

Language Arts - Grade 5

| Idaho Department of Education Content Standards | Objective | Sub Objectives | Task Analysis | Essential Vocabulary | Sample Assessment Item | Resources |
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| Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections | Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis | Shaded objectives should be assessed in the classroom, but not included on the ISAT assessment. | | | | |
| Standard 1: Reading Process | | | | | | |
| Goal 1.1: Acquire Concepts About Print | No objectives at this grade level. | | | | | |
| Goal 1.2: Acquire Concepts About Text | 5.LA.1.2.1 Identify the structural features of popular media. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Identify the structural features (headings, captions, bylines, 5 Ws of a news item) of popular media.(i.e., newspapers, magazines, television, web, etc.) | <ul style="list-style-type: none"> Define popular media Identify the structures of each media | media • structure • caption • headline • byline • illustration | <ul style="list-style-type: none"> Label the structural features of an article from popular media, with a word bank. Compare & contrast features of different media types | Local Newspaper www.readwritethink.org |
| | 5.LA.1.2.2 Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs). CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs). | <ul style="list-style-type: none"> Identify common text features Locate text features in a variety of texts Explain the purpose of common text features | headings • subheadings • introductory paragraph • concluding paragraph | <ul style="list-style-type: none"> Write a letter to a friend explaining how to use THEEVES to identify text features. | www.readwritethink.org (THEEVES lesson) |
| | 5.LA.1.2.3 Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. CL: C Content Limit: Item will address text features (e.g., formats, graphics, diagrams, illustration, charts, maps, and organization). Only one text feature may be assessed in an item. | <ul style="list-style-type: none"> Use the features of texts, such as formats, graphics diagrams, illustrations, charts, maps, and organization to find information and support understanding. | <ul style="list-style-type: none"> Practice gathering and discussing information from a variety of text features Answer questions based on information gathered from text features Construct a variety of text features | graphics • charts • format | <ul style="list-style-type: none"> Using a map of the world: What is this (chart, diagram, illustration) organizing, showing? What can you learn from reading this (map, chart, diagram)? | http://www.timeforkids.com/TFK/ |
| Goal 1.3: Acquire Phonological Awareness Skills | No objectives at this grade level. | | | | | |
| Goal 1.4: Acquire Decoding Skills Using Word Parts | 5.LA.1.4.1 Apply common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. CL: D Content Limit: Item will address word structure using words containing a base word, root word, prefix, or suffix, including Greek and Latin derivatives, to assist in decoding. Item will contain only one such word to decode. | <ul style="list-style-type: none"> Use common root words, prefixes and suffixes, including Greek and Latin derivatives to decode words. Prefixes: anti-, extra-, inter-, mid-, semi-sub- Suffixes: -ion, -tion, -ation, -ition, -ist, -ous, -eous, -ious Root: aud, equi, fig, ject, migr, port, spect, vid/vis, voc Greek: biblio, geo, graph, meter, mono, ology, phil, sphere, tele | <ul style="list-style-type: none"> List common root words, prefixes, and suffixes Decode in isolation Decode in context | root word • prefix • suffix | <ul style="list-style-type: none"> What prefix helps decode this word? What suffix helps decode this word? What root helps to decode this word? | http://lrs.ed.uiuc.edu/students/trieger/490i/niftyfifty.htm http://www.internet4classrooms.com/skills_5th_lang.htm |
| | 5.LA.1.4.2 Read abbreviations appropriate to grade level. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Recognize common abbreviations appropriate to grade level | <ul style="list-style-type: none"> Recognize common abbreviations Use common abbreviations appropriate to grade level in all content areas Junior-Jr. President-Pres. Chapter-Chap. Company-Co. Government-govt. page-p. pages-pp. paid-pd. Package-pkg. United States of America-USA | | abbreviation | <ul style="list-style-type: none"> What is the correct abbreviation for ...? Given a passage, identify the abbreviations. |

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| Goal 1.5: Acquire Decoding Skills Using Syllabication | 5.LA.1.5.1 Apply spelling and syllabication rules that aid in decoding and word recognition. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Use spelling and syllabication rules that aid in decoding and word recognition. | <ul style="list-style-type: none"> Demonstrate knowledge of common spelling rules Demonstrate knowledge of basic syllabication rules Practice decoding multisyllabic words using these rules | syllable | <ul style="list-style-type: none"> Identify syllables as open or closed. Separate the following words into syllables. | http://www.fcrr.org/fcrrreports/PDF/rewards_report.pdf http://searchlight.utexas.org/content/classroom-resources-test/phonics-classroom-resources/activities/multisyllabi/view?SearchableText=syllable&search=true&Subj=None |
| Goal 1.6: Acquire Decoding Skills Using Context | 5.LA.1.6.1 Use context clues to aid in decoding of new words. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Use context clues to aid in decoding of new words. | <ul style="list-style-type: none"> Identify unknown word (including homographs) Read text around word to find meaning clues Pronounce unknown word (including homographs) | context clue • homograph | <ul style="list-style-type: none"> Use other words in the sentence to figure out the meaning of the underlined word. | http://www.allinfoaboutreading.com http://www.internet4classrooms.com/skills_5th_lang.htm#comp |
| Goal 1.7: Acquire Fluency | 5.LA.1.7.1 Read grade-level-appropriate text with fluency and accuracy from at least 150 correct words per minute (Hasbrouck & Tindal). CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Read grade-level-appropriate text with fluency and accuracy with at least 150 correct words per minute | <ul style="list-style-type: none"> Practice cold and warm readings with grade level passages to increase fluency | fluency • rate • prosody • accuracy | <ul style="list-style-type: none"> See resources and use passages to acquire a one minute probe. | Six Minute Solutions AIMS Web Read Naturally http://www.eduplace.com/rdg/res/frequent.html http://www.opencourtresources.com/ocr/grade5/index.html |
