Grade 5
English Language Arts

Alabama Educator
Instructional Supports

Alabama Course of Study Standards

Table of Contents

Introduction

The *Alabama Educator Instructional Supports: English Language Arts* is a companion to the 2021 *Alabama Course of Study: English Language Arts* for Grades K–12. Instructional supports are foundational tools that educators may use to help students become independent learners as they build toward mastery of the Alabama Course of Study content standards. **Instructional supports are designed to help educators engage their students in exploring, explaining, and expanding their understanding of the content standards.**

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

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

Content Standards

The content standards are the statements from the 2021 *Alabama Course of Study: English Language Arts* that define what all students should know and be able to do at the conclusion of a given grade level or course. Content standards contain minimum required content and complete the phrase "Students will _____."

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

Content Areas and Subareas: Content Areas and Subareas are used to group standards that are closely related. Literacy Foundations is the content area and Phonics, Vocabulary, Comprehension, and Writing are the subareas for the Grade 5 *ACAP Summative* English Language Arts assessment.

Categories: The standards are further grouped into Categories. Reading, Listening, and Writing are the categories on the Grade 5 *ACAP Summative* English Language Arts assessment.

Instructional Outcomes

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

Guiding Questions and Instructional Activities

Guiding questions are designed to create a framework for the given standard and to engage students in exploring, explaining, and expanding their understanding of the content standards provided in the 2021 *Alabama Course of Study: English Language Arts*. Therefore, each guiding question is written to help educators convey important concepts within the standard. By utilizing guiding questions, educators are engaging students in investigating, analyzing, and demonstrating knowledge of the underlying concepts reflected in the standard.

Each guiding question includes a representative set of sample activities and examples that can be used in the classroom. The set of activities and examples is not intended to include all the activities and examples that would be relevant to the standard. These activities will be available in Fall 2023.

Key Academic Terms

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

Additional Resources

Additional resources are included that are aligned to the standard and may provide additional instructional support to help students build toward mastery of the designated standard. These additional resources will be available in Fall 2023. Please note that while every effort has been made to ensure all hyperlinks are working at the time of publication, web-based resources are impermanent and may be deleted, moved, or archived by the information owners at any time and without notice. Registration is not required to access the materials aligned to the specified standard. Some resources offer access to additional materials by asking educators to complete a registration. While the resources are publicly available, some websites may be blocked due to Internet restrictions put in place by a facility. Each facility's technology coordinator can assist educators in accessing any blocked content. Sites that use Adobe Flash may be difficult to access after December 31, 2020, unless users download additional programs that allow them to open SWF files outside their browsers.

Printing This Document

It is possible to use this entire document without printing it. However, if you would like to print this document, you do not have to print every page. First, identify the page ranges of the

standards or domains that you would like to print. Then, in the print pop-up command screen, indicate which pages you would like to print.

Phonics

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Literacy Foundations

Phonics

Reading

Standard
3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

Instructional Outcomes:

- Define and explain the different types of compound words.

- Use knowledge of compound words to determine meanings of unknown words.

- Define and explain base words and their inflectional endings.

- Use knowledge of base words and inflectional endings to determine meanings of unknown words.

- Define and explain Greek and Latin prefixes, suffixes, and roots.

- Use common Greek and Latin prefixes, suffixes, and roots to determine meanings of unknown words.

- Define and provide examples of multiple-meaning words.

- Define and explain types of context clues, including *definition*, *synonym*, *antonym*, *comparison*, *example*, *cause-and-effect*, *list*, and *inference context clues*.

- Use context clues to determine the meanings of unknown and multiple-meaning words and phrases.

Guiding Questions and Instructional Activities:

What is a compound word? What is a closed compound word? What is an open compound word? What is a hyphenated compound word? How do you use the individual meanings of the combined words to help you determine the meaning of a compound word?

What is a base word? What is an inflectional ending? How do you use knowledge of common inflectional endings to determine the meanings of words?

What is a prefix? How do you use knowledge of common Greek and Latin prefixes to decode words? How do you use knowledge of common Greek and Latin prefixes to determine the meanings of words?

What is a suffix? How do you use knowledge of common Greek and Latin suffixes to decode words? How do you use knowledge of common Greek and Latin suffixes to determine the meanings of words?

What is a root? How do you use knowledge of common roots to help decode words? How do you use knowledge of common Greek and Latin roots to determine the meanings of words?

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

What is a definition type of context clue? How do you use the definition type of context clue to help determine the meaning of a word?

What is a synonym, or restatement, type of context clue? How do you use the synonym type of context clue to help determine the meaning of a word?

What is an antonym, or contrast, type of context clue? How do you use the antonym type of context clue to help determine the meaning of a word?

What is a comparison type of context clue? How do you use the comparison type of context clue to help determine the meaning of a word?

What is an example type of context clue? How do you use the example type of context clue to help determine the meaning of a word?

