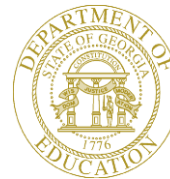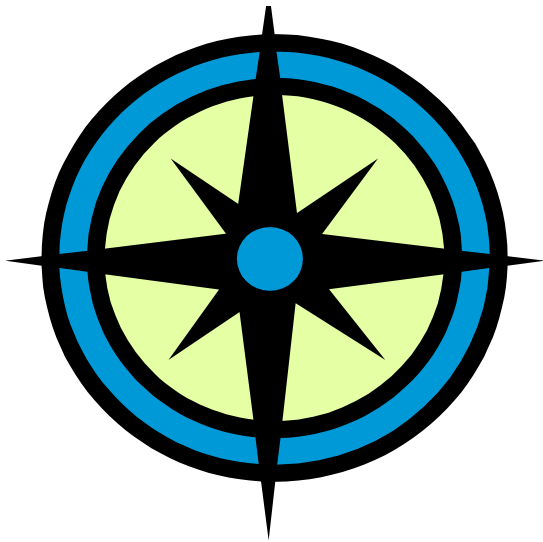# TEACHER GUIDANCE

FOR TEACHING THE COMMON CORE GEORGIA PERFORMANCE STANDARDS

Grade Five

Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

CCGPS TEACHER GUIDANCE:

*Skills, concepts, strategies, tasks,
and recommended vocabulary*

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills/Concepts for Students:
- Read attentively for understanding
- Support all claims and inferences about a text with specific evidence
- Begin the practice of annotating texts as you read (annotating means keeping notes of important information)
- Paraphrase and summarize as necessary to aid comprehension
- Use quotations from the text in your essays and punctuate them properly

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide adequate opportunities for students to engage with challenging texts from multiple genres
- Model effective note-taking and annotation
- Require evidence for all claims, inferences, and theses about text
- Provide opportunities to practice quotation punctuation and expect direct quotation in essays

Sample Task for Integration:
Using a text under consideration by the class create a chart with 5 or 10 direct quotes from a character or characters. Students will paraphrase the quote in the second column, and attempt to make an inference from it in the third column. For example

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

Recommended Vocabulary for Teaching and Learning:

Quote	Quotation Punctuation	Annotation	Explicit	Implicit	Inference	Literary
Informational	Fiction	Non-Fiction				

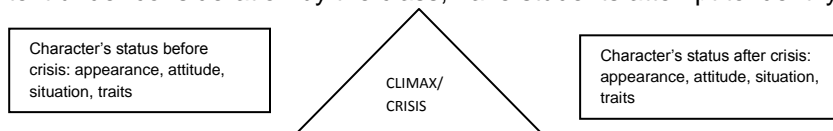|	**Grade 5 CCGPS**
	Reading Literary (RL)
	ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Skills/Concepts for Students:
- Read attentively for understanding
- Use strategies you have learned to attempt to identify the author's purpose or theme in all important texts that you read (for example consider character at the beginning of a story, then identify the crisis or climax of the story, and consider in what ways the character has changed after that crisis)
- Practice this skill across all types of texts, including novels, plays, newspaper articles, poems, etc.
- Apply knowledge of the concept that theme refers to the overall lesson about life or the world that the author wishes to impart
- Practice summarizing what you have read without adding your own opinion to the summary
- Understand the difference between summary and paraphrase

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL2 (see above)
- Provide explicit instruction on the concept of theme, main idea, and author's purpose
- Model strategies for determining theme across various genres
- Include poetry and use strategies such as TPCASTT or SIFT (see internet if unfamiliar) to help explicate poetry and determine theme
- Provide students with opportunities to summarize and paraphrase, noting the difference in these two skills; scaffold students in removing their own subtle biases from summaries (for example, "Sally made a good decision in Chapter 3 to stay home from the party," should be "Sally made the decision in Chapter 3 to stay home from the party).

Sample Task for Integration:
Using a text under consideration by the class, have students attempt to identify theme using the following method:

Character's status before crisis: appearance, attitude, situation, traits	CLIMAX/ CRISIS	Character's status after crisis: appearance, attitude, situation, traits

Recommended Vocabulary for Teaching and Learning:

Theme	Main Idea	Drama	Poetry	Summarize
Character	Protagonist	Paraphrase	Speaker	Point of View
Purpose	Audience			

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL3: 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).

Skills/Concepts for Students:
- Begin to look beyond the facts of a text to the ways that various parts of it fit together and enhance each other
- Annotate as you read noting interactions that you notice; make predictions about how you think things will work out
- Think about your own developing tastes and preferences in literature as you compare texts
- Include elements of characterization that you notice in your annotations (for example, the character of Drew always wears black clothing; can the author be hinting that Drew will be the bad guy?)
- Read independently in addition to what you are assigned in class; the more books you've read the more sophisticated your comparisons will become
- Differentiate between important facts and trivial details

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL3 (see above)
- Proactively choose texts that lend themselves to comparison (similar protagonists, for example)
- Model effective annotation and note-taking, with special attention to avoiding extraneous details in notes
- Provide explicit instruction on characterization, setting, and plot structure
- Provide appropriate graphic organizers to scaffold comparison and contrast

Sample Task for Integration:
Using a text that provides an interesting example of two major characters interacting, (for example Meg Murray and her brother Charles Wallace in Madeleine L'Engle's A Wrinkle in Time, or Dorothy's interaction with the Scarecrow in The Wizard of Oz), 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 or different (you may introduce the concept of a "foil" if desired; a foil is a character who is introduced to provide a contrast to the protagonist by embodying opposing characteristics), experiences they share, and whether they become closer or less close over the course of the narrative. Have students brainstorm the ways in which the story would have to be changed if one of the characters was not in the story.

Recommended Vocabulary for Teaching and Learning:

Compare/Contrast	Protagonist	Characterization	Setting	Plot
Rising action	Climax	Falling action	Exposition	Resolution
(Foil)				

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Skills/Concepts for Students:
- Distinguish between literal and figurative speech
- Understand the difference between the denotations and connotations of words
- Use context clues, reference materials, knowledge of roots and prefixes, etc., to determine meaning of unknown words
- Think about the ways in which a text would be different if it used literal language instead of figurative
- Examine the word choices of an author and the types of figurative language and imagery he or she employs to try to determine the effect they are trying to create in their readers
- Always consider an author's use of figurative language and imagery when writing essays evaluating literary texts

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 (see above)
- Using texts under consideration by the class, identify examples of interesting vocabulary, figurative language, imagery, and sound devices
- Routinely discuss the denotations and connotations of words and explore why authors make certain choices
- Focus on the "why and how" instead of the "what" in language instruction; instead of focusing on simply identifying figurative language, explore with students why the author would make one choice of language over another and how that choice affects the reader's experience
- Include poetry among the shorter texts in your literary text choices routinely

Sample Task for Integration:
Have students take a poem or piece of prose that employs a significant amount of figurative language and rewrite it in literal terms only. 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 put the original figurative word or phrase. In the second column put the literal version. In the third column have students make a qualitative reader-response comment on the ways in which the experience was different (for example "the literal version of the poem was much less scary"). Engage the students in a collaborative discussion about the ways in which figurative language enhanced their experience and understanding.

