Grade – Fifth

Standard: Reading

Skill: Functional Texts – Read to determine the relevance and importance of functional information.

Context: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Provide instruction and practice using a variety of functional text features (i.e. sidebars, captions, headings, charts, diagrams, maps, tables, arrows, bold print, etc.).

- Teach skimming as a strategy to locate key information.

- Have students practice reading for a purpose by asking them to make predictions before reading the passage.

- Have students read directions to board games before playing. Students can also read a variety of directions to board games and match them to the games (known and unknown).

- Have students prepare food by reading and following the steps to a recipe. Students can also practice following oral directions to build or create something.

- Bring in "real-world" functional texts (mentioned above) and have students draw conclusions, discuss the importance of the provided information, and ask/answer questions.

- Omit steps to a set of directions. Provide a different incomplete list to each group of students. Have students build the product according to the steps they received. Compare the results—How are the products similar? Different? What are the most important steps? Why?

Grade – Fifth

Standard: Reading

Skill: Functional Texts – Read to select and apply relevant information for a given task.

Context: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students analyze a pre-made schedule with multiple options provided (e.g. recreation center schedule) and then generate a personal schedule. Why are your choices relevant to your wants/needs?

- Provide multiple exposures to functional texts.

- WebQuest Scavenger Hunt (premade or make your own): Provide a topic and have students select particular sites to answer questions.

- Provide students with a problem scenario in which information is needed to solve. Give students the appropriate functional texts to address the problem scenario. Have students respond to questions using information from the texts.
  - Example: According to the bus schedule, if you want to get from point A to point B and you miss the departure scheduled at 5:20 p.m., what are your options? When could you depart/arrive?

Grade – Fifth
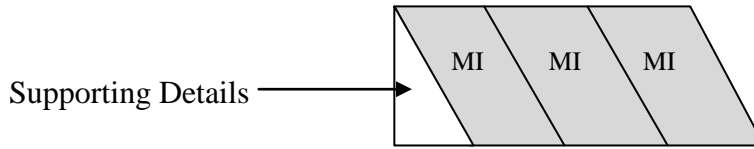
Standard: Reading

Skill: Expository Texts – Read to understand a text's major points and supporting details.

Context: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.
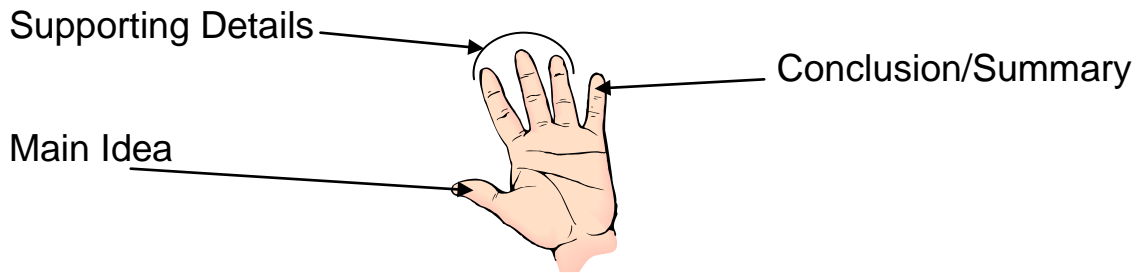
Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Use graphic organizers to summarize expository text.

- Do teacher and student model and practice of note-taking and summarizing by color-coding the main idea and supporting details using various types of expository text. Apply at the paragraph level as well as with a complete passage.

- Students practice identifying the major points and supporting details of both familiar and non-familiar texts.

- Have students analyze student writing for major points and supporting details (idea development).

- Have students use a graphic organizer to identify and organize major points and details. Then have students do the following:

    o Transfer information to an outline form and code the main idea and supporting details with graphic symbols
    o Develop a paragraph from the outline; read the paragraph
    o Color code the paragraph and match the information against the outline

■ Students create a flip book and write each main idea from the text on the outside cover of each flap, with the supporting details on the inside.

Supporting Details ——→ | MI | MI | MI |

■ Have students read an expository text and think of two words that illustrate the main idea. Students write about why they chose those two words.

■ Have students use a "Detail Hand" graphic organizer to dissect a story or paragraph into its parts.

Supporting Details ——

Conclusion/Summary

Main Idea ——

Grade – Fifth

Standard: Reading

Skill: Expository Texts – Read to understand how the information in the text fits into broader topics and issues.

Context: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Provide instruction and practice in the use of a variety of reference tools. Discuss the correlation of online and print resources (i.e. MapQuest and an atlas).

- Students use a graphic organizer to map ideas and connections to a broader topic or concept.

- Have students connect current events with nonfiction articles to create more text-to-world connections. Teach students to make inferences and draw conclusions to strengthen the connections. For examples of nonfiction articles, use National Geographic, Scholastic, Time for Kids, and various websites.

- Put a list of broad topics and concepts on the board. Give students a variety of expository texts and have them sort and align the articles with the broader topics and concepts.

- Model and practice making text-to-self, text-to-text, and text-to-world connections with students by pulling details from the text, and relating the ideas back to a main topic or issue.

- Build students' background knowledge through field trips and web streaming.

Grade – Fifth

Standard: Reading

Skill: Narrative Texts – Read to recognize and understand an author's development of character as a basic story element.

Context: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students use a graphic organizer to record characters' feelings, motivations, behaviors, etc. by including proof from the text (paragraph numbers and lines from text).

- Have students record a character's traits from a story in a chart and then provide an example from the story to support each trait.

- Have students define/describe a fictional character (traits) and generate an adventure based on the trait.

- Evaluate how the story (plot) would develop if told from another point of view. Discuss with students how changes in point of view influence story elements, including character actions and traits, and high points in the story.

- Have students develop a comic strip from one point of view.

- Compare and contrast different characters and changes in feelings/behavior of the same character using graphic organizers.
  - How did the character respond to the situation?
  - How would you respond to the situation?

- What would happen if the character responded differently?

- Select sections of a story to have students identify key points, summarize, and determine character traits and why a particular trait is critical to the plot.

Grade – Fifth

Standard: Reading

Skill: Narrative Texts – Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

Context: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students not only determine the plot, but discuss the hierarchy of events using terms such as best, most, least likely, etc.

- Use problem/solution graphic organizers and graphic organizers that have students identify the high points. Give students a visual with high point defined, and have students explain why an event was a high point in the story.

- Have students evaluate the events in the plot to determine if they are helping to build to a climax.

- Teach terminology for story elements (high point/climax, solution/resolution).

- Have students evaluate past and present events in a text and predict how present events may influence future events.