedback during the Unit. Assess during the next Reality Check.

To introduce Language Conventions using mentor sentences:

1. Provide a sample sentence demonstrating the convention from a mentor text. (See a video exploring commas in a series here: <https://www.stenhouse.com/content/editing-invitations-video>) You will want to reinforce and refine the rule by providing several examples over several days and in the coming weeks.
2. Work with students to ‘Write a Rule’ for the convention and create an anchor chart. Keep the anchor chart displayed during this focus time.
3. Provide opportunities for practice. For instance, ask students to create a list, then rewrite the list as a sentence punctuating with commas in series.
4. Invite students to practice the rule with their own writing and to find examples in their own books during reading. Provide an opportunity for students to share examples they find, i.e., copy examples on post-its and add to a class display.



A lesson may sound like this

"I want to write about how quiet it was when I was walking in the woods. I could say: *I went walking in the woods. It was quiet.* That is okay, but I'm going to challenge myself to use exclamation points, a comma, and an ellipsis to make it more interesting. Watch as I write . . ."

Shhh! Listen As my feet crunch softly on the gravel path, the sound seems huge. It is so quiet in the forest that my footsteps sound loud!

"Partners, put your heads together. Why is this better than *I went walking in the woods. It was quiet?*"

Linda Hoyt, *Scholastic Conventions and Craft*

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

QUARTER 1

<p>Weeks 1-5 Unit 1 Getting Started</p>	<ul style="list-style-type: none"> • Establish rituals and routines for Student Journals/Notebooks and Portfolios • BOY Benchmark paper (see pg 69) • Weekly Focus – <ul style="list-style-type: none"> ○ Week 1: Writing Process / <i>Hewitt Anderson’s Great Big Life</i> ○ Week 2: Prewriting / <i>John, Paul, George & Ben</i> ○ Week 3: Drafting / <i>Tsunami</i> ○ Week 4: Revising / <i>Bud, Not Buddy</i> ○ Week 5: Editing / <i>My Rotten Redheaded Older Brother</i> • Establish language of the Traits to talk about writing • Establish ritual and routines of Writers Workshop including time for writing, expectations, how to confer with a partner, managing supplies, etc. • Weeks 2-4 - Direction instruction using mentor sentences with the standard listed. Provide examples of the convention and work with students ‘Write a Rule’, creating an anchor chart for reference. During the unit, students will apply rule to their own writing and locate examples found during independent reading. Allow students to share found examples on a class chart. ELAGGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Assess prepositions week 4 • Week 5 Direct Instruction using mentor sentences to create rule for commas in a series: ELAGS5L2a Use punctuation to separate items in a series. • Optional: Introduce and begin writing Unit 2 Project – Informational Writing • GMAS Writing Benchmark (See ACORN / Assessment Folder)
<p>Weeks 6-8 Unit 2 Informational/ Expository</p>	<p>Ideas: Finding a Topic Organization: Creating the Lead Voice: Establishing a Tone ELAGS5L2a Use punctuation to separate items in a series.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>Doodle 4 Google / How Big Is It? / Achoo</i>), Author’s video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to daily work on project during Independent Writing daily</p>
<p>Week 9 Reality Check 1</p>	<ul style="list-style-type: none"> • Assess Unit 2 projects using the Traits Scoring Guides for Ideas, Organization, and Voice, element A (pg 348-350) and/or District Informational Rubric • Provide individual feedback in Student conferencing/Small group • Introduce Narrative Writing and assign unit project for Unit 3 (pg. 106-107) • Assess convention standard (commas in a series). • Direct Instruction using mentor sentences to create rules for verbs and begin exploring sentence structures: ELAGGSE5L1c - Use verb tense and aspect to convey various times, sequences, states, and conditions. ELAGSE5L3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • GMAS Writing preparation practice (see ACORN Assessment Folder)

QUARTER 2

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

<p>Weeks 1-3 Unit 3 Narrative</p>	<p>Word Choice: Applying Strong Verbs Sentence Fluency: Crafting Well-built Sentences Ideas: Focusing on the Topic ELAGGSE5L1c - Use verb tense and aspect to convey various times, sequences, states, and conditions. ELAGSE5L3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <ul style="list-style-type: none"> Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) Wednesday – Differentiated Small Groups Thursday – Mentor Text (<i>Brave as a Mountain Lion / Crow Call / Lincoln’s Lincoln</i>), Author’s video, application Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to project during Independent Writing daily</p>
<p>Week 4 Reality Check 2</p>	<ul style="list-style-type: none"> Assess Unit 3 projects using the Traits Scoring Guides for Word Choice and Sentence Fluency, element A, and Ideas, element B (pg 348-350) and/or District Narrative Rubric Provide individual feedback in Student conferencing/Small group Introduce Opinion Writing and assign unit project for Unit 3 (pg. 144-145) Assess convention standards Direct Instruction using mentor sentences to create rules for interjections and add to previous learning about using commas: <ul style="list-style-type: none"> ELAGGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ELAGSE5L2b. Use a comma to separate an introductory element from the rest of the sentence. ELAGSE5L2c. 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?). GMAS Writing preparation practice (see ACORN Assessment Folder)
<p>Weeks 5-7 Unit 4 Opinion</p>	<p>Organization: Using Sequence Words and Transition Words Voice: Conveying the Purpose Word Choice: Striking Words and Phrases ELAGGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ELAGSE5L2b. Use a comma to separate an introductory element from the rest of the sentence. ELAGSE5L2c. 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?).</p> <ul style="list-style-type: none"> Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) Wednesday – Differentiated Small Groups Thursday – Mentor Text (<i>Eats Shoots and Leaves / Many Rides of Paul Revere / Puffins Cereal Box</i>), Author’s video, application Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to project during Independent Writing</p>
<p>Week 8 Reality Check 3</p>	<ul style="list-style-type: none"> Assess Unit 4 projects using the Traits Scoring Guides for Organization, Voice, and Word Choice element B (pg 348-350) and/or District Opinion Rubric Provide individual feedback in Student conferencing/Small group Review Informational Writing and assign unit project for Unit 5 (pg. 182-183) Assess convention standards (interjections, using commas to set off phrases) Direct Instruction using mentor sentences to create rules for conjunctions and continue exploring sentence structures: <ul style="list-style-type: none"> ELAGGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ELAGGSE5L1e. Use correlative conjunctions (e.g., either/or, neither/nor). ELAGSE5L3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. GMAS Writing preparation practice (see ACORN Assessment Folder) Select MOY writing sample from student portfolio

