

ELEMENTARY LANGUAGE ARTS CURRICULUM

Fifth Grade

With Access Points

Revised June, 2008

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INTRODUCTION

The Wakulla County Elementary Language Arts Curriculum is organized and based upon the 2006 edition of the Florida Sunshine State Standards for Language Arts. The numbering system for the benchmarks is read as follows:

LA.	5.	1.	1.	1
Subject	Grade	Strand	Standard	Benchmark

Benchmarks and expectations are specific to each grade level. Where there are overlapping or repeated benchmarks it is understood that the skill will be taught and practiced with grade-level appropriate text.

Assessment information is provided at the point of use throughout this document. FCAT information is taken directly from the Test Specifications document and should be used by the teacher to thoroughly understand the scope and requirements of the benchmark.

The following Appendices are referenced throughout the document and are found at the end of the document:

- Appendix A – FCAT Test Specification Information (updated for FCAT 2.0)
- Appendix B – 220 High Frequency Words
- Appendix C – Elaboration and Extension in Writing
- Appendix D – Zaner Bloser Continuous Stroke Method for forming manuscript letters
- Appendix E – Steps to Mastery of Vocabulary
- Appendix F – The Writing Portfolio
- Appendix G -- FCAT Reading Reporting Categories and Content Focus Chart

Other resources are located on the District Web Site – <http://www.wakullaschooldistrict.org> under the Curriculum Tab. They include, but are not limited to,

- A keyboarding chart – This can be downloaded and used to help students develop appropriate fingering on the keyboard.
- Links to a variety of reading strategies and resources
- Links to Six Traits of Writing resources

DOCUMENTATION EXPECTATION:

The date columns are provided to allow teachers to document when a benchmark is taught. The teacher is not expected to enter a date each time the concept is mentioned since instruction in many of the concepts is ongoing. The expectation is that the teacher will note when s/he feels the benchmark is fully covered and/or assessed. Appropriate markings might be “9/10 and ongoing” or 10/11-10/15. The date(s) noted should align with planbook documentation. It is hoped that this will help the teacher pace instruction during subsequent years.

**Language Arts Curriculum
Fifth Grade**

STRAND: Reading Process

Phonics/Word Analysis		Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.1.4.1	<ul style="list-style-type: none"> ▪ Understand spelling patterns; 	<ul style="list-style-type: none"> ▪ Weekly spelling tests <p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Phonics Practice Book ▪ Decoding Section ▪ Spelling Lesson 	<p>Resource:</p> <ul style="list-style-type: none"> ▪ http://www.k111.k12.il.us/lafayette/fourblocks/spelling_patterns.htm ▪ http://foolswisdom.com/users/sbett/spelling-patterns.htm 				
LA.5.1.4.2	<ul style="list-style-type: none"> ▪ Use structural analysis to decode and spell words; 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Attack ▪ Decoding 	<p>Note: Splitting words into parts to discover the meaning of unknown words is called structural analysis. This includes looking at prefixes, suffixes, etc. It also includes decoding compound words. Example: un/help/ful</p>				
LA.5.1.4.3	<ul style="list-style-type: none"> ▪ Use language structure to read multi-syllabic words in text. 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Word Attack ▪ Decoding 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Identify phonemes in common spelling patterns, including blends, digraphs, and diphthongs; ▪ Decode words with consonant and vowel digraphs and common vowel diphthongs; ▪ Decode compound words and contractions; ▪ Recognize words with possessives and inflections (-ed, -ing); ▪ Decode phonetically regular multi-syllabic words; ▪ Recognize high frequency words with irregular spellings; ▪ Recognize common abbreviations; ▪ Use self-correction when subsequent reading indicates an earlier misreading. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify, blend, and segment initial, final, and medial phonemes in CVC and CVCe words; ▪ Decode phonetically regular words with common long and short vowel spelling patterns; ▪ Recognize high frequency sight words; ▪ Use self-correction when subsequent reading indicates an earlier misreading. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to pictures or symbols paired with spoken words in daily activities. 		

STRAND: Reading Process

Fluency		Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.1.5.1	<ul style="list-style-type: none"> ▪ Demonstrate the ability to read grade level text; 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Fluency Accuracy ▪ Plan Daily ▪ Literacy Center Kit 					
LA.5.1.5.2	<ul style="list-style-type: none"> ▪ Adjust reading rate based on purpose, text difficulty, form, and style. <ul style="list-style-type: none"> • Note: The end of the year target rate for oral reading fluency is: Low Risk (LR) 124+ CWPM. This is considered at grade level. • Note: Teachers should help students develop prosody (reading with expression) as well as working on oral reading rate. The goal is not just to read faster but to read quickly enough that the rate does not impede comprehension. 	<p><u>Harcourt Storytown</u> Example: p.T202, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> ▪ Fluency Builder Support Material ▪ Reading Rate 	<p>http://www.fcrr.org/pmrn/help.htm Activity: 1) Choral Reading 2) Reader's Theatre 3) Echo Reading 4) Assisted Reading</p>				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Read text with high frequency sight words and phonetically regular words with accuracy. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Read simple text with high frequency sight words and phonetically regular words with accuracy. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond accurately and consistently to pictures or symbols of persons, objects, or events in familiar stories and daily activities; ▪ Identify pictures or symbols paired with words to indicate the next step in familiar daily activities. 			

STRAND: Reading Process

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.							
Benchmark: The student will:		Assessment / Correlation Information		Resources/Notes		10/11	11/12	12/13	13/14
LA.5.1.6.1	<ul style="list-style-type: none"> Use new vocabulary that is introduced and taught directly; 	<p><u>Harcourt Storytown</u> Example: p.T171 & 203, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Build & Enrich Robust Vocabulary 		<p>Note: All vocabulary benchmarks should be addressed in Social Studies, Science and Math as well as in Reading, Writing, and Language.</p> <ul style="list-style-type: none"> Six Traits of Writing Vocabulary (ideas, organization, voice, sentence fluency, word choice and conventions) should be used to discuss reading selections as well as in the context of writing. Active word walls are a requirement in all classrooms to provide students with multiple practice and exposure to needed vocabulary. <p>Resource: Science Curriculum – words to be taught to mastery</p> <ul style="list-style-type: none"> Marzano’s steps for teaching vocabulary (found in the Appendix of the Science Curriculum) See Appendix E of this Curriculum as well. 					
LA.5.1.6.2	<ul style="list-style-type: none"> Listen to, read, and discuss familiar and conceptually challenging text; 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Listening Comprehension 							
LA.5.1.6.3	<ul style="list-style-type: none"> Use context clues to determine meanings of unfamiliar words; 	<p>FCAT – MC Reporting Category 1: Vocabulary See Appendix A <u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Build Robust Vocabulary Student Pages 							
LA.5.1.6.4	<ul style="list-style-type: none"> Categorize key vocabulary and identify *salient features; <ul style="list-style-type: none"> *Salient means Noticeable or Striking 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Build & Enrich Vocabulary 							
LA.5.1.6.5	<ul style="list-style-type: none"> Relate new vocabulary to familiar words; 	<p><u>Harcourt Storytown</u> See the following sections throughout text:</p> <ul style="list-style-type: none"> Enrich Robust Vocabulary 							
LA.5.1.6.6	<ul style="list-style-type: none"> Identify “shades of meaning” in related words (e.g., blaring, loud); <ul style="list-style-type: none"> Note: Connect to Connotation / Denotation (See LA. 5.3.3.3) 	<p>FCAT – MC Tested with LA.5.1.6.9</p> <p><u>Harcourt Storytown</u> Example: p.T198, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Using words in context 							
LA.5.1.6.7	<ul style="list-style-type: none"> Use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words; <ul style="list-style-type: none"> un-, pre-, dis-, con-, centi-, anti-, sub-, multi-, uni-, im-, de-, ex-, mis-, in-, non-) suffixes (e.g., -ful, -less, -ious, -ion, -ment, -ist, -ible, -ian, -ness) 	<p>FCAT – MC Reporting Category 1: Vocabulary See Appendix A <u>Harcourt Storytown</u> Example: p.T261, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> Spelling Practice 							

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.							
Benchmark: The student will:		Assessment / Correlation Information		Resources/Notes		10/11	11/12	12/13	13/14
LA.5.1.6.8	<ul style="list-style-type: none"> Use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words; 	FCAT – MC Reporting Category 1: Vocabulary See Appendix A <u>Harcourt Storytown</u> Example: Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Synonyms - Literacy Center, Card 6 							
LA.5.1.6.9	<ul style="list-style-type: none"> Determine the correct meaning of words with multiple meanings in context; 	FCAT – MC Reporting Category 1: Vocabulary See Appendix A <u>Harcourt Storytown</u> Example: p.T198, Theme 1							
LA.5.1.6.10	<ul style="list-style-type: none"> Determine meanings of words, pronunciation, parts of speech, *etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; <ul style="list-style-type: none"> *etymology - is the study of the history of words or word origins 	<u>Harcourt Storytown</u> Example: p.T199, Theme 1		Examples: Digital tools may include, but are not limited to, word processing software; Franklin Speller; Internet; Merrian-Webster.com Resource: -- http://www.fun-with-words.com/etymology.html					
LA.5.1.6.11	<ul style="list-style-type: none"> Use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words. 	<u>Harcourt Storytown</u> Example: p. T199, Theme 1		Resource: Lists of common roots and affixes – <ul style="list-style-type: none"> http://www.keystoliteracy.net/downloads/Roots-Suffixes-Prefixes.pdf http://www.geocities.com/CapeCanaveral/Hangar/7594/roots.html http://ttc.org/find/wpShow.cgi?wpID=898 – scroll to the bottom to access “Root Word Jeopardy”. http://www.visualthesaurus.com/cm/lessons/1124/ - a complete lesson plan 					

Vocabulary Development		Standard: The student uses multiple strategies to develop grade appropriate vocabulary.				
Benchmark: The student will:	Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES						
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Use new vocabulary that is introduced and taught directly; ▪ Listen to, read and discuss stories and informational text; ▪ Use context clues and graphics to determine meanings of unknown words; ▪ Categorize key vocabulary; ▪ Relate new vocabulary to familiar words; ▪ Identify the meaning of words using knowledge of tense (-ed, -ing), plural, endings, and regular contractions; ▪ Identify common synonyms, antonyms, and homonyms; ▪ Identify the correct meaning of a word with multiple meanings in context; ▪ Determine the meaning of unknown words using a picture dictionary and digital tools. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Use new vocabulary that is introduced and taught directly; ▪ Listen to, read, and talk about stories and informational text; ▪ Use context clues and illustrations to determine meanings of unknown words; ▪ Categorize key vocabulary; ▪ Relate new vocabulary to familiar words; ▪ Identify common synonyms, antonyms, and compound words using pictures; ▪ Use information from print or visual reference materials to determine the meaning of unknown words. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Respond to new vocabulary that is introduced and taught directly; ▪ Listen and respond to stories and informational text; ▪ Identify persons, objects, and actions by name in daily activities; ▪ Select objects, pictures, or symbols paired with words that relate to familiar stories or activities. 		

