

Nebraska

Alternate English Language Arts Instructional Supports for NSCAS English Language Arts Extended Indicators Grade 5

for
Students with the Most Significant Cognitive Disabilities
who take the
Statewide English Language Arts Alternate Assessment



Table of Contents

Overview	5
Introduction	5
The Role of Extended Indicators	5
Students with the Most Significant Intellectual Disabilities	5
Alternate Assessment Determination Guidelines	5
Instructional Supports Overview	6
English Language Arts—Grade 5 Reading Informational Text	8
LA 5.RI.1 Reading Informational Text	8
LA 5.RI.1 Central Ideas and Details	8
English Language Arts—Grade 5 Reading Informational Text	10
LA 5.RI.2 Reading Informational Text	10
LA 5.RI.2 Central Ideas and Details	10
English Language Arts—Grade 5 Reading Informational Text	12
LA 5.RI.3 Reading Informational Text	12
LA 5.RI.3 Author’s Craft	12
English Language Arts—Grade 5 Reading Informational Text	14
LA 5.RI.4 Reading Informational Text	14
LA 5.RI.4 Author’s Craft	14
English Language Arts—Grade 5 Reading Informational Text	16
LA 5.RI.5 Reading Informational Text	16
LA 5.RI.5 Knowledge and Ideas	16
English Language Arts—Grade 5 Reading Informational Text	19
LA 5.RI.6 Reading Informational Text	19
LA 5.RI.6 Knowledge and Ideas	19
English Language Arts—Grade 5 Reading Informational Text	21
LA 5.RI.7 Reading Informational Text	21
LA 5.RI.7 Knowledge and Ideas	21
English Language Arts—Grade 5 Reading Prose and Poetry	23
LA 5.RP.1 Reading Prose and Poetry	23
LA 5.RP.1 Central Ideas and Details	23
English Language Arts—Grade 5 Reading Prose and Poetry	25
LA 5.RP.2 Reading Prose and Poetry	25
LA 5.RP.2 Central Ideas and Details	25

English Language Arts—Grade 5 Reading Prose and Poetry	27
LA 5.RP.3 Reading Prose and Poetry	27
LA 5.RP.3 Author’s Craft	27
English Language Arts—Grade 5 Reading Prose and Poetry	29
LA 5.RP.4 Reading Prose and Poetry	29
LA 5.RP.4 Author’s Craft	29
English Language Arts—Grade 5 Reading Prose and Poetry	31
LA 5.RP.5 Reading Prose and Poetry	31
LA 5.RP.5 Knowledge and Ideas	31
English Language Arts—Grade 5 Reading Prose and Poetry	33
LA 5.RP.6 Reading Prose and Poetry	33
LA 5.RP.6 Knowledge and Ideas	33
English Language Arts—Grade 5 Reading Prose and Poetry	35
LA 5.RP.7 Reading Prose and Poetry	35
LA 5.RP.7 Knowledge and Ideas	35
English Language Arts—Grade 5 Vocabulary	37
LA 5.V.1 Vocabulary	37
LA 5.V.1.a Acquisition and Use	37
English Language Arts—Grade 5 Vocabulary	39
LA 5.V.1 Vocabulary	39
LA 5.V.1.b Acquisition and Use	39
English Language Arts—Grade 5 Vocabulary	41
LA 5.V.2 Vocabulary	41
LA 5.V.2.a Context and Connotation	41
English Language Arts—Grade 5 Vocabulary	43
LA 5.V.2 Vocabulary	43
LA 5.V.2.c Context and Connotation	43
English Language Arts—Grade 5 Writing	45
LA 5.W.1 Writing	45
LA 5.W.1.a Production of Writing	45
English Language Arts—Grade 5 Writing	46
LA 5.W.1 Writing	46
LA 5.W.1.b Production of Writing	46

English Language Arts—Grade 5 Writing 48
 LA 5.W.3 Writing. 48
 LA 5.W.3.b Modes of Writing. 48
English Language Arts—Grade 5 Writing 50
 LA 5.W.4 Writing. 50
 LA 5.W.4.c Modes of Writing 50
English Language Arts—Grade 5 Writing 52
 LA 5.W.6 Writing. 52
 LA 5.W.6.b Modes of Writing. 52

Overview

Introduction

English language arts (ELA) standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest and motivation in ELA (NRC, 1996).

The ELA standards, extended indicators, and instructional supports in this document were developed in collaboration with Nebraska educators and the Nebraska Department of Education to facilitate and support ELA instruction for students with the most significant intellectual disabilities. They are directly aligned with Nebraska's College and Career Ready Standards for ELA adopted by the Nebraska State Board of Education.

The instructional supports included here are sample tasks that are available to be used by educators in classrooms to help instruct students with significant intellectual disabilities.

The Role of Extended Indicators

For students with the most significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations, because the instructional program for these students addresses extended indicators.

It is important for teachers of students with the most significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal but as a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicators are provided only as possible examples.

Students with the Most Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

Alternate Assessment Determination Guidelines

The student taking a Statewide Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the Statewide Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's cognitive functioning is significantly below age expectations and has an impact on the student's ability to function in multiple environments (school, home, and community).
- The student's demonstrated cognitive ability and adaptive functioning prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student's curriculum and instruction is aligned to the Nebraska College and Career Ready ELA Standards with Extended Indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance documents "***IEP Team Decision Making Guidelines—Statewide Assessment for Students with Disabilities***" and "***Alternate Assessment Criteria/Checklist***" provide additional information on selecting appropriate statewide assessments for students with disabilities. School Age Statewide Assessment Tests for Students with Disabilities—Nebraska Department of Education.

Instructional Supports Overview

The ELA instructional supports are scaffolded activities available for use by educators who are instructing students with significant intellectual disabilities. The instructional supports are aligned to the extended indicators in grades three through eight and in high school. Each instructional support includes the following components:

- Scaffolded activities for the extended indicator
- Prerequisite extended skills
- Key terms
- Additional resources or links

The scaffolded activities provide guidance and suggestions designed to support instruction with curricular materials that are already in use. They are not complete lesson plans. The examples and activities presented are ready to be used with students. However, teachers will need to supplement these activities with additional approved curricular materials. Each scaffolded activity begins with a learning goal, followed by instructional suggestions that are indicated with the inner level, circle bullets. Visual and concrete models are incorporated whenever possible throughout all activities to demonstrate concepts and provide models that students can use to support their own explanations or demonstrations.

The prerequisite extended skills are provided to highlight how prior learning is connected to new learning. In many cases, prerequisites span multiple grade levels and are a useful resource if further scaffolding is needed.

Key terms may be selected and used by educators to guide vocabulary instruction based on what is appropriate for each individual student. The list of key terms is a suggestion and is not intended to be an all-inclusive list.

Additional links from web-based resources are provided to further support student learning. The resources were selected from organizations that are research based and do not require fees or registrations. The resources are aligned to the extended indicators, but they are written at achievement levels designed for general education students. The activities presented will need to be adapted for use with students with significant intellectual disabilities.

English Language Arts—Grade 5

Reading Informational Text

LA 5.RI.1 Reading Informational Text

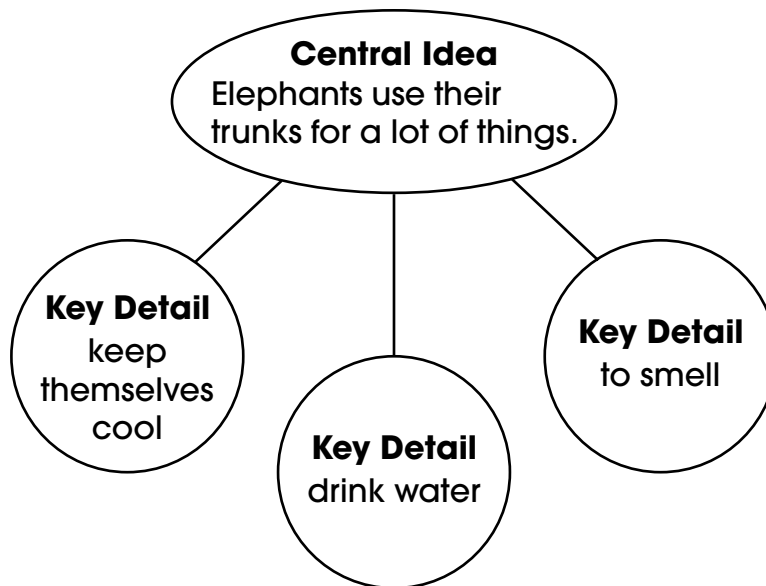
LA 5.RI.1 Central Ideas and Details

Explain the central idea in an informational text and how it is conveyed through key details.