| Goal 1.8: Vocabulary and Concept Development | 5.LA.1.8.1 Apply root words, prefixes and suffixes, derived from Greek and Latin to determine meaning of complex words (autograph, autobiography, biography, biology). CL: D Content Limit: Word structure may only exist to determine word meaning and may include prefixes, suffixes, base words, and words with Greek and Latin derivatives. Only one concept will be assessed in an item. Items do not require the definition of specific terms. | <ul style="list-style-type: none"> Use the definition of common root words, prefixes and suffixes to determine the meaning of words in context | <ul style="list-style-type: none"> Identify common prefixes, suffixes, and root words Learn the meaning of common prefixes, suffixes, and root words Use these definitions to determine the meaning of complex words Prefixes: anti-, extra-, inter-, mid-, semi-sub- Suffixes: -ion, -tion, -ation, -ition, -ist, -ous, -eous, -ious Root: aud, equi, fig, ject, migr, port, spect, vid/vis, voc Greek: biblio, geo, graph, meter, mono, ology, phil, sphere, tele | prefix • suffix • root words | <ul style="list-style-type: none"> Using knowledge of prefixes, suffixes, and root words, define "uncomfortable". Which sentence uses one of the suffixes -er, -less, -ful, incorrectly? Decide which sentence uses the prefix dis- incorrectly. | http://www.firstschoolyears.com/literacy/word/other/prefixes/prefixes.htm http://www.readwritethink.org/lessons/lesson_view.asp?id=1042 http://www.boiseschools.org/curriculum/la_supplement/root_wordlist.pdf |
| | 5.LA.1.8.2 Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. CL: C Content Limit: Vocabulary items may require context clues from a passage to determine word meaning. Item may require the identification of synonyms, antonyms, words with multiple meanings, and analogies. Item may require context clues within a grade-level passage with a text range based on at least 2 readability formulas (Fry, DRP, or Spaiche). | <ul style="list-style-type: none"> Use context to identify the meaning of unfamiliar words and identify the intended meaning of words with multiple meanings. | <ul style="list-style-type: none"> Recall definitions of synonyms, antonyms, and analogies Explain a multiple meaning word Identify unfamiliar words in grade level passages Demonstrate ability to use context clues to determine correct meaning of unfamiliar words | synonym • antonym • analogy | <ul style="list-style-type: none"> Which meaning of the word _____ is used in the passage? Which word is a synonym/antonym for _____? The word _____ most likely means _____? | http://www.allinfoaboutreading.com http://www.internet4classrooms.com/skills_5th_lang.htm#comp |
| | 5.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 5 content area text. | <ul style="list-style-type: none"> Transfer concepts about text, decoding skills, fluency, and vocabulary to comprehend content area text and literature (apply previous skills learned) Generate a student-friendly definition of concepts from the content areas | concept | <ul style="list-style-type: none"> Have student demonstrate understanding of vocabulary by listing the word, defining, illustrating, and using the word in a sentence. | http://web3.d25.k12.id.us/PDF/Curric/5mathvocab.pdf http://www1.moesc.k12.oh.us/vocab-contents.htm#s |

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| | 5.LA.1.8.4 Use a grade-level appropriate dictionary, thesaurus, and, glossary to find or confirm word meanings. (716.05.a) CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Use a grade-level appropriate dictionary, thesaurus, and, glossary to find or confirm word meanings. | <ul style="list-style-type: none"> Review alphabetical order, guide words, pronunciation guide, part of speech, etc. Identify the purpose of a dictionary, a thesaurus, and a glossary Practice finding words in each reference source for different purposes Match the correct definition of the word to the context of the sentence | dictionary • thesaurus • glossary • pronunciation | <ul style="list-style-type: none"> Which word would be found on a dictionary page with the guide words _____ & _____? Choose the group of words that are in correct alphabetical order. | http://www.education-world.com/a_lesson/lesson/lesson206.shtml Any content area textbook |
| Standard 2: Comprehension/Interpretation | | | | | | |
| Goal 2.1: Acquire Strategies and Skills for Comprehending Text | 5.LA.2.1.1 State author's purpose for writing various texts. CL: C Content Limit: Item requires identification of the author's main purpose for writing. | <ul style="list-style-type: none"> State author's purpose for writing various texts. | <ul style="list-style-type: none"> List and define the common purposes of writing: to inform, persuade and entertain Read various grade level passages and identify the author's purpose | inform • persuade • entertain | <ul style="list-style-type: none"> The author's purpose is to _____. What details in the story helped you decide what the author's purpose was? The author would most likely agree with what statement. | http://www.woodland.k12.mo.us/faculty/rgarner/Reading/Authors%20purpose.htm |
| | 5.LA.2.1.2 Apply cause and effect relationships to gain meaning from text. CL: E Content Limit: Item may require more than one skill (e.g., an item may require a conclusion based on determining the cause and effect). | <ul style="list-style-type: none"> Explain cause and effect relationships to gain meaning from text. | <ul style="list-style-type: none"> Read various grade level passages Discover cause and effect relationships Distinguish between the cause and the effect State the conclusion based on the cause and effect | cause • effect | <ul style="list-style-type: none"> Tell the cause/effect relationship in a text. Reach a conclusion based on the cause and effect relationship. The _____ did _____ because _____. Why did _____ most likely do _____? | http://www.internet4classrooms.com/skills_5th_lang.htm#comp |
| | 5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. CL: D Content Limit: Item requires information obtained solely from the text given. | <ul style="list-style-type: none"> Generate valid conclusions based on information gathered from text and cite evidence to support the conclusion. | <ul style="list-style-type: none"> Read a passage Determine a valid conclusion based on the information in the passage Justify the conclusion using evidence from the text | valid • conclusion • evidence • implies • infer | <ul style="list-style-type: none"> Why did (the character) _____ most likely (action) _____? Which of these conclusions can you draw about _____ from reading the story? Which details from the passage support this conclusion? | http://www.internet4classrooms.com/skills_5th_lang.htm#comp www.mrsarosclass.com/Drawing%20Conclusions.ppt |