STRAND: Reading Process

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.							
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.1.7.1	<ul style="list-style-type: none"> Explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading; 	<p><u>Harcourt Storytown</u> Example: p. T313, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Review Units 					
LA.5.1.7.2	<ul style="list-style-type: none"> Identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text; 	<p>FCAT – MC Reporting Category 2: Reading Applications <i>See Appendix A</i></p> <p><u>Harcourt Storytown</u> Example: p. T30, Theme</p>	<p>Note: Perspective = point of view. Teacher questions should include questions that ask students to determine the author’s perspective and/or point of view.</p>				
LA.5.1.7.3	<ul style="list-style-type: none"> Determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details; 	<p>FCAT – MC Reporting Category 2: Reading Applications <i>See Appendix A</i></p> <p><u>Harcourt Storytown</u> Example: p. T56, Theme 2</p>					
LA.5.1.7.4	<ul style="list-style-type: none"> Identify cause-and-effect relationships in text; 	<p>FCAT – MC Reporting Category 2: Reading Applications <i>See Appendix A</i></p> <p><u>Harcourt Storytown</u> Example: p. T236, Theme 3</p>					

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.							
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.1.7.5	<ul style="list-style-type: none"> Identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text; 	FCAT – MC Reporting Category 2: Reading Applications <i>See Appendix A</i>	Note: Teachers should be sure to discuss differences in text organizational structure and how the author uses it to help impart meaning.				
LA.5.1.7.6	<ul style="list-style-type: none"> Identify themes or topics across a variety of fiction and non-fiction selections; 	FCAT – MC Reporting Category 2: Reading Applications <i>See Appendix A</i> <u>Harcourt Storytown</u> Example: p. T30, Theme 2					
LA.5.1.7.7	<ul style="list-style-type: none"> Compare and contrast elements in multiple texts (e.g., setting, characters, problems); 	FCAT – MC Reporting Category 2: Reading Applications <i>See Appendix A</i> <u>Harcourt Storytown</u> Example: p. T252, Theme 1 Example: p. T30, Theme 3					
LA.5.1.7.8	<ul style="list-style-type: none"> Use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning and clarifying by checking other sources. 	<u>Harcourt Storytown</u> Example: p. T30, Theme 3	Resource: Graphic Organizers <ul style="list-style-type: none"> http://www.eduplace.com/graphicorganizer/ http://www.eduplace.com/kids/hme/k_5/graphorg/ 				

Reading Comprehension Standard: The student uses a variety of strategies to comprehend grade level text.					
Benchmark: The student will:	Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13 13/14
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES					
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Preview text features (e.g., illustrations, title, headings, captions) and use prior knowledge to make predictions of content and purpose of text; ▪ Identify the author's purpose (e.g. to tell a story, give information, entertain) using key words, phrases, and graphics in text; ▪ Identify explicit information in text, including but not limited to main idea or topic, supporting details (e.g. who, what where, when, how, why), and sequence of events; ▪ Identify cause and effect relationships in stories and informational text; ▪ Identify text structures (e.g., similarities and differences, sequence of events, explicit cause/effect) in stories and informational text; ▪ Identify the essential message or topic in text; ▪ Identify similarities and differences in elements (e.g., characters, objects, actions) within a text; ▪ Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting, using simple graphic organizers, connecting to life experiences, and checking own understanding when reminded. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Preview text features (e.g., illustrations, title) and use prior knowledge to make predictions of content of stories and informational text; ▪ Sort familiar books into categories reflecting personal uses (e.g., make me laugh, tell a story, show me how to do something); ▪ Identify explicit ideas and information in text, including but not limited to main idea or topic, supporting details (e.g., who, what, where, when), and sequence of events in read-aloud stories and informational text; ▪ Identify explicit cause/effect relationships in read-aloud stories and informational text; ▪ Identify statements of the main idea or topic in read-aloud text; ▪ Identify differences in characters, actions, and objects in text; ▪ Use strategies to repair comprehension, including but not limited to rereading, checking context clues, predicting what happens next, connecting to life experiences, and checking own understanding when reminded. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify illustrations of characters or objects in read-aloud stories or informational text; ▪ Respond to feelings expressed in read-aloud stories and informational text; ▪ Respond accurately and consistently to pictures or symbols paired with words in familiar read-aloud stories and informational text; ▪ Use pictures or symbols paired with words to respond to predictable cause/effect events in daily classroom activities; ▪ Use a resource when necessary to clarify meaning of pictures, symbols, or words in classroom activities. 			

STRAND: Literary Analysis

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.2.1.1	<ul style="list-style-type: none"> Demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes; 	<u>Harcourt Storytown</u> <ul style="list-style-type: none"> Variety represented in series 					
LA.5.2.1.2	<ul style="list-style-type: none"> Locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction; 	FCAT – MC Reporting Category 3: Literary Analysis Fiction/Nonfiction <i>See Appendix A</i> <u>Harcourt Storytown</u> Example: p. T30, Theme 1					
LA.5.2.1.3	<ul style="list-style-type: none"> Demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem; 	<u>Harcourt Storytown</u> See the following sections throughout text: <ul style="list-style-type: none"> Listening Comprehension 					

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.2.1.4	<ul style="list-style-type: none"> Identify an author’s theme, and use details from the text to explain how the author developed that theme; 	FCAT – MC Reporting Category 2: Reading Applications <i>See Appendix A</i> <u>Harcourt Storytown</u> Example: p. T50, Theme 1					
LA.5.2.1.5	<ul style="list-style-type: none"> Demonstrate an understanding of a literacy selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media; 	<u>Harcourt Storytown</u> Example: p. T56, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Connections pages 					
LA.5.2.1.6	<ul style="list-style-type: none"> Write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution; 	<u>Harcourt Storytown</u> Example: C9 See the following sections throughout text: <ul style="list-style-type: none"> Correlation 					

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.2.1.7	<ul style="list-style-type: none"> Identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; 	FCAT – MC Reporting Category 3: Literary Analysis Fiction/Nonfiction <i>See Appendix A</i> <u>Harcourt Storytown</u> Example: p. T180, Theme 1, C9 See the following sections throughout text: <ul style="list-style-type: none"> Correlations 					
LA.5.2.1.8	<ul style="list-style-type: none"> Explain changes in the vocabulary and language patterns of literary texts written across historical periods, 	<u>Harcourt Storytown</u> Example: p. T136, Theme 2					
LA.5.2.1.9	<ul style="list-style-type: none"> Use interest and recommendations of others to select a balance of age-and-ability-appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. 	<u>Harcourt Storytown</u> Example: p. T26, Theme 1 See the following sections throughout text: <ul style="list-style-type: none"> Literacy Center Kit 	Resource: The District Reading List				

Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.							
Benchmark: The student will:		Assessment / Correlation Information		Resources/Notes		10/11	11/12	12/13	13/14
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES									
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Distinguish among common forms of literature (e.g., stories, poetry, drama); ▪ Identify characters, settings, and elements of plot structure (e.g., actions, sequence of events, problem/resolution) in a variety of fiction; ▪ Identify rhyme, repetition, rhythm, and descriptive language in poetry; ▪ Identify the main topic or essential message of a familiar literacy selection; ▪ Demonstrate understanding of a literature selection by describing how it connects to life experiences; ▪ Write a brief report or review that identifies characters, settings, sequence of events, main idea(s), or problem/solution in a literature selection; ▪ Recognize the meaning of common idioms (e.g., green thumb) and figurative language (e.g., buzz, hiss, roar); ▪ Distinguish between examples of past and present language used in stories; ▪ Select a variety of fiction materials to listen to or read, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify common forms of literature (e.g., stories, poetry); ▪ Identify characters, setting, actions and events in read-aloud fiction; ▪ Identify rhyme, repetition, and rhythm in poetry; ▪ Match familiar literature selections to a topic; ▪ Contribute to a group response connecting characters, actions, settings, or events in read-aloud literature to life experiences; ▪ Produce a picture story with dictated sentences that identifies characters, setting, actions, or events from a read-aloud story; ▪ Recognize the meaning of figurative language (e.g. raining cats and dogs); ▪ Recognize language used in stories that indicates past events; ▪ Select fiction material to listen to, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 				<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify characters, objects, and actions in read-aloud literature; ▪ Respond to differences in rhythm in familiar poetry or songs; ▪ Use pictures, symbols, or words to identify characters, objects, and actions from familiar read-aloud stories; ▪ Select fiction material to listen to or use, based on interest or recommendations, to expand the core foundation of knowledge necessary to function as a member of a shared culture. 			