Recommended Vocabulary for Teaching and Learning:

Denotation	Connotation	Literal	Concrete	Idiom
Metaphor	Simile	Figurative language	Personification	Hyperbole
Alliteration	Diction	Onomatopoeia		

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Skills/Concepts for Students:
- Read a wide variety of texts so that you will be exposed to all sorts of text structures (scientific texts with abstract, methods procedures; plays with acts, scenes, and lines; novels with chapters; instructions with headings; etc.)
- Make a point to notice structural elements when you read and include structure in your notes
- Employ helpful structures in your own writing (for instance use an outline format or headings when helpful)
- Learn the terms associated with structure such as "scene" and "stanza"

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL5 (see above)
- Engage students in understanding the component parts of a text by cutting
- Provide opportunities for students to read, write, and perform various dramas
- Provide opportunities for students to view dramatic literature performed either by a field trip or using a prerecorded option
- Read aloud different stories, dramas, and poems then discuss with students how chapters, scenes, or stanzas contribute to the flow of the literature selection

Sample Task for Integration:
Using various types of texts (instructions for assembly or 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 piece 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.

Recommended Vocabulary for Teaching and Learning:

Structure	Scene	Stanza	Drama	Chapter
Heading	Act	Line	Verse	Series

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

Skills/Concepts for Students:
- Learn or review the differences in narrative voice (first person, third person, narrator)
- Understand the difference between narrative Point of View (as above) and point of view as in one's biases or take on a situation (this standard can encompass both kinds of point of view)
- Compare texts told from differing points of view, noticing how it changes your experience of a text (for example, a book narrated in first person usually seems much more personal and immediate than one told by a narrator)
- Include narrative voice and point of view in the list of things you observe in your notes and annotations when reading
- Practice writing in different points of view

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL6 (see above)
- Purposefully choose texts that illustrate a variety of narrative voices and points of view
- Provide explicit instruction in 1st and 3rd person and omniscience in narration
- Explore illustrative examples of narrative voice (for example a compelling first person narrative as compared with a less-engaging third person narrative)
- Explain 2nd person voice
- Provide explicit instruction on the difference between narrative point of view and "viewpoint" or opinion

Sample Task for Integration:
Students will select books they are reading independently and identify the narrator's or speaker's point of view. The student will write a response to the text and state the narrator's or authors point of view. The student will take the next step and explain if they agree or disagree with the narrator or speakers point of view. Students will use examples from the text to back up their reasons for agreeing or disagreeing. Students will share their opinion pieces with a classmate.

Recommended Vocabulary for Teaching and Learning:

Bias	Opinion	Viewpoint	Third Person	Omniscient
Point of view	Narrator	First person		

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL7 (see above)
- 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 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
- Proactively make text choices that have beautiful illustrations, music, or other media elements connected to them

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

Recommended Vocabulary for Teaching and Learning:

Visual	Audio	Graphic	Multimedia	Digital	Tone

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL8: (Not applicable to literature) **ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL9 (see above)
- Expose students to works that particularly lend themselves to comparison (for example books with similar protagonists, or similar settings)
- Use the themes already inherent in the CCGPS unit frameworks to facilitate comparisons on theme
- Provide explicit instruction on identification of theme
- Engage students in writing individual accounts of a common event and discuss the differences in those accounts

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

Recommended Vocabulary for Teaching and Learning:

Genre   Compare/Contrast   Theme   Topic

	Grade 5 CCGPS
	Reading Literary (RL)
	ELACC5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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

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

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

Recommended Vocabulary for Teaching and Learning:

Literary Fiction	Informational	Non-Fiction	Summary	Evidence
Claim	Plot	Setting	Character	Inference

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Skills/Concepts for Students:
- Practice attentive reading of texts
- Read a wide variety of texts on all kinds of different subjects
- Thing about how an author chooses to say something (is she angry? Is he funny?) and why they would use the methods they use for telling you something along with thinking about the facts themselves
- Think carefully about evidence produced by an author (and notice when an author fails to produce evidence for a claim!); make a judgment about whether you think the evidence is strong or weak and why
- Use evidence from the text to support anything you say about a book
- Take notes!
- Distinguish between fact and opinion and between important facts and unimportant details

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Require textual evidence for all claims and inferences, even in informal class discussion
- Model the necessity of providing evidence for claims in circumstances other than textual analysis, for example in making decisions about a class party or field trip
- Require students to take notes, modeling appropriate procedures and 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 the information about the birds!)
- Purposefully provide informational texts that challenge your readers

Sample Task for Integration:
Have students look at a few pieces of simple 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 put 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 at the end of this activity, that the items on the left are the evidence for the inferences on the right.

Recommended Vocabulary for Teaching and Learning:

Informative/Expository	Fact	Non-Fiction	Explicit	Opinion
Primary Source	Summary	Summary		

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI2 (see above)
- Provide explicit instruction in various organizational structures
- Provide students with direction in understanding that there are different reading strategies for different types of informational text (for example, author and cultural context of historical documents is extremely important, whereas the country of origin for a scientific article might not be very important; graphics are usually crucial to understanding a scientific article but may be less important to a newspaper article)
- Have students construct "reverse graphic organizers" from technical texts to help them identify key points and supporting evidence
- Purposefully choose a variety of informational texts that illustrate more than one main idea

Sample Task for Integration:
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 1 set of responses upon which they both agree, they will team up with another pair and repeat the process.

Recommended Vocabulary for Teaching and Learning:

Summary	Paraphrase	Fact	Opinion	Main Idea
Key Detail	Extraneous	Objective		

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI3: 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.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI3 (see above)
- Use graphic organizers to illustrate connections and distinctions (such as Venn diagrams and "T" charts)
- Require students to create outlines tracing the development of ideas or arguments in informational texts
- Proactively 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

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

Recommended Vocabulary for Teaching and Learning:

Concept	Context	Interaction	Informational	Text-based	Extraneous
Relevant					

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Skills/Concepts for Students:
- Study the effect of sound, form, and non-literal language such as idioms and figures of speech to aid in comprehension of complex informational text
- Evaluate how an author's use of words creates tone, mood, or focus in informational text
- Understand and apply knowledge of how diction changes for varying audiences and purposes
- Acquire and apply knowledge of domain-specific terms for certain kinds of informational texts such as contracts or applications
- Determine pronunciations, meanings, alternate word choices, parts of speech and etymologies of words as needed, using context to aid in identifying the meaning of unfamiliar words
- speaking

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- 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 text that students will encounter in academic and career situations, such as legal, scientific, or computer terminology
- Model and explore techniques for chunking difficult technical text, annotating, outlining, or other strategies to make texts manageable
- Routinely practice summary and paraphrase of complex informational texts

Sample Task for Integration:
Chose 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 to cull yet 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 (which may or may not be very helpful). Look at things like pre-fixes 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.