What is a cause-and-effect type of context clue? How do you use the cause-and-effect type of context clue to help determine the meaning of a word?

What is a list type of context clue? How do you use the list type of context clue to help determine the meaning of a word?

What is an inference type of context clue? How do you use the inference type of context clue to help determine the meaning of a word?

Key Academic Terms:

determine, clarify, base word, inflectional ending, prefix, suffix, root, compound word, open, closed, multiple-meaning words, context, definition context clues, synonym context clues, antonym context clues, comparison context clues, example context clues, cause-and-effect context clues, list context clues, inference context clues, restatement context clue, contrast context clue, strategy

Additional Resources:

Vocabulary

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Literacy Foundations

Vocabulary

Standard

11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.

Instructional Outcomes:

- Define and provide examples of multiple-meaning words.

- Define and explain types of context clues, including *definition*, *synonym*, *antonym*, *comparison*, *example*, *cause-and-effect*, *list*, and *inference context clues*.

- Use context clues to determine the meanings of unknown and multiple-meaning words and phrases.

- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries and distinguish between how each type of reference is used.

- Use print and digital reference materials to clarify the meanings of words and phrases.

Guiding Questions and Instructional Activities:

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

What is a definition type of context clue? How do you use the definition type of context clue to help determine the meaning of a word?

What is a synonym, or restatement, type of context clue? How do you use the synonym type of context clue to help determine the meaning of a word?

What is an antonym, or contrast, type of context clue? How do you use the antonym type of context clue to help determine the meaning of a word?

What is a comparison type of context clue? How do you use the comparison type of context clue to help determine the meaning of a word?

What is an example type of context clue? How do you use the example type of context clue to help determine the meaning of a word?

What is a cause-and-effect type of context clue? How do you use the cause-and-effect type of context clue to help determine the meaning of a word?

What is a list type of context clue? How do you use the list type of context clue to help determine the meaning of a word?

What is an inference type of context clue? How do you use the inference type of context clue to help determine the meaning of a word?

What is a dictionary, what is a glossary, and what is a thesaurus? What are print and digital reference materials that can help clarify the meanings of unknown and multiple-meaning words and phrases?

Key Academic Terms:

context, definition context clues, synonym context clues, antonym context clues, comparison context clues, example context clues, cause-and-effect context clues, list context clues, inference context clues, reference, print, digital, clarify, multiple-meaning words, dictionary, glossary, thesaurus, restatement context clue, reference tools

Additional Resources:

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Literacy Foundations

Vocabulary

Reading

Standard

12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.
a. Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context.
b. Explain the meanings of common idioms, adages, and proverbs.
c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.
d. Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.
e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.

Instructional Outcomes:

- Engage in reading to identify and interpret words and phrases.

- Interpret common academic words and phrases used in grade-appropriate texts.

- Interpret the meaning of domain-specific vocabulary.

- Identify and explain different types of figurative language, including similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms.

- Interpret the meaning of figurative language, including similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms.

- Identify common idioms, adages, and proverbs and explain their meanings.

- Define *synonym*, *antonym*, and *homograph*.

- Identify synonyms, antonyms, and homographs in texts.

- Use the relationships between synonyms, antonyms, and homographs to better understand word meanings.

- Define and explain *tone* and *mood* in text.

- Identify words and phrases in text that can help determine the tone and mood of a text.

- Explain how vocabulary influences the tone and/or mood of a text.

- Define and explain characteristics of an author's style in a text.

- Define and explain how style influences the tone and/or mood of a text.

- Explain how vocabulary supports the author's purpose.

- Explain how style supports the author's purpose.

- Identify the meanings of common Greek and Latin affixes and roots.

- Use meanings of common Greek and Latin affixes and roots to determine the meanings of words.

Guiding Questions and Instructional Activities:

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

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

What is figurative language? How do you interpret figurative language, such as similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms when used in context?

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

What is a synonym? What is an antonym? What is a homograph? How do you use the relationships between synonyms, antonyms, and homographs to better understand word meanings?

What is tone? How do you explain the influence of an author's choice of vocabulary on tone? How do you explain how the tone supports the author's purpose?

What is mood? How do you explain the influence of an author's choice of vocabulary on mood? How do you explain how the mood supports the author's purpose?

What is style? How do you explain how an author's style influences the tone of a text?

How do you explain how an author's style influences the mood of a text? How does the author's style support his/her purpose for writing?

What are affixes and roots? How do you use the meanings of common Greek and Latin affixes and roots to determine the meanings of words?

Key Academic Terms:

pattern, domain-specific vocabulary, academic vocabulary, figurative language, simile, metaphor, personification, hyperbole, imagery, alliteration, onomatopoeia, idiom, adage, proverb, synonym, antonym, homograph, style, tone, mood, purpose, Greek affix, Greek root, Latin affix, Latin root, clue, affix

Additional Resources:

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Literacy Foundations

Vocabulary

Listening

Standard
13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Instructional Outcomes:

- Explain the characteristics of active listening.