STRAND: Literary Analysis

Non-Fiction		Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of non-fiction, informational, and expository texts to demonstrate an understanding of the information presented.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.2.2.1	<ul style="list-style-type: none"> Locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations); 	FCAT-MC Reporting Category 3: Literary Analysis Fiction/Nonfiction <i>See Appendix A</i> <u>Harcourt Storytown</u> Example: p. T246, Theme 2					
LA.5.2.2.2	<ul style="list-style-type: none"> Use information from the text to answer questions related to explicitly stated main ideas or relevant details; 	<u>Harcourt Storytown</u> Example: p. T251, Theme 1					
LA.5.2.2.3	<ul style="list-style-type: none"> Organize information to show understanding (i.e., representing main ideas within text through charting, mapping, paraphrasing, or summarizing); 	<u>Harcourt Storytown</u> Example: p. T270, Theme 1	Resource: Graphic Organizers <ul style="list-style-type: none"> http://www.eduplace.com/graphicorganizer/ http://www.eduplace.com/kids/hme/k_5/graphorg/ 				
LA.5.2.2.4	<ul style="list-style-type: none"> Identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); 	<u>Harcourt Storytown</u> Example: p. T38, Theme 1					
LA.5.2.2.5	<ul style="list-style-type: none"> Use interest and recommendations of others to select a balance of age and ability appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge. 	<u>Harcourt Storytown</u> Example: p. T26, Theme 1					

ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Obtain information from text features (e.g., illustrations, title, headings, captions); ▪ Use explicit information from non-fiction text to answer questions about the main idea and supporting details (e.g., who, what, where, when, how, why); ▪ Organize information to show understanding (e.g., using simple graphic organizers); ▪ Identify a variety of non-fiction text (e.g., reference materials, picture dictionary, children’s newspapers); ▪ Select a variety of non-fiction materials to listen to or read, based on interest or recommendations, to expand the core foundations of knowledge. 	<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Obtain information from text features (e.g., illustrations, title, table of contents); ▪ Use explicit information from read-aloud non-fiction text to answer questions about the main idea and supporting details (e.g., who, what where, when); ▪ Organize information to show understanding (e.g. using pictures or symbols); ▪ Identify non-fiction print materials (e.g. calendar, schedule, environmental print); ▪ Select non-fiction materials on different topics to listen to, based on interest or recommendations, to expand the core foundation of knowledge. 	<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Identify pictures, symbols, or words used in daily classroom activities; ▪ Respond purposefully to pictures, symbols and informational text used in daily activities; ▪ Recognize pictures, or symbols paired with words in informational text (non-fiction) used in daily activities; ▪ Select non-fiction materials to listen to, based on interest or recommendations, to expand the core foundation of knowledge.
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STRAND: Writing Process

Pre-Writing		Standard: The student will use prewriting strategies to generate ideas and formulate a plan.					
Benchmark: The student will prewrite by:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.3.1.1	<ul style="list-style-type: none"> Generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material) based upon teacher-directed topics and personal interests; 	<p><u>Harcourt <i>Storytown</i></u> Example: p. T12, Theme 1</p>					
LA.5.3.1.2	<ul style="list-style-type: none"> Determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; 	<p><u>Harcourt <i>Storytown</i></u> Example: p. T69, Theme 1 Example: p. T12, Theme 2</p>	<p>Resource: RAFT Activity</p> <ul style="list-style-type: none"> http://www.readingquest.org/strat/raft.html Blank form - http://www.readingquest.org/pdf/raft.pdf 				
LA.5.3.1.3	<ul style="list-style-type: none"> Organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses main idea, logical sequence, and the time needed to complete the task. 	<p><u>Harcourt <i>Storytown</i></u> Example: p. T57, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook http://www.writingfix.com 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Generating ideas related to topics for writing through activities (e.g., responding to prompts, viewing pictures, reading text, group discussion); Identifying the purpose (e.g., inform, tell a story) and the intended audience for writing, Using graphic organizers or charts to make a plan for writing. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Generating ideas about topics or experiences to plan a picture with a story or description through responding to prompts and questions, viewing pictures, and listening to text; Identifying the purpose (e.g., inform, tell a story) and the intended audience for writing. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Select pictures, symbols, or words to use when communicating in classroom activities. 		

STRAND: Writing Process

Drafting		Standard: the student will write a draft appropriate to the topic, audience, and purpose.					
Benchmark: The student will draft writing by:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.3.2.1	<ul style="list-style-type: none"> Using a pre-writing plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood; 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T69, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writers' Companion 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook - Ideas, Word Choice, Voice http://www.writingfix.com 				
LA.5.3.2.2	<ul style="list-style-type: none"> Organizing information into a logical sequence, combining or deleting sentences and using appropriate transitional devices to enhance clarity; 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T69, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writers' Companion 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook - Organization, Sentence Fluency http://www.writingfix.com 				
LA.5.3.2.3	<ul style="list-style-type: none"> Creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene). 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T263, Theme 1 See the following sections throughout text:</p> <ul style="list-style-type: none"> Writers' Companion 	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook – Organization http://www.writingfix.com 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> Using a prewriting plan to develop ideas related to the topic; Including a beginning, middle, and end. 		<p><i>Supported:</i> The student will draft writing by:</p> <ul style="list-style-type: none"> Creating a picture and dictating a story or description; Organizing ideas according to the purpose of the writing. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Make an initial attempt to communicate preferences or information about familiar activities using pictures, symbols, or words. 			

STRAND: Writing Process

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.					
Benchmark: The student will revise by:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.3.3.1	<ul style="list-style-type: none"> ▪ Evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T69, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook ▪ http://www.writingfix.com 				
LA.5.3.3.2	<ul style="list-style-type: none"> ▪ Creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T86, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook ▪ http://www.writingfix.com 				
LA.5.3.3.3	<ul style="list-style-type: none"> ▪ Creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); <ul style="list-style-type: none"> • Connotation / Denotation: Many words carry both connotative and denotative meanings, which can mean subtle, yet significant differences between what you meant to say and how readers interpret your meaning. As the following poem points out, your positive denotative words may carry with them some negative connotative interpretations. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T88, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook <p>Example: Connotation/Denotation Call a woman a kitten, but never a cat; You can call her a mouse, cannot call her a rat; Call a woman a chick, but never a hen; Or you surely will not be her caller again. You can call her a duck, cannot call her a goose; You can call her a deer, but never a moose; You can call her a lamb, but never a sheep; Economic she likes, but you can't call her cheap. <i>–Author Unknown</i></p>				

Revising		Standard: The student will revise and refine the draft for clarity and effectiveness.					
Benchmark: The student will revise by:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.3.3.4	<ul style="list-style-type: none"> Applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics). 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T57 & 69, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will revised the draft by:</p> <ul style="list-style-type: none"> Reviewing the draft for clarity of content, organization, and word choice; Using complete sentences to express ideas; Adding, changing, or rearranging words and sentences to clarify the meaning and sequence of ideas and details; Using tools, strategies, and resources to improve the draft (e.g., teacher or peer review, dictionary). 		<p><i>Supported:</i> The student will revise the draft by:</p> <ul style="list-style-type: none"> Reviewing the picture and dictation; Copying dictated phrases and sentences; Making changes to the picture and dictation to add or modify details or organization with prompting; Using a familiar resource (e.g., teacher assistance) to improve the draft. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Adjust language by selecting different pictures, symbols, or words when necessary to communicate information about classroom activities. 			

STRAND: Writing Process

Editing for Language Conventions		Standard: The student will edit and correct the draft for standard language conventions.					
Benchmark: The student edits writing for grammar and language conventions, including the correct use of:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.3.4.1	<ul style="list-style-type: none"> Spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, Thesaurus, or other resources as necessary; 	<ul style="list-style-type: none"> Weekly Spelling Tests Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T89, Theme 1</p>	<p>Resource: Parts of Speech Jingle –</p> <ul style="list-style-type: none"> http://rebecca-wow.blogspot.com/2007/02/eight-parts-of-speech-jingle.html Six Traits of Writing Notebook – Conventions 				
LA.5.3.4.2	<ul style="list-style-type: none"> Capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T69, Theme 1</p>					
LA.5.4.3.3	<ul style="list-style-type: none"> Punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T49, Theme 1</p>					
LA.5.4.3.4	<ul style="list-style-type: none"> The four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T146, Theme 1</p>					
LA.5.4.3.5	<ul style="list-style-type: none"> Subject/verb and noun/pronoun agreement in simple and compound sentences. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T144, Theme 2 See the following sections throughout text:</p> <ul style="list-style-type: none"> Grammar Practice Book 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will edit writing for the correct use of:</p> <ul style="list-style-type: none"> Spelling of phonetically regular and high frequency words, using a word bank or other resource as necessary; Capitalization of initial word in sentences, proper names, and the pronoun “I;” End punctuation (period and question mark) for sentences; Singular and plural nouns and complete sentences. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Left-to-right progression and sequencing; A model to check spelling of words; Capitalization of own name, the pronoun “I” and initial word in sentences. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Adjust by selecting different pictures, symbols, or words, when necessary to communicate information in classroom activities. 		

STRAND: Writing Process

Publishing		Standard: The student will write a final product for the intended audience.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.3.5.1	<ul style="list-style-type: none"> Prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia); 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T91, Theme 1 Example: p. T13, Theme 2</p>					
LA.5.3.5.2	<ul style="list-style-type: none"> Use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T91, Theme 1 Example: p. T321, Theme 2</p>					
LA.5.3.5.3	<ul style="list-style-type: none"> Share the writing with the intended audience. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T91, Theme 1 Example: p. T13, Theme 2</p>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Produce writing that is clear, legible, and appropriate for the audience and purpose; Share the writing with the intended audience. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Produce pictures with legible and understandable stories or descriptions; Share the picture stories with the intended audience. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Effectively communicate information about classroom activities using pictures, symbols, or words. 			

STRAND: Writing Applications

Creative		Standard: The student develops and demonstrates creative writing.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.4.1.1	<ul style="list-style-type: none"> Write narratives that establish a situation and plot with rising action, conflict, and resolution; 	<ul style="list-style-type: none"> Wakulla Writes Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T86, 87, 93 & 207, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook 				
LA.5.4.1.2	<ul style="list-style-type: none"> Write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format. 	<ul style="list-style-type: none"> Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T131 & 207, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> Six Traits of Writing Notebook 				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Write narratives about events with characters and actions; Write expressive forms (e.g., stories, skits, poems) that include dialogue, rhythm, and rhyme, and appropriate format. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Write narratives about familiar persons or objects and events by creating picture stories with dictated phrases and sentences; Complete lines in familiar poetry by following patterns for rhythms and rhyme. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Communicate information that tells about familiar persons, objects, and activities; Respond to differences in rhythm in familiar poems, rhymes, and songs. 			