| Goal 2.2: Acquire Skills to Comprehend Expository Text | 5.LA.2.2.1 Interpret details from a variety of expository texts to support comprehension. CL: D Content Limit: Item may require the identification or inference of details solely from the text given. Assessment items will be from nonfiction text. | <ul style="list-style-type: none"> Interpret details from a variety of expository texts to support comprehension. | <ul style="list-style-type: none"> Read nonfiction text for details Identify which details are relevant for comprehension and those which are irrelevant | relevant • irrelevant • expository | <ul style="list-style-type: none"> Based on the passage, which statement is true _____? What is one way _____ is different from _____? What happened first? Which 2 items does the author compare? | Expository Literature http://www.billericareads.org/mainidea.htm http://depts.gallaudet.edu/englishworks/exercises/main/reading.html |
| | 5.LA.2.2.2 Generate how, why, and what-if questions for interpreting expository texts. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Generate how, why, and what-if questions for interpreting expository texts. | <ul style="list-style-type: none"> Identify the topic of expository text Create how, why, and what-if questions that relate to the topic Read the text to answer the questions | expository | <ul style="list-style-type: none"> Students generate how, what, why questions related to the topic. Students identify how, what, why statements. | Any expository text |
| | 5.LA.2.2.3 Apply central ideas and signal words to summarize information from expository text. CL: D Content Limit: Item may require an inference of the main ideas and a summary relevant to the nonfiction text given; item responses will include main ideas and/or signal words. | <ul style="list-style-type: none"> Use main ideas and signal words to summarize information from expository text. | <ul style="list-style-type: none"> Read expository text Identify the main idea Identify signal words (transition words or key words in the text) Summarize the passage | transition words | <ul style="list-style-type: none"> Which of the following best summarizes the main idea in the passage? Which of the following is a detail that supports the main idea? How does _____ signal to _____? | http://www.billericareads.org/mainidea.htm http://depts.gallaudet.edu/englishworks/exercises/main/reading.html http://www.somers.k12.ny.us/intranet/reading/signalwords.html |

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| | 5.LA.2.2.4 Follow multi-step written directions. CL: C Content Limit: Multi-step instructions will be no more than four steps in response to an item. Item may require organization and/or sequencing of information. Item requires information obtained solely from the text given. | <ul style="list-style-type: none"> Follow multi-step written directions. | <ul style="list-style-type: none"> Read passages with multi-step directions (i.e., recipes, directions for assembling an object) Put the steps in logical sequence Follow directions to correctly complete task | sequence • recipe • logical | <ul style="list-style-type: none"> After adding _____ to this recipe, what is the next step? What step comes before/after _____? Put the following directions for _____ in correct order? | http://www.bbc.co.uk/skillswise/words/grammar/texttypes/instructions/worksheet.shtml |
| Goal 2.3: Acquire Skills for Comprehending Literary Text | 5.LA.2.3.1 Identify various genres of fiction and kinds of poetry based on their characteristics. CL: B Content Limit: Item may contain information about defining characteristics of the major genres of fiction (e.g., realistic fiction, tall tale, fable, legend, folktale, and poetry). | <ul style="list-style-type: none"> Identify various genres of fiction and kinds of poetry based on their characteristics. | <ul style="list-style-type: none"> List the various genres of fiction Read various passages and determine their genre Describe the characteristics of each genre Describe the characteristics of poetry | genre • poetry • tall tale • fable • legend • folk tale • realistic fiction | <ul style="list-style-type: none"> If a student is reading a passage organized into stanzas, what is he reading? This story is an example of _____ (nonfiction, myth, fable, fantasy). What makes this passage realistic fiction? Why is _____ (poem) titled _____? | http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_comprehension_genrechart.pdf http://www.hunetel.net/rsweetland/literature/genre/index.html |
| | 5.LA.2.3.2 Analyze how a character's traits influence that character's actions. CL: D Content Limit: Item will contain information about a character's actions. Item does not require definition of the specific term. | <ul style="list-style-type: none"> Explain how a character's traits influence that character's actions. | <ul style="list-style-type: none"> Define the meaning of character traits Recount the actions of a character in a narrative text Determine the traits of the character based on the character's actions Examine how the character traits influence the character's actions | traits • influence | <ul style="list-style-type: none"> Helen Keller was able to overcome her disabilities because she was _____. (list traits) According to the passage, what is one characteristic of _____? Based on the passage, which word best describes _____? | http://www.readwritethink.org/lessons/lesson_view.asp?id=175 |
| | 5.LA.2.3.3 Describe the setting and tell how it supports the story. CL: C Content Limit: Item may require identification of setting and/or relationship to the story. | <ul style="list-style-type: none"> Describe the setting and tell how it supports the story. | <ul style="list-style-type: none"> Identify the setting of the story (i.e., when and where) Recount the main events of the story Describe how the setting influenced the events in the story | setting | <ul style="list-style-type: none"> When and where does the story take place? How would the story change if the setting was different? How does the setting affect the mood? | http://www.readwritethink.org/lessons/lesson_view.asp?id=107 http://bogglesworldesl.com/setting.htm |
| | 5.LA.2.3.4 Analyze the main problem or conflict of a plot and explain how it was resolved. CL: D Content Limit: Item may require the identification and/or analysis of the main problem, conflict, resolution, or key details of the plot. Item does not require the definition of the specific literary terms. | <ul style="list-style-type: none"> Examine the main problem or conflict of a plot and explain how it was resolved. | <ul style="list-style-type: none"> Identify the main problem or conflict in a story Examine the main events of the story that lead to the solution Explain how the conflict was resolved | conflict | <ul style="list-style-type: none"> What was the main problem faced in the passage? How was the problem solved? What is the most difficult problem that _____ faces? | http://www.readwritethink.org/lessons/lesson_view.asp?id=802 |
