

Fifth Grade Suggested Reading/Language Arts Assessment Options

Standard	Selected Response	Constructed Response	Performance Assessment	Informal Assessment
<p>ELA5R1.a Literary Text</p> <p>Identifies and analyzes the elements of setting, characterization, and conflict in plot.</p>	Matching	<p>Flowchart</p> <p>Concept map</p> <p>Short answer</p>	<p>Model</p> <p>Dramatization</p>	<p>Oral questioning</p> <p>Think aloud process</p>
<p>ELA5R1.b Literary Text</p> <p>Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, casts of characters, stage directions) in the plays read, viewed, written, and performed.</p>	Multiple choice	Illustration	Enactment	Observation
<p>ELA5R1.c Literary Text</p> <p>Identifies and analyzes the similarities and differences between a narrative text and its film or play version.</p>		<p>Concept map</p> <p>Essay</p>	Debate	Interview

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<p>ELA5R1.d Literary Text</p> <p>Relates a literary work to information about its setting (historically or culturally).</p>	<p>Multiple choice – recall</p>	<p>Illustrations</p> <p>Draw the setting or something that could be found there.</p>	<p>Dramatization – use accents, dialects, etc. when acting out a story.</p>	<p>Think aloud</p>
<p>ELA5R1.e Literary Text</p> <p>Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.</p>	<p>Multiple choice</p> <p>Match fig. language to its meaning</p>	<p>Illustrations – like Amelia Bedelia would do.</p> <p>Flowcharts</p>	<p>Present literal vs. figurative language</p> <p>Act out figurative vs. literal</p> <p>Debate the value of using figurative language</p>	<p>Self-assessment</p> <p>Peer review and suggestions for including figurative language</p>
<p>ELA5R1.f Literary Text</p> <p>Identifies and analyzes the author's use of dialogue and description.</p>		<p>Web to demonstrate similar examples that match story events</p>	<p>Build or create a drawing of something from a book based on author's description</p> <p>Debate what the story would be like without the dialogue.</p> <p>Just read the dialogue and try to get meaning from the story. How did it change the story events?</p> <p>Role play – conversation with an author</p>	<p>Journal</p> <p>Respond to an author</p>

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<p>ELA5R1.g Literary Text</p> <p>Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.</p>	<p>When given a reading passage, students will select them from 4 possible choices.</p>	<p>Write an entry in reading response journal identifying theme, providing evidence from the text, and explaining the author’s big idea.</p>	<p>Model theme web in mini-lessons.</p> <p>Students independently design their own theme web for summative assessment – like a bubble map. They present to their guided reading group.</p>	<p>Think aloud process – model and have students practice in independent and guided reading.</p>
<p>ELA5R1.h Literary Text</p> <p>Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. i. Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii. Figurative language (e.g., personification, metaphor, simile, hyperbole) iii. Graphics (e.g., capital letters, line length).</p>	<p>Create a matching activity for students to match terms with examples.</p>	<p>Create a Frayer model to analyze a term or line of poetry.</p>	<p>During share time, have students read a poem and point out specific examples of sound, figurative language, and graphics.</p>	<p>During independent reading time, create a T-chart in reading response notebook to record examples for IR texts. Include the term and the example.</p>

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<p>ELA5R1.i Literary Text</p> <p>Makes judgments and inferences about events and supports them with elaborating and convincing evidence from the text.</p>		<p>Answer riddles – could be from bubble gum, paper cups, or popsicles</p>	<p>Stepping Into the Story</p>	<p>Conferences</p> <p>Sticky note practice in IR</p>
<p>ELA5R1.j Literary Text</p> <p>Identifies similarities and differences between the characters and theme in a literary work and the actual experiences in the author's life.</p>		<p>Flow chart</p> <p>Model</p> <p>Double bubble map</p> <p>Story completion based on previous research on author</p> <p>e-mail an author</p>	<p>Interview an author</p>	
<p>ELA5R1.k Literary Text</p> <p>Identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.</p>		<p>Create a mini-book containing examples of figurative language, including ill. from a selected text.</p>	<p>Act out examples of figurative language – literal and figurative – from selected text.</p>	<p>Keep a journal of figurative language examples from reading with meanings explained</p>