- Engage in actively listening to recorded presentations.

- Define and explain types of context clues, including *definition*, *synonym*, *antonym*, *comparison*, *example*, *cause-and-effect*, *list*, and *inference context clues*.

- Use context to determine the meanings of unknown and multiple-meaning words and phrases in recorded presentations.

- Use reference materials to check meanings derived from context.

- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries and distinguish between how each type of reference is used.

- Use print and digital reference materials to clarify the meanings of words and phrases.

Guiding Questions and Instructional Activities:

What is active listening? What are the characteristics of active listening?

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

What is a definition type of context clue? How do you use the definition type of context clue to help determine the meaning of a word?

What is a synonym, or restatement, type of context clue? How do you use the synonym type of context clue to help determine the meaning of a word?

What is an antonym, or contrast, type of context clue? How do you use the antonym type of context clue to help determine the meaning of a word?

What is a comparison type of context clue? How do you use the comparison type of context clue to help determine the meaning of a word?

What is an example type of context clue? How do you use the example type of context clue to help determine the meaning of a word?

What is a cause-and-effect type of context clue? How do you use the cause-and-effect type of context clue to help determine the meaning of a word?

What is a list type of context clue? How do you use the list type of context clue to help determine the meaning of a word?

What is an inference type of context clue? How do you use the inference type of context clue to help determine the meaning of a word?

What is a dictionary, what is a glossary, and what is a thesaurus? What are print and digital reference materials that can help clarify the meanings of unknown and multiple-meaning words and phrases?

Key Academic Terms:

context, definition context clues, synonym context clues, antonym context clues, comparison context clues, example context clues, cause-and-effect context clues, list context clues, inference context clues, print, digital, clarify, multiple-meaning words, dictionary, glossary, thesaurus, active listening

Additional Resources:

Comprehension

17

Literacy Foundations

Comprehension

Standard

17. Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
    Examples: theme, plot, point of view

Instructional Outcomes:

- Engage in reading of literary texts.

- Define different literary elements, including *theme*, *plot*, *point of view*, *setting*, and *characterization* by asking and responding to questions.

- Identify and describe literary elements, including theme, plot, conflict, point of view, setting, and characterization in a text by asking and responding to questions.

Guiding Questions and Instructional Activities:

What are literary elements? What is characterization? What are different character traits?

What is setting? How do you identify and describe the setting?

What is plot? What are the elements of plot? How do you identify and describe the major events in a plot?

What is point of view? How do you identify and describe the point of view?

What is a theme? How do you identify and describe a theme?

Key Academic Terms:

literary text, literary element, theme, plot, point of view, setting, characterization

Additional Resources:

18

Literacy Foundations

Comprehension

Reading

Standard
18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.

Instructional Outcomes:

- Engage in reading to comprehend informational texts.

- Identify key events, people, or concepts in informational texts.

- Explain the relationships or interactions among events, people, or concepts, using textual evidence.

Guiding Questions and Instructional Activities:

What is an event in an informational text? What are common types of relationships among events? How do you explain the relationships or interactions among key events in an informational text? How do you use textual evidence to support this explanation?

Who are people/person in an informational text? What are common types of relationships among people? How do you explain the relationships or interactions among people in an informational text? How do you use textual evidence to support this explanation?

What is a concept? What are common types of relationships among concepts? How do you explain the relationships or interactions among key concepts in an informational text? How do you use textual evidence to support this explanation?

Key Academic Terms:

informational text, event, people, concept, relationships, explain, textual evidence

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.

Instructional Outcomes:

- Engage in reading to comprehend literary texts.

- Identify literary elements, including character, setting, conflict, dialogue, and point of view.

- Identify specific details within the text that can be used to describe characters.

- Interpret how authors use characters in literary texts.

- Identify specific details within the text that can be used to describe the setting.

- Interpret how authors use setting in literary texts.

- Identify specific details within the text that can be used to describe the conflict.

- Interpret how authors use conflict in literary texts.

- Identify specific details within the text that can be used to describe the dialogue.

- Interpret how authors use dialogue in literary texts.

- Identify specific details within the text that can be used to describe the point of view.

- Interpret how authors use point of view in literary texts.

Guiding Questions and Instructional Activities:

What is a literary element? What literary elements may be found in a literary text? How do you determine what a character is like? Which details about a character are important to note? How can descriptions of a character help explain what that character is like? How does an author use characterization in a literary text?

How do you determine what a setting is like? Which details about a setting are important to note? How can descriptions of a setting help interpret what that setting is like? How does an author use setting in a literary text?

How do you determine important events in a literary text? Which details about an event are important to note? How can descriptions of events help interpret the events? How does an author use events in a literary text?