| | 5.LA.2.3.5 Identify the speaker of a story and recognize the difference between first-person and third-person. CL: C Content Limit: Identification is limited to first-person and third-person omniscient. Item does not require identifying the distinction between limited and omniscient. Definitions of first- and third-person as vocabulary are assessed at the classroom level. | <ul style="list-style-type: none"> Identify the speaker of a story and recognize the difference between first-person and third-person. | <ul style="list-style-type: none"> Locate key words that identify first person [i.e., I, we (author included)] and third person [they, them (author not included)] Identify the speaker of the story Determine whether the speaker is first person or third person | first person • third person | <ul style="list-style-type: none"> From whose point of view is this passage told? Retell the story from another character's point of view. | http://www.internet4classrooms.com/skills_5th_lang.htm#comp Various grade level passages. |

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| | 5.LA.2.3.6 Identify the moral of literary selections (e.g., fables, folktales, legends). CL: E Content Limit: Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to passages provided. Passages should be at a fifth grade readability based on two readability formulas. Item may include identification of lesson, moral, or theme of a selection. Passages may include realistic fiction. | <ul style="list-style-type: none"> Identify the lesson, moral or theme of literary selections (e.g., fables, folktales, legends, or realistic fiction) | <ul style="list-style-type: none"> Define lesson, moral, theme Read a variety of fables, folk tales, legends and realistic fiction Identify the moral of a fable, the lesson of a folktale or legend, or the theme of fiction | theme • moral • lesson | <ul style="list-style-type: none"> What is the moral of the story? What is the theme? What does the story teach you? | www.planetozkids.com/oban/legends/html (gives lists of books & stories) http://folkloreandmythnetfirms.com/ |
| | 5.LA.2.3.7 Analyze metaphors and idioms to increase comprehension. CL: C Content Limit: Item will address the understanding of the concepts of simile and metaphor. Item will not refer to both a simile and a metaphor. Definitions of simile and metaphor as vocabulary terms are assessed at the classroom level only. | <ul style="list-style-type: none"> Examine metaphors and idioms to increase comprehension. | <ul style="list-style-type: none"> Recall definitions of simile, metaphor, and idiom Locate examples in grade level passages Determine what is being compared in the simile or metaphor Discuss the meaning of identified idioms | simile • metaphor • idiom | <ul style="list-style-type: none"> What is being compared in the simile, metaphor, or idiom? Compare/contrast similes, metaphor, and idioms. | http://www.readwritethink.org/lesson_view.asp?id=254 http://www.kidsconnect.com/content/view/343/27 |
| Standard 3: Writing Process | | | | | | |
| Goal 3.1: Acquire Prewriting Skills | 5.LA.3.1.1 Generate ideas using prewriting strategies. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Generate ideas using prewriting strategies. | <ul style="list-style-type: none"> Recognize prewriting as first step of the writing process. Identify a topic Use an appropriate graphic organizer to brainstorm ideas | brainstorm • graphic organizer | <ul style="list-style-type: none"> Use teacher selected rubric to assess student use of graphic organizer to organize ideas. | http://www.eduplace.com/kids/hme/k_5/graphorg/ http://www.teachervision.fen.com/graphic-organizers/printable/6293.html |
| | 5.LA.3.1.2 Generate a main idea appropriate to the type of writing. CL: D Content Limit: Items may require a statement of purpose, audience, and format that will allow students to select the most appropriate main idea from several options. Main idea Writer's focus | <ul style="list-style-type: none"> Generate a main idea appropriate to the type of writing. | <ul style="list-style-type: none"> Determine a writing format Select a main idea for writing | main idea | <ul style="list-style-type: none"> What would be the best main idea if you were writing a letter to your principal about extending recess? What would be the best main idea if you were writing personal narrative about _____? | http://www.brainpopjr.com/reading/comprehension/mainidea/growups.weml#teachers http://www.harlan.k12.ia.us/Fourth%20Grade%20Reading%20-%20main_idea_activities.htm |
| | 5.LA.3.1.3 Select organizational strategies appropriate for writing. CL: D Content Limit: Items may require a statement of purpose, audience, and format that will allow students to select the best supporting details or concluding statement. Supporting details Concluding statement | <ul style="list-style-type: none"> Select organizational strategies appropriate for writing. | <ul style="list-style-type: none"> Select supporting details for the topic Select an appropriate concluding statement Use different types of graphic organizers | supporting details • concluding statement | What type of graphic organizer would be most appropriate for writing a persuasive essay, personal narrative, or expository writing? | http://www.writesite.org/html/organize.html |

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| | 5.LA.3.1.4 Select an appropriate writing format for purpose and audience. CL: D Content Limit: Items may require a statement of purpose and audience that will allow students to select the most appropriate format from the given options. Item responses selected from the formats taught in Standard 4, Grades K-5. Story writing that incorporates a setting, character, conflict (problem), and resolution (solution) Purpose Format Audience | <ul style="list-style-type: none"> Select an appropriate writing format for purpose and audience. | <ul style="list-style-type: none"> Select the purpose for writing (persuade, inform, entertain) Select an audience Determine the writing format [friendly letter, directions, paragraph, or story writing(including setting, character, conflict, and resolution)] Compare characteristics of various writing formats. | purpose • format • audience | <ul style="list-style-type: none"> If you want to thank your grandma for your birthday gift, what writing format would you choose? Given a specific purpose and audience, determine the appropriate writing format. Given a specific writing format, determine the purpose and intended audience. | http://www.internet4classrooms.com/skills_5th_lang.htm |