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<p>ELA5R1.a Informational Text</p> <p>Locates facts that answer the reader's questions.</p>	<p>Use highlighting tape to locate and cover text that answers questions.</p>	<p>Use word-bullet format to list facts to support main idea</p> <p>Two-column chart</p>	<p>Re-enact the main idea and details from the text</p>	<p>Peer review of chapter lesson in SS</p> <p>Teacher conference – emphasize key concepts</p>
<p>ELA5R1.b Informational Text</p> <p>Identifies and uses knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).</p>	<p>Match words to highlighted parts in a printed passage.</p>	<p>Table/chart – complete a chart that has text features identified by page number and purpose.</p> <p>Scavenger hunt for examples – list page number where found</p>		
<p>ELA5R1.c Informational Text</p> <p>Identifies and uses knowledge of common graphic features (e.g., charts, maps, diagrams, captions, and illustrations).</p>	<p>Match words and definitions</p>	<p>Paragraph summary of the main idea of info presented on a map, etc.</p> <p>Flow chart of events</p>	<p>Create a project of choice (newspaper, report, poster, PPT) that includes all the graphic features</p>	<p>Put sticky notes on different features in a book. Students label each and tell a partner what info it gives.</p>

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<p>ELA5R1.d Informational Text</p> <p>Identifies and uses knowledge of common organizational structures (e.g., chronological order, logical order, cause and effect, classification schemes).</p>	<p>Two word response</p> <p>Multiple choice or matching</p>	<p>Ticket out the door</p> <p>Graphic organizer to list examples</p> <p>Scavenger hunt with page numbers where each type was found</p>	<p>Retell events of a story in order</p> <p>Reader’s Theater</p>	<p>Peer share</p> <p>Observation checklist of peer share</p> <p>Student self-assessment</p>
<p>ELA5R1.e Informational Text</p> <p>Distinguished cause from effect in context.</p>	<p>Multiple choice</p> <p>Two word</p>	<p>Create a table</p> <p>Illustration</p>	<p>Dramatization of cause/effect as they relate to the story</p> <p>Debate</p> <p>Make pizza to see cause/effect of taste.</p>	<p>Oral questions</p> <p>Journal sharing</p>
<p>ELA5R1.f Informational Text</p> <p>Identifies and analyzes main ideas, supporting ideas, and supporting details.</p>	<p>Multiple choice</p>	<p>Short answer</p> <p>Create a main idea web</p> <p>Construct a table</p> <p>Three column chart</p>	<p>Students act out key roles from text</p> <p>Story in a Can</p> <p>Clothesline full of wild facts</p>	<p>Oral questions</p> <p>Interviews</p> <p>Conferences</p>

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<p>ELA5R1.g Informational Text</p> <p>Makes perceptive and well-developed connections.</p>		<p>Bubble map to make connections across curriculum areas</p>	<p>Students complete science activities – hypothesis could be connection.</p>	<p>Verbalize or journal connections</p> <p><i>Exploring Informational Texts</i> by Linda Hoyt – pp. 165-166</p>
<p>ELA5R1.h Informational Text</p> <p>Relates new information to prior knowledge and experience and makes connections to related topics or information.</p>		<p><i>Exploring Info Texts</i> – p. 66</p> <p><i>Strategies That Work II</i> – pp. 93-101 and 98</p>	<p>Students construct a Jeopardy game by selecting key content from the informational text.</p>	<p><i>Exploring Info Texts</i> – pp. 165-166</p>

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<p>ELA5R2 Reading Habits The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The quality and complexity of the materials to be read are illustrated in the sample reading list. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.</p>		<p>Story map Genre chart Reading log</p>	<p>Book talk</p>	<p>Conference Rating scale Book log</p>
<p>ELA5R3.a Vocabulary Reads a variety of texts and incorporates new words into oral and written language.</p>		<p>Illustrate word meanings of new vocabulary</p>	<p>Acting out words Models</p>	<p>Peer review Journal Vocabulary ring</p>