How do you determine what the conflict is in a literary text? Which details about the conflict are important to note? How can descriptions of the conflict help interpret the conflict? How does an author use conflict in a literary text?

What is dialogue? Which details about the dialogue are important to note? How does an author use dialogue in a literary text?

What is point of view? What is first-person point of view? What is third-person limited point of view? What is third-person omniscient point of view? What is third-person objective point of view? How do you determine the point of view in a literary text? Which details about point of view are important to note? How does an author use point of view in a literary text?

Key Academic Terms:

literary text, identify, determine, interpret, character, event, setting, conflict, dialogue, point of view, first person, third-person objective, third-person limited, third-person omniscient

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
20. Explain how the author's use of character types throughout a narrative helps drive its plot.
Examples: static, dynamic, and stock characters

Instructional Outcomes:

- Engage in reading to comprehend literary texts.

- Define and explain character types, including *protagonist, antagonist*, *round*, *flat*, *static*, *dynamic*, *stock*, and *symbolic characters* in literary texts.

- Identify and explain how an author's use of character types helps to drive the plot in a literary text.

Guiding Questions and Instructional Activities:

What are character types in a narrative? What is a protagonist? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

What is an antagonist? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

What is a round character type? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

What is a flat character type? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

What is a static character type? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

What is a dynamic character type? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

What is a stock character type? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

What is a symbolic character type? How do you use details in the text to identify this character type? How does the author use this character type throughout a narrative to help drive its plot?

Key Academic Terms:

identify, explain, character type, character plot, character round, character flat, character static, character dynamic, character stock, character symbolic, antagonist, protagonist, narrative

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
21. Compare and contrast characters, points of view, or events in two or more literary texts.

Instructional Outcomes:

- Engage in reading to comprehend literary texts.

- Describe characters in literary texts.

- Explain similarities and differences between characters in two or more literary texts.

- Describe points of view in literary texts.

- Explain similarities and differences between points of view in two or more literary texts.

- Describe events in literary texts.

- Explain similarities and differences between events in two or more literary texts.

Guiding Questions and Instructional Activities:

How do you compare and contrast characters in two or more literary texts? How can specific details about characters and their interactions be used to compare and contrast those characters?

How do you compare and contrast points of view in two or more literary texts? How can specific details about a point of view be used to compare and contrast that point of view with another one?

How do you compare and contrast plot events in two or more literary texts? How can specific details about an event be used to compare and contrast one event with another?

Key Academic Terms:

literary text, compare, contrast, describe, explain, characters, points of view, plot, events

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
22. Determine the implied and/or explicit main idea in literary and informational texts.

Instructional Outcomes:

- Engage in reading to comprehend literary and informational texts.

- Explain the difference between an implied and an explicit main idea.

- Determine the implied and/or explicit main idea of literary and informational texts.

- Explain how key details support the main idea.

Guiding Questions and Instructional Activities:

What is a literary text? What is the main idea of a literacy text? What is the difference between an implied main idea and an explicit main idea?

What is an informational text? What is the main idea of an informational text? What is the difference between an implied main idea and an explicit main idea?

How do you determine if a main idea is implied or explicit in a text? How do you determine the main idea of a literary text? How do you determine which details of a text are used to support the main idea?

How do you determine if a main idea is implied or explicit in a text? How do you determine the main idea of an informational text? How do you determine which details of a text are used to support the main idea?

Key Academic Terms:

literary text, informational text, main idea, key details, implied main idea, explicit main idea

Additional Resources:

23

Literacy Foundations

Comprehension

Reading

Standard
23. Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.
a. Analyze common themes of diverse texts with support from textual evidence.
b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.

Instructional Outcomes:

- Engage in reading to comprehend culturally-diverse literary texts, including stories, dramas, and poems.

- Analyze themes in various culturally-diverse literary texts and support the analysis with textual evidence

- Analyze common themes of diverse texts using support of textual evidence.

- Identify the characteristics of a summary and explain how to develop summaries by using general details from a literary text.

- Summarize a story or drama.

- Identify and use details in a summary to describe how the plot unfolds in a story or drama using textual evidence.

- Identify and use details in a summary to describe how characters in a story respond to challenges or change their thoughts and actions in a story or drama using textual evidence.

Guiding Questions and Instructional Activities:

What is culturally-diverse literary text?

What is a theme? What are common themes in diverse literary texts? How do you know which details and examples from a text can help you determine and support the theme?

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

How do you identify and use details in a summary to describe how the plot unfolds in a story or drama? How do you identify and use details in a summary to describe how characters respond to challenges or change their thoughts and actions in a story or drama?

Key Academic Terms:

literary text, theme, support, textual evidence, determine, analyze, diverse, summarize summary, plot, drama, cite, details

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.
a. Identify various text features used in diverse forms of text.
b. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.

Instructional Outcomes:

- Engage in reading to comprehend informational texts.

- Determine and evaluate the effectiveness of common informational digital and print text features.