Extended: Identify the explicitly stated central idea and/or a key detail that supports the explicitly stated central idea in an informational text.

Scaffolding Activities for the Extended Indicator

- ❑ Identify the explicitly stated central idea and/or a key detail that supports the central idea in a text.
 - Present an [informational text](#) to the students. Read the text aloud to the students, pointing out any pictures or graphics as the text is read. Discuss any background knowledge the students may have about the topic of the text. After the discussion, ask the students to identify what the central idea is in the text. If necessary, define the term *central idea* for the students. Explain that *central idea* means “what the text is mostly about.”
 - Give the students a familiar [graphic organizer](#) to use. Model writing the central idea at the top of the graphic organizer. The students may copy what you have written or use premade sentence strips to add the central idea to their graphic organizers.



- Reread the text to the students. Show the students three pictures that are used in the text. Tell the students that these pictures show key details from the text. Explain that the term *key detail* means “a detail from the text that is important to understanding the text.” Add the pictures to the graphic organizer in the “Key Detail” spaces. Give the students copies of the pictures to add to their graphic organizers.

LA 5.RI.1 Reading Informational Text

- Next, give the students another informational text with a blank graphic organizer. Read the new informational text with the students, and ask the students to fill out the graphic organizer with the new information. Guide the students toward the correct answer by using premade sentence strips and illustrations. Discuss the completed graphic organizer with the students, and explain why the answers are correct or incorrect. Make any corrections with the students.

Prerequisite Extended Skills

Recognize nonfiction text.

Understand important details in an informational text.

Key Terms

central idea, identify, informational text, key detail

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/2016/09/19/how-elephants-use-their-trunks/>

Lesson plan on identifying central ideas and supporting details:

https://wiki.ncscpartners.org/index.php/Main_Idea,_Theme,_and_Details_Content_Module

Resource for graphic organizer templates:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 5

Reading Informational Text

LA 5.RI.2 Reading Informational Text

LA 5.RI.2 Central Ideas and Details

Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.

Extended: Compare or contrast two individuals, events, ideas, or steps in a process in an informational text.

Scaffolding Activities for the Extended Indicator

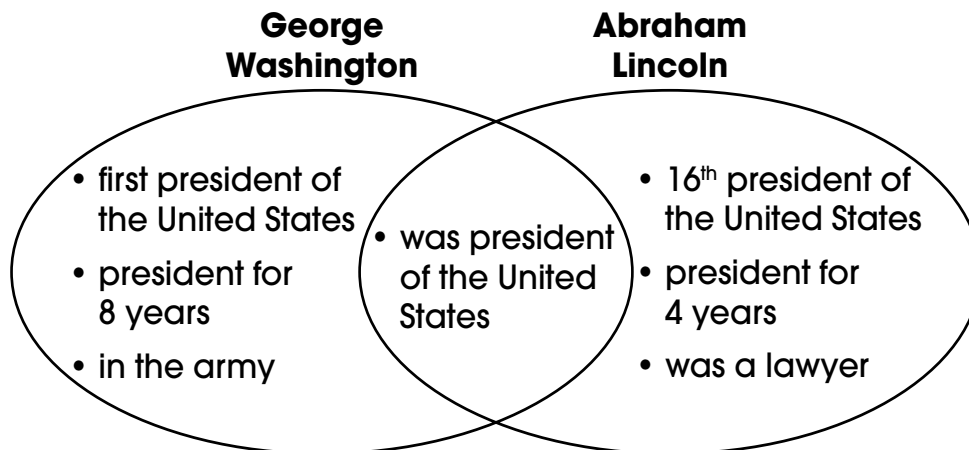
- ❑ **Compare or contrast two individuals, events, ideas, or steps in a process in an informational text.**
 - Choose two similar historical individuals (e.g., two presidents of the United States, two inventors, two sports figures). Locate or create a text that tells the students about the two figures. Use only one text for this lesson.

United States Presidents

George Washington was the first president of the United States. He became president on April 30, 1789. He was president for eight years. Before he became president, George Washington was a commander of an army.

Abraham Lincoln was the 16th president of the United States. He became president on March 4, 1861. He was president for four years. Before he became president, Abraham Lincoln was a lawyer.

- Discuss each figure one at a time, and use a Venn diagram or another familiar [graphic organizer](#) to compare and contrast the two individuals.



LA 5.RI.2 Reading Informational Text

- After creating the graphic organizer, reread the text to the students, and discuss the information added to the graphic organizer. Ask the students if any changes or additions need to be made based on the second reading of the text.
- Ask the students to use the graphic organizer to describe each individual separately and then describe what they both have in common. Additional texts may be used to further compare the two individuals.

Prerequisite Extended Skills

Recognize an individual in an informational text.

Understand the idea of comparing and contrasting two individuals or things.

Key Terms

compare, contrast, event, idea, individual, informational text, steps in a process

Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Compare and contrast chart:

<https://www.readwritethink.org/classroom-resources/printouts/compare-contrast>

Lesson on compare and contrast in text:

<https://study.com/academy/popular/compare-and-contrast-lesson-plan.html>

English Language Arts—Grade 5

Reading Informational Text

LA 5.RI.3 Reading Informational Text

LA 5.RI.3 Author's Craft

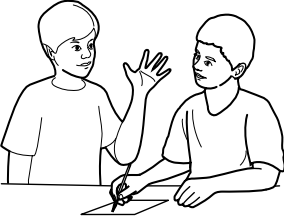
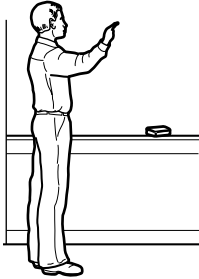
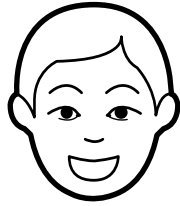
Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.

Extended: Identify an author's purpose in an informational text.

Scaffolding Activities for the Extended Indicator

❑ Identify an author's purpose in an informational text.

- Introduce the lesson by telling the students that they will be learning about an author's purpose when writing a text. Define *author's purpose* as "the reason why the author wrote the text."
- Create a three-column chart with the headings **Persuade**, **Inform**, and **Entertain**. Tell the students that the three headings correspond with three common reasons why an author writes an informational text: to persuade, to inform, and to entertain. Define each purpose for the students, using words and illustrations.

Persuade	Inform	Entertain
		
to tell the reader to believe something	to teach the reader something	to give the reader something to enjoy

- Show the students three pieces of text on the same topic. Tell the students what the topic of the texts is, and then read each text one at a time.

Eating fruits and vegetables is much better than eating candy. If you want to stay healthy, you should only eat fruits and vegetables.

Doctors say that eating fruits and vegetables is very important. Eating a lot of fruits and vegetables can help your body stay healthy.

The school play was about healthy eating. The students had to dress up like fruits and vegetables. It was so funny! Everyone laughed and had fun.

LA 5.RI.3 Reading Informational Text

- Tell the students in which category each text belongs, and place each text in the correct space on the chart. For example, the persuasive text would go in the “**Persuade**” column, the text that is informing the students about the topic should go in the “**Inform**” column, and the entertaining text should go in the “**Entertain**” column. Reread each text and circle or underline keywords that give hints about what the author’s purpose is in each text.
- After the discussion, read a different informational text, such as [Volcanoes](#). Then, show the students the emoji used in the chart, and ask the students to identify the author’s purpose in the text by choosing the correct emoji.

Prerequisite Extended Skills

Understand how to connect a text to an idea.

Recognize informational text.

Recognize facts from books.

Key Terms

author’s purpose, identify, informational text

Additional Resources or Links

Accessible book on volcanoes:

<https://tarheelreader.org/2015/02/12/volcanos-4/>

Example of a PIE lesson for middle-school students:

<https://www.n2y.com/blog/authors-purpose-is-easy-as-pie>

English Language Arts—Grade 5

Reading Informational Text

LA 5.RI.4 Reading Informational Text

LA 5.RI.4 Author's Craft

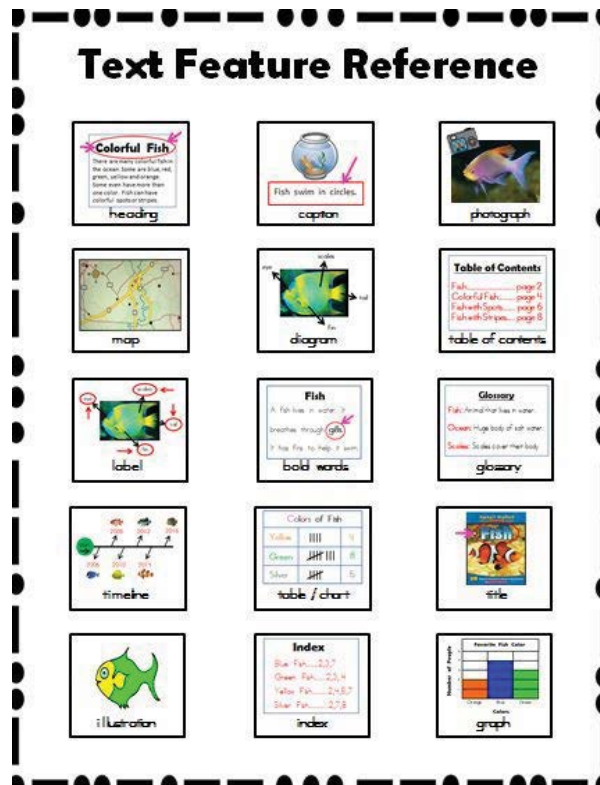
Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

Extended: Use text features (e.g., titles, headings, table of contents, glossaries, captions, graphs, maps, other visuals) to locate information.