STRAND: Writing Applications

INFORMATIVE		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.4.2.1	<ul style="list-style-type: none"> ▪ Write in a variety of informational/expository forms (e.g. summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions); 	<ul style="list-style-type: none"> ▪ Wakulla Writes ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T53 & 69, Theme 1</p>	<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook <p>Connection:</p> <ul style="list-style-type: none"> ▪ Informative text skills may be reinforced and taught in Social Studies, Science, Math, Health, and other curricular areas. 				
LA.5.4.2.2	<ul style="list-style-type: none"> ▪ Record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids, to organize and record information on charts, data tables, maps and graphs, as appropriate; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T27, 105 & 163, Theme 1</p>					
LA.5.4.2.3	<ul style="list-style-type: none"> ▪ Write informational/expository essays that state a *thesis with a narrow focus, contain introductory, body, and concluding paragraphs; <ul style="list-style-type: none"> • *Students should learn to narrow the thesis to allow them to fully cover the topic in the paper. For example, instead of writing a paper on “Africa” they might choose to write a paper on “Climate in the East African Plain”. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T207, Theme 2 Example: p. T147, Theme 3</p>					

INFORMATIVE		Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.4.2.4	<ul style="list-style-type: none"> ▪ Write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, message, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T55, Theme 1 Example: p. T133, Theme 3</p>					
LA.5.4.2.5	<ul style="list-style-type: none"> ▪ Write directions to unfamiliar locations using cardinal and ordinal directions; landmarks, and distances, and create an accompanying map. <ul style="list-style-type: none"> • Note: This may be covered in Social Studies and Math. 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T203, Theme</p>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Write in an expository form (e.g. daily journal, log, simple procedures); ▪ Record information (e.g., lists, labels, charts) related to a topic; ▪ Write expository text that contains a main idea and supporting details; ▪ Compose friendly letters, invitations, messages, and thank-you notes; ▪ Write functional text (e.g., two-step instructions, directions, recipes, labels, graphs). 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Record expository information by creating pictures and dictating labels, lists, or observations; ▪ Use a word bank to write labels for common objects in the classroom; ▪ Compose informal invitations, messages, and thank-you notes using a model; ▪ Produce functional text (e.g., two-step directions, information signs) by creating pictures with dictated sentences. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Communicate about persons, objects, or actions using pictures, symbols, or words; ▪ Communicate information about daily activities; ▪ Use gestures and expressions to greet others or invite others to engage in an activity; ▪ Express preferences or choices. 			

STRAND: Writing Applications

Persuasive		Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.							
Benchmark: The student will write persuasive text (e.g., essay, written communication that:		Assessment / Correlation Information		Resources/Notes		10/11	11/12	12/13	13/14
LA.5.4.3.1	<ul style="list-style-type: none"> ▪ Establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; 	<ul style="list-style-type: none"> ▪ Wakulla Writes ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T67, Theme 5</p>		<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 					
LA.5.4.3.2	<ul style="list-style-type: none"> ▪ Include persuasive techniques (e.g., word choice, repetition, emotional appeal, *hyperbole). <ul style="list-style-type: none"> • *Hyperbole - A figure of speech in which exaggeration is used for emphasis or effect, as in <i>I could sleep for a year</i> or <i>This book weighs a ton</i>. --Other examples: <ol style="list-style-type: none"> 1. <i>We waited an eternity.</i> 2. <i>She uses so much makeup she has to use a sandblaster to get it off at night.</i> 3. <i>Here once the embattled farmers stood and fired the shot heard round the world.</i> --Ralph Waldo Emerson, "The Concord Hymn" 	<ul style="list-style-type: none"> ▪ Writing Portfolio (See Appendix F) <p><u>Harcourt Storytown</u> Example: p. T27, 67, 84, 85 & 89, Theme 5</p>		<p>Resource:</p> <ul style="list-style-type: none"> ▪ Six Traits of Writing Notebook 					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES									
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> ▪ Select a favorite topic and write persuasive text (e.g., advertisement, poster) that shows why the topic is important. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Create a picture of a preferred item or activity and dictate a reason by that item is preferred. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> ▪ Communicate preferences or feelings about familiar persons, objects, or actions in a variety of daily activities. 				

STRAND: Communication

Penmanship		Standard: The student engages in the writing process and writes to communicate ideas and experiences.							
<i>Benchmark:</i> The student will:		Assessment / Correlation Information		Resources/Notes		10/11	11/12	12/13	13/14
LA.5.5.1.1	<ul style="list-style-type: none"> ▪ Demonstrate fluent and legible cursive writing skills. <ul style="list-style-type: none"> • Instruction should focus on building fluent cursive writing skills while maintaining manuscript. The Zaner Bloser model is used. 	<u>ZanerBloser TE</u>		Resource: See Appendix D					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES									
<i>Independent:</i> The student will <ul style="list-style-type: none"> ▪ Use legible handwriting. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> ▪ Write words using upper case and lower case letters, proper spacing, and sequencing. 			<i>Participatory:</i> The student will: <ul style="list-style-type: none"> ▪ Use pictures, symbols, or words to communicate meaning. 				

STRAND: Communication

Listening and Speaking		Standard: The student effectively applies listening and speaking strategies.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.5.2.1	<ul style="list-style-type: none"> Listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; 	<p><u>Harcourt Storytown</u> Example: p. T72, 105, 146 & 193, Theme 1</p>					
LA.5.5.2.2	<ul style="list-style-type: none"> Make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact, and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies. 	<p><u>Harcourt Storytown</u> Example: p. T72, 146, 210 & 266, Theme 1</p>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Listen and speak to gain and share information for a variety of purposes; Contribute to formal group presentations and informal discussions using appropriate oral language choices for the purpose and occasion. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Listen and speak to gain and share information for the predetermined purpose; Contribute to informal presentations using appropriate oral language choices for the purpose. 		<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Listen and communicate purposefully; Use language to communicate with teachers, peers in classroom activities and routines. 			

STRAND: Information and Media Literacy

Informational Text		Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.6.1.1	<ul style="list-style-type: none"> Read and interpret informational text and organize the information (e.g. use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions). 	<p>FCAT – MC Reporting Category 4: Informational Text/Research Process <i>See Appendix A</i></p> <p><u>Harcourt Storytown</u> Example: p. T277, Theme 1 Example: p. T13 & 165, Theme 2</p>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Read informational text to gather information, follow multi-step directions, organize information, perform tasks, and share information. 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Use informational text to locate specific information, follow two step directions, answer questions, and perform tasks. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Use more than one picture or symbol paired with words to carry out tasks in daily activities. 		

STRAND: Information and Media Literacy

Research Process		Standard: The student uses a systematic process for the collection, processing, and presentation of information.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.6.2.1	<ul style="list-style-type: none"> Select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources; 	<p><u>Harcourt Storytown</u> Example: p. T12, Theme 1</p>					
LA.5.6.2.2	<ul style="list-style-type: none"> Read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information; 	<p>FCAT – MC Reporting Category 4: Informational Text/Research Process See Appendix A</p> <p><u>Harcourt Storytown</u> Example: p. T227, Theme 1 Example: p. T13, Theme 2</p>					
LA.5.6.2.3	<ul style="list-style-type: none"> Write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; 	<p><u>Harcourt Storytown</u> Example: p. T13, Theme 5 Example: Theme 6</p>					
LA.5.6.2.4	<ul style="list-style-type: none"> Record basic bibliographic data and present quotes using ethical practices (e.g., avoid plagiarism). 	<p><u>Harcourt Storytown</u> Example: p. T13, Theme 2 Example: p. T13 & 89, Theme 5</p>					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<p><i>Independent:</i> The student will</p> <ul style="list-style-type: none"> Select a topic and use a predetermined search plan to select reference materials (e.g., non-fiction books, dictionaries, digital references, software) using alphabetical and numerical order to locate information; Read and record information from reference materials to answer questions; Write a simple report with a title, main idea(s) and relevant details, and pictures or graphics; Identify the titles of references or other sources used in searches and recognize ethical practices (e.g., noting information sources). 		<p><i>Supported:</i> The student will:</p> <ul style="list-style-type: none"> Ask questions about a topic and select teacher-recommended materials (e.g., pictures, read-aloud non-fiction books); Use information from selected reference materials to answer search questions; Produce a simple report with a title and pictures with dictated phrases and sentences; Identify the title of reference or other sources used in the search. 			<p><i>Participatory:</i> The student will:</p> <ul style="list-style-type: none"> Communicate interest and select an object to explore; Explore and interact or use the selected object; Communicate about the selected object using pictures, symbols, or words; Identify objects, books or print materials that belong to others. 		

STRAND: Information and Media Literacy

Media Literacy		Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.6.3.1	Examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda;	<u>Harcourt Storytown</u> Example: p. T59 & 267, Theme 1	Example: Propaganda Techniques a. Bandwagon: persuading people to do something by letting them know others are doing it. b. Testimonial: using the words of a famous person to persuade you. c. Transfer: using the names or pictures of famous people, but not direct quotations. d. Repetition: the product name is repeated at least four times. e. Emotional words: words that will make you feel strongly about someone or something. f. Assertion: an energetic and engaging statement presented as fact. g. Glittering Generalities: Words often used as glittering generalities are honor, glory, love of country, and especially in the United States, freedom. When coming across with glittering generalities, consider the merits of the idea itself when separated from specific words. Find others at: http://library.thinkquest.org/C0111500/proptech.htm				
LA.5.6.3.2	<ul style="list-style-type: none"> ▪ Use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences. 	<u>Harcourt Storytown</u> Example: p. T27, Theme 2					
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<i>Independent:</i> The student will		<i>Supported:</i> The student will:			<i>Participatory:</i> The student will:		
<ul style="list-style-type: none"> ▪ Recognize similarities and differences in the way information is presented in a variety of print and nonprint media; ▪ Use media sources to obtain information and communicate to a specific audience. 		<ul style="list-style-type: none"> ▪ Identify information communicated in print and nonprint media; ▪ Use a media source to obtain information. 			<ul style="list-style-type: none"> ▪ Respond to familiar print or nonprint materials and ▪ Respond to basic production elements in media messages (e.g., motion, color, sound). 		