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<p>ELA5R3.b Vocabulary</p> <p>Determines the meaning of unfamiliar words using context clues (e.g., definition, example).</p>	<p>Matching test</p> <p>Multiple choice</p> <p>Cloze test</p>	<p>Illustrate your word</p> <p>Frayer model</p>	<p>Charades</p> <p>Create a costume for the word</p>	<p>Vocabulary challenge</p> <p>Observation of think aloud process</p>
<p>ELA5R3.c Vocabulary</p> <p>Determines the meaning of unfamiliar words using knowledge of common roots, suffixes, and prefixes.</p>	<p>Match word with meaning</p>	<p>Diagram – root word, suffix, etc.</p> <p>Web the word</p>	<p>Word part</p> <p>Create a sandwich board and present it to the class</p>	<p>Oral questioning</p>
<p>ELA5R3.d Vocabulary</p> <p>Determines pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.</p>	<p>Matching – Where do you find this?</p>	<p>Find guide words</p> <p>Scavenger Hunt</p> <p>Short answer – find antonyms, synonyms, etc.</p>	<p>Timed game</p> <p>Use dictionary to place multiple meaning words into sentences</p>	<p>Observation</p>

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<p>ELA5R3.e Vocabulary</p> <p>Identifies the meaning of common prefixes (e.g., un-, re-, dis-)</p>	<p>Jigsaw</p> <p>Concentration</p>	<p>Shurley English</p> <p>Mad Libs</p> <p>Diagramming words</p> <p>Frayer model</p> <p>Sitton Spelling</p>	<p>Charades</p> <p>Movement</p>	<p>Vocabulary theater</p> <p>Symbolism</p>
<p>ELA5R3.f Vocabulary</p> <p>Identifies the meanings of common idioms and figurative phrases.</p>	<p>Picture Concentration</p>	<p>Illustration</p> <p>Table/flowchart</p>	<p>Dramatization – like “break a leg”</p> <p>Act out idioms</p>	<p>Think aloud – discussion</p> <p>Journaling</p>
<p>ELA5R3.g Vocabulary</p> <p>Identifies playful use of language (e.g., puns, jokes, palindromes).</p>	<p>Riddle cards</p> <p>Match language to type</p>	<p>Fill in the blanks</p>	<p>Exhibition – Fun With Comedy</p> <p>Enactments</p>	<p>Oral questioning and discussion</p>

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<p>ELA5R3.h Vocabulary</p> <p>Recognizes and uses words with multiple meanings (e.g., sentence, school, hard) and determines which meaning is intended from the context of the sentence.</p>	<p>Match the word in the sentence with its meaning.</p> <p>Dictionary – which word meaning matches the way the word is used in the sentence?</p>	<p>Vocabulary Pictionary</p> <p>Double bubble map for compare/contrast</p> <p>Bubble maps for word meanings</p>	<p>Memory/Concentration games</p> <p>Create a multiple meaning book or poster</p> <p>Create a PowerPoint showing different words and meanings – present to class</p> <p>Role play multiple meanings of words</p>	<p>Words out loud – discussion</p> <p>Read aloud – discuss word meanings</p> <p>Journals</p> <p>Guided reading conferences</p>
<p>ELA5R3.i Vocabulary</p> <p>Identifies and applies the meaning of the terms antonym, synonym, and homophone.</p>	<p>Multiple choice or matching items</p>	<p>Sitton activities</p> <p>Meaningful sentences – 5 Ws and an H</p> <p>Bubble Maps</p> <p>Pictionary</p> <p>Double Bubble Map</p>	<p>Classify word cards and explain your categories to a partner</p> <p>Vocabulary Glossary</p>	<p>Read aloud questions – discussion</p> <p>Journals</p> <p>Guided reading conferences</p>

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<p>ELA5R4.a Fluency</p> <p>Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.</p>			<p>Reader’s Theater</p> <p>Timed fluency</p>	<p>Running record</p> <p>Observation</p> <p>Conferences</p>
<p>ELA5R4.b Fluency</p> <p>Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).</p>			<p>Model reading</p> <p>Students record themselves.</p>	<p>Observation</p> <p>Checklist</p> <p>Conference</p>
<p>ELA5R4.c Fluency</p> <p>Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).</p>			<p>Reading poetry or parts of a play – listen for fluency</p>	<p>Notes in guided reading</p> <p>Conferencing</p> <p>Peer feedback</p>

