

South Carolina Instructional Strategies and Routines

Grade 5



Introduction

This guide includes instructional strategies and routines specifically designed to enhance instruction of the content standards outlined in the South Carolina College- and Career-Ready English Language Arts Standards (2023). Teachers may incorporate these routines throughout the Amplify Core Knowledge Language Arts (CKLA) program, providing ample opportunities for guided and independent practice.

Each routine includes the following:

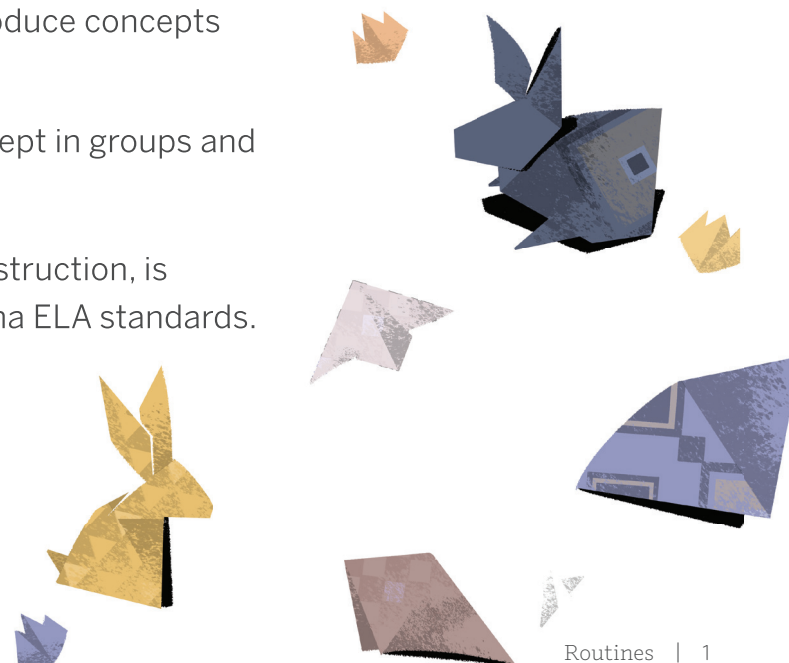
CKLA Connection: suggested moments in the program when teachers may use the routine

Introduce: information teachers may use to explain or introduce concepts

Model: routines for modeling each concept or skill

Practice: activities for students to practice the skill or concept in groups and independently

Using these routines, along with the program's daily core instruction, is recommended to help all students master the South Carolina ELA standards.



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Applications of Reading Theme and Central Idea

ELA.5.AOR.2.1 Explain the development of an explicit or implied theme over the course of a literary text.

CKLA Connection Use this routine to teach explicit or implied theme with any literary text.

Introduce Explain that many stories have a central message that is a lesson or understanding about life. This central message is called the theme. Identifying the theme helps the reader better understand the story. Sometimes a text has an **explicit theme**. An explicit theme is stated clearly in the text. For example, fables and folktales sometimes end with a clear statement of a moral or lesson. Most often texts have **implied themes**. The reader has to figure out an implied theme by looking for the meaning behind the characterization and events.

Model Use a narrative text from the classroom library to model analyzing theme over the course of a literary text.

Say: I am going to read the text aloud and pay attention to evidence in the text that tells me about the characters, the setting, the events of the plot, and the conflict in the story. We will use these details to figure out the story's theme.

Stop reading when you have encountered enough evidence to explain the story's theme. Customize the routine as appropriate.

Say: We can analyze the characters, events, and conflict to see how they contribute to the theme of the text.

Ask: What do the characters have in common, or how do their characteristics relate to or contrast from one another? Is the conflict resolved or changed by the end of the story? What overall idea or theme do you think the author suggests through the characters and the conflict?

Group Practice Have students work in pairs to analyze how theme is developed in a narrative text they have read. As students find evidence that helps develop the theme, write the evidence on the board and ask students to explain what the evidence reveals about the overall theme of the text.

Independent Practice Have students use another narrative text to analyze the development of an explicit or implicit theme. Tell students to list evidence as they read. Then have students explain how each piece of evidence contributes to the overall theme of the text. Collect students' work.

Applications of Reading Perspective and Purpose in Informational Texts

ELA.5.AOR.4.1 Compare and contrast a primary account and a secondary account of the same event or topic, while identifying how the different perspectives impact the content of the text.

CKLA Connection Use this routine when students are learning to distinguish between primary sources and secondary sources.