Recommended Vocabulary for Teaching and Learning:

Domain-specific	Literal	Figurative	Connotation
Denotation	Root	Suffix	

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI5 (see above)
- Provide students with opportunities to "reverse engineer" technical documents, creating outlines from finished texts, in order to make the underlying structure and strategies visible
- Identify particularly well-constructed paragraphs, specifically those that effectively support a claim, examine a counter-claim, or address some other very specific informational purpose
- Share student writing samples that effectively employ clear organizational structures

Sample Task for Integration:
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.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 (see above)
- Assign students the task of viewing nightly news and taking notes; students can watch multiple channels comparing coverage and acan also read newspapers together after viewing to compare paper vs. televised news
- Use historical texts that provide varying accounts of historical events to illustrate the fact that "history is written by the victors"
- Proactively choose texts within a thematic unit that illustrate the manipulation of point of view in informational texts

Sample Task for Integration:
Review the nightly news television schedule with your class. Assign students two local or national nightly news programs from two different networks to view. Students will take notes on the major stories, then watch for those same topics in the second newscast. Students will attempt to identify the differences in coverage, if any, of the topic between the two newscasts. 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

Recommended Vocabulary for Teaching and Learning:

Topic	Similarities/differences	Point of view	Bias	Spin
Journalism	Account	Analysis		
Summary				

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Skills/Concepts for Students:
- Learn about computer programs and presentation platforms you can use in your academic work
- Become a responsible user of media, learning which types are reliable what which are best for various uses
- Learn the basics of sorting good websites from bad websites
- Don't let the availability of the internet make you ineffective with print resources; maintain your media center skills

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide frequent opportunities for students to consume texts in various formats, including audio books, films, and websites, guiding collaborative discussions on the merits of each medium
- Require students to gather information from more than one type of source/media in research or analysis projects
- 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
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets

Sample Task for Integration:
Engage students in a scavenger hunt in the media center in teams. Provide students with a list of several items of information to be located. Create the list so that some information will only be available in print resources and others so that both inaccurate website and accurate websites will present themselves in a web search. Have the students work in teams and race to find the answers.

Recommended Vocabulary for Teaching and Learning:

Media/Medium	Digital	Film	Print	Journalism
Multimodal/multimedia	Wiki	Blog	PowerPoint	Prezi

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

Skills/Concepts for Students:
- When taking notes on texts that make a claim, organize your information in terms of claim and support
- Make it a practice to support all of your own claims, both in school and in life in general, with solid evidence
- Require evidence from people who want to persuade you!
- Be alert for nonsense arguments (such as 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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Provide opportunities for students to examine sound logic as opposed to logical fallacies employed in texts and visual texts such as commercials or debates
- Require 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
- Require students to produce valid evidence for claims in all texts and discussion, both formal and informal

Sample Task for Integration:
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.

Vocabulary for Teaching and Learning:
Claim   Reasoning   Evidence   Support   Valid
Logic

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Skills/Concepts for Students:
- Read a wide variety of texts to build background knowledge
- Research topics that appeal to you independently; it's neat to be an expert!
- Make it a habit to check multiple sources before arriving at a conclusion on a subject
- Do not rely only on the internet for your information

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Integrate short and extended research opportunities into your thematic units that require students to integrate information from multiple sources
- Provide writing opportunities that require students to synthesize information from multiple sources into a coherent thesis
- Discuss the verbiage of the standard with your students; explore the meaning of true "integration" of information

Sample Task for Integration:
Choose a topic under consideration 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.

Recommended Vocabulary for Teaching and Learning:

Integrate   Synthesize   Topic   Point of View   Citation

	Grade 5 CCGPS
	Reading Informational (RI)
	ELACC5RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

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

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

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

independently   proficiently   fluently   complexity

	Grade 5 CCGPS
	Reading Foundational (RF)
	ELACCRF1and 2 not taught in grade

ELACC5RF3: 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.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF3 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Teach strategies for identifying multi-syllabic words (e.g., chunk words, break down words into smaller units, look for syllables, affixes, or phonograms)
- Engage students in fluency building and making word activities
- Engage students in using spelling logs or journals
- Provide word rings or spelling rings with multi-syllabic words for independent and filler time practice (line for dismissal and lunch line)
- Provide opportunities for students to practice using syllabication (reading words, spelling words, writing words)
- Include practice in reading texts that are written for students to use their knowledge of decoding words
- Include in the classroom interactive word walls
- Include activities for word games (e.g., scrabble)
- Include activities such as "Root of the Day" – display a root and students must tell as much information about the root as possible

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

Recommended Vocabulary for Teaching and Learning:

affixes   multisyllabic words   morphology   roots

	Grade 5 CCGPS
	Reading Foundational (RF)
	ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI9 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Guide students how to read for a purpose
- Engage students in opportunities to express understanding about what they have read (graphic organizers, etc)
- Model fluent reading for students
- Allow students opportunities to listen to text read on tape, MP3, etc. to ensure what fluent reading sounds like
- Provide opportunities for students to read independently
- Provide students opportunities to engage in on-level text with purpose and understanding use multiple set of text for repeated reading practice
- Engage students in various fluency building activities (e.g., repeated reading, paired reading, plays, reader's theatre, and choral reading
- Students keep reading fluency logs to graph rate and errors
- Teacher keeps running records of student reading fluency

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

Recommended Vocabulary for Teaching and Learning:

fluency	purpose	understanding	pitch	accuracy
appropriate rate				

	Grade 5 CCGPS
	Reading Foundational (RF)
	ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension. **c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**

Skills/Concepts for Students:
- Use context clues when reading to aid with self-correcting and word recognition and understanding

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RF4 (see above)
- Provide differentiated small group instruction as needed
- Provide additional opportunities for students to master these skills and concepts through the use of literacy centers
- Model using context clues, sentence structure, and visual clues to confirm or self-correct

Sample Task for Integration:
The teacher will allow the class to read a preselected passage independently. After all students have had an opportunity to read the passage the teacher will lead a discussion about how to use context to help determine the difficult words. The teacher will take suggestions from class members for the strategies they use when reading an unfamiliar word in a text. Students will write the various strategies down in their reading logs to aid in future reading. The students will have ongoing practice by continuing to confirm or self-correct their own independent reading.

Recommended Vocabulary for Teaching and Learning:
context clues   self-correct

	Grade 5 CCGPS
	Writing (W)
	ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W1 (see above)
- Read aloud and provide for independent reading with books addressing an opinion of an author
- Share great student examples and real world examples
- Identify and model key vocabulary to students that will help with using words, phrases and clauses to link opinion and reasons
- Encourage the implementation of multimodal venues for writing, such as blogs, wikis, co-writing with remote partners, and presentation of opinions in video and digital formats

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

Recommended Vocabulary for Teaching and Learning:

Argument	Claim	Evidence	Fact	Opinion
Introduction	Transition	Conclusion	Bias	Transition

	Grade 5 CCGPS
	Writing (W)
	ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W2 (see above)
- Require all steps of the writing process when appropriate
- Model and guide students to an understanding of linking words phrases, and clauses
- Provide students opportunities to use various forms of technology to aid in writing
- Model for students how to correctly acknowledge information obtained from sources and how to choose appropriate sources

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

Recommended Vocabulary for Teaching and Learning:

Informative	Expository	Explanatory	Topic	Relevant
Connotation	Graphics	Citation	Extraneous	Transition