STRAND: Information and Media Literacy

Technology		Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.					
Benchmark: The student will:		Assessment / Correlation Information	Resources/Notes	10/11	11/12	12/13	13/14
LA.5.6.4.1	<ul style="list-style-type: none"> Select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); 	Harcourt <i>Storytown</i> Example: p. T91, 105 & 283, Theme 1					
LA.5.6.4.2	<ul style="list-style-type: none"> Determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic. 	Harcourt <i>Storytown</i> Example: p. T91, 105 & 283, Theme 1	Example: Use of PowerPoint or other presentation software for report; production of school news; production of a class video.				
ACCESS POINTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES							
<i>Independent:</i> The student will <ul style="list-style-type: none"> Use appropriate available technology to enhance communication; Use digital tools for publishing or presenting a topic or story. 		<i>Supported:</i> The student will: <ul style="list-style-type: none"> Use appropriate available technology to enhance communication; Use digital tools to produce pictures, letters, and words to communicate meaning. 		<i>Participatory:</i> The student will: <ul style="list-style-type: none"> Use an appropriate available technology to enhance communication; Use technology to communication information or preferences. 			

APPENDIX A
Specific FCAT Test Specification Information

All 5th grade benchmarks are assessed using the Multiple Choice (MC) format.

Reporting Category 1—Vocabulary

LA.5.1.6.3

Benchmark

The student will use context clues to determine meanings of unfamiliar words.

Benchmark Clarification

The student, using context clues, will identify the meaning of an unfamiliar word.

Content Focus

Context Clues

Content Limits

Grade-level appropriate texts will be used to assess words unfamiliar to most students. Excerpted text will contain clear and sufficient context for determining the meaning of the assessed word. The unfamiliar word will be no more than two grade levels above the assessed grade.

Text Attributes

Texts will be literary or informational.

Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain a word unfamiliar to most students, and sufficient context must be present for students to determine the meaning of the word.

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Incorrect meanings of the assessed word;
- Meanings of the assessed word that are correct but are not appropriate for the context surrounding the word;
- Contextual meanings drawn from the text but unrelated to the assessed word or question; and
- plausible but incorrect distracters based on the text.

Sample Items

Context Clues

Read these sentences from the story.

These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.

AS used in the sentence above, the word *venture* means

- A. swim lazily
- B. float noisily
- C. enter with risk
- D. continue with energy

Context Clues

Read these sentences from the article.

A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp.

What does the word *flourish* mean?

- A. *grow well
- B. seek warmth
- C. become quiet
- D. avoid enemies

Reporting Category 1—Vocabulary

LA.5.1.6.7

Benchmark	The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>Also assesses LA.5.1.6.11 – The student will use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.</i>
Benchmark Clarification	The student will identify familiar base words, or Greek or Latin root words with prefixes and/or suffixes, to determine the meanings of complex words in a text. Simple analysis and/or direct inference may be required.
Content Focus	Base Words, Affixes, Roots
Content Limits	Grade-level appropriate texts will contain vocabulary for assessing prefixes (e.g., <i>un-</i> , <i>pre-</i> , <i>dis-</i> , <i>con-</i> , <i>centi-</i> , <i>anti-</i> , <i>sub-</i> , <i>multi-</i> , <i>uni-</i> , <i>im-</i> , <i>de-</i> , <i>ex-</i> , <i>mis-</i> , <i>in-</i> , <i>non-</i>) suffixes (e.g., <i>-ful</i> , <i>-less</i> , <i>-ious</i> , <i>-ion</i> , <i>-ment</i> , <i>-ist</i> , <i>-ible</i> , <i>-ian</i> , <i>-ness</i>), roots and base words. Assessed words will be on grade level. Contractions will not be used. Excerpted text will contain the assessed word to provide clear and sufficient context.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain appropriate words to assess base words, affixes or root words.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect meanings of words• correct meaning of words that do not fit the context• words with construct similar to correct response(e.g., same prefix);• plausible but incorrect distracters based on the text.
Sample Items	Base Words Read this sentence from the passage. Mr. Ballard disappeared, but we could hear him laughing. Which word has the same base word as <i>disappeared</i> ? A. appealing B. *appearance C. disappointment D. disapproved Roots Read the quotation from the passage. “I am going to become malnourished,” Dad said. The origin of the word <i>malnourished</i> is the Latin root <i>-nourish</i> , meaning to feed. What does <i>malnourished</i> mean? A. to eat until full B. *to be underfed

- C. to eat rich foods
- D. to be fed too much

Affixes

Read the sentence from the article.

Often we discover nature’s connections only after we break them—or later, when we try to put nature back together through ecosystem restoration.

What is the meaning of *restoration* as used in the above sentence?

- A. *the act of repairing
- B. the process of storing
- C. protection of delicate species
- D. observation of the environment

Reporting Category 1—Vocabulary

LA.5.1.6.8

Benchmark	The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
Benchmark Clarification	The student will use antonyms and synonyms to determine the meaning of a word within a text. Simple analysis and/or direct inference may be required to comprehend the meaning of the word.
Content Focus	Antonyms, Synonyms
Content Limits	Grade-level appropriate texts will be used to assess antonyms and synonyms. Homophones and homographs will not be assessed. Contractions (e.g., <i>they're</i> , <i>it's</i>) will not be assessed. The terms <i>synonym</i> and <i>antonym</i> will not be used in the stem construction. Wording will be similar to <i>means almost the same as</i> or <i>has the opposite meaning of</i> . Excerpted text will contain the assessed word to provide clear and sufficient context.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain appropriate words to assess knowledge of synonyms and antonyms at grade level.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect meanings of words• meanings of the assessed words that are correct but are not appropriate for the context;• words constructed similarly to the correct response (e.g., same prefix)• words and details drawn from the text but unrelated to the assessed word or question; and• plausible but incorrect distracters based on the text. Note: Items assessing antonyms will NOT include synonyms as distractors; conversely, items assessing synonyms will not include antonyms as distractors.
Sample Items	<p>Synonyms Read these sentences from the passage. After we got settled, our first shopping trip was to the Big Valley Hardware Store to pick out our garden seeds. Mom and Dad rummaged through the racks of seeds like kids in a toy store.</p> <p>A. jumped B. ran C. saw D. *searched</p> <p>Antonyms Which two words from the article have OPPOSITE meanings?</p> <p>A. feast, gnaw B. *series, single C. settles, washes D. collection, system</p>

Reporting Category 1—Vocabulary

LA.3.1.6.9

Benchmark

The student will determine the correct meaning of words with multiple meanings in context. *Also assesses LA.3.1.6.6 The student will identify “shades of meaning” in related words (e.g., blaring, loud).*

Benchmark Clarification

The student will analyze words that have multiple meanings and determine the correct meanings of the words as used in the text. For shades of meaning, the student will analyze the word to determine small, subtle differences in meaning between related words (e.g., *glance, glare, and peek* all refer to the concept of looking, but each one has a different meaning).

Content Focus

Multiple Meanings, Analyze Words in Text

Content Limits

Grade-level appropriate texts will be used to assess words with multiple meanings or shades of meaning. The words will be assessed using words below grade level, or on grade level, but not more than two grade levels above the tested grade. Excerpted text will contain clear and sufficient context to determine the meaning of the assessed word.

Text Attributes

Texts will be literary or informational.

Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Text will contain words with multiple meanings or shades of meaning and must provide clear and sufficient context for the student to determine the correct meaning.

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Correct meanings of the assessed word but inappropriate to the text;
- Meanings drawn from the text but unrelated to the meaning of the assessed word or question;
- Incorrect connotation of a word based on the use of the word in the text (used only to assess shades of meaning);
- Words constructed similarly to the correct response (e.g., same affix); and
- plausible but incorrect distracters based on the text.

Sample Items

Multiple Meanings

Read these sentences from the passage.

Dad looked at the picture on the front of the seed package. “I don’t like zucchini much,” he said

Mom got a determined look in her eyes.

We bought the zucchini seeds.

Which sentence uses the word *determined* as used in the sentences above?

- A. The short straw determined the winner.
- B. The map determined the correct route to follow.
- C. *The determined runner crawled across the finish line.
- D. He determined the amount of money needed for the game.

Analyze Words in Text

What is Dad doing when he is “sticking up for Mom”?

- A. *He is defending her idea.
- B. He is agreeing with her plan.
- C. He is rescuing her from work.
- D. He is trying to understand her.

Reporting Category 2—Reading Application

LA.5.1.7.2

Benchmark The student will identify the author’s purpose (e.g., to persuade, inform, entertain, or explain) and how an author’s perspective influences text.

Benchmark Clarification The student will identify the author’s purpose or perspective. The student will analyze the impact of the author’s purpose or perspective within or across texts.

Content Focus Author’s Purpose; Author’s Perspective

Content Limits Grade-level appropriate texts used in assessing author’s purpose will contain an identifiable author’s purpose for writing, including, but not limited to, informing, telling a story, conveying a particular mood, entertaining, or explaining. The author’s perspective will be recognizable within and across texts.

Text Attributes Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts may include, but are not limited to, persuasive articles, diaries, and informational articles.

Distractor Attributes Distractors may include, but are not limited to, the following:

- facts and details that do not support the author’s purpose or represent the author’s perspective;
- incorrect interpretations of the author’s purpose or perspective;
- incorrect analysis or evaluation of the impact of the author’s purpose or perspective on the text; and
- plausible but incorrect distractors based on the text.

NOTE: Distractors will NOT be a list of general categories (e.g., to inform, to persuade) but will include specific examples related to the text.

Sample Items **Author’s Perspective**
With which statement would the author of “What Is an Ecosystem?” most likely agree?

- A. *People should avoid activities that may harm an ecosystem.
- B. Ecosystems need change in order to stay strong and healthy.
- C. Ecosystems can never be repaired once they have been damaged.
- D. Scientists should be able to predict the effects of changes on ecosystems.

Author’s Purpose
Which sentence from the article tells the author’s main message?

- A. “Plants help animals by making food from sunlight, air, water, and soil minerals.”
- B. “On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives.”
- C. *”An ecosystem isn’t just a collection of plants and animals in a particular place—it’s a system of connections.”
- D. “The scientists discovered that all the differences arose because Shemya lacked a *single* animal species—the sea otter.”