Scaffolding Activities for the Extended Indicator

☐ Use text features to locate information.

- Using a visual, such as the “[Text Feature Reference](#)” chart, review different types of text features, what kinds of information the text features provide to the reader, and how to locate the text features within a book. Teachers can leave the “Text Feature Reference” chart as a whole or cut it up into individual cards.
- Ask the students to choose a nonfiction book, or provide a book for the students. Review the “Text Feature Reference” chart by pointing to a specific text feature as it is read. For example, when showing the students the table of contents in a book, point to the table of contents picture on the chart and tell the students that this is what they are seeing in the book.



LA 5.RI.4 Reading Informational Text

- Give the students two cards that each have a different type of text feature. For example, give the students a card with a table of contents on it and a card with text that includes a heading. Ask the students to identify which card shows the reader which pages contain information about certain subjects. In this example, the student should choose the card with the table of contents on it. Repeat this activity with various text feature cards and identifying questions. Guide the students toward the correct answers if necessary.

Table of Contents	
Butterfly Life Cycle	3
Egg Stage	4
Larva Stage	5
Pupa Stage	6
Adult Stage	7
Life Cycle Continues	8
Glossary	9

Lincoln, Nebraska
Lincoln is the capital of Nebraska. The capitol building is in Lincoln. The Nebraska State Fair is also in Lincoln. Lincoln is the second biggest city in Nebraska. The biggest city in Nebraska is Omaha.

- Show the students various types of nonfiction texts (e.g., newspaper articles, magazine articles, books), and ask them to locate specific information that you provide. For example, ask the students to find information about a specific basketball player in a magazine article about basketball. Remind the students to look at all the text features (e.g., headings, table of contents) to find the answers to the questions. For additional scaffolding, provide the students with two choices of text features, one that correctly answers the question and one that doesn't. Guide the students toward choosing the correct answer if necessary.

Prerequisite Extended Skills

Recognize parts of an informational text.

Understand the meaning of informational text.

Understand that graphs and maps provide information.

Key Terms

caption, glossary, graph, heading, information, locate, map, table of contents, text features, title

Additional Resources or Links

Information on how to create a text feature book:

<https://teachingmadepractical.com/create-a-text-feature-book/>

Text Feature Reference Chart:

<https://nrwinter.com/2016/05/13/text-feature-graphic-organizers-visuals-modified-for-special-educationellesl-ri-1-5/>

English Language Arts—Grade 5

Reading Informational Text

LA 5.RI.5 Reading Informational Text

LA 5.RI.5 Knowledge and Ideas

Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.

Extended: Summarize ideas from two informational texts on the same topic.

Scaffolding Activities for the Extended Indicator

☐ Summarize ideas from two informational texts on the same topic.

- Give the students an informational text. Read the text to the students, and discuss what the text is about. Model finding important details within the text by highlighting or underlining keywords or key phrases. Create a class summary of the text, using the students' ideas.

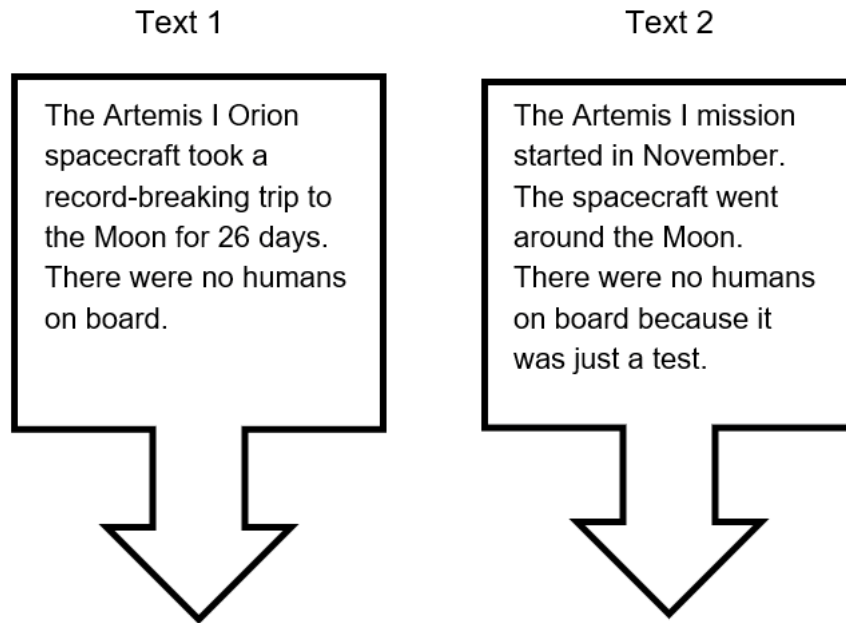
NASA's Artemis I Orion spacecraft returned from its 26-day, record-breaking trip to the Moon on December 11, 2022. The spacecraft left from Cape Canaveral, Florida on November 16, 2022, and landed in the Pacific Ocean almost a month later. There were no humans on board, but there were tools, equipment, and even toys on the spacecraft!

- Give the students a second informational text on the same topic. Tell the students that the second text is similar to the first text. Explain that the students will need to find similarities between the two texts. If necessary, define the word *similarity* for the students.
- Read the second text to the students. Discuss what the text is about, and create a class summary of the text. Similar to the activity with the first text, ask the students to highlight or underline keywords or key phrases.

The Artemis I mission started in November 2022. There were no astronauts on the spacecraft because it was just a test. Scientists need to see if the spacecraft is safe before humans are allowed to use it. Orion went around the Moon and sent back a lot of pictures. Another spacecraft will be launched in 2024, and this time will have four astronauts on board.

LA 5.RI.5 Reading Informational Text

- Put the two summaries next to each other. Read each summary to the students. Using a funnel chart or another familiar [graphic organizer](#), compare the two summaries, and ask the students to summarize both of the texts together. Refer to both the original texts and the class summaries as needed.



What are both texts about?

The Artemis I Orion spacecraft went to the Moon.

There were no humans on board the spacecraft.

Prerequisite Extended Skills

Understand the meaning of text.

Understand keywords and details to explain the meaning of text.

Recognize similarities between two texts.

Key Terms

idea, informational text, summarize, topic

Additional Resources or Links

Article on Artemis I Moon Mission:

<https://www.dogonews.com/2022/12/12/nasas-historic-artemis-1-moon-mission-ends-successfully>

Article on the Artemis space program:

<https://kids.britannica.com/kids/article/Artemis-space-program/635615>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 5

Reading Informational Text

LA 5.RI.6 Reading Informational Text

LA 5.RI.6 Knowledge and Ideas

Analyze the development of an author’s claim(s) and how supporting evidence is used to support the claim(s).

Extended: Answer literal and inferential questions, using information from an informational text.

Scaffolding Activities for the Extended Indicator

☐ **Answer literal and inferential questions, using information from an informational text.**

- Read an informational text to the students. Discuss the text, and answer any questions the students might have about the text. In this example, the text is about the giant squid.

The giant squid is an animal that lives in the ocean. The giant squid has two large fins, eight arms, and two long tentacles. Giant squid eat fish and shellfish.

- After the discussion, ask a literal question about the text. For example, ask the students “What is the text about?” Model finding the information in the text needed to answer the question by underlining or highlighting the information.

The giant squid is an animal that lives in the ocean. The giant squid has two large fins, eight arms, and two long tentacles. Giant squid eat fish and shellfish.

- Next, ask the students one or two additional literal questions about the text. Assist the students in finding the correct information needed to answer the questions. Encourage the students to underline or highlight the information needed to answer the question.
- Then, ask the students an inferential question about the text. For example, ask the students “Is a giant squid big or small?” Explain to the students that some questions can’t be answered by finding information in the text but instead need to be answered using clues from the text. Model finding clues to answer the question by underlining or highlighting key information.