Introduce Explain that, when people do research, they use two basic types of sources. One source is called a primary source. A **primary source** is told by someone who experienced an event directly. The other is a secondary source. A **secondary source** is told by someone who did not experience the event directly but may have talked with or read accounts by people who did.

Model Tell students that you were doing some research recently about a big storm. You found both primary and secondary sources to help you understand what happened during the storm.

Say: One of the best sources I found was an article written by a person who was caught in the storm. Her writing was very dramatic! It was full of sentences like “Then the wind grew even stronger. I heard the shattering of glass as one of my windows broke into a million pieces!” This author reported what she saw and heard, using lots of sensory words, and she also reported what she felt. Her first-person perspective helped me learn about what she experienced. I think this primary source will be very helpful to me in my research.

Say: I also found a book about the storm written by someone who wasn’t there. This author talked to people who were there and read books by people who are weather experts so he could learn about the storm. Because he wasn’t there, this book is a secondary source. He tells about things like how the storm formed, what cleaning up after the storm was like, and the response of emergency personnel. The book gives me a broad picture of what the storm was like. It talks about people who were in it, but it also talks about weather forecasters, government leaders, and the mechanics of how storms move across land and water. Because this book was not told from a first-person perspective, I didn’t learn a lot about any one person’s experience with the storm. But I learned quite a bit about many other things involving this storm, and so this book will be helpful to me too.

Group Practice Tell students to suppose that they are doing research on an important sports event. Ask them to tell how a primary source about this event would differ from a secondary source about the same event.

Independent Practice Have partners find examples of primary and secondary sources in the classroom library. Have them discuss how the sources are similar and different.

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Applications of Reading Vocabulary: Determining Meaning

ELA.5.AOR.7.1b Consult print and digital reference materials to build and integrate background knowledge.

CKLA Connection Use this routine during any Vocabulary lesson. Provide simple dictionaries and glossaries to help students confirm the meaning of words.

Introduce Explain to students that sometimes we hear or read words that are unfamiliar. We can use certain strategies to clarify the meaning of these words. Tell students that, to clarify the meaning of words, we must do the following:

- Identify the word.
- Ask: What other words surround this word? Where have you heard this word before?
- Finally, identify which resource materials we can use to define the word, such as a print or digital dictionary or glossary.

Tell students they can use what they learn from a dictionary or glossary to find out more about a topic they are interested in. For example, if they learn what the terms *archaeology* and *radio carbon dating* mean, they can find out more about how archaeologists date objects they find in the ground.

Model Choose a book from the classroom library that uses words that students may not know. Read a few pages aloud.

Say: I am not sure I know the word ____.

Point to the word.

Say: I will think about the other words that are around this word. I will also think about where I have heard this word before.

Discuss the words surrounding the word you have chosen, and have students brainstorm where they may have heard the chosen word before.

If the book has a glossary, **say:** This book has a glossary. I can go to the back of the book and use the alphabetized list of words to find my word. When I find the word, I can confirm what it means.

If the book does not have a glossary, **say:** I can use a simple dictionary, find the first letter of the word, and use the alphabetized list of words to find my word. When I find the word, I can confirm the meaning.

Applications of Reading Vocabulary: Determining Meaning (continued)

ELA.5.AOR.7.1b Consult print and digital reference materials to build and integrate background knowledge.

Group Practice Display a read-aloud or other classroom text. Read the text for the class, and circle a word that students may be unfamiliar with. Have students use the strategy from the model to clarify the meaning of the word you circled.

Independent Practice Provide students with another read-aloud or classroom text. Have students work independently to identify unfamiliar words, and then have them use grade-level resource materials, including digital materials, to clarify the meanings. Have them write the meaning of the word on their own papers, or circulate to hear students' definitions. Point out that students can use this strategy when they encounter unfamiliar words or to expand on their background knowledge of a topic.

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Applications of Reading Print and Non-Print Forms

ELA.5.AOR.10 Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

CKLA Connection Use this routine when students are asked to learn in ways other than from physical texts.

Introduce Explain that people can learn a lot from pictures and through movement and sound. Tell students that pictures and videos can do a great job of sharing information, but sometimes they can present information in an incomplete way. Evaluating a multimedia presentation means thinking about how well it communicates information. Critiquing a multimedia presentation means sharing your ideas about what it does well and what it does not do well. Explain that multimedia presentations communicate by making the audience feel strong feelings about a topic or subject. This is called the presentation's impact on the audience.