	Grade 5 CCGPS
	Writing (W)
	ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W3 (see above)
- Encourage students to use the style and voice of their favorite writers on occasion to aid in their developing abilities
- Require all steps of the writing process when possible
- Model using various narrative techniques to include dialogue, description, and pacing
- Use www.corestandards.org Appendix B for students to see examples of writing using transition words, phrases, and clauses along with concrete words, phrases, and sensory details
- Include poetry writing as part of narrative writing
- Guide students in creating a list of transition words, phrases, and clauses for their writing journal to use with future writing
- Model for students how to correctly acknowledge information obtained from sources
-

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

Recommended Vocabulary for Teaching and Learning:

Plot	Setting	Characterization	Imagery	Description
Plot Structure	Sensory Detail	Dialogue		

	Grade 5 CCGPS
	Writing (W)
	ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W4 (see above)
- Provide students with models of clear coherent writing
- Have students write routinely in a variety of genres, formats, settings, and time frames
- Model writing using transitional structure
- Ensure that students complete all steps of the writing process when possible, with special focus on the evolution of a piece between first and second drafts

Sample Task for Integration:
To ensure that students write routinely for a variety of purposes, including multiple steps within the writing process, an on-going class writing structure is beneficial. Such an ongoing structure could include a blog, wiki, student newspaper, YouTube news channel, movie review site, etc. Students should be able to complete all steps in conceptualizing, planning, creating teams, dividing tasks, and setting goals for the project.

Recommended Vocabulary for Teaching and Learning:

coherent	organization	purpose	audience	structure
draft	writing process			

	Grade 5 CCGPS
	Writing (W)
	ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)

Skills/Concepts for Students:
- Plan and drafts independently and resourcefully
- Revise manuscripts to improve the focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences
- Edit to correct errors in spelling, punctuation etc.

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W5 (see above)
- Demonstrate different ways to plan and draft writing including using various graphic organizers, and writing planning sheets
- Provide students with sample papers to revise and edit for conventions
- Use multiple strategies to help students revise their writing, including conferences, peer editing, and technology
- In a collaborative discussion and using rubrics for reference, engage students in co-creating a peer review or editing worksheet, allowing the students to attempt to define which elements they should check in when editing (for example checking sentences for varied fluency)
- Occasionally require students to turn in both drafts of an essay, and/or include their pre-writing and brainstorming notes, making these integral parts of the total grade

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

Recommended Vocabulary for Teaching and Learning:

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

	Grade 5 CCGPS
	Writing (W)
	ELACC5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W6 (see above)
- Guide students to be familiar with where to locate reference material both in print and electronically
- Demonstrate using organizational features and the features of text to aid in the writing process
- Demonstrate using various Internet sites for organizing information (e.g., online graphic organizers found at http://www.readwritethink.org/classroom-resources/student-interactives/ and http://www.themes.pppst.com/graphic-organizers.html)
- Demonstrate how to use technology to communicate and interact with others about writing (e.g., chat, email, faxing, using appropriate blogs, and Skype if available) , as well as how to use technology to produce writing
- Model for students how to correctly acknowledge information obtained from sources

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

Recommended Vocabulary for Teaching and Learning:

Multimedia	Digital	Multimodal	Internet	Podcast
Website	Wiki	Skype	Prezi	Platform
Flipchart	Interactive board	Programming language	Publish	Blog

	Grade 5 CCGPS
	Writing (W)
	ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W7 (see above)
- Provide various resources for students to use to conduct research
- Provide students with graphic organizers or other organizational aids (print or electronic) for organizing their research
- Model for students how to correctly acknowledge information obtained from sources

Sample Task for Integration:
In a timed environment, give students a topic that is connected to the theme of your current unit. Give each student a supply of index cards (and choose a topic on which information is available. The goal of this activity (which should be repeated at intervals) is simply to have students gather meaningful and useful information efficiently and within a controlled time limit. Students should, of course, not be warned of the topic ahead of time. Give each student a different topic (or at least provide several topics to the class) to avoid "sharing" and too few resources for too many students. Require that the chosen resources come from at least 3 different mediums and formats. Students may save the card sets for future research if desired.

Recommended Vocabulary for Teaching and Learning:

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

	Grade 5 CCGPS
	Writing (W)
	ELACC5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W8 (see above)
- Demonstrate how to use organizational features of printed and electronic texts to aid in creating writing
- Provide students with various print and digital resources to aid in the research
- Demonstrate how to use summarized and paraphrased information in writing
- Model for students how to correctly acknowledge information obtained from sources

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

Recommended Vocabulary for Teaching and Learning:

relevant	summarize	paraphrase	citations	end notes
bibliographic references	appendices	graphic organizer	data bases	key word searches
compositions				

	Grade 5 CCGPS
	Writing (W)
	ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact+"). b. Apply *grade 5 Reading Standards* to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

Skills/Concepts for Students:

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

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W9 (see above)
- Engage students in opportunities to compare and contrast different characters, settings, or events in literature
- Engage students in opportunities to use informational texts to support the reasons an author gives to support a point
- Follow suggested curriculum guidelines for the production of argumentative and informational essays
- Encourage students to focus on *how* an author uses a strategy or literary element, or *why* he or she chooses one approach over another
- Require all claims, even trivial or seemingly self-evident claims, made about a text to be supported by cited evidence

Sample Task for Integration:

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

Recommended Vocabulary for Teaching and Learning:

compare	contrast	interpret	evaluate	reflect
reference to text	graphic features	paragraphs	Notes/annotation	

	Grade 5 CCGPS
	Writing (W)
	ELACC5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for W10 (see above)
- Demonstrate for students using organizational structure
- Provide frequent writing opportunities
- Provide extensive and specific feedback on as much student writing as possible
- Require students to maintain a record of their writing throughout the year in the form of a portfolio
- Model how to incorporate research, reflections, and revision into the writing process
- Vary the requirements for tasks to include computer generated and hand-written pieces, long and short pieces, research

Sample Task for Integration
See sample tasks provided for ELACC5W1 through ELACC5W9 for suggestions on implementation of routine, research, and the exploration of writing in grade 5.

Recommended Vocabulary for Teaching and Learning:

Word choice	Denotation	Style	Voice	Figurative language
Conventions	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	

	Grade 5 CCGPS
	Speaking and Listening (SL)
	ELACC5SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on _grade 5 topics and texts_, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Skills/Concepts for Students:
- Participate in student-to-teacher, student-to-student, and group verbal interactions
- Give reasons in support of opinions expressed
- Research topic to be discussed and give reasons in support of opinions expressed
- Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions
- Ask relevant questions
- Respond to questions with appropriate information
- Respond appropriately to comments and questions

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL1(see above)
- Model having a discussion and being respectful to others
- Invite visitors and other classes to participate in collaborative discussions
- Occasionally require preparation for collaborative discussion
- Allow students to create their own set of rituals and routines for discussion

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

Recommended Vocabulary for Teaching and Learning:

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

	Grade 5 CCGPS
	Speaking and Listening (SL)
	ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL2 (see above)
- Teach summarizing strategies
- Provide students with opportunities to use diverse media
- Encourage students to think critically about media (for example how kids are portrayed, or stereotypes they notice)
- Have students conduct an inventory of the average amount of media consumed by their peers and which types of media most information comes from; students could also discuss the reliability of the most-often-consumed media outlets
-

