

DRA 4-8 © 2003
Grades 5-6



Pearson Learning Group

correlated to

**New Jersey Core Curriculum Content Standards
for Language Arts Literacy**



New Jersey Core Curriculum Content Standards for Language Arts Literacy 3.1 Reading / Grades 5-6	Celebration Press Pearson Learning Group <i>Developmental Reading Assessment, 4-8</i>
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Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and text with fluency and comprehension.

A. Concepts About Print/Text

1. Use a text index and glossary appropriately. 2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs).	These behaviors may be observed during related classroom activities.
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B. Phonological Awareness (No additional indicators at this grade level,)

C. Decoding and Word Recognition

1. Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words. 2. Interpret and use new words correctly (refer to word parts and word origin).	These behaviors may be observed during related classroom activities.
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D. Fluency

1. Adjust reading speed appropriately for different purposes and audiences. 2. Apply knowledge of letter-sound associations, language structures, and context to recognize words. 3. Read aloud in ways that reflect understanding of proper phrasing and intonation. 4. Read silently for the purpose of increasing speed, accuracy, and reading fluency.	<p>Fifth Grade Texts, Observation Guides & Student Booklets DRA/L50 <i>Cry Foul</i> <i>Friends in America</i> <i>Lights! Camera! Action! Filmmaker Alyssa Bueker</i> <i>Storm Chasers</i></p> <p>Sixth Grade Texts, Observation Guides & Student Booklets DRA/L60 <i>Froggy and Princess</i> <i>Mike Fink King of the Keelboatmen</i> <i>Linda Greenlaw A Swordfishing Boat Captain</i> <i>One Brave Heart Triathlete Rudy Garcia-Tolson</i></p> <p>Teacher Resource Guide: Analyzing Performance Oral Reading Fluency: TRG pp. 46-48</p> <p>Blackline Masters: Teacher Observation Guides, using: TRG pp. 26-29 Teachers use these forms to score and analyze student responses to oral and silent reading of DRA texts. Focus for Instruction, using: TRG p. 34 Teachers identify individual strengths and/or needs and identify areas for intervention.</p>
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E. Reading Strategies (before, during, and after reading)

1. Activate prior knowledge and anticipate what will be read or heard. 2. Vary reading strategies according to their purpose for reading and the nature of the text. 3. Reread to make sense of difficult paragraphs or sections of text. 4. Make revisions to text predictions during and after reading.	<p>Fifth Grade Texts, Observation Guides & Student Booklets DRA/L50 <i>Cry Foul</i> <i>Friends in America</i> <i>Lights! Camera! Action! Filmmaker Alyssa Bueker</i> <i>Storm Chasers</i></p> <p>Sixth Grade Texts, Observation Guides & Student Booklets DRA/L60 <i>Froggy and Princess</i> <i>Mike Fink King of the Keelboatmen</i></p>
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5. Use reference aids for word meanings when reading.	<i>Linda Greenlaw A Swordfishing Boat Captain</i> <i>One Brave Heart Triathlete Rudy Garcia-Tolson</i> continued on next page...
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<p>6. Apply graphic organizers to illustrate key concepts and relationships in a text (cf. mathematics standard 4.4-A).</p>	<p>Teacher Resource Guide: Analyzing Performance Reading Engagement: TRG pp. 44-45, 61-68 Oral Reading Fluency: TRG pp. 46-48 Comprehension Skills/Strategies: TRG pp. 49-54, 69-94</p> <p>Blackline Masters: Student Reading Survey, using: TRG p. 22 Student Reading Survey blackline masters encourage students to set reading goals. Student Booklet, using: TRG pp. 23-25 Student respond in writing to make predictions before reading, summarize after reading, answer literal and interpretive questions, reflect on what was read, and identify comprehension strategies used. Teacher Observation Guides, using: TRG pp. 26-29 Teachers use these forms to score and analyze student responses to oral and silent reading of DRA texts.</p>
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F. Vocabulary and Concept Development

<ol style="list-style-type: none"> 1. Use the dictionary for a variety of purposes (e.g., definition word origins, parts of speech). 2. Use a thesaurus to identify alternative word choices and meanings. 	<p>These behaviors may be observed during related classroom activities.</p>
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G. Comprehension Skills and Response to Text