Model Find a picture or short informational video clip on the internet, or elsewhere, and display it for students. Adapt the modeling to suit the particular multimedia presentation.

Say: We can learn quite a lot by considering the images, sounds, and movements in this presentation. Let's evaluate the presentation.

Ask: What information does the presentation do a good job of sharing? Who or what do you see? (*a zookeeper, families, animals at the zoo*) What do you think is happening? How do you know? (*The zookeeper is giving a talk to visitors about the animals at the zoo.*) What else do you know about the subject of zoos based on the presentation? (*Accept all answers.*)

Say: There is a lot of information in this presentation. But it cannot tell us everything about the subject of zoos. Now let's consider what information the presentation leaves out.

Ask: Does this presentation tell about the animals' natural habitats? (*no*) Does this presentation share information about both the benefits and drawbacks of zoos? (*no*) What other information might you want to know that is not included in this presentation? (*Accept all answers.*)

Say: To critique, we might say that this presentation does a good job of telling some information, such as details about animals at this particular zoo. But it does not do a good job of telling other information, such as details about animals in the wild. Let's review the presentation again. This time I want you to think about how it makes you feel.

Applications of Reading Print and Non-Print Forms (continued)

ELA.5.AOR.10 Evaluate and critique multimedia presentations of a text or subject, including their impact on an audience.

Ask: How did the pictures, sounds, and movement make you feel? (*happy, curious to learn more, etc.*) Why? (*Accept all responses.*)

Say: Pictures, sounds, and movements in a multimedia presentation can have an impact on an audience by making audience members feel strong emotions.

Group Practice Play a short informational video clip taken from the internet or elsewhere. Point out that the video includes movements, images, and sounds. Guide students to evaluate and critique the presentation by telling what information it communicates well and what information it does not communicate well. Ask them to consider the presentation's impact on an audience by sharing how the pictures, movements, or sounds made them feel and why.

Independent Practice Have students work in pairs. Ask them to look at pictures in books or on the internet and practice evaluating and critiquing what they see. Then have them consider the presentation's impact on an audience by comparing how the image made them feel and why. Circulate to ensure mastery.

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Research Research

ELA.5.R.1.2 Determine the credibility of the source(s) consulted and use the most credible source(s).

CKLA Connection Use this routine whenever students are beginning a research project.

Introduce Tell students that, when they are doing research, they need to check that their sources are credible—that is, reliable. Explain that reliable sources tend to be recent (within the last few years) and reputable (that is, books by well-known experts or magazines and newspapers that are highly respected), and that the most reliable online sources are from universities or government offices and have the web address suffix .edu or .gov.

Model Tell students you have conducted research on the technology used in cellular phones. Explain that you have a list of possible sources, but you’re going to go through the sources with the class and see whether these sources seem reliable.

Say: Here’s a book about cell phones. It comes from a publisher I’ve heard of, so that’s a good sign. But the copyright date is 2005. That’s pretty long ago, especially for technology that changes as quickly as cell phones do! I think I won’t use this book as a source.

Say: This is a website with an address that ends in .com. When I look at it closely, I see that it’s somebody’s personal blog and that the title is “Why I Like Cell Phones.” I’m guessing this won’t have a lot of useful information about technology. The title doesn’t fit and the person who wrote it doesn’t seem like an expert. So I won’t use this one either.

Say: This source is a magazine called *Scientific American*. I’ve heard of this magazine and used it in other research I’ve done. Some of the writers for the magazine are experts in their fields. Let me take a look at the date: two years ago. That’s pretty recent. I think I can use this one.

Say: Here’s another possibility. It’s an article on a university website, with an address ending in .edu. It looks like the author knows a lot about cell phone technology. This looks credible, too.

Group Practice Ask students to choose which of each pair of sources would be better for a research project on the fishing industry:

- a book published this year with lots of misspellings or a book published this year with excellent spelling and grammar
- an article appearing on a website with the suffix .gov or an article from a weekly newspaper you’re not familiar with



Research

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Research (continued)

ELA.5.R.1.2 Determine the credibility of the source(s) consulted and use the most credible source(s).

Independent Practice Have students work independently to conduct research on a topic of their choosing. Have them compile a list of three to five sources they find. Ask them to assess the credibility of each of their sources and identify the ones they should use and the ones they should not use.

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Research Research

ELA.5.R.1.5 Cite sources to avoid plagiarism.