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

Recommended Vocabulary for Teaching and Learning:

Podcast	Media	Format	Visual Text	Summarize
Paraphrase	Wiki	Internet	Web	

	Grade 5 CCGPS
N	**Speaking and Listening**
	ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL3 (see above)
- Engage the students in using graphic organizers to summarize
- Model summarizing the claims made by the speaker or presenter and then explain how each claim is supported by evidence
- Provide students opportunities to listen to a speaker either in person or electronically

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

Recommended Vocabulary for Teaching and Learning:

Summarize	Claim	Evidence	Support	Clarify
Reasons	Paraphrase	Author's Purpose	Bias	

	Grade 5 CCGPS
	Speaking and Listening
	ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL4 (see above)
- Include opportunities for public speaking and presentation not only in the classroom environment, but in real-world situations as you are able (such as presenting on the school news show, morning announcements, school assembly, PTO meeting, etc.)
- Encourage students to record or videotape their presentations and produce reflective feedback on their performance
- Demonstrate how to use appropriate facts and details to support main ideas or themes
- Model using graphic organizers to organize ideas
- Include opportunities for students to present within a group, sharing responsibilities for different aspects of the information to enhance their ability to integrate and synthesize the information as well as to work effectively with others

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

Recommended Vocabulary for Teaching and Learning:

Pacing	Fluency	Word Choice	Eye Contact	Confidence
Evidence	Logic			

	Grade 5 CCGPS
	Speaking and Listening
	ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL5 (see above)
- Develop meaningful rubrics that include appropriate domain-specific language for technology
- Require various kinds of complementary texts within assignments (PowerPoint, Prezi, posters, videos, etc.) to ensure that students do not become overly dependent on a single platform or medium (such as PowerPoint)

Sample Task for Integration:
For the presentation of one of their argumentative or informational essays, have students research the newest presentation platforms (PowerPoint has been supplanted by Prezi and Rocket Slide in recent years, and new platforms are emerging all the time). They might use a blog, a wiki, YouTube, an i-movie, a trifold poster board with holographic pictures, etc. Encourage them think outside the box, mixing old and new technologies, adding sound tracks, employing live "actors," using social media, or PR strategies such as flash mobs. Be creative! If necessary put students in teams to cut down on presentation time. At the conclusion of the activity, have students discuss which presentations were most effective and why..

Recommended Vocabulary for Teaching and Learning:

Integration	Multimedia	Claim	Evidence	Digital
Website	Wiki	Multimodal	Interactive Board	Podcast

	Grade 5 CCGPS
	Speaking and Listening
	ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for SL6 (see above)
- Expose students to a wide variety of variations on speech in context, such as stories written in dialect, or figurative or idiomatic language from various cultures
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer often to the CCGPS' "Language Progressive Skills Chart" which delineates the course of instruction for common grammar and conventions principles

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

Recommended Vocabulary for Teaching and Learning:

Standard English	Formal English	Adapt	Context	Vary

	Grade 5 CCGPS
	Language (L)
	ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb aspects. c. Use verb tense and aspect to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense and aspect.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 (see above)
- Consider diagramming sentences to enforce skills and concepts such as the parts of speech
- Add specific focus elements to rubrics for speaking and writing that include grammatical elements included in your standards for this grade
- Point out examples within texts under consideration of grammatical concepts focused on in your grade's standards
- As necessary, provide focused instruction on concepts that may be new to students
- Routinely consult the Language Progressive Skills Chart to ensure review of relevant concepts for your grade level

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

Recommended Vocabulary for Teaching and Learning:

Grammar	Conventions	Parts of speech	Sentence diagram	Standard English
Conjunction	Preposition	Interjection	Perfect tense	Verb aspect

	Grade 5 CCGPS
	Language (L)
	ELACC5L2: 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.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L2 (see above)
- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions
- Include explicit and implicit instruction on grade-level concepts such as comma usage - always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

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

Recommended Vocabulary for Teaching and Learning:

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

	Grade 5 CCGPS
	Language (L)
	ELACC5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.* b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L3 (see above)
- Model how to combine, expand, and reduce sentences for meaning, reader/listener interest, and style
- Proactively seek out examples of grammatical concepts under consideration in texts under consideration by the class
- Be sure to consult the Language Progressive Skills Chart within the CCGPS to identify grammar and mechanical skills to be continued in grade 6

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

Recommended Vocabulary for Teaching and Learning:

Simple	Compound	Complex	Run-on	Fragment
Conventions	Dialect			

	Grade 5 CCGPS
	Language (L)
	ELACC5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases**.**

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L4 (see above)
- Model techniques for using context clues to understand the meaning of a word or phrase
- Encourage students to use their own resources to make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.
- Review the construction of dictionary entries to ensure that students understand each part

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

Recommended Vocabulary for Teaching and Learning:

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

	Grade 5 CCGPS
	Language (L)
	ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Skills/Concepts for Students:
- Identify and analyze the effects within texts of various types of figurative language
- Understand the impact on text of literary elements such as imagery, diction, syntax, sensory detail
- Notice relationships between and among words, such as synonyms, antonyms, homophones
- Identify and analyze various sound devices (alliteration, assonance, consonance, onomatopoeia)
- Consider the connotations of various words when determining the author's purpose in employing specific diction

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L5 (see above)
- Guide students in identifying various types of figurative language; provide contextual examples
- Choose texts rich in figurative and connotative language
- Provide opportunities for students to brainstorm out loud about the connotations of words to ensure that they are applying this concept correctly
- Require students to translate figurative expressions into concrete language and vice versa
- Practice exploring connotations of common vocabulary as well as newer vocabulary

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

Recommended Vocabulary for Teaching and Learning:

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

	Grade 5 CCGPS
	Language (L)
	ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

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

Strategies for Teachers:
- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for L6 (see above)
- Expose students to a wide variety of words, both formal and informal, incorporating some kind of explicit vocabulary instruction into lessons whenever possible
- Explore creative ways to incorporate grammar and conventions into daily instruction
- Refer to the CCGPS "Language Progressive Skills Chart" which delineates the course of instruction for common grammar and conventions principles

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

Recommended Vocabulary for Teaching and Learning:

Context	Vocabulary	Prefix	Suffix	Root
Academic	Domain-specific			

GPS to CCGPS:

A comparison of GPS and CCGPS rigor, texts, terminology, expectations, and tasks

Overview

The following pages contain a comparison of items from the CCGPS and the GPS. This section is not meant to serve as the definitive guide to each of the CCGPS standards; that is provided in the previous section, entitled "Guidance," along with skills, concepts, tasks, and strategies. In this section you will find a side-by-side alignment that will highlight changes in focus or vocabulary and will alert you to standards that have been subsumed, changed, moved, or otherwise significantly altered. Where it is necessary, you will find instructional guidance to ensure that all the standards are thoroughly covered throughout the transition period for all students, including students who fall into grades between levels of a transitioning standard. For all grades, the concept of a "Domain" of skills has been replaced by the term "Strand."