Reporting Category 2—Reading Application

LA.5.1.7.3

Benchmark	The student will determine the main idea of essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.
Benchmark Clarification	The student will determine the main idea (state or implied), locate relevant details and facts, draw logical conclusions, or make appropriate inferences within or across grade-level appropriate texts. In addition, students will identify chronological order (sequencing of events).
Content Focus	Main Idea (state or implied), Relevant Details, Conclusions/Inferences, Chronological Order
Content Limits	Grade-level appropriate texts will include an identifiable main idea (stated or strongly implied) and relevant details from which students may draw logical conclusions or make appropriate inferences. In addition, text may include a clear, identifiable chronological order (sequence of events). Paraphrasing will not be assessed. Multiple-choice items may assess a student’s ability to identify a correct summary statement.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include a main idea (stated or strongly implied) and relevant details that will enable students to draw logical conclusions and make appropriate inferences.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Details that do not support the main idea;• Incorrect interpretations of the main idea;• Incorrect inferences or conclusions based on details found in the text;• Events that are drawn from the text and presented out of order;• Incorrect summary statements; and• plausible but incorrect distractors based on the text. Note: Multiple choice items will NOT assess a student’s ability to identify details of least importance when assessing a summary or main idea statement.
Sample Items	Relevant Details Which detail from the article helps show how a sea otter’s diet can protect kelp forests? A. Seals live in the kelp forests. B. *Sea urchins eat and destroy kelp. C. Shrimp-like animals eat dead kelp. D. Fish make their homes in kelp forests.

Main Idea/Essential Message

Which sentence best tells what the passage is about?

- A. A family gets tired of eating zucchini every day.
- B. A family moves to the country next to a pig farmer.
- C. *A family plants a garden and grows too many zucchini.
- D. A family annoys a pig farmer but helps him solve a problem.

Chronological Order

According to the article, which event happened first?

- A. Otters were protected on Amchitka.
- B. Sea urchins ate the giant kelp forests.
- C. Sea urchin numbers grew around Shemya.
- D. *Otters nearly disappeared from the islands.

Reporting Category 2—Reading Application

LA.5.1.7.4

Benchmark	The student will identify cause-and-effect relationships in text.
Benchmark Clarification	The student will identify cause-and-effect relationships within text. Additionally, the student may need to discern a causal relationship implied in the text through the assimilation of facts and details provided.
Content Focus	Cause and Effect
Content Limits	Grade-level appropriate texts used in assessing cause-and-effect relationships will contain identifiable causal relationships embedded in the text and/or contain sufficient facts and details to assist students in discerning implied causal relationships. In cause-and-effect items using literary text, situations between characters may be attributed to benchmark LA.5.2.1.2 and the content focus of character development and/or character point of view.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include an identifiable cause-and-effect relationship that may be stated or implied.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• incorrect causal relationships based on text;• incorrect rationales and /or interpretations of implied causal relationships; and• plausible but incorrect responses based on the text
Sample Items	<p>Cause and Effect Why does Mom continue to insist on serving zucchini at nearly every meal?</p> <p>A. She wants to make the family miserable. B. She knows that zucchini is a healthy food. C. *She does not want the zucchini to be wasted. D. She does not want to skip a recipe in her cookbook.</p> <p>Cause and Effect “Pockets of calm water” near Amchitka Island are created by</p> <p>A. mud and sand. B. animals with shells. C. groups of sea urchins. D. *large underwater plants</p>

Reporting Category 2—Reading Application

LA.5.1.7.5

Benchmark	The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.
Benchmark Clarification	The student will identify the text structures/organizational patterns and determine how they impact meaning within text.
Content Focus	Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events)
Content Limits	Text structures found within grade-level appropriate texts will be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, and sequence of events (chronological order). Lists will not be assessed as a text structure/organizational pattern. Text features will not be assessed in this benchmark but will be assessed in LA.5.6.1.1 for informational text and LA.5.2.2.1 for literary text.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will contain an identifiable organizational pattern. Text structures will be clearly evident as indicated by signal words and phrases.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Incorrect interpretations of text structures/organizational patterns;• Incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern;• Incorrect details drawn from text;• Incorrect sequence of events (chronological order); and• plausible but incorrect responses based on the text Note: Distractors will include a brief elaboration on how the organizational pattern impacts meaning in the text and will NOT be a list of general categories (e.g., sequence of events [chronological order], compare/contrast, cause/effect)/
Sample Items	Text Structure/Organizational Patterns Which statement lets the reader know how the author organized the passage? A. “Our garden grew fast, especially the zucchini.” B. * “Two weeks later, Mom picked the first zucchini.” C. “Then we got to work urgently, picking every zucchini.” D. “There stood Mom, holding the biggest zucchini I had ever seen.”

Text Structures/Organizational Patterns

How does the author mostly explain the puzzle of ecosystems?

- A. by identifying various animals in ocean environments
- B. by listing the natural occurrences in the order they happen
- C. *by describing differences between two island environments
- D. by revealing details about how humans put nature back together

Reporting Category 2—Reading Application

LA.5.1.7.6

Benchmark	The student will identify themes or topics across a variety of fiction and nonfiction selections.
Benchmark Clarification	The student will identify themes (e.g., save our earth, never give up) or topics (e.g., recycling, citizenship, freedom) that may be stated or implied within a text.
Content Focus	Themes or Topics (Grades 4/5 within and across texts)
Content Limits	Grade-level appropriate texts used to assess themes and/or topics must have a clear and identifiable topic and theme.
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include a readily identifiable theme or topic.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Facts and details that may contribute to but do not significantly support the theme or topic;• Facts, details, or ideas drawn from the text but unrelated to the test item;• Incorrect interpretation of the theme or topic;• A summary statement that is unrelated to the overall theme; and• plausible but incorrect responses based on the text. Note: Theme is neither the story’s plot (what happens) nor the story’s topic expressed in a word (e.g., childhood, friendship). A theme must be stated in a complete sentence or phrase (e.g., <i>the rewards of old age</i> , or <i>Old age can be a time of great satisfaction</i>).
Sample Items	Themes What is the best lesson that can be learned from this passage? <ul style="list-style-type: none">A. Hard work pays off most of the time.B. People should listen to their neighbors.C. *Sometimes there can be too much of a good thing.D. Activities shared with family members are enjoyable. Themes/Topics What is a positive result of the zucchini disaster in the passage? <ul style="list-style-type: none">A. Dad has learned to like zucchini.B. *The family and Mr. Ballard help each other.C. Mom has enough zucchini seeds for the next garden.D. The family and Mr. Ballard agree that zucchini is good for pigs.

Reporting Category 2—Reading Application

LA.5.1.7.7

Benchmark	The student will compare and contrast elements in multiple texts.
Benchmark Clarification	The student will identify similarities between elements within or across texts, or will identify differences between elements within or across texts.
Content Focus	Compare (similarities: Grade 4/5 within and across texts); Contrast (differences: Grade 4/5 within and across texts)
Content Limits	Grade-level appropriate texts will include elements that can be compared or contrasted and may include, but are not limited to, character, setting, subject, author’s purpose, author’s perspective, and main idea. In compare-and-contrast items using literary text, situations involving one or more characters changing over time will be assessed under LA.3.2.1.2 and the content focus of character development. When constructing a test question, <i>similarities</i> or <i>differences</i> is the preferred wording for this benchmark. Similarities and differences will NOT be assessed together in a single item
Text Attributes	Texts will be literary or informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. Texts will include elements that compare and/or contrast. To assess this benchmark across texts, items will be based upon two related texts that contain elements that can be compared or contrasted. To assess this benchmark within a text, items will be based upon elements that can be compared or contrasted.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Incorrect comparison;• Incorrect contrast;• Similarities or differences that are drawn from the text but unrelated to the test question;• Facts and details drawn from the text but unrelated to the test question; and• plausible but incorrect responses based on the text. Note: In constructing a comparison item distractors will NOT contrast elements. In a contrast item, distractors will NOT compare elements.
Sample Items	Compare Before the hunters arrived in the late 1800s, Amchitka Island and Shemya Island both <ul style="list-style-type: none">A. *were home to many sea otters.B. provided a place for sea urchins to patrol.C. were surrounded by barnacles and mussels.D. Provided a place for barnacles and mussels to grow.

Contrast

How is Dad's plan for the garden different from what actually happens?

- A. He wants his children to do the weeding.
- B. He hopes Mr. Ballard will give him advice.
- C. *He hopes to eat several kinds of vegetables.
- D. He wants to sell the zucchini to the neighbors.

Reporting Category 3—Literary Analysis – Fiction/Nonfiction

LA.5.2.1.2

Benchmark	The student will locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction.
Benchmark Clarification	The student will identify and interpret elements of plot development within or across texts. The student will also identify and interpret other literary elements, such as setting, character development, and character point of view within and across texts. In addition, the student will identify how plot events in the text contribute in problem/resolution.
Content Focus	Character Development; Character Point of View; Setting; Plot Development; Problem/Resolution
Content Limits	Texts will be grade-level appropriate and contain identifiable literary elements (e.g., character development/character point of view, setting, plot development, problem/resolution). Students will not be tested on exposition, rising/falling action, or theme. (Theme is tested under LA.5.1.7.6)
Text Attributes	Texts will be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts. To assess this benchmark, items will be based on <ul style="list-style-type: none">• Two texts with related literary elements: or• One text that contains a variety of literary elements.
Distractor Attributes	Distractors may include, but are not limited to, the following: <ul style="list-style-type: none">• Details that may contribute to but do not significantly support plot, character development, and problem/resolution;• Facts, details, or ideas drawn from the text but unrelated to the test item;• Inaccurate interpretations of character, point of view, plot development, setting, or problem/resolution; and• plausible but incorrect responses based on the text.
Sample Items	Character Point of View Dad’s attitude about Mr. Ballard’s opinion of the garden is <ul style="list-style-type: none">A. furious but patient.B. pleased but concerned.C. alarmed but understanding.D. *uncomfortable but determined.

Problem/Resolution

Allison plans to get rid of the zucchini by

- A. allowing the other crops to choke them.
- B. using them in recipes for the neighbors.
- C. *feeding them to Mr. Ballard's hungry pigs.
- D. planting other types of seeds in the garden.

Reporting Category 3—Literary Analysis – Fiction/Nonfiction

LA.5.2.1.7

Benchmark

The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects.

Benchmark Clarification

The student will identify and interpret the author’s use of descriptive or figurative language and will determine how the author’s use of language impacts meaning in grade-appropriate text.

Content Focus

Descriptive Language (e.g., mood, imagery); Figurative Language (e.g., simile, metaphor, personification)

Content Limits

Grade-level appropriate texts will contain clear examples of descriptive language (e.g., mood, imagery) and figurative language (e.g., simile, metaphor, personification).
Common idioms and symbolism will not be assessed.