CKLA Connection Use this routine during any lesson in which students conduct research.

Introduce Explain to students that using another person’s words or ideas as if they are one’s own is called *plagiarism*. Point out that students are expected to use books and websites to get information when doing research. They need to make sure to cite, or reference, their sources when writing to avoid plagiarism. Students can either paraphrase, which means putting information from the source into their own words, or they can quote directly from a source by putting the exact words in quotation marks. When citing a source, they should put the author’s name in parentheses following the information that came from the source.

Model Tell students you have conducted research on how the invention of the car changed the United States. You found this information in an article titled “The History of the Automobile” by Emily Frank, published in 2019. Display the following information for students.

The first modern car was invented by Karl Benz in 1885. Several inventors continued to improve the design of the automobile, including American mechanics Charles Duryea and J. Frank Duryea. In 1896, they were the first to manufacture and sell an automobile in the United States. But, it wasn’t until Henry Ford invented an assembly line at his automobile plant in 1913 that cars became available to more Americans. Because the assembly line made the production of cars faster, many more cars could be produced and sold around the country and the world. Once people could travel farther more easily, highways began to be built around the country.

Say: I am going to write about how cars became popular in the United States, and I would like to use information from this source. I will paraphrase information from sentences 4 and 5 by writing *In 1913, Henry Ford’s assembly line increased the production of cars in the United States*. How should I cite this information from the source? (*by writing Emily Frank in parentheses after the paraphrase*)

Group Practice Have students work in pairs or small groups to use information from the first three sentences of the source to describe how cars were invented and developed. They may choose to paraphrase or quote directly from the text. Remind them to cite the source. Once all groups have finished, have them share their work with the class.

Independent Practice Have students conduct research on a topic of their choosing. Ask students to use their research to write a short summary of what they learned, making sure to cite the source for each piece of information. Collect students’ work.

Written and Oral Communications Grammar and Conventions

ELA.5.C.4.1d Use a colon to introduce a list and after a salutation in a business letter or email.

CKLA Connection Use this routine during any writing or editing activity.

Introduce Tell students that they can use a colon for the following reasons:

- after a salutation in a business letter or email
- to introduce a list

As needed, remind students that the words in a list should be separated by commas. The first word after a colon should only be capitalized if it is a proper noun.

Model Display the following email for students.

To the Director of Summer Programming

I would like information about some park district summer programs horseback riding, food science, and sign language. I would like to know how to register and how long each program lasts.

Thank you,

Eddie Jackson

Ask: When we begin a business letter or email, we add a colon after the greeting phrase. What is the greeting phrase in this email? (*To the Director of Summer Programming*) Where should we add a colon? (*Insert a colon after Programming.*)

Remind students that lists of words or phrases should be introduced with a colon as long as the words before the colon form a complete sentence. Then read the first sentence of the email.

Ask: What words are part of a series or list? (*horseback riding, food science, and sign language*) Where should we put the colon to introduce the list? (*after programs and before horseback*)

Group Practice Display the following letter.

To Principal Smith

We are writing to see if our school can offer some new after-school activities astronomy club, flag football, and podcasting. There has been a lot of interest in these activities.

Thank you,

The Student Council

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Written and Oral Communications Grammar and Conventions (continued)

ELA.5.C.4.1d Use a colon to introduce a list and after a salutation in a business letter or email.

Have students work with a partner to read the letter and add colons where needed. Once all students have finished, ask students to share where they added colons and why.

Independent Practice Have students write a letter or email to someone of their choosing requesting information or services. Tell students to include a greeting, a series or list, and a closing. Alternatively, have students edit a recent piece of writing. Collect students' work.

Written and Oral Communications Grammar and Conventions

ELA.5.C.4.1f Distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative).

CKLA Connection Use this routine when students are learning about parts of speech or other grammatical structures.

Introduce Remind students that pronouns stand in for nouns. Tell them that there are many kinds of pronouns, but they all serve the same purpose—they refer to a noun. Tell students that they will practice using indefinite and possessive pronouns and pronouns used as adjectives. **Indefinite pronouns** are pronouns that do not refer to any specific person or thing. **Possessive pronouns** are pronouns that show ownership. **Demonstrative pronouns** refer to something or someone specific.

Model Explain that there are many indefinite pronouns. For example, words like *anything*, *anywhere*, *everyone*, *everything*, *everybody*, and words like *most*, *none*, *all*, *few*, and *some* are indefinite pronouns. If the indefinite pronoun is singular, the verb must be singular too. And if it is plural, the verb must be plural as well.