GPS Domain	CCGPS Strand
Reading Reading Across the Curriculum	Reading Literature Informational Foundational (Grades K-5)
Writing	Writing
Listening, Speaking, and Viewing	Speaking and Listening
Conventions (Grades 3-12)	Language

On the following pages, skills that have an identical or extremely well-aligned match in scope and focus are highlighted in red between the two sets of standards. In all cases the GPS will appear in the left column and the CCGPS will appear on the right. For clarity, corresponding standards may appear more than once (if they correspond to more than one standard in the complementary set) or they may (rarely) appear out of order for ease of reference. Additional information explaining correspondences or a lack of correspondence is highlighted in blue. The icons ✓ and ✖ appear in the text to alert the user to standards that are new to CCGPS, or will not reappear in their original GPS form in the new standards.

In all cases both sets of standards are primarily sorted by Strand/Domain and may be identified in their original order by referencing the coding of the standard (ELAKR1 or ELACCKRF1 for example). For the GPS, standards are coded with ELA, followed by the Grade, then the Domain (R for reading for example) then the number of the standard in order within the Domain. CCGPS similarly begins with ELA, followed by "CC" for Common Core, then the grade level, followed by the Strand (RF for Reading, Foundational for example), and finally the number of the standard.

GPS	TRANSITIONAL GUIDANCE GRADE 5	CCGPS
**READING**	

LITERARY TEXT

ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.
For literary texts, the student identifies the characteristics of various genres
and produces evidence of reading that:
a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
b. Identifies and analyzes the structural elements particular to dramatic literature
(e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.
c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.
d. Relates a literary work to information about its setting (historically or culturally).
e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.
f. Identifies and analyzes the author's use of dialogue and description.
g. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.
h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.
      i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme)

CCGPS provides a more succinct division between the skills of comprehension, separating the standards into two divisions - one for "RL," Reading Literary, and another for "RI," Reading Informational. Transitional guidance will be provided below to correspond to areas of red in either GPS on the LEFT or CCGPS on the RIGHT.

Transition guidance for 5th grade recommends that the **GPS noted in red** on the left remain in place during year one, 2012-13, due to the weak alignment with CCGPS or due to these standards moving to other grades. This will ensure that rising 5th graders receive the instruction necessary within these elements.

LITERARY TEXT

ELACC5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

ELACC5RL2: 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.

ELACC5RL3: 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).

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

ELACC5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of

ii. Figurative language (e.g., personification, metaphor, simile, hyperbole) iii. Graphics (i.e., capital letters, line length, stanzas). i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text. j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life. k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.	⊘ ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (The most similar alignment for this new CCGPS as compared to GPS was a 7th grade GPS reading standard. This is new for 5th grade.)	fiction, folktale, myth, poem). ELACC5RL8: (Not applicable to literature) ⊘ ELACC5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. ELACC5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
INFORMATIONAL TEXT **ELA5R1** For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that: a. Locates facts that answer the reader's questions. b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations). d. Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classifi-	Transition guidance for 5th grade recommends that the **GPS noted in red** on the left remain in place during year one, 2012-13, due to the weak alignment with CCGPS or due to these standards moving to other grades. This will ensure that rising 5th graders receive the instruction necessary within these elements ⊘ ELACC5RI3: 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. (There is some alignment	**INFORMATIONAL TEXT** ELACC5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. ⊘ ELACC5RI3: 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.

cation schemes).
e. Distinguishes cause from effect in context.
f. Identifies and analyzes main ideas, support-ing ideas, and supporting details.
g. Makes perceptive and well-developed con-nections.
h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

to this new CCGPS standard within 5th grade; however, a somewhat stronger correlation lies within an element in 6th grade GPS. Therefore, this standard is considered new content for 5th grade. Please also note that this standard deeply connects content from history, science, and technical texts relevant to 5th grade content literacy.)

ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (This new CCGPS in 5th grade somewhat aligns to 5R1g; however, the alignment is weak. Note that in order to achieve the intent of the standard, guidance recommends that students access events relevant to 5th grade social studies, for example, and read not only one account of an historical event, but also read another account of the same event. This will ensure that the point of view of the writer of the information will be analyzed. Note the use of "multiple" events. Don't just stop at the analysis of only two accounts of the same event. This allows a strong connection to social studies topics in 5th grade and the connection to informational reading these standards promote.)

ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s). (Previously, GPS initially placed an emphasis on identifying evidence to support an argument in 7th grade. This identification of argument ties the reading

ELACC5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

ELACC5RI5: 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.

ELACC5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

ELACC5RI7: 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.

ELACC5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

ELACC5RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band

	directly to the writing standards within CCGPS.) (✓) ELACC5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (GPS began the focus of text integration and information in the 6th grade with the Reading across the Curriculum standards. This is new for 5th grade.)	independently and proficiently.
(✗)**ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.**	(✗) ELA5R2 does not align with Common Core. Instead of focusing on a consistent goal involving a set number of words or number of texts, Common Core focuses on two distinct sets of reading standards which promote and dictate reading in all genres. Likewise, Common Core distinctly places an emphasis not on the number of books a student reads but rather on the complexity of text appropriate for that particular grade level. This standard does not exist in CCGPS. Guidance recommends omission for transition year one and beyond.	
VOCABULARY **ELA5R3 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student** a. Reads a variety of texts and incorporates new words into oral and written language. b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example). c. Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes. d. Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses. e. Identifies the meaning of common prefixes (e.g., un-, re-, dis-).	Common Core GPS has placed all of the vocabulary connections within the Language strand. GPS placed vocabulary standards in the reading domain. Note the cross-alignment to the "L" standards in Common Core on the right. Transition guidance for 5th grade recommends that the **GPS noted in red** on the left remain in place during year one, 2012-13, due to the weak alignment with CCGPS or due to these standards moving to other grades. This will ensure that rising 5th graders receive the instruction necessary within these elements. (✓) b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the	**VOCABULARY** ELACC5L4: 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).

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f. Identifies the meaning of common idioms and figurative phrases. g. Identifies playful uses of language (e.g., puns, jokes, palindromes). h. Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence. i. Identifies and applies the meaning of the terms antonym, synonym, and homophone.	meaning of a word (e.g., photograph, photosynthesis). (GPS currently places an emphasis on Greek and Latin affixes in 6th grade. Part of the new CCGPS standard does reference previous 5th grade GPS; however, some of it is new content.)	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. ELACC5L5: 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. ELACC5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
FLUENCY **ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.** **The student** a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning. b. Uses self-correction when subsequent read-	CCGPS includes a strand referenced "RF" for Reading Foundational. Within GPS, all foundational skills, comprehension, vocabulary, etc., were included in the Reading domain. Overall, with the exception of the 95% range for accuracy, the fluency is a good match between both sets of standards. (x) **ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners.** (CCGPS	**FLUENCY** **ELACC5RF4:** Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding,

ing indicates an earlier miscue (self-monitoring and self-correcting strategies). c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	does not specify an accuracy range for fluency; however, guidance suggests using the GPS range for fluency in CCGPS.) ELACC5RF3: 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. (This is new for CCGPS because previously, 5th grade GPS did not reference phonics; however, implicit ideas within the new standard do apply to some of the vocabulary elements present within 5th grade GPS. Overall, the strand of foundational reading in a new concept for CCGPS in 5th grade.)	rereading as necessary. ELACC5RF3: 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.