Text Attributes

Texts will be literary and may include, but are not limited to fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama.
Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.

Distractor Attributes

Distractors may include, but are not limited to,

- Examples of descriptive language or figurative language drawn from the text but unrelated to the test item;
- Inaccurate interpretations of descriptive language or figurative language; and
- plausible but incorrect responses based on the text.

Note: If two descriptive language distractors are used, they must be balanced with two figurative language distractors. The correct answer determines the content focus for the items.

Distractors may also include all descriptive language examples or all figurative language examples.

When assessing the author’s mood (e.g., happy, sad, angry) in a text, whenever possible, distractors will NOT be a list of words, but will include specific examples related to the text.

Sample Items

Descriptive/Figurative Language

Read the sentence from the passage.

Mom and Dad rummaged through the racks of seeds like kids in a toy store.

What characteristic applies to Mom and Dad and the kids in a toy store?

- A. confusion
- B. *excitement
- C. innocence
- D. silliness

Descriptive/Figurative Language

Read the sentence from the passage.

We stared at the zucchini patch. An army of green monsters gleamed in the sun.

Why does the author compare the zucchini patch to an army of green monsters?

- A. *to indicate the large size and number of the zucchinis
- B. to suggest that the zucchinis are growing in the wrong place
- C. to express disappointment in the appearance of the zucchini patch
- D. to imply how colorful and shiny the zucchini patch looks in the daytime

Reporting Category 3—Literary Analysis-Fiction/Nonfiction

LA.5.2.2.1

Benchmark

The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).

Benchmark Clarification

The student will identify, analyze, and determine meaning from a variety of text features.

Content Focus

Text Features (e.g., titles, subtitles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas, and text boxes)

Content Limits

Text features will be assessed within grade-level appropriate texts that may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, and drama. Texts will include a single, identifiable text feature or a variety of text features.

Tables of contents, glossaries, indices, and key/guide words will not be assessed.

Text Attributes

Texts will be literary and may include, but are not limited to, fiction, nonfiction (e.g., biographies, diary entries), poetry, or drama. Stimuli found in texts may include titles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas, and text boxes.

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Facts and details or other information drawn from text features but unrelated to the test item;
- Incorrect analysis and interpretation of text features;
- Incorrect or irrelevant information drawn from text features; and
- plausible but incorrect responses based on the text.

Note: Items will NOT ask the student for literal references, such as

- *On what page would you find...?*
- *In which chapter would you find...?; or*
- *In what kind of reference book would you find information about...?*

Note: When assessing a text feature, (e.g., subheadings/captions), options can be developed from other areas of the text but should be parallel and balanced.

Sample Items

Text Features

The illustrations are important to the passage because they

- A. *contribute to the enjoyment of the passage.
- B. provide another way to explain how zucchini grows.
- C. suggest to readers that plants are easier to take care of than pigs.
- D. prove to readers that the family made mistakes when planting zucchini.

Reporting Category 4: Informational Text/Research Process

LA.5.6.1.1

Benchmark

The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions).

Benchmark Clarification

The student will identify and determine meaning from a variety of text features.

Content Focus

Locate, Interpret, Organize Information; Text Features (e.g., titles, subtitles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, text boxes)

Content Limits

Text features will be assessed within grade-level appropriate texts that may include, but are not limited to, functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents).

Texts will include a single, identifiable text feature or a variety of text features.

Making a report, conducting interviews, preparing to take a test, and performing a task will not be assessed.

Text Attributes

Texts will be informational. Stimuli found in texts may include titles, headings, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, and text boxes.

Texts may include, but are not limited to, functional reading materials (e.g., consumer documents, how-to articles, brochures, fliers, websites, other real-world documents).

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Facts and details or other information drawn from text features but unrelated to the test item;
- Incorrect analysis and interpretation of text features;
- Incorrect or irrelevant information drawn from text features; and
- plausible but incorrect responses based on the text.

Note: Items will NOT ask the student for literal references, such as

- *On what page would you find...?*
- *In which chapter would you find...?; or*
- *In what kind of reference book would you find information about...?*

Sample Items

Locate, Interpret, Organize Information

By reading the article and looking at the map, you can tell that Shemya and Amchitka Islands are located

- A. along the coast of Russia.
- B. along the coast of Canada.
- C. between the Arctic Ocean and the Bering Sea.
- D. *between the Pacific Ocean and the Bering Sea.

Text Features

What is the purpose of the subheadings listed under “Fitting A Bike Helmet”?

- A. *to offer important suggestions for wearing a bike helmet
- B. to show the order followed when putting on a bike helmet
- C. to indicate the time needed to learn how to wear a bike helmet
- D. to ensure that safety measures be taken when buying a bike helmet

Text Features

What is the purpose of the illustration at the beginning of the article?

- A. to show different types of animals
- B. *to show how living things interact
- C. to demonstrate the importance of the water
- D. to demonstrate the similarities of the islands

Reporting Category 4: Informational Text/Research Process

LA.5.6.2.2

Benchmark

The student will read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.

Benchmark Clarification

The student will use a variety of techniques and strategies within and across texts to locate and gather information.

The student will identify the validity (i.e., correctness or soundness) and reliability (i.e., dependability) of information in a text by identifying supporting facts within or across texts. In addition, the student may be asked to apply information from a text in a valid and/or reliable way.

The student will identify the relationships between two or more ideas or among other textual elements found within or across texts (i.e., synthesize information).

Content Focus

Determine the Validity and Reliability of Information (Grade 5 within/across texts)

Content Limits

Texts will be grade-level appropriate and present information in order to

- aid the student’s determination of validity and reliability of information;
- express a relationship between two or more ideas;
- express a relationship among ideas and certain text features; and
- reflect ideas that can be analyzed and evaluated.

This type of information may come from both primary and/or secondary sources.

Synthesis will be assessed by identifying the relationships between two or more texts.

Text Attributes

Texts will be informational, and may include either primary or secondary sources. Primary sources may include, but are not limited to, eyewitness accounts of events, such as letters, journals, diaries, and historical documents. Secondary sources may include, but are not limited to, encyclopedias, various books, newspapers, and magazine articles.

Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.

Distractor Attributes

Distractors may include, but are not limited to, the following:

- Incorrect analysis of validity and/or reliability;
- Facts and details drawn from the text but unrelated to the test item;
- Incorrect interpretations of the accuracy of information found in the text;
- Incorrect synthesis of information; and
- plausible but incorrect responses based on the text.

Note: Whenever possible, validity and reliability items will use direct quotations from the text in the answer choices.

Sample Items

Determine the Validity and Reliability of Information

For what could the information in the article best be used?

- A. a booklet listing bicycle rules
- B. *a report explaining bicycle safety
- C. a pamphlet showing bicycle trails
- D. a brochure advertising bicycle gear

APPENDIX B
220 High Frequency Words
Source: Dolch

Listed in order of decreasing frequency

the	out	big	put	walk	black	use	upon
to	as	went	too	two	white	fast	these
and	be	are	got	or	ten	say	sing
he	have	come	take	before	does	light	together
a	go	if	where	eat	bring	pick	please
I	we	now	every	again	goes	hurt	thank
you	am	long	pretty	play	write	pull	wish
it	then	no	jump	who	always	cut	many
of	little	came	green	been	drink	kind	shall
in	down	ask	four	may	once	both	laugh
was	do	very	away	stop	soon	sit	
said	can	an	old	off	made	which	
his	could	over	by	never	run	fall	
that	when	yours	their	seven	gave	carry	
she	did	its	here	eight	open	small	
for	what	ride	saw	cold	has	under	
on	so	into	call	today	find	read	
they	see	just	after	fly	only	why	
but	not	blue	well	myself	us	own	
had	were	red	think	round	three	found	
at	get	from	ran	tell	our	wash	
him	them	good	let	much	better	slow	
with	like	any	help	keep	hold	hot	
up	one	about	make	give	buy	because	
all	this	around	going	work	funny	far	
look	my	want	sleep	first	warm	live	
is	would	don't	brown	try	ate	draw	
her	me	how	yellow	new	full	clean	
there	will	know	five	must	those	grow	
some	yes	right	six	start	done	best	

APPENDIX C

Elaborations and Extensions in Writing

When scoring writing and helping students understand how to improve writing we can look at three very concrete aspects in regards to IDEAS. In the student’s writing you will see:

- **Bare ideas** – this is the topic or basic statement of the writing. Example: *Last week we went to the beach.*
- **Extensions** – this is a listing of ideas that are related to the bare idea. Extensions, however, do not provide vivid details. Examples: *We sat on the sand. We saw many birds. We waded in the water.*
- **Elaboration** – this provides details about the extension. An elaboration occurs any time the author steps into the writing and ‘explodes the moment’. Example: *When we waded in the water I stepped on a crab. It pinched my toe with its claw. I ran screaming back up on the beach.*

If a student is able to write bare ideas and extensions and has basic organization (beginning, middle, and end) the logical place to work with the student to improve his/her writing is to teach elaboration. In FCAT Writing a paper that has extensions and clear organization would score a “3.0”. In order to move to a “4.0” the student would have to have at least one elaboration.

DO	DON'T
<ul style="list-style-type: none"> • Explain and model the difference between elaboration and extensions with students. Read examples from good literature and from student papers. Show them how to elaborate. 	<ul style="list-style-type: none"> • Just tell students to elaborate.
<ul style="list-style-type: none"> • Have students revise papers to add elaboration. 	<ul style="list-style-type: none"> • Tell students there must be three paragraphs, and each paragraph must have an elaboration.
<ul style="list-style-type: none"> • Have students limit the number of points and/or paragraphs and focus on the quality of their elaboration on fewer points. 	<ul style="list-style-type: none"> • Require a five-paragraph essay.
<ul style="list-style-type: none"> • Have students write for many purposes, audiences, and situations in draft format. 	<ul style="list-style-type: none"> • Require that every piece of writing be taken to publication.
<ul style="list-style-type: none"> • Have students maintain a writing portfolio. 	<ul style="list-style-type: none"> • Put only ‘perfect’ work in the portfolio. It should include many, many different types of writing at a variety of stages in the writing process.