| | 5.LA.3.1.5 Plan writing to produce a piece of writing within a set time period. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Develop a plan to produce a piece of writing, with a given prompt, within a set time period. | <ul style="list-style-type: none"> Examine the prompt to identify purpose, audience, and format Brainstorm/list key words and phrases supporting the prompt Develop a plan for writing (DWA) | main idea • graphic organizer • strategy • checklist • pacing • prompt | <ul style="list-style-type: none"> See DWA Toolkit | http://www.tooter4kids.com/classroom/daily_writing_ideas.htm http://www.sde.idaho.gov/ContentStandards/docs/DWA-pencilbox/docs/dwa/Grade5.htm |
| Goal 3.2: Acquire Skills for Writing a Draft | 5.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft with a main idea. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Use ideas generated and organized in prewriting to write a draft with a main idea. | <ul style="list-style-type: none"> Transfer ideas from organizer/brainstorming into complete sentences including main idea and supporting details | brainstorm • graphic organizer | <ul style="list-style-type: none"> See DWA Toolkit | http://www.angelfire.com/wi/writingprocess/writing.html |
| | 5.LA.3.2.2 Write a draft with a main idea and appropriate details in a logical sequence. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Write a draft with a main idea and appropriate details in a logical sequence. | <ul style="list-style-type: none"> Generate a draft with introduction, at least three supporting paragraphs (incorporating details in a logical sequence) and a concluding paragraph | sequence | <ul style="list-style-type: none"> See DWA Toolkit | Step Up to Writing |
| Goal 3.3: Acquire Skills for Revising a Draft | 5.LA.3.3.1 Revise draft for meaning, clarity and effective sequencing. CL: Content Limit: Sequence Precise word choice/ language Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.3, 3.3.4, and 5.3.1) | <ul style="list-style-type: none"> Revise draft for meaning, clarity and effective sequencing. | <ul style="list-style-type: none"> Check writing for clarity of meaning (appropriate synonyms, adjectives, and verbs) logical sequence, precise word choice and grammar Revise to include figurative language and words that create images for the reader | revise • draft • main idea • details • story map • organizer | <ul style="list-style-type: none"> The sentences in this paragraph are out of order. Order them correctly. Number sentences to show correct order. | http://www.kent.k12.wa.us/curriculum/writing/elem_writing/bib/writingprocess.htm |
| | 5.LA.3.3.2 Revise draft by adding details to enhance audience understanding. CL: Content Limit: Adding relevant details Removing irrelevant details | <ul style="list-style-type: none"> Revise draft by adding details to enhance audience understanding. | <ul style="list-style-type: none"> Check writing for relevance of details by adding or removing details to increase audience understanding | relevant • irrelevant | <ul style="list-style-type: none"> Which details need to be added or removed to make the passage easier to understand? Cross out the sentence that does not belong. Which sentence would not belong in a personal narrative? | http://www.kent.k12.wa.us/curriculum/writing/elem_writing/bib/writingprocess.htm |

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| | 5.LA.3.3.3 Apply and add transition words to clarify sequence. CL: Content Limit: | • Select and add appropriate transition words to clarify sequence. | • Review transition words • Incorporate transition words to facilitate flow | transition words | • Which transition word is needed between sentences 3 and 4? • Have students write a short story without transitions, then trade with a partner and add effective transitions. | http://www.somers.k12.ny.us/intranet/reading/signalwords.html |
| | 5.LA.3.3.4 Rearrange words, sentences, and paragraphs as needed to clarify meaning. CL: Content Limit: Modifier placement Rearranging words or sentences to create flow | • Rearrange words, sentences, and paragraphs as needed to clarify meaning. | • Adjust word, sentence, and paragraph order for clarity • Adjust modifier placement to clarify meaning | modifier | • These paragraphs/sentences are out of order. • Rearrange them in a logical sequence. • The following paragraph is confusing. Rewrite it so that it makes sense. | http://www.kent.k12.wa.us/curriculum/writing/elementary_writing/bib/writingprocess.htm |
| | 5.LA.3.3.5 Use literary models to refine writing style. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Use literary models to refine writing style. | • Critique examples of literary writing using an appropriate grade level rubric • Peer/self assess drafts using grade level rubric. • Practice incorporating elements of various writing styles. | rubric • critique | • Informal classroom observation. • Assessment of final product using grade level rubric. | http://www.kent.k12.wa.us/curriculum/writing/elementary_writing/bib/writingprocess.htm |
| | 5.LA.3.3.6 Apply strategies to guide the revision process. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Incorporate strategies to guide the revision process. | • Read and critique a variety of personal and peer drafts using appropriate grade level rubric | revision • critique • strategies | • Informal classroom observation. • Assessment of final product using grade level rubric. | http://www.kent.k12.wa.us/curriculum/writing/elementary_writing/bib/writingprocess.htm |
| Goal 3.4: Acquire Skills for Editing a Draft | 5.LA.3.4.1 Edit the draft using an editing checklist with common editing marks. CL: E Content Limit: Mixed grade-level editing skills (Includes a mix of skills assessed in 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1, and 5.4.2) | • Edit the draft using an editing checklist with common editing marks. | • List and define common editing marks • Practice revising drafts using editing marks | edit • proofread | • Which editing mark shows that a capital letter, punctuation mark, etc. is needed? • Edit and correct writing samples. | http://www.internet4classrooms.com/skills_5th_lang.htm http://www.wcskids.net/curriculum/resources/k-5_writing/download/editing_and_proofreading_marks.pdf |
| Goal 3.5: Acquire Skills to Publish Writing | 5.LA.3.5.1 Publish writing in an appropriate format for the purpose and audience. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Publish writing in an appropriate format for the purpose and audience. | • Write final draft in appropriate format for intended purpose and audience | transfer • publish • format • purpose • final draft | • Use teacher selected rubric to assess student choice of appropriate format and audience. | http://www.planet.eon.net/~bplaroeh/Publish.html |
| | 5.LA.3.5.2 Share writing with intended audience. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Share writing with intended audience. | • Share writing with intended audience | intended audience | • Use teacher selected rubric to assess student presentation of published work. | http://lorien.ncl.ac.uk/ming/Dept/Tips/present/comms.htm http://www.cse.ohio-state.edu/~neelam/abet/DIRASSMNT/oralTeamPresRubric.html http://www.indiana.edu/~reading/ieo/digests/d85.html |