GPS	TRANSITIONAL GUIDANCE	CCGPS
W R I T I N G		
ELA5W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements. b. Writes texts of a length appropriate to address the topic or tell the story. c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering	Writing aligns very well across both sets of standards. One area to note is that GPS included the writing process within the writing genres present in the W2 standard; CCGPS includes the writing process in standards ELACC5W4 & W5.)	ELACC5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

a question). d. Uses appropriate structures to ensure coherence (e.g., transition elements).		
ELA5W2 The student demonstrates competence in a variety of genres. The student produces a narrative that: a. Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest. b. Establishes a plot, point of view, setting, and con-flict, and/or the significance of events. c. Creates an organizing structure. d. Includes sensory details and concrete language to develop plot and character. e. Excludes extraneous details and inconsistencies. f. Develops complex characters through actions de-scribing the motivation of characters and character conversation. g. Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, ten-sion, or suspense. h. Provides a sense of closure to the writing. i. Lifts the level of language using appropriate strat-egies including word choice.		ELACC5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences: a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
The student produces informational writing (e.g., report, procedures, correspondence) that: a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise develop-ing reader interest. b. Develops a controlling idea that conveys a per-spective on a subject. c. Creates an organizing structure appropriate to a specific purpose, audience, and context. d. Includes appropriate facts and details. e. Excludes extraneous details and inappropriate information. f. Uses a range of appropriate strategies, such as		ELACC5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote. g. Draws from more than one source of information such as speakers, books, newspapers, and online materials. h. Provides a sense of closure to the writing. i. Lifts the level of language using appropriate strategies including word choice.		c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
The student produces a response to literature that: a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. Advances a judgment that is interpretive, evaluative, or reflective. c. Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge. d. Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work. e. Excludes extraneous details and inappropriate information. f. Provides a sense of closure to the writing. g. Lifts the level of language using appropriate strategies including word choice.	CCGPS does not designate a standard for "response to literature" as was found in GPS. On the other hand, responding to literature may be a component of not only ELACC5W9a but also of ELACC5W1, W2, and W3 due to the nature of elements b & c of the response to literature standard. Essentially, all reading and writing are connected within the new standards, and elements b & c strongly support the connections that a student must make when forming an argument in support of an opinion or providing information.	ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).
The student produces a persuasive essay that: a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest. b. States a clear position in support of a proposal. c. Supports a position with relevant evidence. d. Creates an organizing structure appropriate to a specific purpose, audience, and context. e. Addresses reader concerns. f. Excludes extraneous details and inappropriate information.		ELACC5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases,

g. Provides a sense of closure to the writing. h. Raises the level of language using appropriate strategies (word choice).		and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
ELA5W3 The student uses research and technology to support writing. The student a. Acknowledges information from sources. b. Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information. c. Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing. d. Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/ numerical order) to obtain and organize information and thoughts. e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive). f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check). g. Uses a thesaurus to identify alternative word choices and meanings.	✔ ELACC5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (While both GPS and CCGPS provide standards referencing keyboarding skills, CCGPS goes a bit further in that the standard ties use of the keyboard and writing in conjunction with the amount of writing produced in a single sitting. The two page minimum requirement is a good goal to have, but keep in mind that students may struggle with being able to produce two pages in a single sitting. If the goal is to ensure that this is mastered before the end of the year, students will be equipped to handle the additional page added in the sixth grade CCGPS. Remember, the key is not to TEACH keyboarding but that students will USE the keyboard in an efficient enough manner so as to be able to produce a minimum of two pages in a single sitting. Another note of	✔ ELACC5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. ELACC5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading standards to informational texts (e.g., —Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).

GPS	TRANSITIONAL GUIDANCE	CCGPS
	interest is that the time allowed for a "single" sitting is not stated. Therefore, we must use discretion in how we approach mastery of this standard. Overall, the intent is to allow students enough opportunities to produce pieces using the computer so that the skills improve substantially over time.)	
ELA5W4: The student consistently uses a writing process to develop, revise, and evaluate writing. The student a. Plans and drafts independently and resourcefully. b. Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. c. Edits to correct errors in spelling, punctuation, etc	ELACC5W4 also aligns well with elements found in 5W1 of GPS.	ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) ELACC5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

GPS	TRANSITIONAL GUIDANCE	CCGPS
LANGUAGE		
CONVENTIONS **ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student** a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, con-		**LANGUAGE** ELACC5L1: 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.

junction, preposition, interjection).
b. Expands or reduces sentences (e.g., adding or deleting modifiers, combining
or revising sentences).
c. Uses and identifies verb phrases and verb tenses.
d. Recognizes that a word performs different functions according to its position in the sentence.
e. Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
f. Uses and identifies correct mechanics (e.g., apostrophes, quotation marks,
comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
g. Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.

b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects. (GPS references using and identifying verb phrases and verb tenses; however, CCGPS refers to forming and using perfect tense. This was not taught explicitly in GPS until 7th grade. This will be new for 5th graders, and guidance recommends that it remain a part of instruction for 6th-8th graders as well during transition year one.)

c. Use verb tense and aspect to convey various times, sequences, states, and conditions. (This is new for 5th grade. Like tense, aspect is a way that verbs represent time. Aspect refers to how the time is viewed in which the action of the verb occurs. There are three: simple, perfect, and progressive.)

d. Recognize and correct inappropriate shifts in verb tense and aspect.* (This is new for 5th grade. Looking at shifts in verb tenses and aspects was not a part of explicit GPS standards or elements. Please note that the asterisk denotes a skill on the Language Progression Chart. This means that this skill continues to be referenced not only in the grade where it appears but also in the grades that follow. If a progressive skill becomes subsumed by a more

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).

ELACC5L2: 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.

Knowledge of Language

ELACC5L3: Use knowledge of language and its

rigorous skill, it is noted on the chart. The chart can be found on the last page of this document.)

☑ e. Use correlative conjunctions (e.g., either/or, neither/nor). (This is new for 5th grade CCGPS. Previously, correlative conjunctions were in 6th grade GPS. Guidance recommends that this be taught in grade 6 as well during transition year one.)

☑ a. Use punctuation to separate items in a series.* (GPS explicitly references using commas to separate items in a series in 1st grade. Even though students have been exposed to this standard, it is now a new part of CCGPS. Note that it is also marked by an asterisk, meaning that it will continue as a focus skill in grades beyond 5th until it becomes subsumed by a more rigorous skill.)

☑ b. Use a comma to separate an introductory element from the rest of the sentence. (This is new for 5th grade. It was previously in 6th grade. Guidance recommends that it also be taught in 6th grade during transition year one.)

☑ c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from

conventions when writing, speaking, reading, or listening.

a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*

☑ b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (This is new for 5th grade. It was a standard in 6th grade GPS. Guidance recommends that it be taught in 6th grade as well during transition year one.)

✔ d. Use underlining, quotation marks, or italics to indicate titles of works. (Essentially, this is somewhat new for 5th grade due to the explicit nature of the standard. This knowledge may have been inherent in mastery of writing standard 3 in GPS due to the explicit reference of sources; however, there were no standards stating the use of underlining, quotation marks, or italics in titles.)