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<p>ELA5W2.a Narrative Writing</p> <p>Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.</p>	<p>Give students first paragraph – multiple choice sentences – have them choose the most appropriate hook for the piece, the most interesting hook, etc.</p>	<p>Essay</p> <p>Illustration</p>	<p>Presentation</p> <p>Dramatization</p> <p>Act out the fairy tales that are told from a different viewpoint</p>	
<p>ELA5W2.b Narrative Writing</p> <p>Establishes a plot, setting, and conflict, and/or the significance of events.</p>	<p>Listing events, sequencing</p>	<p>Diagram</p> <p>Concept map</p> <p>Illustration</p>	<p>Dramatization</p> <p>Model</p> <p>Project</p>	<p>Create a checklist for student/teacher to use</p> <p>Conference</p>
<p>ELA5W2.c Narrative Writing</p> <p>Creates an organizing structure.</p>	<p>Multiple choice</p> <p>Label paragraph numbers in a writing sample</p>	<p>Diagram</p> <p>Web</p> <p>Concept map</p> <p>Flowchart</p> <p>Matrix</p>	<p>Model – think aloud their process for organizing their paper</p>	<p>Conference</p>

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<p>ELA5W2.d Narrative Writing</p> <p>Includes sensory details and concrete language to develop plot and character.</p>	<p>Match a description to a sense</p>	<p>Web a character with 5 parts (see PICASSO lesson for symbols)</p> <p>Stretch-It – Sitton</p> <p>Story Map</p>	<p>Create an illustration and a description for a partner to replicate</p>	<p>Checklist for character traits</p>
<p>ELA5W2.e Narrative Writing</p> <p>Excludes extraneous details and inconsistencies.</p>	<p>Multiple choice – which one DOES belong</p>	<p>Explain why something doesn't belong</p>	<p>Role play: editor of a newspaper “revising” a piece</p>	<p>Journal</p>
<p>ELA5W2.f Narrative Writing</p> <p>Develops complex characters through actions describing the motivation of characters and character conversation.</p>	<p>See ELA 5W2d above</p>	<p>Compare characters with Venn diagram or double bubble map</p>	<p>Role play a character and create a conversation between the two characters</p> <p>Have 2 students Step Into the Story.</p>	<p>Journal →</p> <p>Rating scale</p>

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<p>ELA5W2.g Narrative Writing</p> <p>Uses a range of appropriate narrative strategies such as dialogue, tension, or suspense.</p>	<p>Match dialogue with the emotions they convey</p>	<p>Add dialogue to a paragraph with no dialogue to make it better and not change the meaning.</p>	<p>Dramatize the dialogue in their writing</p>	<p>Did students use dialogue in their writing?</p>
<p>ELA5W2.h Narrative Writing</p> <p>Provides a sense of closure to the writing.</p>	<p>Multiple choice – Choose which sentence completes the essay.</p>	<p>Analyze a writing sample and complete a flow chart to match the sequence of events</p>		<p>Author’s chair – Students read their writing to the class and get peer suggestions for closure.</p>
<p>ELA5W2.i Narrative Writing</p> <p>Lifts the level of language using appropriate strategies including word choice.</p>		<p>Web of a basic word with other synonyms coming off the center bubble.</p>	<p>Act out different levels/synonyms of a word: cry, sob, weep, bawl, etc.</p>	<p>Conference – Check to see if students are making better word choices in their writing.</p>