| Standard 4: Writing Applications | | | | | | |
| Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills | 5.LA.4.1.1 Write short narratives that include a plot, setting, and characters. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write short narratives that include a plot, setting, and characters. | • Review characteristics a well developed plot. • Create an organizer that includes elements of plot • Determine setting and characters • Write a narrative draft that includes a beginning, middle, and end | plot • setting • character • narratives • conclusions • supporting details | • Use teacher selected rubric to assess whether the student narrative contains a developed plot, setting, and characters. | http://www.timeforkids.com/TFK/kids/hh/writeideas/articles/0,28372,606653,00.html http://www.kent.k12.wa.us/curriculum/writing/elementary_writing/Bib/Narrative.htm |

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|--|--|--|---|---|---|--|
| | 5.LA.4.1.2 Write a variety of expressive works that include sensory details and precise word choices. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write a variety of expressive works that include sensory details and precise word choices. | • Select topics for a variety of expressive works • List sensory details that describe the topic • Create a draft • Replace common words with more precise and/or descriptive words | sensory details • precise | • Use teacher selected rubric to assess whether the student narrative contains sensory details and descriptive word choice. | http://www.timeforkids.com/TFK/kids/hh/writeideas/articles/0,28372,606653,00.html http://www.kent.k12.wa.us/curriculum/writing/elementary/Bib/Narrative.htm |
| Goal 4.2: Acquire Expository (Informational/Research) Writing Skills | 5.LA.4.2.1 Write simple technical text. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write simple technical text (i.e., how to booklet, manuals, brochure) | • Examine a variety of simple technical works • Practice writing simple technical text | technical writing • transition • manual | • Use teacher selected rubric to assess technical writing skills and style. | http://www.teachingk-8.com/archives/how_to/how_tocreate_exciting_brochures.html |
| | 5.LA.4.2.2 Write a report using multiple sources that includes a main idea and facts and details about the topic. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write a report using multiple sources that includes a main idea and facts and details about the topic. | • Identify information sources on a selected topic • Use appropriate sources to generate main idea, facts, and details • Write a report | bibliography • citation page • resources page • reports • facts | • Use teacher selected rubric to assess report containing main idea, facts, details, and source citation. | http://www.static.bayareawritingproject.org/gems/garciagonzalez/ReportWriting5th.doc http://www.timeforkids.com/TFK/kids/hh/writeideas/articles/0,28372,634429,00.html |
| Goal 4.3: Acquire Persuasive Writing Skills | 5.LA.4.3.1 Write a persuasive letter or composition that states and supports a position. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write a persuasive letter or composition that states and supports a position. | • Choose a topic • Choose a position to support • Write a persuasive piece using details supporting the chosen position | persuasive • position | • Use teacher selected rubric to assess persuasive writing, including supporting details. | http://www.timeforkids.com/TFK/kids/hh/writeideas/articles/0,28372,634429,00.html http://teacher.scholastic.com/activities/writing/tguide/index1.asp?topic=Women#description |
| Goal 4.4: Acquire Skills for Literary Response | 5.LA.4.4.1 Write a response that identifies a text to self, text to world, and/or text to text connection. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write a response that identifies a text to self, text to world, and/or text to text connection. | • Read a grade level text • Develop a connection between text and self, text and world, or text and other text (i.e., Venn diagram) • Write a response that reflects the connection | text to text • text to world • text to self • connection | • Use teacher selected rubric to assess student connections. | http://www.effectiveteachingsolutions.com/New%20Design/readingworkshoptextconnections.htm http://powayusd.sdco.k12.ca.us/projects/literacy/Writing/PDFs/04prompts/4responsetoliteraturerubric.pdf |
| | 5.LA.4.4.2 Write responses to literature that include comments about the plot. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write responses to literature that include comments about the plot. | • Read grade level literature selections • Describe the elements of the plot (i.e., conflict and solution) within a given selection • Write an appropriate response including plot elements | plot elements • literature • conflict • solution • plot | • Use teacher selected rubric to assess plot elements in student writing. | http://www.readwritethink.org/lessons/lesson_view.asp?id=313 http://powayusd.sdco.k12.ca.us/projects/literacy/Writing/PDFs/04prompts/4responsetoliteraturerubric.pdf |
| Standard 5: Writing Components | | | | | | |
| Goal 5.1: Acquire Handwriting Skills | 5.LA.5.1.1 Write fluently and legibly in print or cursive. CL: Content Limit: Assessed in the classroom, not on the ISAT. | • Write fluently and legibly in print or cursive. | • Review and practice penmanship skills | legibly • fluently | • Assess writing samples for correct formation of letters in cursive and print. | http://www.superteacherworksheets.com/printing.html http://www.instructorweb.com/resources/handwriting.asp |
| Goal 5.2: Acquire Spelling Skills | 5.LA.5.2.1 Spell correctly Grade 5 high-frequency words and content area words. CL: B Content Limit: Includes grade-appropriate words commonly taught across multiple textbook series | • Spell correctly Grade 5 high-frequency words and content area words. | • Review spelling patterns • Practice using grade level high-frequency words | high-frequency • content area | • Weekly spelling test | http://web3.d25.k12.id.us/PDF/Curric/hfwords.pdf See Curriculum Index |

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| | 5.LA.5.2.2 Spell correctly common multisyllabic words that include those with Greek and Latin derivatives. CL: Content Limit: Assessed in the classroom, not on the ISAT. | <ul style="list-style-type: none"> Spell correctly common multisyllabic words including those with Greek and Latin derivatives. | <ul style="list-style-type: none"> Recall rules of adding prefixes and suffixes to root words Practice dividing multisyllabic words into syllables Spell multisyllabic words correctly in writing | multisyllabic | <ul style="list-style-type: none"> Weekly spelling test | http://web3.d25.k12.id.us/PDF/Curric/hfwords.pdf http://searchlight.utexas.org/content/classroom-resources-test/phonics-classroom-resources/sequences-1/sequence.2007-06-11.1478445717/multisyllabic-words |