✔ b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (This is new to CCGPS. It does not align with anything in GPS across all grade levels.)

GPS	TRANSITIONAL GUIDANCE	CCGPS
SPEAKING AND LISTENING		
LISTENING, SPEAKING, AND VIEWING **ELA5LSV1 The student participates in student-to-teacher, student-to-student,** **and group verbal interactions. The student** a. Initiates new topics in addition to responding to adult-initiated topics. b. Asks relevant questions. c. Responds to questions with appropriate information. d. Uses language cues to indicate different levels of certainty or hypothesizing (e.g., "What if. . ."; "Very likely. . ."; "I'm unsure whether. . ."). e. Confirms understanding by paraphrasing the adult's directions or suggestions. f. Displays appropriate turn-taking behaviors. g. Actively solicits another person's comments or opinions. h. Offers own opinion forcefully without domineering. i. Responds appropriately to comments and questions. j. Volunteers contributions and responds when directly solicited by teacher or discussion leader. k. Gives reasons in support of opinions expressed. l. Clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions. **ELA5LSV2 The student listens to and views various forms of text and media in** **order to gather and share information, persuade others, and express and understand ideas.**	The domain of Listening, Speaking, and Viewing within GPS and the strand of Speaking and Listening in CCGPS align very well. Guidance has not noted any areas where CCGPS denotes new standards for this strand. It is important, however, to incorporate the mastery of these standards to opportunities tied to reading and writing within the classroom.	**SPEAKING AND LISTENING** ELACC5SL1: 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. ELACC5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ELACC5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ELACC5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using

When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student: a. Demonstrates an awareness of the presence of the media in the daily lives of most people. b. Evaluates the role of the media in focusing attention and in forming an opinion. c. Judges the extent to which media provide a source of entertainment as well as a source of information. When delivering or responding to presentations, the student: a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members. b. Uses notes, multimedia, or other memory aids to structure the presentation. c. Engages the audience with appropriate verbal cues and eye contact. d. Projects a sense of individuality and personality in selecting and organizing content and in delivery. e. Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials. f. Uses technology or other memory aids to structure the presentation.		appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ELACC5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. ELACC5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

STANDARDS ABSENT FROM GRADE 5	RATIONALE
ELA5R1 **The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.** For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that: a.Identifies and analyzes the elements of setting, characterization, and conflict in plot. e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature. f. Identifies and analyzes the author's use of dialogue and description. h. Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. ii. Figurative language (e.g., personification, metaphor, simile, hyperbole) j. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life. k. Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature. For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that: b. Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary). c. Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations). e. Distinguishes cause from effect in context.	The standards listed on the left are not necessarily absent from 5th grade meaning that instruction is not necessary; quite contrary, these standards represent the 5th grade GPS which were not explicit in 5th grade Common Core. Perhaps these standards moved to earlier grades or perhaps they moved beyond 5th grade (unlikely). The rationale behind listing them here is to make the guidance recommendations explicit regarding the need to continue to include these standards during year one implementation. Perhaps an element from GPS is listed because it included information not explicit in CCGPS. The overall intent of including this list is to ensure that 2012-13 5th graders will not miss necessary content.
ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.	ELA5R2 does not align with Common Core. Instead of focusing on a consistent goal involving a set number of words or number of texts, Common Core focuses on two distinct sets of reading standards which promote and dictate reading in all genres. Likewise, Common Core distinctly places an emphasis not on the number of books a student reads but rather on the complexity of text appropriate for that particular grade level. This standard does not exist in CCGPS. Guidance recommends omission for transition year one and beyond.

VOCABULARY NEW TO GRADE 5	RATIONALE
Inference	Inference means that students are required to create new ideas implied

	by the text but not explicitly stated. The word "interpretation" appears in GPS with a similar connotation in many instances.
Word Choice	GPS often uses the word "diction" whereas CCGPS will most often use "word choice." These terms are interchangeable.
Objective Summary	GPS required students to complete whatever steps were necessary to "support understanding" without specifically referring to objective summary. While the term objective summary is new, the skill is not.
Aspect	Aspect refers to how the time is viewed in which the action of the verb occurs.
Informative/explanatory	Formerly referred to as "expository" writing in GPS. These terms are interchangeable. Non-fiction texts are referred to as Informational Texts in CCGPS
Literary	Fiction texts are referred to as Literary Texts in CCGPS
Domain-specific vocabulary	GPS discussed content and technical vocabulary where CCGPS uses the term domain-specific vocabulary.
Formal style	Formal style in CCGPS refers to adherence to established manuscript styles such as APA and MLA, but also to an appropriately mature and academic tone and word choice when required.
Closing statement	Formerly referred to as closure in GPS

LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12

STANDARD	K	1	2	3	4	5	6	7	8	9-10	11-12
GRADES											
ELACCKL5b. Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).	■	■	■	■	■	Subsumed by ELACC5L5c					
ELACC1L2c. Use commas in dates and to separate single words in a series.		■	■	■	■	Subsumed by ELACC5L2a					
ELACC1L1i. Use frequently occurring prepositions.		■	■	■	Subsumed by ELACC4L1e						
ELACC1L1g. Use frequently occurring conjunctions. **ELACC3L1h.** Use coordinating and subordinating conjunctions. **ELACC5L1e.** Use correlative conjunctions (e.g., *either/or, neither/nor*).		■	■	■	■	■	■	■	■	■	■
ELACC3L1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. **ELACC5L1a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.				■	■	■	■	■	■	■	■
ELACC3L1f. Ensure subject-verb and pronoun-antecedent agreement.				■	■	■	■	■	■	■	■
ELACC3L3a. Choose words and phrases for effect.				■	■	■	■	■	■	■	■
EKACC4L1e. Form and use prepositional phrases.					■	■	■	■	■	■	■
ELACC4L1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.					■	■	■	■	■	■	■
ELACC4L1g. Correctly use frequently confused words (e.g., to/too/two; there/their).					■	■	■	■	■	■	■
ELACC4L3a. Choose words and phrases to convey ideas precisely.					■	■	■	Subsumed by ELACC7L3a			
ELACC4L3b. Choose punctuation for effect.					■	■	■	■	■	■	■
ELACC5L1d. Recognize and correct inappropriate shifts in verb tense.						■	■	■	■	■	■
ELACC5L2a. Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).						■	■	■	■	■	■
ELACC5L5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.						■	■	■	■	■	■
ELACC6L1c. Recognize and correct inappropriate shifts in pronoun number and person.							■	■	■	■	■
ELACC6L1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).							■	■	■	■	■
ELACC6L1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.							■	■	■	■	■
ELACC6L3a. Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).							■	■	■	■	■
ELACC6L3b. Maintain consistency in style and tone.							■	■	■	■	■
ELACC7L1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								■	■	■	■
ELACC7L3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								■	■	■	■
ELACC8L1d. Recognize and correct inappropriate shifts in verb voice and mood.									■	■	■
ELACC9–10L1a. Use parallel structure.										■	■
L11-12L3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.											■

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

Dr. John D. Barge, State School Superintendent
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