Appendix D

Manuscript Letters

a b c d e f g h i j k l m n o

p q r s t u v w x y z

A B C D E F G H I J K L M N

O P Q R S T U V W X Y Z

All letters begin at the top and as much as possible are made without picking up the pencil (one continuous stroke). Exceptions to the continuous stroke rule are letters that must be crossed or dotted and the letters k, x, y, K, Q, X, and Y. For further help with the strokes consult the Zaner Bloser Kindergarten Handwriting Text.

Appendix E – Steps to Mastery of Vocabulary

Step 1: Provide a description, explanation, or example of the new term. This should be student friendly while maintaining the integrity of the word's meaning. Work at building experience with the word. Use the student's senses as much as possible.

Step 2: Ask students to restate the description, explanation, or example in their own words. You are not asking the students to simply repeat what you have said. You are asking that they construct their own descriptions and develop their own examples. These may not be comprehensive at first but must be monitored to assure that there are no major errors.

Step 3: Ask students to construct a picture, symbol, or graphic representing the term or phrase. This forces students to think of the term in a totally different way. This must be modeled. Students will often prefer to just copy your definition because it is easier, but this defeats the purpose. You may allow students to work together at first. Students may draw an actual picture of the words, a symbol for the word, an example of the word, or a graphic representing the word. Students may also dramatize using cartoon figures and bubbles.

Step 4: Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks. Some sample activities include, but are not limited to,

- Marking a prefix or suffix that will help them remember the meaning
- Identifying synonyms or antonyms
- Drawing an additional picture or graphic
- Listing related words
- Writing brief cautions or reminders of common confusions
- Comparing and contrasting terms

Step 5: Periodically ask students to discuss terms with one another. Students can

- Compare their descriptions of the term
- Describe/explain their pictures to each other
- Identify areas of disagreement or confusion
- Choose a word to teach to another student
- Make up riddles to describe the word for another student to guess

Step 6: Involve students periodically in games that allow them to play with terms. Jeopardy and Pictionary formats can be used. Some samples are provided on the next page.

IMPORTANT: Students must have MULTIPLE experiences with a word in order for it to go into long term memory. Teachers should post words on the class word wall. Teachers should also revisit and hold students accountable for words from previous years as appropriate to the content.

- adapted from **Building Academic Vocabulary** by Robert Marzano and Debra Pikerling

Appendix F – The Writing Portfolio

Ongoing assessment is key in the writing classroom. Having students maintain a Writing Portfolio allows both teacher and student to view and analyze writing progress.

THE WRITING PORTFOLIO AND ASSESSMENT

Formative: As a part of the instructional process, formative assessment provides information that helps teachers adjust instruction to meet student needs throughout the grading period.

Summative: Benchmark assessments that occur periodically to determine where a student is in relation to the standard. This is a snapshot of the student's learning at a specific point in time.

DETERMINE THE PURPOSE OF THE WRITING PORTFOLIO

Is it for progress monitoring your students so that you can adjust your instruction to meet their needs (formative)? Is it to compile representative works in order to show student achievement (summative)? Is it for a combination of these things?

WHAT IS IMPORTANT?

It is important for the student to evaluate according to the Six Traits his/her own work in the portfolio and determine areas of need and areas of growth. It is important to have a variety of writing in a variety of stages in the portfolio. It is important for the portfolio to be active (often looked at, assessed, added to, and revised by student and teacher) rather than static (a lot of paper to which no one refers until it goes home at the end of the year). A portfolio is not just a storage folder.

Management of the Writing Portfolio:

- **Who 'owns' the portfolio?** The student owns the portfolio. However, it is usually best if the portfolio remains in the writing classroom. Portfolios should be kept in an established place so that students are able to access them as needed.
- **Who determines what is placed in the portfolio?** Both the teacher and the student make decisions about what is kept in the portfolio. It should include a variety of writing genres in a variety of stages. Drafts as well as published pieces should be kept to show student growth and showcase performance. Not every piece of writing needs to be kept. All pieces should be dated. Some examples of writing might be:
 - Reflective Writing piece (letter to reviewer)
 - Personal Expressive Writing (memoir, etc.)
 - Literary Writing (poetry, plays, etc.)
 - Expository and Persuasive Writing (speech, editorial, etc.)
 - Pieces from two or three other categories
 - Scored writing from demand prompts
- **How often is the portfolio viewed?** The portfolio should be actively included in writing assessment. Students should pull draft pieces from the portfolio when working on revision. The writing in the portfolio should be the pieces in which the students have invested a part of themselves resulting in ownership of the writing. Teachers should use the pieces in the portfolio to conference with students about areas of growth. Teachers can use the portfolio to note areas of needs that they will work on with students, but from the student standpoint it should be a showcase of growth.

Resource(s):

- http://www.upcsinstitute.org/DMSFiles/Powerful_Portfolio_Handout.doc
- http://www.education.ky.gov/users/otl/KYWritingHnbk/Spring_2007_Handbook_Update_pages_Parts_I_and_II_all_grades.pdf
- <http://www.mandygregory.com/ManagementIdeasforWritersWorkshop.htm>
- <http://denaharrison.com>

**APPENDIX G:
FCAT READING REPORTING CATEGORIES AND CONTENT FOCUS CHART**

FCAT READING BENCHMARKS GRADES 3-5		
Reporting Category 1: Vocabulary		Content Focus
<p>Grade 3 LA.3.1.6.3 Grade 4 LA.4.1.6.3 Grade 5 LA.5.1.6.3</p>	<p>The student will use context clues to determine meanings of unfamiliar words.</p>	<ul style="list-style-type: none"> • Context clues
<p>Grade 3 LA.3.1.6.7 Grade 4 LA.4.1.6.7 Grade 5 LA.5.1.6.7</p>	<p>The student will use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words.</p> <p>The student will use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words. <i>All assesses LA. 5.1.6.11 – The student will use meaning of familiar roots and affixes derived from Greek And Latin to determine meanings of unfamiliar complex words.</i></p>	<ul style="list-style-type: none"> • Base Words • Affixes • Roots (grade 5)
<p>Grade 3 LA.3.1.6.8 Grade 4 LA.4.1.6.8 Grade 5 LA.5.1.6.8</p>	<p>The student will use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of unfamiliar complex words.</p>	<ul style="list-style-type: none"> • Antonyms • Synonyms
<p>Grade 3 LA.3.1.6.9 Grade 4 LA.4.1.6.9 Grade 5 LA.5.1.6.9</p>	<p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA.3.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA,4.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p> <p>The student will determine the correct meaning of words with multiple meanings in context. <i>Also assesses LA,5.1.6.6 – The student will identify “shades of meaning” in related words (e.g., blaring, loud)</i></p>	<ul style="list-style-type: none"> • Multiple Meanings • Analyze Words in Text

Reporting Category 2: Reading Application		Content Focus
Grade 3 LA.3.1.7.2 Grade 4 LA.4.1.7.2 Grade 5 LA.5.1.7.2	<p>The student will identify the author’s purpose (e.g., to inform, entertain, explain) in text and how an author’s perspective influences text.</p> <p>The student will identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text.</p>	<ul style="list-style-type: none"> • Author’s Purpose • Author’s Perspective
Grade 3 LA.3.1.7.3 Grade 4 LA.4.1.7.3 Grade 5 LA.5.1.7.3	<p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order or events.</p> <p>The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message, inferences, chronological order of events, summarizing, and paraphrasing.</p> <p>The student will determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</p>	<ul style="list-style-type: none"> • Main Idea (state or implied) • Relevant Details • Conclusions/Inferences • Chronological Order
Grade 3 LA.3.1.7.4 Grade 4 LA.4.1.7.4 Grade 5 LA.5.1.7.4	<p>The student will identify cause-and-effect relationships in text.</p>	<ul style="list-style-type: none"> • Cause and Effect
Grade 3 LA.3.1.7.5 Grade 4 LA.4.1.7.5 Grade 5 LA.5.1.7.5	<p>The student will identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text.</p>	<ul style="list-style-type: none"> • Text Structures/Organizational Patterns (e.g., comparison/contrast, cause/effect, sequence of events)
Grade 3 LA.3.1.7.6 Grade 4 LA.4.1.7.6 Grade 5 LA.5.1.7.6	<p>The student will identify themes or topics across a variety of fiction and nonfiction selections</p>	<ul style="list-style-type: none"> • Themes/Topics (Grade 3 within one text; Grades 4-5 within/across texts)
Grade 3 LA.3.1.7.7 Grade 4 LA.4.1.7.7 Grade 5 LA.5.1.7.7	<p>The student will compare and contrast elements, settings, characters, and problems in two texts.</p> <p>The student will compare and contrast elements in multiple texts (e.g., setting, characters, problems).</p> <p>The student will compare and contrast elements in multiple texts</p>	<ul style="list-style-type: none"> • Compare (similarities: Grade 3 within one text; Grades 4-5 within/across texts) • Contrast (differences: Grade 3 within one text; Grades 4-5 within/across texts)

Reporting Category 3: Literary Analysis—Fiction/Nonfiction		Content Focus
Grade 3 LA.3.2.1.2	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction.	<ul style="list-style-type: none"> • Character Development • Character Point of view • Setting • Plot Development • Problem/Resolution
Grade 4 LA.4. 2.1.2	The student will identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction.	
Grade 5 LA.5.2.1.2	The student will locate and analyze the elements of plot structure, including exposition, setting character development, rising/falling action, problem-resolution, and theme in a variety of fiction	
Grade 3 LA.3.2.1.7 Grade 4 LA.4.2.1.7 Grade 5 LA.5.2.1.7	The student will identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects	<ul style="list-style-type: none"> • Descriptive Language (e.g., mood, imagery) • Figurative Language (e.g., simile, metaphor, personification)
Grade 3 LA.3. 2.2.1	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	<ul style="list-style-type: none"> • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, keys/legends, stanzas)
Grade 4 LA.4.2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).	
Grade 5 LA.5. 2.2.1	The student will locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations).	
Reporting Category 4: Informational Text/Research Process		Content Focus
Grade 3 LA.3.6.1.1	The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.	<ul style="list-style-type: none"> • Locate, Interpret, Organize Information • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, diagrams, illustrations, captions, maps, key/legends)
Grade 4 LA.4.6.1.1	The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task).	
Grade 5 LA.5.6.1.1	The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions.	
Grade 5 LA.5.6.2.2	The student will reading and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information.	<ul style="list-style-type: none"> • Determine the Validity and Reliability of Information (within/across texts)