The giant squid is an animal that lives in the ocean. The giant squid has two large fins, eight arms, and two long tentacles. Giant squid eat fish and shellfish.

- Next, ask the students one or two additional inferential questions. Assist the students in finding clues to answer the questions. Inferential questions may be more difficult for the students, so pictures or other illustrations may be used if necessary.

LA 5.RI.6 Reading Informational Text

Prerequisite Extended Skills

Recognize the differences between literal and inferential questions.

Recognize informational text.

Key Terms

answer, inferential question, information, informational text, literal question

Additional Resources or Links

Lesson plan about using details to ask and answer questions:

<https://tiescenter.org/topics/inclusive-instruction/ibi/ri-4-1>

English Language Arts—Grade 5

Reading Informational Text

LA 5.RI.7 Reading Informational Text

LA 5.RI.7 Knowledge and Ideas

Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.

Extended: Identify the relationship between two individuals, two events, or two ideas in an informational text.

Scaffolding Activities for the Extended Indicator

☐ **Identify the relationship between two individuals, two events, or two ideas in an informational text.**

- Choose an informational text with at least two individuals in it. For this example, an adapted excerpt from an [article](#) on Neil Armstrong and Buzz Aldrin is used. Tell the students what the text is about and then read the text to the students. Then, summarize the text for the students.

On July 20, 1969, American astronauts Neil Armstrong and Edwin “Buzz” Aldrin became the first humans ever to land on the moon. About six and a half hours later, Armstrong became the first person to walk on the moon.

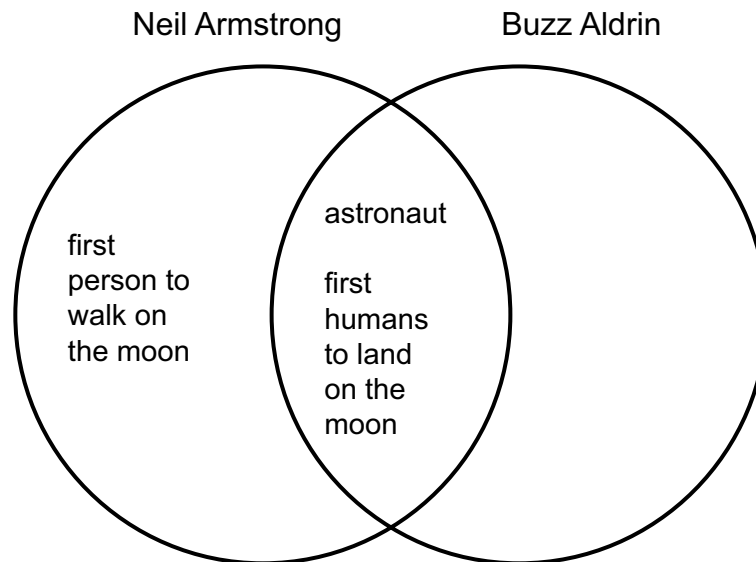
- Give the students a Venn diagram or another familiar [graphic organizer](#). Tell the students that they are going to describe the two individuals in the text. Explain that information on Neil Armstrong goes on the left and information on Buzz Aldrin goes on the right. Model locating important information about each individual by highlighting information from the texts and adding each piece of information to the correct space on the graphic organizer.

On July 20, 1969, American astronauts Neil Armstrong and Edwin “Buzz” Aldrin became the first humans ever to land on the moon. About six and a half hours later, Armstrong became the first person to walk on the moon.

- Read each side of the Venn diagram to the students. Ask them to identify any information about Neil Armstrong and Buzz Aldrin that is the same. Move information that describes both individuals to the middle of the diagram. Explain to the students that information in the middle of the diagram describes both individuals.

LA 5.RI.7 Reading Informational Text

- Read the information in the middle of the diagram to the students. Using the information, ask the students questions about how the two individuals, Neil Armstrong and Buzz Aldrin, are related. For example, you can ask the students what job both men had or what event both men were a part of. Give the students two answers to choose from, and pair the answer choices with pictures for additional scaffolding.



What job did both Neil Armstrong and Buzz Aldrin have?

astronaut

dog walker

Prerequisite Extended Skills

Understand information presented in a text.

Recognize important individuals, events, or ideas in a text.

Understand how to compare or contrast two individuals, events, or ideas in a text.

Key Terms

compare, contrast, event, idea, identify, individual, informational text, relationship

Additional Resources or Links

Article “1969 Moon Landing”:

<https://www.history.com/topics/space-exploration/moon-landing-1969>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 5

Reading Prose and Poetry

LA 5.RP.1 Reading Prose and Poetry

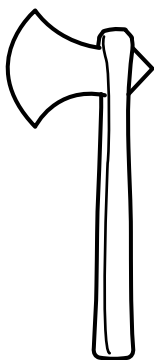
LA 5.RP.1 Central Ideas and Details

Explain the theme in a literary text and how it is conveyed through key details.

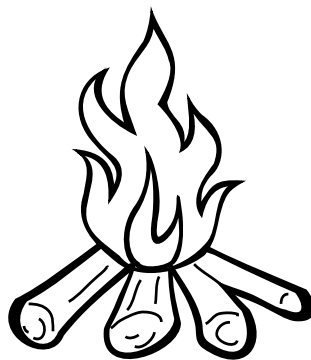
Extended: Identify the explicitly stated main idea and/or a key detail that supports the explicitly stated main idea in a literary text.

Scaffolding Activities for the Extended Indicator

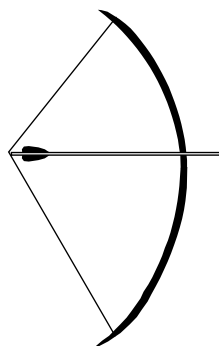
- ❑ **Identify the explicitly stated main idea and/or a key detail that supports a main idea.**
- Review with the students that the main idea of a text is what the text is mostly about. Tell the students they will be learning about the book *Hatchet* and will be finding the main idea of the book. Videos and other resources may be used as well.
 - Explain that survival is the main idea of the book. Brian needs to learn how to survive in the wilderness. If necessary, define the word *survival* for the students. Tell the students they will now look for details that support the main idea of survival. Model locating key details within the chapters that support the main idea of survival, and create a list for the students. Ask the students to find other details about what Brian needs or does to survive.
 - Guide the students toward the correct response to the question *What does Brian need in order to survive in the wilderness? What does Brian do with these things to survive in the wilderness?* Examples may include a hatchet, fire, and a bow and arrow. For clearer understanding, explain how Brian uses those items in the story.
 - Provide the students with pictures of both items that Brian uses in the story and items that he does not use. Ask the students to identify which items Brian needs to use for survival in the wilderness.



hatchet



fire



bow and arrow



basketball

LA 5.RP.1 Reading Prose and Poetry

Prerequisite Extended Skills

Recognize the main idea.

Understand details in a text.

Key Terms

explicit, identify, literary text, key detail, main idea

Additional Resources or Links

Link to adapted survival book about *Hatchet*:

<https://tarheelreader.org/2014/04/11/survival-kit/>

Link to adapted versions of the chapters of *Hatchet*:

<https://tarheelreader.org/find/?search=hatchet>

English Language Arts—Grade 5

Reading Prose and Poetry

LA 5.RP.2 Reading Prose and Poetry

LA 5.RP.2 Central Ideas and Details

Compare and contrast two or more characters, settings, or events in a literary text or texts.

Extended: Compare or contrast two characters, settings, or events in a literary text.

Scaffolding Activities for the Extended Indicator

❑ Compare or contrast two characters, settings, or events in a literary text.

- Give the students a literary text with at least two characters in it. For this example, the book *The Cat in the Hat* by Dr. Seuss is used. Choose two characters in the book, and write their names on the board or a piece of paper the students can easily see. Explain to the students that these are two characters in the text. Tell the students they need to look for details about each character.
- Read the text to the students. After reading, ask the students to describe the characters one at a time. Add the students' ideas to a T-chart or another familiar [graphic organizer](#).

Cat in the Hat	Fish
tall	little
black	red
white	lives in a fish bowl
big hat	yells a lot
funny	grumpy
loud	follows the rules
naughty	

- After the T-chart is complete, read the information to the students. Ask the students to choose anything that is the same between the two characters. Highlight or underline any similarities the students find.

LA 5.RP.2 Reading Prose and Poetry

- Next, ask the students to choose anything that is different between the two characters. Using a different color or font, identify any differences the students find.

Cat in the Hat	Fish
<u>tall</u>	<u>little</u>
<u>black</u>	<u>red</u>
<u>white</u>	<u>lives in a fish bowl</u>
<u>big hat</u>	yells a lot
<u>funny</u>	<u>grumpy</u>
loud	<u>follows the rules</u>
<u>naughty</u>	

Prerequisite Extended Skills

Recognize characters in a text.