- Determine and evaluate the effectiveness of various digital and print text features.

- Determine and evaluate the effectiveness of common informational text structures and their characteristics.

- Use specific events, ideas, concepts, or information in a text to determine its structure as comparison and contrast, problem and solution, cause and effect, description, or sequential order.

- Compare the similarities between the overall structure of two or more texts, using specific references to events, ideas, concepts, or information.

- Contrast the differences between the overall structure of two or more texts, using specific references to events, ideas, concepts, or information.

- Evaluate the effectiveness of digital and print text features.

- Evaluate the effectiveness of digital and print text structures.

Guiding Questions and Instructional Activities:

What are text features? What are common digital text features in informational texts? What are common print text features in informational texts?

What is a text structure? What is a comparison-and-contrast text structure? What is a problem-and-solution text structure? What is a cause-and-effect text structure? What is sequential order text structure? What is description text structure? How do you identify the text structure of an informational text? How does a text structure influence how events, ideas, concepts, or information is presented in a text? How do you compare and contrast the overall structure of two or more texts?

How do you evaluate the effectiveness of text features? How do you evaluate the effectiveness of text structures?

Key Academic Terms:

informational text, determine, evaluate, text features, print, digital, text structures, comparison and contrast, problem and solution, cause and effect, event, idea, concept, information, compare, contrast, similarities, differences, description, effectiveness, diverse

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard
25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author's opinion in informational text.

Instructional Outcomes:

- Engage in reading of print and digital research sources.

- Identify the differences between fact and opinion in informational text.

- Explain the characteristics of a credible research source.

- Differentiate between fact and opinion in informational text.

- Explain how opinion is linked to bias in a research source.

- Determine the credibility of a research source by distinguishing between fact and opinion.

Guiding Questions and Instructional Activities:

What are some examples of print and digital research sources? What is a fact? What is an author's opinion? How do you distinguish between fact and opinion in an informational text?

What are the characteristics of a credible research source? What is bias? How can an author's opinion indicate bias in a research source? How do you identify bias by analyzing an author's opinion? How do you determine the credibility of a research source? How do you determine the appropriateness of a research source?

Key Academic Terms:

determine, credibility, research source, fact, opinion, bias, informational text, appropriateness, research, distinguish

Additional Resources:

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Literacy Foundations

Comprehension

Reading

Standard

26. Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.
a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.
b. Compare and contrast the approaches to theme in several stories within a genre.
c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics.
d. Explain how an author uses reasons and evidence to support particular points in a text.
e. Compare the approaches of several authors of articles about the same or similar topics.

Instructional Outcomes:

- Engage in reading/active listening/critical viewing of multiple print and digital sources about similar topics in diverse media and formats.

- Engage in reading to comprehend informational texts in which authors present points supported by reasons and evidence.

- Identify visual and multimedia elements in texts.

- Explain how visual and multimedia elements contribute to the overall meaning of a text.

- Explain how visual and multimedia elements contribute to the tone of a text.

- Identify the characteristics of different genres.

- Explain how to classify stories within genres.

- Identify and explain similar themes that are found in different genres.

- Describe similar themes found in pairs or groups of stories from the same genre.

- Compare and contrast the approaches to theme in several stories within a genre.

- Use features from multiple print and digital sources to locate information quickly.

- Apply information from multiple sources to analyze similar topics.

- Examine a text for examples where the author uses a reason to support the point(s).

- Examine a text for examples where the author uses evidence to support the point(s).

- Explain how the author uses reasons and evidence to support the point(s).

- Determine how multiple texts about the same topic relate to one another.

- Explain how to identify the approach an author uses to convey information about a topic.

- Compare the approaches that multiple authors use in informational texts about the same or similar topics.

Guiding Questions and Instructional Activities:

What is a visual element of a text? What are some examples of visual elements that can be part of a text? How can visual elements contribute to the meaning of a text? How can visual elements contribute to the tone of a text?

What is a multimedia element of a text? What are some examples of multimedia elements that can be part of a text? How can multimedia elements contribute to the meaning of a text? How can multimedia elements contribute to the tone of a text?

What is a genre? What are the characteristics of genres of literature? How do you identify the genre of a story? What is a theme? How do you identify and describe theme? How do you compare and contrast the way themes are approached in two stories of the same genre?

How do you find information quickly in print sources? What are common features that you can use to find information in print sources? How do you find information quickly in digital sources? What are common features that you can use to find information in digital sources? How do you apply information from multiple print or digital sources to analyze topics?

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

How do you use several texts to learn about the same topic? How do authors of multiple texts present information on the same or similar topic? How do you identify the approach an author uses to convey information about a topic? How do you compare the approaches that multiple authors use in informational texts about the same or similar topics?