Write the sentences *Greg didn't find anyone to play baseball with. Most of his friends were at the basketball game.*

Say: The pronouns *anyone* and *most* are indefinite pronouns. They do not refer to any specific person or thing. In this sentence, we don't know specifically who Greg couldn't find or who went to the basketball game.

Write the possessive pronouns: *mine*, *yours*, *his*, *hers*, *its*, *ours*, *theirs* and the sentences *The bike is not hers. The bike is mine.*

Say: These are possessive pronouns. We use them when we want to show who owns something. In these sentences, the pronouns *hers* and *mine* are used to show who owns the bike and who does not.

Write the demonstrative pronouns: *this*, *that*, *these*, *those* and the sentences *These are the best shoes. Those are not very comfortable.*

Say: When I say *these*, I mean the shoes in front of me. *Those* refers to shoes somewhere farther away.

Say: Sometimes pronouns can be used as adjectives. When demonstrative pronouns and possessive pronouns are used before a noun, they act as adjectives.

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Written and Oral Communications Grammar and Conventions (continued)

ELA.5.C.4.1f Distinguish between and use types of pronouns (indefinite) and pronouns as adjectives (possessive and demonstrative).

Write the sentences *My dog sheds a lot. Her fur is all over the house. That fuzz on my shirt is actually dog fur!*

Say: In these sentences, the pronouns *my* and *her* show ownership and serve as adjectives. The pronoun *that* tells the specific bit of fuzz I'm referring to.

Group Practice Have students work in pairs to choose one indefinite pronoun, one possessive pronoun, and one demonstrative pronoun and write sentences for each. Have a few volunteers share their sentences. Ask students to identify the pronoun in each sentence, its type, its function, and the noun it replaces.

Independent Practice Have students work independently to write sentences using indefinite pronouns, possessive pronouns, and demonstrative pronouns. Then have them trade sentences with a partner. Have partners circle the pronoun in each sentence, identify its type and function, and write a noun to replace it. Collect students' work.

Written and Oral Communications Evaluating Ideas

ELA.5.C.9.1 Determine if a speaker's argument is effective by identifying claims and explaining how they support the argument.

CKLA Connection You may use this routine any time students are making and hearing claims in pair or group discussions.

Introduce Tell students that they often make claims, or state opinions that are backed by evidence, and that they often hear claims made by other people as well. Explain that this lesson will give students experience in identifying the claims that others make and determining what evidence those people are using to support their thinking.

Model Tell students to listen carefully as you make claims and back them up with evidence. Explain that they will need to identify the claims and the supporting reasons you used.

Say: I like a lot of sports, but if I had to choose the sport I like the most, I would choose baseball. I like baseball for several reasons. First of all, I like the sounds of baseball: the cracking sound that the bat and the ball make when the batter hits a line drive, the thump of the ball into the catcher's mitt. I also like baseball because everyone is involved: everybody gets a chance to hit, and since the ball can go anywhere on the field, everyone has to play defense. Finally, I like baseball because of its long history in the United States and elsewhere. It's neat to think that more than a century ago, teams were playing in the World Series just as they do today!

Say: I made several claims just now, but the most important claim I made is that baseball is my favorite sport. That's an opinion, but I supported my opinion with evidence so it qualifies as a claim. Let's see what evidence I used. I made three main points to support my argument. One was that I like the sounds the ball makes when it hits the bat or lands in a glove. That's one reason. Second, I said I like the fact that every player has an important role to play. That's another piece of supporting evidence. Then I gave you my third reason for liking baseball: its history. Each of these pieces of evidence supports my claim. The first one supports my argument from a sensory point of view. The second involves my interest in making sure every player is included. The third reason has to do with appreciation for the past. All three support my claim in different ways, and all three are important.

Group Practice Repeat the last two sentences of the first paragraph above and have students examine them. Guide students to identify the claim (that baseball has a long history) and the supporting evidence (the length of time the World Series has been played).

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Written and Oral Communications Evaluating Ideas (continued)

ELA.5.C.9.1 Determine if a speaker’s argument is effective by identifying claims and explaining how they support the argument.

Independent Practice Have students talk in pairs about a subject of their choosing. Have one partner make a claim and support it with evidence. Then have the other partner identify the claim and the evidence and tell how the evidence supports the claim. Finally, have partners switch roles. Circulate, making sure students correctly identify the claims and the evidence.

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