Recognize settings in a text.

Recognize important events in a text.

Understand adjectives.

Key Terms

character, compare, contrast, event, literary text, setting

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 5

Reading Prose and Poetry

LA 5.RP.3 Reading Prose and Poetry

LA 5.RP.3 Author's Craft

Describe how a narrator or speaker's point of view influences the meaning of a literary text.

Extended: Identify the point of view from which a text is written (i.e., character in the story, narrator outside the story).

Scaffolding Activities for the Extended Indicator

☐ Identify the point of view from which a text is written.

- Explain to the students that texts can be written from different points of view, including a first-person point of view or a third-person point of view. In a text with a *first-person point of view*, a character in the text is telling the story. In a text with a *third-person point of view*, a narrator outside the text is telling the story. Do not introduce the concept of second-person point of view at this time. Tell the students that there are clues in the text that help the readers know who is telling the story. Ask the students to listen to a text that you will read to them and try to identify who is telling the story.
- Read a literary text to the students. Choose a text with a third-person point of view (narrator outside the story). After reading the text, summarize it for the students.

Ezrah and Jack go sledding at the school park. They love to go sledding. When Ezrah and Jack are finished, they make a snowperson. Then, they walk home. Ezrah makes hot chocolate for Jack. He adds marshmallows to it. The hot chocolate helps warm them up.

- Next, show the students a copy of the text. Underline or highlight the pronouns in the text. Explain to the students that these keywords are clues that help identify who is telling the story. Create a T-chart or another [graphic organizer](#) on the board with the pronouns.

Ezrah and Jack go sledding at the school park. They love to go sledding. When Ezrah and Jack are finished, they make a snowperson. Then, they walk home. Ezrah makes hot chocolate for Jack. He adds marshmallows to it. The hot chocolate helps warm them up.

first-person	third-person
	he she they them

LA 5.RP.3 Reading Prose and Poetry

- Then, retell the story using first-person pronouns. Write any pronouns that are used in the T-chart. Point to both sides of the T-chart, and read the words in each column. Ask the students to identify what is different between both sides.

Ezrah and I go sledding at the school park. We love to go sledding. When Ezrah and I are finished, we make a snowperson. Then, we walk home. Ezrah makes hot chocolate for me. We add marshmallows to it. The hot chocolate helps warm us up.

first-person	third-person
me	he
we	she
I	they
us	them

Prerequisite Extended Skills

Recognize pronouns.

Understand that there are different characters in a text.

Key Terms

identify, character, literary text, narrator, point of view

Additional Resources or Links

Activities for teaching point of view in literary texts:

<https://www.thoughtco.com/easy-activities-for-teaching-point-of-view-4175985>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 5

Reading Prose and Poetry

LA 5.RP.4 Reading Prose and Poetry

LA 5.RP.4 Author's Craft

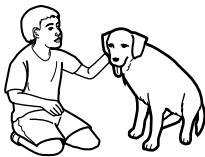
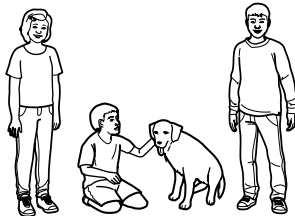
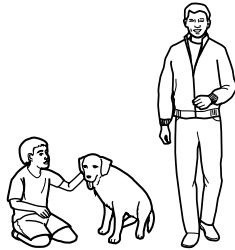
Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.

Extended: Retell a simple literary text with a beginning, middle, and end.

Scaffolding Activities for the Extended Indicator

☐ Retell a text with a beginning, middle, and end.

- Read a literary text to the students. After reading, have a discussion about the text. Ask the students to identify what the text is about. Return to the text as needed to locate key details and information.
- Next, using the literary text, work with the students to create a [storyboard](#). Use premade sentence strips containing sentences about events that occur at the beginning, middle, and end of the text. Corresponding images may be used in place of or in addition to the sentences. Give the students the sentence strips in random order and read the sentence on each sentence strip. Explain to the students that they will work together to put the sentence strips in order.
- Color-code the storyboard sections so that each heading (beginning, middle, end) is in a different color. Read each heading to the students, pointing to the headings as they are read. Ask the students to place the sentence strips in the correct places on the storyboard.

Beginning	Middle	End
		
Opal finds a dog and names it Winn-Dixie.	Opal and Winn-Dixie meet a lot of new friends.	Opal, Winn-Dixie, and Dad are all very happy now.

- After placing the information in the storyboard, read it to the students. Ask the students whether they agree with the sequence of events, and make corrections as needed. The students may refer back to the text if necessary.

LA 5.RP.4 Reading Prose and Poetry

- Once the storyboard is in the correct order, ask the students to retell the story. The students could reread what is in the storyboard, use their own words to retell the story, or provide the information in their preferred method of communication.

Prerequisite Extended Skills

Recognize the beginning, middle, and end of a text.

Understand how to make connections between images and words.

Understand how to sequence events.

Key Terms

beginning, end, literary text, middle, retell

Additional Resources or Links

Resource for storyboards:

<https://www.pathstoliteracy.org/story-boxes-and-storyboards>

English Language Arts—Grade 5

Reading Prose and Poetry

LA 5.RP.5 Reading Prose and Poetry

LA 5.RP.5 Knowledge and Ideas

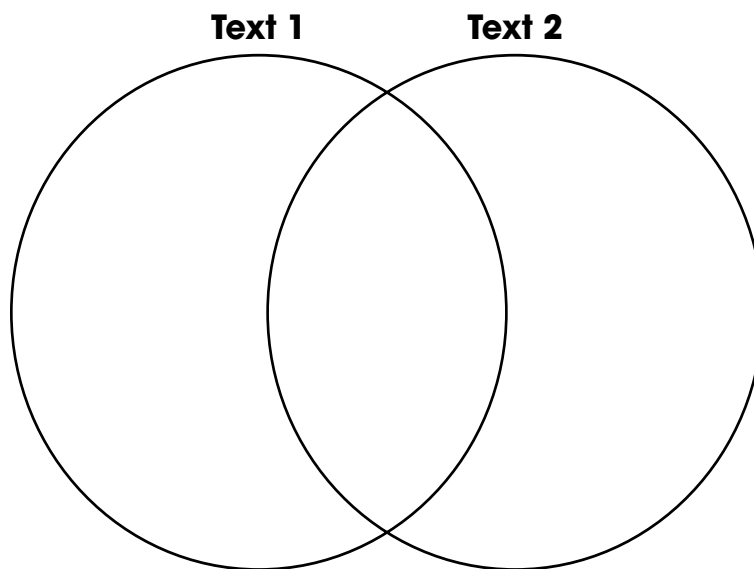
Compare and contrast the treatment of themes and topics in literary texts of the same genre.

Extended: Identify similarities or differences between two literary texts on the same topic.

Scaffolding Activities for the Extended Indicator

❑ Identify similarities or differences between two texts on the same topic.

- Choose two literary texts on the same topic. For example, choose two versions of the fairy tale “Little Red Riding Hood.” Read both texts to the students, and discuss each version after it is read. Help the students choose details from each version and create a summary of what happens in the story. Identifying important pictures in each text will be helpful for this activity.
- Create sentence strips or pictures of various similarities and differences between the two texts. Place the sentence strips or pictures in a bag or hat. Ask the students to pull out a sentence strip or picture from the bag and show it to the class.
- Ask the students if what was picked from the hat is in one version or both versions that were read. Have the students refer to the texts as well as the summary they created.
- Present the students with a Venn diagram or another familiar [graphic organizer](#) that helps the students compare and contrast the two texts. Have the students place the pictures or sentence strips that were chosen in the correct areas on the graphic organizer.



- Discuss the information on the graphic organizer, and make any corrections that are needed.

Prerequisite Extended Skills

Understand how to summarize a story.

Understand how to compare and contrast two different things or ideas.

Understand how to sort at least two different things.

Key Terms

difference, identify, literary text, similarity, topic

Additional Resources or Links

Graphic organizers for middle-school students:

<https://teachingreadingwritingmiddleschool.weebly.com/graphic-organizers.html>

Article on teaching students to make connections between texts:

<https://teachingreadingwritingmiddleschool.weebly.com/making-connections.html>

English Language Arts—Grade 5

Reading Prose and Poetry

LA 5.RP.6 Reading Prose and Poetry

LA 5.RP.6 Knowledge and Ideas

Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

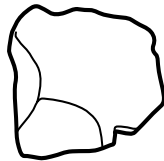
Extended: Answer literal and inferential questions, using information from a literary text.