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<p>ELA5W2.a Informational Writing</p> <p>Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</p>		<p>Provide a passage – students vote on interest level and tell what makes it interesting – or not.</p> <p>Cartoon story web</p>	<p>Re-enactment</p> <p>Presentation</p> <p>Act out the narrator's thoughts</p>	<p>Conferencing</p> <p>Peer review - checklist</p>
<p>ELA5W2.b Informational Writing</p> <p>Develops a controlling idea that conveys a perspective on a subject.</p>		<p>Chronological flow chart</p>	<p>Main idea presentation</p>	<p>Oral questioning regarding main idea</p> <p>Thinking aloud in a main idea process</p>
<p>ELA5W2.c Informational Writing</p> <p>Creates an organizing structure appropriate to a specific purpose, audience, and context.</p>	<p>Cloze word story test – Sitton – discuss how it was organized.</p> <p>Use sample chunks of writing on the Smart Board</p>	<p>Chronological flow chart</p> <p>Timeline</p>	<p>“Stay on the Topic” debate</p> <p>Take a story or passage from a book, cut it apart, and give it to students to organize. They must explain their organization. Then you can move into multiple paragraphs – same activity.</p>	<p>Student self-assessment</p> <p>Checklist</p>

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<p>ELA5W2.d Informational Writing</p> <p>Includes appropriate facts and details.</p>	<p>Give students a paragraph or do a shared reading of a paragraph – they have to pick out which of the sentences does not belong.</p>	<p>Graphic organizer</p> <p><i>Razzle Dazzle Writing</i> by Melissa Forney – p. 107</p> <p><i>Exploring Informational Texts</i> by Linda Hoyt – p. 139 “Expository Pyramid”</p>		
<p>ELA5W2.e Informational Writing</p> <p>Excludes extraneous details and inappropriate information.</p>			<p>Students could write a speech with extraneous details and give it to the class. Have the other students determine which details were extraneous and inappropriate based on the topic of the speech.</p>	<p>Interview</p> <p>Conference</p>
<p>ELA5W2.f Informational Writing</p> <p>Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.</p>		<p><i>Razzle Dazzle Writing</i> – p. 84</p>		<p>Razzle Dazzle Writing p. 9 - Use as a think aloud process.</p>

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<p>ELA5W2.g Informational Writing</p> <p>Draws from more than one source of information such as speakers, books, newspapers, and online materials.</p>		<p>After lots of modeling, ask students to take the information from a source and cite it correctly.</p>	<p>Students model by thinking aloud with a partner. The partner offers suggestions as to whether it is correct or not.</p>	<p>Checklist</p> <p>Rubric or rating scale</p> <p>Student self-assessment</p>
<p>ELA5W2.h Informational Writing</p> <p>Provides a sense of closure to the writing.</p>		<p><i>Razzle Dazzle Writing</i>, p. 109</p>	<p>Presentation</p> <p>Author's chair</p> <p>Students give step by step info on how to provide closure or how they provided closure in their writing.</p>	<p>Checklist</p> <p>Rubric or rating scale</p> <p>Student self-assessment</p>
<p>ELA5W2.i Informational Writing</p> <p>Lifts the level of language using appropriate strategies including word choice.</p>		<p>Using figurative language</p>		<p>Checklist</p> <p>Rubric or rating scale</p> <p>Student self-assessment</p>

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<p>ELA5W2.a Response to Lit.</p> <p>Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.</p>				
<p>ELA5W2.b Response to Lit.</p> <p>Advances a judgment that is interpretive, evaluative, or reflective.</p>				
<p>ELA5W2.c Response to Lit.</p> <p>Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.</p>				

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<p>ELA5W2.d Response to Lit.</p> <p>Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.</p>		<p>Storyboard</p>	<p>Make a book cover poster</p> <p>Perform a skit of the most memorable part of the book</p> <p>Dress in character and perform a monologue</p>	<p>Oral questioning</p> <p>Journaling</p> <p>Sharing a Think Aloud thought</p>
<p>ELA5W2.e Response to Lit.</p> <p>Excludes extraneous details and inappropriate information.</p>		<p>Timeline</p> <p>Short answer paragraph</p>	<p>Presentation with too many details and not enough details</p> <p><i>Razzle Dazzle Writing</i> by Melissa Forney – “Detail Court” – awesome play</p>	<p>Conference</p> <p>Oral questioning</p> <p>Journaling</p>
<p>ELA5W2.f Response to Lit.</p> <p>Provides a sense of closure to the writing.</p>		<p>Write a closing paragraph</p> <p>Rewrite the ending of a story/book and show closure</p>	<p>Presentation</p> <p>Enactment</p> <p>Dramatization</p>	<p>Rating scale</p> <p>Conference</p> <p>Journal</p>