| | 5.LA.5.2.3 Apply spelling rules appropriate to grade level to spell accurately. CL: C Content Limit: Includes homophones and commonly confused pairs | <ul style="list-style-type: none"> Use spelling rules appropriate to grade level to spell accurately. | <ul style="list-style-type: none"> Identify spelling rules Review and practice frequently misspelled words Transfer knowledge of appropriate grade level spelling rules into writing | homophone | <ul style="list-style-type: none"> Which form of the word belongs in the sentence? I.e.: there, their, they're to, two, too | http://www.all-about-spelling.com/list-of-homophones.html http://www.dyslexia.org/spelling_rules.shtml http://grammar.ccc.comnet.edu/grammar/misspelled_words.htm |
| Goal 5.3: Acquire Skills for Sentence Structure | 5.LA.5.3.1 Identify complex sentences with subject and verb agreement. CL: C Content Limit: Sentences may be complex sentences. One sentence may demonstrate an error in subject-verb agreement. [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5.] Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory) Complete/incomplete sentences Combining sentences to correctly form complete simple, compound, or complex sentences | <ul style="list-style-type: none"> Identify complex sentences with subject and verb agreement. | <ul style="list-style-type: none"> List differences between simple, compound, and complex sentences Identify errors in subject-verb agreement | compound sentences • complex sentences • simple sentences • declarative • interrogative • exclamatory | <ul style="list-style-type: none"> Find the sentence that is written correctly. Revise sentences for correct subject-verb agreement. Identify complete, run-on, compound, and complex sentences. Form a compound/complex sentence from a pair of sentences. | http://www.yourdictionary.com/grammar-rules/20-Rules-of-subject-verb-agreement.html |
| | 5.LA.5.3.2 Use correctly: <ul style="list-style-type: none"> future verb tenses adjectives personal pronouns conjunctions adverbs CL: C Content Limit: One sentence may contain one usage error. Skills assessed in previous grades are included. Examples: Past and present verb forms, including irregular verbs | <ul style="list-style-type: none"> Use correctly: future verb tenses adjectives personal pronouns conjunctions adverbs | <ul style="list-style-type: none"> Correctly define and identify future verb tenses, adjectives, personal pronouns, conjunctions, and adverbs Practice using correctly | future verb tenses • adjectives • personal pronouns • conjunctions • adverbs | <ul style="list-style-type: none"> Revise sentences for correct verb tense. Rewrite sentences using more descriptive adjectives. Replace nouns in sentences with personal pronouns. Join short sentences with conjunctions. Use adverbs correctly in sentences. | http://eslus.com/LESSONS/GRAMMAR/POS/pos.htm http://depts.gallaudet.edu/englishworks/grammar/partsof_speech.html |
| Goal 5.4: Acquire Skills for Using Conventions | 5.LA.5.4.1 Apply capitalization correctly in writing. CL: C [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.] | <ul style="list-style-type: none"> Use capitalization correctly in writing | <ul style="list-style-type: none"> Recall capitalization rules Use correct capitalization in writing | capitalization | <ul style="list-style-type: none"> Correct sentences containing book titles, names of ships, proper nouns, etc., using capitalization rules correctly. | http://www.grammarbook.com/punctuation/capital.asp http://www.grammarbook.com/english_rules.asp |

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|--|--|---|--|---|--|---|
| | <p>5.LA.5.4.2 Identify a colon to introduce a list and in a greeting. Identify quotation marks to punctuate dialogue.</p> <p>CL: C Content Limit: Items may contain a sentence that needs one of the specified punctuation marks to be correctly punctuated. Items may indicate where the punctuation mark should go and ask students to select the mark that is correct or item may specify the punctuation mark and ask students to select its correct placement within the sentence.</p> <p>[Apostrophe used to create singular and plural possessives is included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly letter conventions, direct address, compound sentences End punctuation</p> | <p>A. Identify a colon to introduce a list and in a greeting.</p> <p>B. Identify quotation marks to punctuate dialogue.</p> <p>C. Identify apostrophes used to create possessives</p> | <ul style="list-style-type: none"> Define and identify colon Use a colon correctly to introduce a list Use a colon correctly in a greeting (formal letter) <ul style="list-style-type: none"> Define the use of quotation marks Identify correctly and incorrectly used quotation marks Practice placement of quotation marks in dialogue <ul style="list-style-type: none"> Identify possessives Distinguish between singular and plural possessives Practice using apostrophes in possessives | <p>colon</p> <p>quotation marks • dialogue</p> <p>possessive • apostrophe</p> | <ul style="list-style-type: none"> Add colon to correctly punctuate sentences containing lists and in the greeting of a business letter. Edit/write a passage to correctly insert quotation marks in dialogue. Edit/write sentences containing plural and possessive nouns. | <p>http://www.grammarbook.com/english_rules.asp</p> |
| Standard 6: Communication | | | | | | |
| Goal 6.1: Acquire Listening Skills | 5.LA.6.1.1 Listen critically to interpret a speaker's verbal messages. | <ul style="list-style-type: none"> Listen critically to interpret a speaker's verbal messages. | <ul style="list-style-type: none"> Review the characteristics of good listening. (eyes, hands, feet) Identify the speaker's purpose, i.e., to give information or directions. | speaker's purpose • characteristics | <ul style="list-style-type: none"> Summarize in writing, the speaker's message. | <p>http://www.onestopenglish.com/section.asp?docid=146238</p> <p>http://parenting.ivillage.com/0,,sklblr_d6d8-2,00.html</p> <p>http://www.teachingenglish.org.uk/think/articles/a-framework-planning-a-listening-skills-lesson</p> <p>http://school.discoveryeducation.com/lessonplans/programs/listenspeak/</p> |
| | 5.LA.6.1.2 Listen to clarify and support spoken ideas with evidence and examples. | <ul style="list-style-type: none"> Listen to clarify and support spoken ideas with evidence and examples. | <ul style="list-style-type: none"> Paraphrase the speaker's ideas and clarify with additional examples if needed. | paraphrase • clarify | <ul style="list-style-type: none"> List the main ideas and supporting details. | <p>http://www.proteacher.com/070001.shtml</p> |