Scaffolding Activities for the Extended Indicator

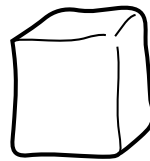
□ **Answer literal and inferential questions, using information from a literary text.**

- Choose a folktale or fable to read to the students. In this example, the folktale *Stone Soup* is used. Read the text to the students.
- Give the students pictures from the text. Ask the students questions about the text, using both the pictures and the text itself. Begin with asking the students literal questions that the answers can easily be found using the pictures and the text. The students can point to or hand you the pictures or answer the questions in their preferred method of communication.

What is the first thing that is put into the soup?



a stone



an ice cube

- Next, ask the students an inferential question about the text. Assist the students in finding the correct answer by using the pictures and text. Give the students two answers to choose from.

How do the people feel when the soup is done cooking?



excited



mad

Prerequisite Extended Skills

Understand how to answer questions.

Understand the meaning of a text.

Understand that pictures can tell a story.

Key Terms

answer, inferential question, information, literal question, literary text

Additional Resources or Links

Resource about teaching students to answer literal and inferential questions:

<https://speechtimefun.com/understanding-literal-vs-inferential-questions>

English Language Arts—Grade 5

Reading Prose and Poetry

LA 5.RP.7 Reading Prose and Poetry

LA 5.RP.7 Knowledge and Ideas

Explain the relationships between two or more characters, events, or ideas in a range of literary texts.

Extended: Identify the relationship between two characters, two events, or two ideas in a literary text.

Scaffolding Activities for the Extended Indicator

☐ Identify the relationship between two events in a literary text.

- Read a story to the students with a cause-and-effect theme. After reading, summarize the story with the students. Create a list of events that occur during the story.

Shayna went on a field trip to the zoo with her class. The field trip lasted the entire day. Shayna saw gorillas, giraffes, elephants, and even a peacock. She walked all over the zoo. When the class got back on the bus, Shayna was very tired. She even fell asleep on the bus ride home! Shayna had a wonderful day at the zoo.

Events

Shayna went on a field trip.

Shayna saw animals.

Shayna walked a lot.

Shayna was tired.

Shayna fell asleep on the bus.

- Tell the students that you are going to compare the events on the list. Read the list to the students and ask them to identify any relationship, or way the events are related to each other.
- After reading and then discussing the ideas on the list, ask the students to tell you what happened to Shayna at the beginning of the story. Point to the first idea as you ask the question. When the correct response is given (Shayna went on a field trip), then ask the students to tell you what happened at the end of the story. Point to one of the last ideas on the list.

LA 5.RP.7 Reading Prose and Poetry

- When the students have correctly identified something that happened at both the beginning and the end of the story, explain to the students how these two ideas are related. For example, tell the students that Shayna went on a field trip and because she walked all day, she was tired and fell asleep. Explain this as a *relationship*. First, Shayna walked around the zoo, then she became tired and fell asleep.
- Ask the students to identify any other relationships there might be in the text. Repeat the lesson with other literary texts involving different types of relationships.

Prerequisite Extended Skills

Understand ideas and details in literary text.

Understand the idea of similarities and differences.

Recognize compare and contrast activities.

Key Terms

character, event, idea, identify, relationship

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org>

Lesson about comparing and contrasting characters in text:

<https://www.readworks.org/lessons/grade3/compare-and-contrast/lesson-3>

English Language Arts—Grade 5

Vocabulary

LA 5.V.1 Vocabulary

LA 5.V.1.a Acquisition and Use

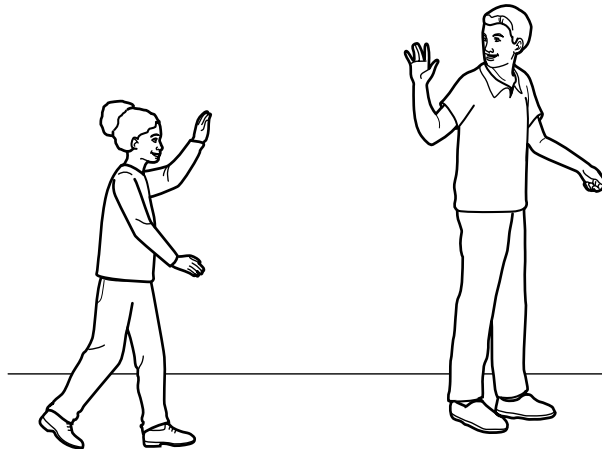
Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.

Extended: Use context clues (e.g., definitions, examples, restatements, comparisons in text) with or without illustrations to determine the meanings of words and phrases.

Scaffolding Activities for the Extended Indicator

☐ Use comparisons in text to determine the meanings of words.

- Begin the lesson by explaining to the students that some words have more than one meaning and it is important to read an entire sentence to understand the meanings of the words. Using the word *wave*, show the students the sentence *I wave when I see the principal in the hall*. Ask the students if they know what the word *wave* means in this sentence.

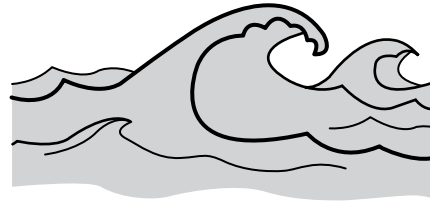
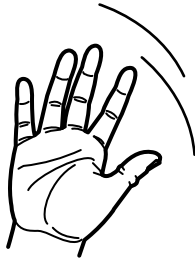


I wave when I see the principal in the hall.

- Alternatively, show the students two sentences: *I wave when I see the principal in the hall*. and *The strong wind made a huge wave in the lake*. Show the students a picture of a wave in a lake and a picture of a person waving, and ask them to match each picture with the correct sentence.

Here are two pictures:

What did the scientists find out about the bees?



I wave when I see the principal in the hall.

The strong wind made a huge wave in the lake.

- Model finding words or phrases within each sentence that help the reader determine the meaning of wave. This may be done by highlighting, circling, or otherwise identifying important details in each sentence.

I wave when I see the principal in the hall.

The strong wind made a huge wave in the lake.

Prerequisite Extended Skills

Recognize that words and phrases have meanings.

Understand the concept of matching.

Key Terms

comparison in text, context clues, definition, determine, example, illustration, phrase meaning, restatement, word meaning

Additional Resources or Links

List of multiple-meaning words by grade level:

<https://www.home-speech-home.com/multiple-meaning-words.html>

English Language Arts—Grade 5

Vocabulary

LA 5.V.1 Vocabulary

LA 5.V.1.b Acquisition and Use

Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.

Extended: Use commonly occurring affixes to determine the meaning of words.

Scaffolding Activities for the Extended Indicator

☐ Use suffixes to determine the meaning of words.

- Begin the lesson by explaining to the students that suffixes are letters that are added to the end of root words. These letters, or suffixes, change the meanings of the root words. Model for the students how to sort the root word from the suffix by making a list of words with the suffix *-er* and writing the root word in one color and the suffix in another. Encourage the students to add other words to the list.

teacher

farmer

painter

- Take a check of prior knowledge to see if the students can define one or more of the root words on the list. Guide the students to the correct definitions, and add the definitions next to the words.

teach = show someone how to do something

farm = use land to grow things

paint = color something with paint

- After defining the root words, add the suffix *-er* again and define the words for the students. Ask the students if they can see a pattern with the words—in this case, the pattern is that once the suffix *-er* is added, the word changes to a person doing something.

teacher = a person who shows someone how to do something

farmer = a person who uses land to grow things

painter = a person who colors things with paint

- With guided practice, have the students repeat the steps of the lesson by determining the root word, suffix, and definition of familiar words, such as helper, worker, baker, and player.

LA 5.V.1 Vocabulary

Prerequisite Extended Skills

Understand the meaning of a root word.

Recognize a suffix.

Understand the concept of splitting a word to assist with finding a definition.

Key Terms

affix, determine, word meaning

Additional Resources or Links

Lesson plans for teaching affixes:

<https://www.readingrockets.org/article/root-words-roots-and-affixes>

English Language Arts—Grade 5

Vocabulary

LA 5.V.2 Vocabulary

LA 5.V.2.a Context and Connotation

Interpret figurative language, including similes and metaphors, in context.

Extended: Use text and/or illustrations to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes).

Scaffolding Activities for the Extended Indicator

❑ Use text and/or illustrations to determine the meaning of figurative language.