Key Academic Terms:

analyze, media, format, visual elements, multimedia elements, meaning, tone, compare, contrast, approach, theme, genre, locate, apply, source, reasons, evidence, points, topic, active listening, critical viewing, convey classify, comprehend, graphics, article

Additional Resources:

27

Literacy Foundations

Comprehension

Reading

Standard
27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.

Instructional Outcomes:

- Engage in reading to comprehend literary and informational texts.

- Identify key ideas in a text.

- Demonstrate how to draw conclusions about a text.

- Demonstrate how to use facts to support conclusions.

Guiding Questions and Instructional Activities:

What is a key idea of a text? How do you identify the key ideas in a text? Which particular facts in an informational text are used to support the key ideas of a text? How are facts used to support the key ideas of an informational text?

What is a conclusion? How do you draw a conclusion? How do you choose which facts from a text can be used when drawing conclusions about the text?

Key Academic Terms:

key idea, conclusion, facts, support, draw conclusion, literary text, informational text

Additional Resources:

28

Literacy Foundations

Comprehension

Listening

Standard
28. Use audio and/or visual sources of information to obtain the answer to a question.

Instructional Outcomes:

- Engage in actively listening to audio sources.

- Engage in reading/critical viewing of visual sources.

- Use features from an audio source to obtain information.

- Use features from a visual source to obtain information.

- Connect ideas presented in audio sources to obtain the answer to a question.

- Connect ideas presented in visual sources to obtain the answer to a question.

Guiding Questions and Instructional Activities:

How do you accurately obtain information in audio sources? What are common features that you can use to find information in audio sources? How do you use or connect ideas in audio sources to obtain the answer to a question?

How do you accurately obtain information in visual sources? What are common features that you can use to find information in visual sources? How do you use or connect ideas in visual sources to obtain the answer to a question?

Key Academic Terms:

audio source, visual source, obtain, connect, question, active listening, accurately critical viewing

Additional Resources:

29

Literacy Foundations

Comprehension

Writing

Standard
29. Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.
a. Use textual evidence to support summarization.
b. Cite appropriately when summarizing.

Instructional Outcomes:

- Engage in reading to comprehend texts.

- Differentiate between a main idea and key supporting details.

- Differentiate between an implied and an explicit main idea of a text.

- Explain how key details support the main idea.

- Identify the characteristics of a summary and explain how to develop summaries by using key details from texts.

- Differentiate between relevant (key) details and irrelevant details in preparation for summarizing.

- Summarize a text in writing stating the implied and/or explicit main idea.

- Select details to use in the summary of a text.

- Cite appropriately when summarizing a text.

Guiding Questions and Instructional Activities:

What is a main idea of a text? What is an explicit main idea? What is an implied main idea? How do you determine the main idea of a text? Which details of a text support the main idea?

What is a summary? How do you determine which details to use as textual evidence in a summary? What does it mean to cite? How do you cite appropriately when summarizing?

Key Academic Terms:

summary, summarize, main idea, implied, explicit, key details, textual evidence, support, differentiate, cite, explain, supporting details, relevant, irrelevant

Additional Resources:

30

Literacy Foundations

Comprehension

Writing

Standard
30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.

Instructional Outcomes:

- Engage in reading to comprehend literary and informational texts.

- Identify details and examples that provide clues about what a text says implicitly.

- Connect explicit details and examples with textual clues to draw conclusions and make inferences.

- Demonstrate how to quote texts accurately when drawing conclusions and making inferences through writing.

Guiding Questions and Instructional Activities:

How do you quote accurately from a literary text? How do you select specific details from a literary text when drawing conclusions? How do you select specific details from a literary text when making inferences?

How do you quote accurately from an informational text? How do you know which details and examples in an informational text are important? Why are some details and examples more important than other details and examples? How do you select specific details from an informational text when drawing conclusions? How do you choose specific details from an informational text when making inferences?

Key Academic Terms:

literary text, informational text, quote, details, examples, textual clues, support, conclusion, inference, implicit, explicit, draw conclusions

Additional Resources:

Writing

34

Literacy Foundations

Writing

Writing

Standard
34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.

Instructional Outcomes:

- Identify the characteristics of effective narratives.

- Incorporate characters, setting, plot, and conflict effectively as elements of fiction in writing.

- Establish a conflict in narrative writing.

- Organize clear event sequences when writing narratives.

- Identify the characteristics of effective narrator development and character development in writing.

- Use dialogue and strong voice to develop characters and events in narratives.

- Use transitional words, phrases, and clauses that can help manage the event sequence.

- Use concrete words and phrases and sensory details to convey ideas precisely.

- Construct an ending that is a logical conclusion to the series of events within a narrative.

- Write a personal or fictional narrative to develop a real or imagined experience or event.

Guiding Questions and Instructional Activities:

What are the characteristics of an effective narrative (characters, plot, setting, conflict)? What is a personal narrative? What is fictional narrative?

How do you use clear event sequences in a narrative? How do you effectively develop an organized event sequence?