| | 5.LA.6.1.3 Listen to acquire and summarize information from a variety of sources. | <ul style="list-style-type: none"> Listen to acquire and summarize information from a variety of sources. | <ul style="list-style-type: none"> Summarize orally or in written form information from a variety of sources: guest speaker, student, video, CD | summarize | <ul style="list-style-type: none"> After viewing a video, write a summary. | <p>http://www.proteacher.com/070001.shtml</p> <p>http://www.education-world.com/a_lesson/04/lp340-04.shtml</p> |
| Goal 6.2: Acquire Speaking Skills | 5.LA.6.2.1 Ask questions that seek information not already discussed. | <ul style="list-style-type: none"> Generate questions that seek information not already discussed. | <ul style="list-style-type: none"> Generate higher level questions before the information is presented Generate higher level questions after the information is presented. | generate | <ul style="list-style-type: none"> Ask higher level questions using: explain, compare, predict, justify. | <p>http://www.education-world.com/a_lesson/04/lp340-04.shtml</p> |
| | 5.LA.6.2.2 Deliver informative presentations about an important idea, issue, or event. | <ul style="list-style-type: none"> Deliver informative presentations about an important idea, issue, or event. | <ul style="list-style-type: none"> Take notes from informational sources. Prepare presentation, (written or oral report, display/poster, power point, or performance) Practice the delivery. Deliver the presentation. | informative • presentation • delivery | <ul style="list-style-type: none"> Use a teacher generated rubric during student presentation. | <p>http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm</p> <p>http://www.csun.edu/~hcchm001/talkguid.PDF</p> <p>http://www.aresearchguide.com/3tips.html (great site with lots of other links)</p> <p>http://school.discoveryeducation.com/lessonplans/programs/listenspeak/</p> |
| | 5.LA.6.2.3 Organize oral presentations to maintain a clear focus. | <ul style="list-style-type: none"> Organize oral presentations to maintain a clear focus. | <ul style="list-style-type: none"> Recall main ideas and supporting details in sequence. Use graphic organizers, notes, etc. to maintain a clear focus. Deliver the presentation. | oral presentation | <ul style="list-style-type: none"> Use a teacher generated rubric during student presentation. Rubric should address organization and focus. | <p>http://www.eslpartyland.com/teachers/nov/listen.htm</p> |

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| | 5.LA.6.2.4 Deliver oral responses to literature that summarize important events and details. | <ul style="list-style-type: none"> Deliver oral responses to literature that summarize important events and details. | <ul style="list-style-type: none"> Distinguish between important events and details. Summarize important events and details. Deliver an oral response. | oral responses • summarize | <ul style="list-style-type: none"> Use a rubric to evaluate summary. | http://www.sasked.gov.sk.ca/docs/ela/e_literacy/responding.html |
| | 5.LA.6.2.5 Use appropriate verbal and nonverbal techniques to maintain audience interest. | <ul style="list-style-type: none"> Use appropriate verbal and nonverbal techniques to maintain audience interest. | <ul style="list-style-type: none"> Identify appropriate verbal techniques to maintain audience interest. (Speak clearly, use of intonation, volume, expression) Identify appropriate nonverbal techniques to maintain audience interest. (Standing still, pausing for effect, maintaining eye contact) Use appropriate techniques when presenting. | verbal • nonverbal • techniques | <ul style="list-style-type: none"> Use a rubric to evaluate use of appropriate techniques of maintaining audience interest. | http://school.discoveryeducation.com/lessonplans/programs/listenspeak/ |
| Goal 6.3: Acquire Viewing Skills | 5.LA.6.3.1 View media as a source for information, entertainment, and persuasion. | <ul style="list-style-type: none"> View media as a source for information, entertainment, and persuasion. | <ul style="list-style-type: none"> Review author's purpose: to inform, entertain or persuade. View different media genres and identify the purpose of the presentation. | media | <ul style="list-style-type: none"> After viewing various media, students will explain the purpose. | http://www.timeforkids.com/TFK/ http://www.sasklearning.gov.sk.ca/docs/ela/viewing01.html |
| | 5.LA.6.3.2 Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. | <ul style="list-style-type: none"> Demonstrate understanding of graphics, pictures, and charts appropriate to grade level. | <ul style="list-style-type: none"> Review characteristics of grade level graphics and charts. Interpret the meaning of graphics, pictures and charts appropriate to grade level. | graphics • media | <ul style="list-style-type: none"> Evaluate responses to the meaning of various graphics. | http://www.timeforkids.com/TFK/ http://www.sasklearning.gov.sk.ca/docs/ela/viewing01.html |
| | 5.LA.6.3.3 Analyze the role of media in focusing people's attention on events and in forming their opinions on issues. | <ul style="list-style-type: none"> Analyze the role of media in focusing people's attention on events and in forming their opinions on issues. | <ul style="list-style-type: none"> Identify the role of media in providing facts and opinions to the public. Describe an event using information from different media sources. Present an opinion telling how the media influenced their opinion. | media • opinions | <ul style="list-style-type: none"> Ask student to describe their opinion of an event or issue and explain how the media influenced that opinion. | http://www.frankwbaker.com/critical_tv_viewing.html http://www.sasklearning.gov.sk.ca/docs/ela/viewing01.html |
| | 5.LA.6.3.4 Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues. | <ul style="list-style-type: none"> Analyze the purpose, organization, content, and delivery of verbal communication and non-verbal cues. | <ul style="list-style-type: none"> Identify the purpose, organization, content and delivery of verbal and non-verbal communication. | cues • analyze | <ul style="list-style-type: none"> Use a rubric to evaluate the purpose and organization of communication. | http://www.sasklearning.gov.sk.ca/docs/ela/viewing01.html |
| | 5.LA.6.3.5 Use a variety of resources to produce visuals that communicate through print and non-print materials. | <ul style="list-style-type: none"> Use a variety of resources to produce visuals that communicate through print and non-print materials. | <ul style="list-style-type: none"> Identify types of visuals (i.e., charts, graphs, tables) Identify available resources (i.e., books, magazines, computer, etc.) Produce visuals | visuals • resources • produce | <ul style="list-style-type: none"> Use a rubric to evaluate visuals. | http://www.sasklearning.gov.sk.ca/docs/ela/viewing01.html |