- Tell the students that they will be learning about similes. *Similes* are “phrases that compare one thing to another.” Similes often use the words *like* or *as*. Explain that authors use similes to make their writing more interesting to read. Authors may also use similes to describe an element of a text, such as the characters, setting, or mood.
- Give the students examples of similes. Use a T-chart or another familiar [graphic organizer](#) to compare similes with their meanings. Pictures or illustrations may be used to enhance the students’ understanding of the similes.

simile	meaning
as cold as ice	very cold
as light as a feather	very lightweight
as soft as a lamb	very soft

- Next, identify the use of similes in literature. Read an excerpt from a book, such as *Song and Dance Man* by Karen Ackerman, that uses similes to describe Grandpa’s dancing and singing. Have the students identify the two things that are compared in the book. The students also can explore the use of similes in poems, such as *When Daniel Went Dancing* by Kenn Nesbitt.
- After identifying the use of similes, ask the students to describe or identify how the simile is being used. For example, in the poem *When Daniel Went Dancing*, the author uses the similes “jumped like a jumping bean” and “bounced like a ball” to describe a person’s crazy dance. Ask the students leading questions such as *How does the simile describe Daniel’s dancing?* or *Why did the author use this simile?* to deepen the students’ understanding of the use of similes in literature.

LA 5.V.2 Vocabulary

- Then, ask the students to describe themselves by writing a poem using similes. Provide the students with a poem starter titled “I am . . .” and a list of common similes. Ask the students to create a poem with the poem starter and similes that describe themselves.

I am as brave as a lion.

I am as strong as a bear.

I am as busy as a bee.

Prerequisite Extended Skills

Recognize and understand comparison of two things.

Recognize and understand an attribute of a given thing (e.g., busy bees).

Key Terms

alliteration, determine, figurative language, illustration, meaning, onomatopoeia, simile, text

Additional Resources or Links

List of common similes:

<https://examples.yourdictionary.com/simile-examples-for-kids.html>

When Daniel Went Dancing poem by Kenn Nesbitt:

<https://poetry4kids.com/poems/when-daniel-went-dancing/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 5

Vocabulary

LA 5.V.2 Vocabulary

LA 5.V.2.c Context and Connotation

Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Extended: Identify commonly occurring synonyms and antonyms.

Scaffolding Activities for the Extended Indicator

❑ Identify synonyms and antonyms.

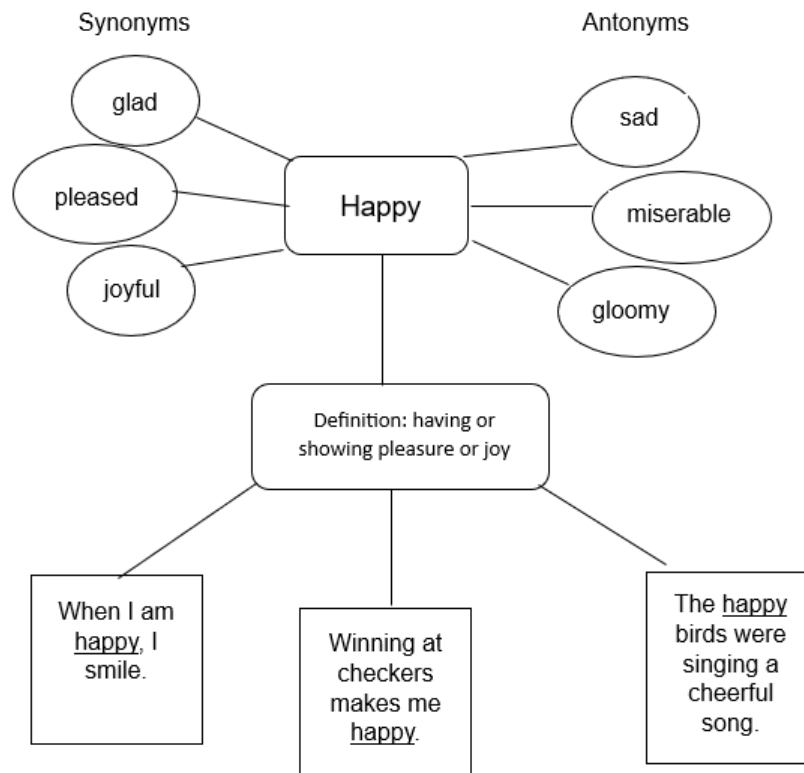
- Tell the students they will be learning about antonyms in text. Explain that two words are antonyms if they have opposite meanings. Use a T-chart or another familiar [graphic organizer](#) to make a short list of familiar words that have familiar antonyms. Ask the students to provide words that mean the opposite of each word in the list.

word	antonym
big	little
hard	soft
tall	short

- Create and play a bingo game. Print blank bingo cards with ten spaces, and make a list of fifteen to twenty antonym pairs that the students already know. Ask the students to fill in their bingo cards with words from the list, using some words from both sides of the antonym pairs. Each word should be written on an index card. To play the game, draw a card and read the word on it. The students may mark a bingo square if it contains the opposite of the word you have read. Remind the students not to mark the word they hear. When someone calls “bingo,” review the words you read and the appropriate antonyms.
- Another activity the students can play with antonym pairs is a memory-style matching game. Create word cards with antonym pairs. For additional scaffolding, pictures or symbols may be used. Put all the cards face-down on the table or another hard surface. Then, have the students take turns flipping the cards to find the correct antonym pairs.
- These activities may also be used for identifying synonyms. Explain to the students that *synonyms* are two words that have the same or similar meanings. To avoid confusion, it may be helpful to create a separate lesson for identifying synonyms rather than combining both concepts into one lesson.

LA 5.V.2 Vocabulary

- A graphic organizer that compares synonyms and antonyms may also be helpful as a review or as a culmination of a unit. Using the same vocabulary word, the students can identify both synonyms and antonyms of the word, as well as sentences using it.



Prerequisite Extended Skills

Recognize and understand the concept of *same*.

Recognize and understand the concept of *opposite*.

Recognize that several words can have the same meaning as a given word or the opposite meaning of a given word.

Key Terms

antonym, identify, synonym

Additional Resources or Links

List of antonym pairs:

<https://www.enchantedlearning.com/wordlist/opposites.shtml>

Resource for lesson plans for teaching antonyms:

<https://busyteacher.org/8044-opposites-attract-having-fun-with-antonyms.html>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 5

Writing

LA 5.W.1 Writing

LA 5.W.1.a Production of Writing

Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.

Extended: Identify the use of quotation marks to indicate words spoken by characters in a text and/or a direct quote.

Scaffolding Activities for the Extended Indicator

- ❑ **Identify the use of quotation marks to indicate words spoken by characters in a text and/or a direct quote.**
 - Show the students various sentences that have words spoken by a character in them. Highlight the quotation marks.
 - Use two different reading voices, two different readers, or another method to show that the spoken words are different from the rest of the text in the sentences. When the spoken words are read, use finger gestures to show the beginning quotation mark and the ending quotation mark.

(Reader 1 reads) *Martha is going to a party.* (Reader 2 reads, using finger gestures)
"I'm so excited to go! The party is going to be so much fun!"

- Next, give the students sentences that are missing quotation marks. Using the same reading method, read the sentences and ask the students where to put the quotation marks. Ask the students to use the finger gestures or add the quotation marks to the appropriate places in the text. Correct the students' responses if necessary.

Prerequisite Extended Skills

Recognize quotation marks in a text.

Recognize speech in a text.

Key Terms

character, direct quote, identify, spoken word, text, quotation mark

Additional Resources or Links

Worksheets for quotation mark lessons:

<https://www.education.com/slideshow/quotation-marks-third-grade>

English Language Arts—Grade 5

Writing

LA 5.W.1 Writing

LA 5.W.1.b Production of Writing

Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.

Extended: Use commas to separate three items in a list.

Scaffolding Activities for the Extended Indicator

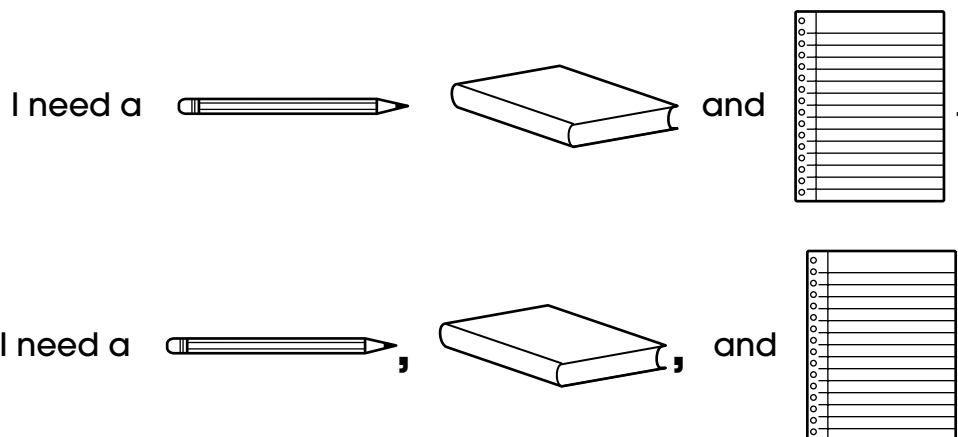
☐ Use commas to separate three items in a list.