How do you establish a conflict in narrative writing? How do you establish a setting in narrative writing? How do you introduce and develop a narrator and/or the characters in narratives?

How do you use dialogue to develop narratives of experiences and events? How do you use dialogue to show the responses of characters to situations?

What is voice in narrative writing? How you develop strong voice in narrative writing?

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

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

How do you construct an ending that follows logically from the experiences or events of the narrative?

Key Academic Terms:

personal narrative, fictional narrative, characters, plot, setting, conflict, dialogue, voice, clear event sequence, effective, organize, transitional words and phrases, concrete words, sensory details, conclusion, logical, clauses, convey, develop, literary elements

Additional Resources:

35

Literacy Foundations

Writing

Writing

Standard
35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.

Instructional Outcomes:

- Identify the characteristics of effective informative or explanatory texts.

- Identify the characteristics of clear and effective topic development.

- Use facts, definitions, relevant details, quotations, or other information and examples to examine and elaborate on a topic when writing.

- Incorporate a strong organizational structure when writing.

- Use transitional words, phrases, and clauses to link ideas in writing.

- Use precise or domain-specific vocabulary to develop writing.

- Construct a conclusion that relates to the topic in writing.

- Write an informative or explanatory text, using multiple sources to examine a topic.

Guiding Questions and Instructional Activities:

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

What is a topic? How do you examine a topic in writing? How do you convey ideas and information clearly? How do you introduce a topic clearly? How do you develop a topic effectively with facts, definitions, relevant details, quotations, or other information and examples related to the topic? How do you incorporate a strong organizational structure?

How do you choose transitional words and phrases to link ideas? How do you choose precise or domain-specific vocabulary to best inform or explain about your topic?

How do you construct a conclusion related to the information or explanation presented?

Key Academic Terms:

informative writing, explanatory writing, effective, examine, topic, introduction, organizational structure, elaboration, transitional words and phrases, precise vocabulary, domain-specific vocabulary, conclusion, convey, characteristics, sources, definitions, relevant details, quotations, development

Additional Resources:

36

Literacy Foundations

Writing

Writing

Standard
36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.
Examples: first, as a result, therefore, in addition

Instructional Outcomes:

- Identify the characteristics of argumentative pieces and use them to link ideas in writing.

- State claims clearly and effectively.

- Use logical order of claims and evidence in written arguments.

- Support claims with relevant evidence from sources.

- Create a strong organizational structure to group ideas in writing.

- Use connective words to link ideas.

- Write a strong conclusion that relates to an argument.

- Write an argumentative piece that persuades the reader to take an action or adopt a position.

Guiding Questions and Instructional Activities:

What does it mean to persuade? What is an argument? What are the characteristics of an effective argumentative piece?

How do you effectively state a claim for an argument? How do you support a claim with relevant evidence from sources? How do you create a strong organizational structure to group ideas?

What are connectives? How do you use connectives to link ideas?

How do you provide a strong conclusion that is related to an argument?

Key Academic Terms:

argument, persuade, stating a claim, support, relevant evidence, source, connectives, organizational structure, conclusion, adopt a position

Additional Resources:

38

Literacy Foundations

Writing

Writing

Standard
38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.
a. Locate information in print and digital sources.
b. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.
c. Integrate information from several texts on the same topic into presentations of research.

Instructional Outcomes:

- Engage in reading of print and digital sources.

- Identify relevant information from print and digital sources and write notes that relate to the research question.

- Organize notes by using a graphic organizer, note cards, or another note-taking method.

- Sort and integrate information from notes taken from several texts on the same topic.

- In notes and finished work, summarize, quote, and paraphrase information from sources.

- Provide a list of sources in notes and finished work.

- Organize ideas, facts, details, and arguments from several texts on the same topic.

- Integrate ideas, facts, details, and arguments from several texts about the same topic into research presentations.

Guiding Questions and Instructional Activities:

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

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

How do you create a research question?

How do you properly list sources when gathering information on a topic?

How do you use several texts to learn about a topic? How do you use multiple texts to present information on a particular topic? How do you integrate information from several sources into a presentation of research on a particular topic?

Key Academic Terms:

research question, locate, print source, digital source, summarize, quote, paraphrase, notes, source, integrate, topic, graphic organizer, modes of writing, sort, note-taking methods

Additional Resources:

39

Literacy Foundations

Writing

Writing

Standard
39. Demonstrate command of the conventions of standard English grammar and usage in writing.
a. Evaluate the usage of pronouns for the proper case.
Examples: subjective, objective, possessive
b. Identify inappropriate shifts in pronoun number and person.
c. Use varied pronouns and their antecedents correctly in composing and revising writing.
d. Use subject-verb agreement correctly when composing and revising writing.
e. Use verb tenses to convey various times, sequences, states, and conditions.
f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.
g. Use perfect verb tenses to compose and revise writing.
h. Use correlative conjunctions correctly when composing and revising writing.