<ol style="list-style-type: none"> 1. Respond critically to an author’s ideas, views, and beliefs. 2. Select texts for a particular purpose using the genre format of the text as a guide. 3. Distinguish between cause effect and persuasion across texts. 4. Anticipate and construct meaning from text by making conscious connections to self, an author, and others. 5. Recognize propaganda techniques used to influence readers. 6. Recognize historical and cultural biases and different points of view. 7. Distinguish between major and minor details. 8. Make inferences using textual information and provide supporting evidence. 9. Recognize common organizational patterns in text that support comprehension. 10. Identify and analyze text type, literary forms, elements, and devices in nonfiction. 11. Recognize characterization, setting, plot, theme, and point of view in fiction. 12. Identify and respond to the elements of sound and structure in poetry. 13. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture. 	<p>Students write responses to literal, inferential, reflective and metacognitive questions in their student booklets.</p> <p>Blackline Masters: Student Booklet, using: TRG pp. 23-25 Student respond in writing to make predictions before reading, summarize after reading, answer literal and interpretive questions, reflect on what was read, and identify comprehension strategies used.</p> <p>These behaviors may also be observed during related classroom activities.</p> <p>Also see: Teacher Resource Guide: Comparable Books for Level 50: TRG p. 15 Comparable Books for Level 60: TRG p. 17</p>
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14. Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.	
15. Explain ways that the setting contributes to the mood of a novel, play, poem, etc.	

H. Inquiry and Research

1. Develop and revise questions for investigations prior to, during, and after reading.	These behaviors may be observed during related classroom activities.
2. Use multiple sources to locate information relevant to research questions.	
3. Draw conclusions from information gathered from multiple sources.	
4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	
5. Summarize and organize information by taking notes, outlining ideas, and/or making charts.	
6. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.	
7. Select books to fulfill one's purposes.	
8. Compare themes, characters, settings and ideas across texts or works, and produce evidence of understanding.	

<p>New Jersey Core Curriculum Content Standards for Language Arts Literacy 3.2 Writing / Grades 5-6</p>	<p>Celebration Press Pearson Learning Group <i>Developmental Reading Assessment, 4-8</i></p>
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Standard 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)

1. Generate ideas for writing through reading and making connections across the curriculum and with current events.	Students write responses to literal, inferential, reflective and metacognitive questions in their student booklets. Blackline Masters:
2. Expand knowledge about form, structure, and voice in a variety of genres.	
3. Use strategies such as using graphic organizers and outlines to elaborate and organize ideas for writing.	
4. Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing.	

5. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.	<p>Student Booklet, using: TRG pp. 23-25</p> <p>Student respond in writing to make predictions before reading, summarize after reading, answer literal and interpretive questions, reflect on what was read, and identify comprehension strategies used.</p> <p>Teachers may evaluate students' writing proficiency when reading student's written work in the student booklets, as well as during related classroom writing activities.</p>
6. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.	
7. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.	
8. Review and edit work for spelling, usage, clarity, organization, and fluency.	
9. Use a variety of reference materials to revise work.	
10. Use computer writing applications during the writing process.	
11. Understand and apply the elements of a scoring rubric to improve and evaluate writing.	
12. Reflect on own writing, noting strengths and setting goals for improvement.	

B. Writing as a Product (resulting in a formal product or publication)

1. Expand knowledge of characteristics, structures, and tone of selected genres.	<p>These behaviors may be observed during related classroom activities.</p>
2. Write a range of grade-appropriate essays across curricula (e.g., persuasive, personal, descriptive, or issue-based).	
3. Write grade-appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critiques, or research reports).	
4. Write pieces that contain narrative elements, such as memoir, biography, or autobiography.	

5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple authoritative sources.	
6. Prepare a works-cited page for reports or research papers.	
7. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.	

C. Mechanics, Spelling, and Handwriting

1. Use Standard English conventions in all writing (sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting).	
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2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.	These behaviors may be observed during related classroom activities.
3. Use knowledge of English grammar and usage to express ideas effectively.	
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	
5. Use quotation marks and related punctuation correctly in passages of dialogue.	
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	
7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.	
8. Spell frequently misspelled words correctly in writing.	
9. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	
10. Write legibly in manuscript or cursive to meet district standards.	

