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# Common Core State Standards

*Project-Based Writing, Grade 5* gives students and teachers the necessary resources and ideas needed to create project-based-writing units in the classroom. During each step of this process, students will engage in activities that meet one or more of the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.) For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or <http://www.teachercreated.com/standards/>.

## Informational Text Standards

### Key Ideas and Details

**ELA.RI.5.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**ELA.RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**ELA.RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Craft and Structure

**ELA.RI.5.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**ELA.RI.5.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

**ELA.RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### Integration of Knowledge and Ideas

**ELA.RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**ELA.RI.5.8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**ELA.RI.5.9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Range of Reading and Level of Text Complexity

**ELA.RI.5.10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

## Writing Standards

### Text Types and Purposes

**ELA.W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**ELA.W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELA.W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

# Common Core State Standards *(cont.)*

Writing Standards <i>(cont.)</i>	
Production and Distribution of Writing	
ELA.W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
ELA.W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ELA.W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	
ELA.W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
ELA.W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
ELA.W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	
ELA.W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Speaking and Listening Standards	
Comprehension and Collaboration	
ELA.SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
Presentation of Knowledge and Ideas	
ELA.SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
ELA.SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
ELA.SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Foundational Skills Standards	
Phonics and Word Recognition	
ELA.RF.5.3.	Know and apply grade-level phonics and word-analysis skills in decoding words.
Fluency	
ELA.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

# Using an Illuminated Letter



**Project-Based Writing Connection:** You can use an illuminated letter to add a visual element to the final draft of a written piece.

An *illuminated letter* is an illustration of a letter, often the first letter of chapter or book. Symbols and icons are drawn into the letter as a way of visually displaying the idea of the text that follows. An example would be from the Colonial Era, when the illuminated letter was used in many school primers to allow children to understand the main idea of the text even if they couldn't read. For instance, let's say that the book contained the Mother Goose rhyme "Jack Sprat" and was aimed at teaching children not to waste food. The first letter of the book might look like the image to the right:

Illuminated letters use symbols to give visual hints to the reader. You can use this idea in your projects. An illuminated letter is a great way to illustrate your main idea in a piece of writing.



**Directions:** Look at the illuminated letter to the right. If you saw this letter appear at the start of an essay, what do you think the essay would be about? Write your predictions on the lines that follow.



Now, let's practice this concept by creating an illuminated letter based on a topic you know a lot about: yourself. Using the first letter of your first name, create a block letter. Then design and fill the rest of the space with symbols that represent you.

A large, empty rectangular box with rounded corners, intended for the student to create their own illuminated letter.

# How Learners Learn

Knowing the different ways in which people learn helps a teacher design lessons that are interesting to lots of students. There are seven learning categories to consider, and a teacher needs to be able to recognize them all in order to create effective lessons. Here are brief descriptions of each category.

- ❖ **Interpersonal:** uses a deep understanding of oneself; is reflective
- ❖ **Kinesthetic:** uses sports and movement
- ❖ **Linguistic:** uses language (words, writing)
- ❖ **Logical:** uses science and math (numbers, charts, and graphs)
- ❖ **Musical:** uses tone and rhythm
- ❖ **Natural:** uses a knowledge and appreciation of nature and the world beyond oneself
- ❖ **Visual:** uses art, design, and shapes

**Directions:** In the boxes below, create symbols to represent each learning category. For instance, for Linguistic, you might draw a quill pen to represent writing.

**Interpersonal**

**Kinesthetic**

**Linguistic**

**Logical**

**Musical**

**Natural**

**Visual**

Now think about ways you can meet the different styles of learning as you design lessons for your chosen topic. This will make it more likely that all students are interested in the activities that you are teaching. Jot down some of your ideas on the lines below, and then complete the activity on the next page.

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# How Learners Learn *(cont.)*

**Directions:** Look at the examples of activities below. Match the kind of learning to the activity. Do this by drawing in the box the symbol you created on the previous page. If you think more than one kind of learning applies, draw multiple symbols.