- Begin the lesson by reviewing what a comma is. Remind the students that a comma is used in a sentence to help the reader know it is time to pause. Tell the students commas also are used when making a list. Using the same words, create two sentences for the students. Limit the list of items in the sentences to three things. Read the sentences to the students with the commas in the correct places and then again without any commas. Ask the students to identify which way sounds correct.

I need a pencil, a book, and paper for class. (Use exaggerated pauses after each comma.)

I need a pencil a book and paper for class. (Read in a hurried voice, with no pauses between the list of three things that are needed.)

- Once the students have identified the sentence with the commas, use pictures to show the same sentences. This time, put a comma after each picture for the first sentence and overlap the pictures in the second sentence. Read the sentences to the students again, and ask them to identify the correct sentence.



- Point to the commas in both the sentence with the words and the sentence with the pictures. Tell the students that the commas separate the three items in the list. Remind the students that these sentences end with a period.

LA 5.W.1 Writing

- Give the students sentences that include commas in the correct places and sentences with no commas. Ask the students to identify which sentences are correct.

Shania buys eggs, milk, and cereal at the store.

Shania buys eggs milk and cereal at the store.

Larry has to make his bed, do the dishes, and put his toys away.

Larry has to make his bed do the dishes and put his toys away.

- Once the students are able to do this task, give the students different sentences—some with commas in the correct places and some with commas in the incorrect places. Ask the students to identify which sentences are correct.

Terrance likes to ride his bike, skateboard, and play baseball.

Terrance likes, to ride his bike skateboard, and play baseball.

Michelle has math, science, and gym before lunch.

Michelle, has math science and gym, before lunch.

Prerequisite Extended Skills

Recognize a list of items or ideas in text.

Understand where to pause when reading a sentence.

Recognize a comma.

Understand ending punctuation.

Key Terms

comma, items, list, separate

Additional Resources or Links

Resource for lessons and worksheets on using commas in a list:

<https://www.education.com/worksheet/article/using-commas-in-list/>

Resource for teaching punctuation and commas:

<https://teacherblog.evan-moor.com/2020/04/15/teach-grammar-and-punctuation>

English Language Arts—Grade 5

Writing

LA 5.W.3 Writing

LA 5.W.3.b Modes of Writing

Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.

Extended: Use precise words, phrases, and descriptive details to describe experiences or events.

Scaffolding Activities for the Extended Indicator

☐ **Use precise words, phrases, and descriptive details to describe experiences or events.**

- Give the students an event that has happened recently or will happen in the immediate future, such as a field trip or a school assembly. Tell the students about the event, using only one or two sentences with very little detail. Write the sentences on the board so the students can see them.

Yesterday, there was a school assembly. We celebrated the last week of school.

- Next, using a different color, add details to the sentences. Read the new sentences to the students.

*Yesterday, there was an **exciting** school assembly **in the gym**.*

***The whole school was there.** We celebrated the last week of school.*

There were treats, music, and even a short movie. It was so much fun!

- Ask the students to identify which set of sentences gives them more information and is more interesting to read. Reread the sentences, and point to the extra details in the second set of sentences if necessary.
- After the students correctly choose the set of sentences with more details, explain that when writing, it is important to use details. Writers use many details to make their stories interesting and to help readers clearly understand their stories.
- Give the students another topic that is familiar to them, such as something they do during recess or at home. Ask them to tell the class a story about the activity. Write down what the students say. After each student presents a story to the class, ask the class to add details to the story. Use a different color to add the details to the story.
- Read the new stories to the students. Ask the students which version of each story gives more information. Avoid asking the students which version is more interesting unless it is a story written by a teacher or other staff member.

Prerequisite Extended Skills

Understand present and past events and experiences relevant to the student.

Understand how to explain present and past events and experiences.

Recognize adjectives.

Key Terms

descriptive detail, event, experience, precise word, phrase

Additional Resources or Links

Activities and lesson plans for adding details to students' writing:

<https://theprimaryplanet.com/how-to-add-details-to-writing-mini-lessons/>

Professional development presentation on teaching persuasive and descriptive writing:

<https://mast.ecu.edu/EnglishLanguageArts/CreatingWritingOpportunities20>

English Language Arts—Grade 5

Writing

LA 5.W.4 Writing

LA 5.W.4.c Modes of Writing

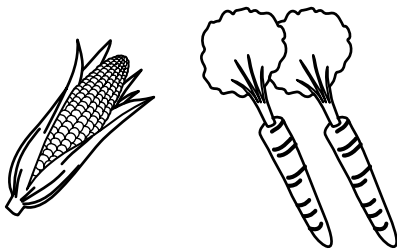
Use words, phrases, and key vocabulary to connect ideas.

Extended: Identify words and phrases that connect two main ideas.

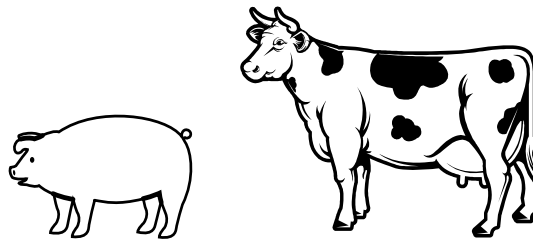
Scaffolding Activities for the Extended Indicator

☐ Identify words and phrases that connect two main ideas.

- Show the students two pictures with corresponding sentences underneath. Use pictures and sentences that make sense when put together. Point to the pictures, and read the sentences to the students.



Farmers can grow
vegetables on a farm.



Farmers can raise
animals on a farm.

- Next, show the students a list of words and phrases that can connect two main ideas. Read the list of words and phrases to the students, and explain that these can be used to combine two sentences into one sentence (or to connect two main ideas within a sentence.)
- Using the two sentences about farmers, show the students various forms of sentences that use the connecting words or phrases. Highlight or underline the connecting words or phrases.

Farmers can grow vegetables on a farm. They also can raise animals on a farm.

Farmers can grow vegetables and raise animals on a farm.

Farmers can grow vegetables in addition to raising animals on a farm.

- Give the students word cards with connecting words or phrases on each one. Then, show the students other sentences, and assist them in using a connecting word or phrase to connect two ideas in each sentence.

Prerequisite Extended Skills

Recognize the main idea of a text.

Understand how to create sentences.

Key Terms

connect, identify, main idea, phrase, word

Additional Resources or Links

Information on teaching compound sentences and conjunction use:

<https://www.twinkl.com/teaching-wiki/compound-sentence>

Resource for worksheets for writing compound sentences:

<https://www.k5learning.com/free-grammar-worksheets/third-grade-3/sentences>

English Language Arts—Grade 5

Writing

LA 5.W.6 Writing

LA 5.W.6.b Modes of Writing

Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.

Extended: Identify relevant evidence from print and digital sources to support information on a given topic.

Scaffolding Activities for the Extended Indicator

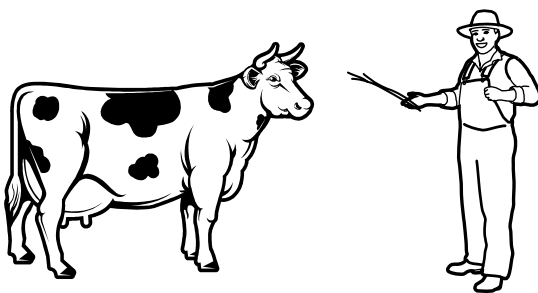
☐ Identify relevant evidence from different sources to support information on a topic.

- Give the students a short writing prompt, and tell them what the topic of the prompt is. For example, show the students a writing prompt about farming, and tell the students that they are going to write about farming. Read the writing prompt to the students.

Life on a Farm

Working on a farm is very hard work. Farmers must wake up early and tend to their animals and crops.

- Explain to the students that they will need to finish the writing prompt. Tell the students that they need to choose another sentence that makes sense with the topic of farming. Give the students two choices, and ask them to determine which sentence would make sense with the topic.



Farmers must take care
of the animals.



Office workers must work on
computers all day.

LA 5.W.6 Writing

Prerequisite Extended Skills

Recognize that relevant details describe experiences or events.

Understand how to ask and answer questions.

Key Terms

digital source, evidence, identify, information, print source, relevant, topic

Additional Resources or Links

Guide to writing research papers for elementary school students:

<https://education.seattlepi.com/stepbystep-explanation-write-research-paper>

Relevant details lesson plan:

<https://rockinresources.com/2014/11/writing-mini-lesson-6-relevant-details.html>

Alternate English Language Arts
Instructional Supports
for
NSCAS English Language Arts Extended Indicators
Grade 5



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