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<p>ELA5W2.g Response to Lit.</p> <p>Lifts the level of language using appropriate strategies (word choice).</p>		<p>Stretch-It from Sitton – take away the basic sentence and add sensory details or more descriptive words</p> <p>T-chart – reinterpret song lyrics</p> <p>Give students a passage with boring words already circled (or have students circle them) and ask them to replace them with stronger, more meaningful words.</p>	<p>Act out song lyrics</p> <p><i>Razzle Dazzle Writing</i> by Melissa Forney (most schools have) – Do the play “Weak Verb vs. Strong Verb”.</p>	

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Standard	Selected Response	Constructed Response	Performance Assessment	Informal Assessment
<p>ELA5W2.a Persuasive Writing</p> <p>Engages (hooks) the reader by establishing a context (identifying the topic), creating a speaker’s voice (using words to reflect the writer’s personality), and otherwise developing reader interest (keeping the reader interested all the way through the piece)</p>	<p>Choose words from a list that are engaging/not engaging.</p> <p>You could even write the words on cards and have students sort them into engaging/not engaging.</p>	<p>Create a one sentence hook for the beginning of your paper.</p> <p>Create a list of words that match your topic and are very engaging.</p>		<p>Conferencing</p> <p>Observation</p>
<p>ELA5W2.b Persuasive Writing</p> <p>States a clear position in support of a proposal.</p>		<p>Students respond to a prompt – including a clear position</p>	<p>Students rate whether a list of positions are stated clearly or not and explain/support their opinion of them.</p>	<p>Conferencing</p>
<p>EIA5W2.c Persuasive Writing</p> <p>Supports a position with relevant evidence.</p>		<p>Match opinion with reasons</p> <p>Respond to a prompt – include relevant evidence</p>		

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<p>ELA5W2.d Persuasive Writing</p> <p>Creates an organizing structure appropriate to a specific purpose, audience, and context.</p>	N/A	<p>Web</p> <p>Concept map</p>	<p>Presentation of proposal</p> <p>Debate</p> <p>Dramatization</p> <p>Project</p>	<p>Conference</p> <p>Student self-assessment</p> <p>Checklist</p> <p>Peer review</p> <p>Sticky notes</p> <p>Think alouds</p>
<p>ELA5W2.e Persuasive Writing</p> <p>Addresses reader concerns.</p>			<p>Debate</p> <p>Dramatization</p> <p>Project</p> <p>Enactment</p>	<p>All the above – plus</p> <p>Rubric – student made and teacher made</p> <p>Oral questioning</p>
<p>ELA5W2.f Persuasive Writing</p> <p>Excludes extraneous details and inappropriate information.</p>	Match reasons and examples – great differentiation			See above

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<p>ELA5W2.g Persuasive Writing</p> <p>Provides a sense of closure to the writing.</p>		<p>Write a closing paragraph</p>	<p>Debate selected point of view</p> <p>Present writing to class</p> <p>Do a TV talk show with different viewpoints on the students' topics</p>	<p>Oral questioning</p> <p>Conferencing</p>
<p>ELA5W2.h Persuasive Writing</p> <p>Raises the level of language using appropriate strategies (word choice).</p>	<p>Multiple choice for words</p>	<p>Illustration</p> <p>Flow chart</p>		<p>Peer review</p> <p>Conferencing</p>

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<p>ELA5W4.a Writing Process</p> <p>Plans and drafts independently and resourcefully.</p>	<p>Modified graphic organizer with word bank or sentence to put on the graphic organizer – great for differentiation</p>	<p>Graphic organizer Outline</p>	<p>Students model the process</p>	<p>Observe as students write</p> <p>Questioning – What step of the writing process are you working on? Note answers.</p>
<p>ELA5W4.b Writing Process</p> <p>Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>		<p>Sitton Spelling proofreading</p> <p>DOL</p>	<p>Make an exhibit</p> <p>Peer revising</p> <p>Cut apart a text lift – have students rearrange words and sentences, revise, etc.</p> <p>Could do the same with student’s own work</p>	<p>Conference</p>
<p>ELA5W4.c Writing Process</p> <p>Edits to correct errors in spelling, punctuation, etc.</p>	<p>Multiple choice assessments – Achievement Series</p>	<p>DOL</p>		<p>Checklist</p> <p>Conference</p> <p>Student self-assessment</p>