*As the teacher, you ask your students to . . .*

<p>1. Write an original song about a topic.</p> <p>Symbol(s):</p>	<p>5. Create a time line of events for the history of your topic.</p> <p>Symbol(s):</p>
<p>2. Play charades in small groups to act out vocabulary.</p> <p>Symbol(s):</p>	<p>6. Give a short speech about how the topic can apply to their lives outside of school.</p> <p>Symbol(s):</p>
<p>3. Write a diary entry from the point of view of an historical figure associated with your topic.</p> <p>Symbol(s):</p>	<p>7. Create and perform a dance that illustrates the topic.</p> <p>Symbol(s):</p>
<p>4. Design a poster to advertise for your topic.</p> <p>Symbol(s):</p>	<p>8. Write a journal entry about how your topic may have come to be a part of our world in the first place.</p> <p>Symbol(s):</p>

**Teacher Note:** Fold this section under to cover it before making copies.

*Possible answers:* 1. musical; 2. kinesthetic; 3. linguistic; 4. visual; 5. logical; 6. interpersonal; 7. musical, kinesthetic; 8. linguistic, natural

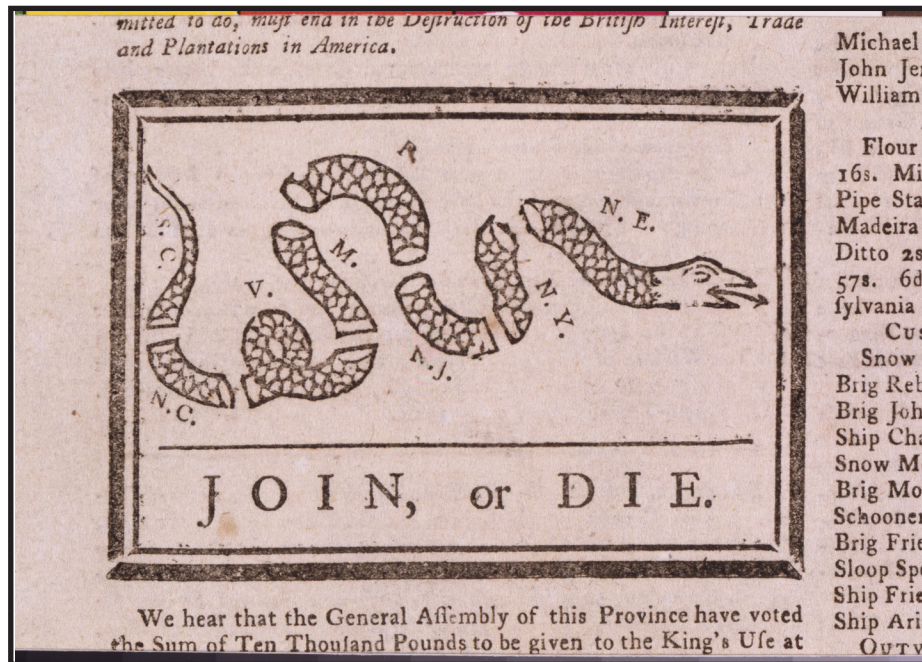


# The Political Cartoon

A political cartoon is a visual way to comment on an issue or event. Cartooning has a rich history in newspapers and magazines, and it has been used to describe complex topics through simple drawings.

Political cartoons don't have to be funny. In fact, some of the best ones are serious.

Benjamin Franklin created one of the first recorded American political cartoons in 1754. It was a picture of a snake all cut up, and the caption read, "Join, or Die."



*Courtesy of the Library of Congress, LC-USZC4-5315*

**Directions:** Take a guess. Based on what you know about American history in the 18th century, what do you think the snake represents? What did Franklin mean in his caption?

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# The Political Cartoon *(cont.)*

**Directions:** To create your own political cartoon, start by answering the following questions:

1. What is your topic? \_\_\_\_\_

2. What do you know about your topic? Create a list of what you already know.

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3. What are symbols that can represent the key ideas of your topic?

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4. What can the symbols be doing in your drawing to represent your topic?

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Use the space below to create a rough draft of a political cartoon based on your subject.