Instructional Outcomes:

- Identify correct and incorrect usage of pronoun case in writing.

- Identify inappropriate shifts in pronoun number and person in writing.

- Explain the rules for pronoun-antecedent agreement and how to ensure it in writing.

- Identify correct and incorrect pronoun-antecedent agreement in writing.

- Use pronouns and their antecedents correctly in writing.

- Explain the rules for subject-verb agreement and how to ensure it in writing.

- Identify correct and incorrect subject-verb agreement in writing.

- Use subject-verb agreement in writing.

- Explain how verb tenses convey various times, sequences, states, and conditions.

- Identify correct and incorrect usage of verb tenses that convey various times, sequences, states, and conditions in writing.

- Use verb tenses that correctly convey times, sequences, states, and conditions in writing.

- Identify inappropriate shifts in verb tense in writing.

- Explain the form or function of perfect verb tenses.

- Identify correct and incorrect use of perfect verb tenses in writing.

- Form and use perfect verb tenses correctly in writing.

- Explain the form and function of correlative conjunctions.

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

- Use correlative conjunctions correctly in writing.

Guiding Questions and Instructional Activities:

What is pronoun case? What are subjective, objective, and possessive pronouns? How are subjective, objective, and possessive pronouns used correctly in writing?

What is an inappropriate shift in pronoun number and person? How do you correct an inappropriate shift in pronoun number and person in writing?

What is an antecedent? How do you ensure that a pronoun matches its antecedent in writing?

What is subject-verb agreement? How do you ensure subject-verb agreement in writing?

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

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

What are correlative conjunctions? How are correlative conjunctions used in writing?

Key Academic Terms:

grammar, usage, pronoun, pronoun case, pronoun number, pronoun person, shift, antecedent, subject-verb agreement, verb tense, time, sequence, state, condition, perfect verb tense, correlative conjunction, demonstrate, evaluate, compose, revise, command of conventions, form and function

Additional Resources:

40

Literacy Foundations

Writing

Writing

Standard
40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.
b. Use underlining, quotation marks, or italics to indicate the titles of different types of works.
c. Spell grade-level words correctly, consulting references as needed.

Instructional Outcomes:

- Explain the rules for punctuating items in a series.

- Identify correct and incorrect use of punctuation to separate items in a series in writing.

- Use punctuation correctly to separate items in a series in writing.

- Identify introductory elements in a sentence.

- Explain the rules for using a comma to separate an introductory element from the rest of a sentence.

- Identify correct and incorrect usage of a comma to separate an introductory element from the rest of a sentence in writing.

- Use a comma correctly to separate an introductory element from the rest of a sentence in writing.

- Explain the rules for using a comma to set off a tag question from the rest of a sentence in writing.

- Identify correct and incorrect use of a comma to set off a tag question from the rest of a sentence in writing.

- Use a comma correctly to set off a tag question from the rest of a sentence in writing.

- Explain the rules for using a comma to indicate direct address.

- Identify correct and incorrect use of a comma to indicate direct address in writing.

- Use a comma correctly to indicate direct address in writing.

- Explain the rules for using underlining, quotation marks, or italics to indicate titles of works.

- Identify correct and incorrect usage of underlining, quotation marks, or italics to indicate titles of works in writing.

- Use underlining, quotation marks, or italics correctly to indicate titles of works in writing.

- Identify common spelling patterns found in grade-appropriate words.

- Identify resources and use for checking spelling, including word lists, dictionaries, and glossaries.

- Identify correct and incorrect use of grade-appropriate words in writing.

- Spell grade-appropriate words correctly in writing, consulting references when needed.

Guiding Questions and Instructional Activities:

What are the rules for punctuating items in a series when writing?

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

How do you use a comma to set off a tag question from the rest of a sentence? How do you use a comma to indicate direct address when writing?

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

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

Key Academic Terms:

language, standard English, conventions, punctuation, series, spelling patterns, comma, introductory element, tag question, direct address, underlining, quotation marks, italics, reference, grade-appropriate, capitalization, consulting

Additional Resources:

42

Literacy Foundations

Writing

Writing

Standard
42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases.
Examples: dictionaries, glossaries

Instructional Outcomes:

- Identify the characteristics of dictionary entries, glossary entries, and thesaurus entries and distinguish how each is used.

- Identify pronunciation guides within reference materials.

- Use print and digital reference materials to find the pronunciations of words.

- Explain what a precise meaning is and identify examples of words that have similar but nuanced meanings.

- Use print and digital reference materials to determine or clarify the meanings of words and phrases.

Guiding Questions and Instructional Activities:

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

Key Academic Terms:

vocabulary acquisition, reference materials, print, digital, dictionary, glossary, thesaurus, pronunciation, determine, precise, clarify, consult, nuanced meanings

Additional Resources:

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