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

QUARTER 3

<p>Weeks 1-3 Unit 5 Informational</p>	<p>Sentence Fluency: Varying Sentence Types Ideas: Developing the Topic Organization: Structuring the Body ELAGGSE5L1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. ELAGGSE5L1e. Use correlative conjunctions (e.g., either/or, neither/nor). ELAGGSE5L3a - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>X-treme X-ray / Animal Secrets / Airline Safety card</i>), Author’s video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to project during Independent Writing daily</p>
<p>Week 4 Reality Check 4</p>	<ul style="list-style-type: none"> • Assess Unit 5 projects using the Traits Scoring Guides for Sentence Fluency, element B, Ideas and Organization, element C (pg 348-350) and/or District Informational Rubric • Provide individual feedback in Student conferencing/Small group • Review Narrative Writing and assign unit project for Unit 6 (pg. 220-221) • Assess convention standards (conjunctions, combining sentences). • Direct Instruction using mentor sentences to return to and create rules for verbs: ELAGGSE5L1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects ELAGGSE5L1d. Recognize and correct inappropriate shifts in verb tense and aspect • GMAS Writing preparation practice (see ACORN Assessment Folder)
<p>Weeks 5-7 Unit 6 Narrative</p>	<p>Voice: Creating a Connection to the Audience Word Choice: Creating a Connection to the Audience Sentence Fluency: Capturing Smooth and Rhythmic Flow ELAGGSE5L1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects ELAGGSE5L1d. Recognize and correct inappropriate shifts in verb tense and aspect</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>J. Peterman Catalog Description / Becoming Naomi Leon / Eight Days</i>), Author’s video, application • Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to project during Independent Writing daily</p>
<p>Week 8 Reality Check 5</p>	<ul style="list-style-type: none"> • Assess Unit 6 projects using the Traits Scoring Guides for Voice and Word Choice, element C, Sentence Fluency, element D (pg 348-350) and/or District Narrative Rubric • Provide individual feedback in Student conferencing/Small group • Review Opinion Writing and assign unit project for Unit 7 (pg. 258-259) • Assess convention standards (verb tenses) • Review and revisit convention standards as needed. • GMAS Writing preparation practice (see ACORN Assessment Folder)
<p>Weeks 1-2 Unit 7 Opinion</p>	<p>Ideas: Using Details Organization: Ending with a Sense of Resolution Voice: Taking Risks to create voice Review Conventions as needed based on student data.</p> <ul style="list-style-type: none"> • Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice • Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) • Wednesday – Differentiated Small Groups • Thursday – Mentor Text (<i>Splash Country Brochure / Common Ground</i>), Author’s video, application

SCCPSS • BALANCED LITERACY
Teacher Guidance Notes • GRADE 5

	<ul style="list-style-type: none"> Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to project during Independent Writing daily</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

QUARTER 4

Week 3 Unit 7 Opinion	<p>Ideas: Using Details Organization: Ending with a Sense of Resolution Voice: Taking Risks to create voice</p> <p>Review Conventions as needed based on student data.</p> <ul style="list-style-type: none"> Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) Wednesday – Differentiated Small Groups Thursday – Mentor Text (<i>LaRue for Mayor</i>), Author’s video, application Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to project during Independent Writing daily</p>
Week 4 Reality Check 6	<ul style="list-style-type: none"> Assess Unit 7 projects using the Traits Scoring Guides for Ideas, Organization, and Voice, element D (pg 348-350) and/or District Opinion Rubric Provide individual feedback in Student conferencing/Small group Review Informational Writing and assign unit project for Unit 8 (pg. 296-297) Assess convention standards Review and revisit convention standards as needed. GMAS Writing preparation practice (see ACORN Assessment Folder)
Weeks 5-7 Unit 8 Informational	<p>Word Choice: Using Details Organization: Ending with a Sense of Resolution All Traits - Informational</p> <p>Review Conventions as needed based on student data. End of Year Benchmark paper</p> <ul style="list-style-type: none"> Monday – Focus Lesson (Trait), Benchmark Paper, Independent Practice Tuesday – Warm Up (<i>Trait</i>); Conventions (use focus standard for the unit) Wednesday – Differentiated Small Groups Thursday – Mentor Text (<i>Mancala game brochure / Duke Ellington / Puppies, Dogs, and Blue Northers</i>), Author’s video, application Friday – Student Conference and Feedback <p style="text-align: center;">Apply learning to project during Independent Writing daily</p>
Weeks 8-9 Unit 9	<p>Wrapping Up the Year</p> <ul style="list-style-type: none"> Assess Unit 8 project and paper using the Traits Scoring Guides for Word Choice, and Organization, element D, and All Traits (pg 348-350) and/or District Informational Rubrics Reflection Writing Folder/Portfolio Wrap-Up Student Presentations