

- 5.2 The student will use effective nonverbal communication skills.
- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- 5.6 The student will read and demonstrate comprehension of nonfiction.
- 5.7 The student will demonstrate comprehension of information from a variety of resources.
- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		AUTOBIOGRAPHY		
<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• use context to infer the correct meanings of unfamiliar words</li> <li>• identify the word-reference materials, such as a dictionary, glossary, or thesaurus, that is most likely to contain the information needed</li> <li>• read familiar text with fluency, accuracy, and expression.</li> <li>• read nonfiction print materials and trade books that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics</li> <li>• apply prior knowledge to make predictions</li> <li>• use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information</li> <li>• identify specific information in text that supports predictions</li> <li>• understand how text features (e.g. formatting, graphics, diagrams, illustrations, charts, maps) make information accessible and usable</li> <li>• skim material to develop a general overview or to locate specific information</li> <li>• distinguish between fact and opinion</li> <li>• form opinions and draw conclusions from the selection</li> <li>• locate details to support opinions, predictions, and conclusions</li> <li>• identify structural and organizational patterns such as cause-and-effect, comparison/contrast, and chronological order</li> <li>• identify new information learned from reading.</li> <li>• discuss the similarities and differences between a text and previously read materials</li> <li>• apply knowledge of the writing domains of composing, written expression, and usage/mechanics</li> <li>• take notes from a variety of print resources, organize information and summarize important concepts</li> <li>• create a plan, and organize thoughts before writing</li> <li>• purposefully shape and control language to demonstrate an awareness of the intended audience</li> <li>• select specific information to guide readers more purposefully through the piece</li> <li>• choose precise descriptive vocabulary and information to create tone and voice</li> <li>• clarify writing when revising</li> <li>• include sentences of various lengths and beginnings to create a pleasant, informal rhythm</li> <li>• punctuate correctly                             <ul style="list-style-type: none"> <li>◦ apostrophes in contractions, such as <i>isn't</i>, and possessives, such as <i>Jan's</i>.</li> <li>◦ commas</li> <li>◦ quotation marks</li> </ul> </li> <li>• use adverb and adjective comparisons</li> <li>• use plural possessives, e.g., "The <i>books'</i> covers are torn."</li> <li>• avoid fragments</li> <li>• avoid run-ons, e.g., "<i>I opened the door, the dog went out.</i>"</li> <li>• avoid excessive coordination</li> <li>• use available technology to gather information and aid in writing.</li> </ul>	<b>Reading</b>	<ul style="list-style-type: none"> <li>• <b>Question</b> <ul style="list-style-type: none"> <li>➢ Ask questions that can be answered as you read or after you finish reading.</li> </ul> </li> <li>• <b>Fluency:</b> Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis)</li> <li>• <b>Author's craft:</b> purpose of selected detail (What does the author want to highlight about a scene, event, feeling?)</li> <li>• <b>Voice:</b> written in first person, I; "hear" the writer as he/she is telling the story</li> <li>• <b>Audience:</b> importance for author to understand the background and interests of the audience, especially when using technical language</li> <li>• <b>Life Events Chart:</b> time span/period; author's age; important events or challenges, insights; author's purpose</li> </ul>	<p><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>• making inferences</li> <li>• noting details</li> <li>• drawing conclusions</li> <li>• cause and effect</li> <li>• making judgments</li> <li>• visualizing</li> <li>• comparing/contrasting different ways/foci of autobiographies studied</li> <li>• understanding the differences between fiction stories and autobiographies</li> </ul>	<p><b>Phonics/Decoding Strategy</b></p> <ul style="list-style-type: none"> <li>• Look carefully at the word.</li> <li>• Look for word parts you know and think about the sounds for the letters.</li> <li>• Blend the sounds to read the word.</li> <li>• Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>• If not, ask yourself: What else can I try?</li> </ul>
	<b>Autobiography Concepts</b>	<ul style="list-style-type: none"> <li>• Compare/contrast autobiography and biography</li> <li>• True story about the writer's/author's life as told by the person himself/herself                             <ul style="list-style-type: none"> <li>➢ may be written about a short or long period in a person's life</li> <li>➢ may focus on different aspects of the life (e.g., childhood, career, challenges)</li> <li>➢ includes people, places, and experiences that were important to the writer</li> <li>➢ author can tell about what the places and events meant personally—can express own thoughts and feelings</li> <li>➢ author usually provides insights about the events</li> </ul> </li> </ul>		
	<b>Writing: Autobiography</b>	<p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>➢ <b>Prewriting/ Planning:</b> <ul style="list-style-type: none"> <li>• Class brainstorm a list of the kinds of things students might choose: significant time in life, special event, ups and downs of learning a skill, a favorite place and how they feel when they are there, a family custom that is repeated</li> <li>• Students select an idea and identify their specific topic</li> <li>• Students talk with partner about their topic and why chose</li> <li>• Students record their reason for choosing their topic—the insight they want to share with the reader</li> <li>• Use a graphic organizer to brainstorm details about the setting, the people who will be included in the autobiography, the events</li> </ul> </li> <li>➢ <b>Drafting/Composing</b> The completed autobiography is three-four paragraphs                             <ul style="list-style-type: none"> <li>• Students use graphic organizer to write complete sentences</li> <li>• Students use time words to clarify the sequence of events</li> </ul> </li> <li>➢ <b>Revising/Written Expression:</b> Students check to see if they have                             <ul style="list-style-type: none"> <li>• Given enough detail to make their writing clear</li> <li>• Use strong verbs, specific nouns, and exact adjectives in order to create a picture for the reader</li> <li>• Made clear the importance of this portion of their lives</li> </ul> </li> <li>➢ <b>Proofreading/Edit:</b> Use proofreading checklist</li> <li>➢ <b>Publishing:</b> Share from author's chair; illustrate with photos or drawings and bind a class collection</li> </ul>		