D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)

1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share, etc.) and a variety of audiences (e.g., self, peers, community).	<p>Students write responses to literal, inferential, reflective and metacognitive questions in their student booklets.</p> <p>Blackline Masters: Student Booklet, using: TRG pp. 23-25 Student respond in writing to make predictions before reading, summarize after reading, answer literal and interpretive questions, reflect on what was read, and identify comprehension strategies used.</p>
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2. Gather, select, and organize information appropriate to a topic, task, and audience.	These behaviors may be observed during related classroom activities.
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/workplace writing.	
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experience, and referring to the text through sustained use of examples.	
5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	
6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).	
7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works-cited page.	
8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	
9. Demonstrate the ability to write business letters in correct format and coherent style.	
10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.	
11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.	
12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, and photographs).	
13. Demonstrate the development of a personal style and voice in writing.	
14. Review scoring criteria of relevant rubrics.	
15. Develop a collection of writings (e.g., a literacy folder, a literacy portfolio).	

<p>New Jersey Core Curriculum Content Standards for Language Arts Literacy 3.3 Speaking / Grades 5-6</p>	<p>Celebration Press Pearson Learning Group <i>Developmental Reading Assessment, 4-8</i></p>
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Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

A. Discussion (small group and whole class)

<p>1. Support a position with organized, appropriate details.</p>	<p>Fifth Grade Texts, Observation Guides & Student Booklets DRA/L50 <i>Cry Foul</i> <i>Friends in America</i> <i>Lights! Camera! Action! Filmmaker Alyssa Bueker</i> <i>Storm Chasers</i></p> <p>Sixth Grade Texts, Observation Guides & Student Booklets DRA/L60 <i>Froggy and Princess</i> <i>Mike Fink King of the Keelboatmen</i> <i>Linda Greenlaw A Swordfishing Boat Captain</i> <i>One Brave Heart Triathlete Rudy Garcia-Tolson</i></p> <p>Teacher Resource Guide: Analyzing Performance Comprehension Skills/Strategies: TRG pp. 49-54, 69-94</p> <p>Blackline Masters: Student Booklet, using: TRG pp. 23-25 Student respond in writing to make predictions before reading, summarize after reading, answer literal and interpretive questions, reflect on what was read, and identify comprehension strategies used.</p> <p>Teacher Observation Guides, using: TRG pp. 26-29 Teachers use these forms to score and analyze student responses to oral and silent reading of DRA texts.</p>
<p>2. Accept others' opinions and respond appropriately.</p>	<p>This behavior may be observed during related classroom activities.</p>

B. Questioning (Inquiry) and Contributing

<p>1. Use speech to construct meaning by listening to others, reflecting on thought processes, and integrating knowledge.</p>	<p>These behaviors may be observed during related classroom activities.</p>
<p>2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.</p>	

C. Word Choice

<p>1. Use varied word choice to clarify, illustrate, and elaborate.</p>	<p>These behaviors may be observed during related classroom activities</p>
<p>2. Select and use suitable vocabulary to fit a range of audiences.</p>	

D. Oral Presentation

<p>1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.</p>	<p>These behaviors may be observed during related classroom activities</p>
<p>2. Use clear, precise, organized language that reflects the conventions of spoken English.</p>	
<p>3. Use visuals such as charts or graphs when presenting for clarification.</p>	
<p>4. Use verbal and non verbal elements of delivery to maintain audience focus.</p>	

New Jersey Core Curriculum Content Standards for Language Arts Literacy 3.4 Listening / Grades 5-6	Celebration Press Pearson Learning Group <i>Developmental Reading Assessment, 4-8</i>
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Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

A. Active Listening

1. Evaluate the effect of a speaker’s choice of language and speaking style on an audience.	These behaviors may be observed during related classroom activities.
2. Recognize and analyze persuasive techniques while listening.	
3. Gain an appreciation of the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).	

B. Listening Comprehension

1. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.	These behaviors may be observed during related classroom activities
2. Compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects.	
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.	

New Jersey Core Curriculum Content Standards for Language Arts Literacy 3.5 Viewing & Media / Grades 5-6	Celebration Press Pearson Learning Group <i>Developmental Reading Assessment, 4-8</i>
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Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

A. Constructing Meaning

1. Understand uses of persuasive text related to advertising in society.	These behaviors may be observed during related classroom activities
2. Classify television programs and other works according to genre (news, drama, comedy, science fiction, animation, etc.).	
3. Research how the media covers different age groups in print, radio, and television.	
4. Distinguish different points of view in media texts.	

B. Visual and Verbal Messages

1. Understand the uses of technology (e.g., the Internet for research).	These behaviors may be observed during related classroom activities
2. Interpret verbal and nonverbal messages reflected in personal interactions with others.	

C. Living with Media

1. Express and justify preferences for media choices.	These behaviors may be observed during related classroom activities
2. Examine and evaluate effects of media in the family, home, and school.	