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<p>ELA5W4.d Writing Process</p> <p>Publishes independently.</p>	<p>N/A</p>		<p>Publish a Reader's Theater and be the director</p> <p>Use a variety of modes for presentation for publishing</p> <p>Make a museum of your writing</p> <p>Present to book buddies</p>	<p>Student self-assessment</p> <p>Peer review conference</p>

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<p>ELA5C1.a Conventions</p> <p>Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	<p>Cloze sentences with a word bank</p>	<p>Mad Libs</p> <p>Write definitions in their own words</p>	<p>Read aloud to students – they stand when their assigned part of speech is read.</p> <p>I have/who has game</p>	<p>Oral questioning and observation in conferencing</p> <p>Peer review</p>
<p>ELA5C1.b Conventions</p> <p>Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).</p>		<p>Stretch-It from Sitton Spelling</p>	<p>Students line-up holding word cards- others join them to expand a sentence.</p>	<p>Peer review</p> <p>Journal sharing</p> <p>Conferencing</p>
<p>ELA5C1.c Conventions</p> <p>Uses and identifies verb phrases and verb tenses.</p>	<p>Multiple choice cloze sentences</p>	<p>Make a table of these</p>	<p>Students hold up a card or sign when words are read (past, present, future) verbs/phrases.</p> <p>I Have/Who Has game</p>	<p>Conferencing</p>

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<p>ELA5C1.d Conventions</p> <p>Recognizes that a word performs different functions according to its position in the sentence.</p>		<p>Flip book –</p> <ul style="list-style-type: none"> ♦ Words on front cover ♦ Defn. under front flap ♦ Bottom – use word correctly in a sent. and illustrate 	<ul style="list-style-type: none"> ♦ Parts of speech Bingo ♦ Caught Ya! – Grammar With a Giggle 	
<p>ELA5C1.e Conventions</p> <p>Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).</p>				

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<p>ELA5C1.f Conventions Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).</p>				
<p>ELA5C1.g Conventions Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.</p>				

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Standard	Selected Response	Constructed Response	Performance Assessment	Informal Assessment
<p>The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. <u>When delivering or responding to presentations, the student:</u></p>				
<p>ELA5LSV2.a Listening, Speaking, and Viewing</p> <p>Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.</p>		<p>Flowchart to sequence events</p> <p>Forecast how your topic will change over time.</p> <p>Compare and contrast</p>	<p>Drama – Students would act out a play in which they portray specific character traits.</p> <p>Stepping Into the Story</p> <p>Teach a lesson about your topic to the class and include a visual aid.</p>	<p>Peer review</p> <p>Student self-assessment</p>
<p>ELA5LSV2.b Listening, Speaking, and Viewing</p> <p>Uses notes, multimedia, or other memory aids to structure the presentation.</p>		<p>Web or diagram of their own character</p>	<p>Create a Movie Maker or PowerPoint of their character</p>	<p>Checklist</p>
<p>ELA5LSV2.c Listening, Speaking, and Viewing</p> <p>Engages the audience with appropriate verbal cues and eye contact.</p>				<p>Observation</p>

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ELA5LSV2.d Listening, Speaking, and Viewing Projects a sense of individuality and personality in selecting and organizing content and in delivery.			Choice of presentation style	Conference – student chooses topic
ELA5LSV2.e Listening, Speaking, and Viewing Shapes content and organization according to criteria for importance and impact rather than according to availability of information in resource materials.		Create a concept map		
ELA5LSV2.f Listening, Speaking, and Viewing Uses technology or other memory aids to structure the presentation.		Diagram of presentation	PowerPoint projects	

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