

<p>3. uses knowledge of sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i>.</p> <p>4. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text, orthographic patterns) to read fluently.</p> <p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>increase fluency.</p> <p>(e) works with the music teacher to find a variety of musical selections to use as examples of pace, phrasing and rhythm.</p> <p>(f) uses <i>choral reading</i> of poetry. Stanzas or lines can be assigned to various groups of students. <i>Narrative</i> poems may be divided into parts based on the <i>character</i> who is speaking. Several books of poetry are written specifically in multiple voices for <i>choral reading</i>.</p> <p>(g) selects a series of sentence from a passage which would take a couple of minutes to read and tapes the students reading the passage. The teacher and students read the sentences using adequate pace and intonation. Next, the teacher reads the sentences using appropriate chunking of thought units. If students do not understand the chunking process, the teacher models the strategy for the students.</p> <p>(h) allows time for Sustained Silent Reading (SSR).</p> <p>3. (a) creates sentences that are not fluent. Students read these sentences aloud and discuss the fluency. Students rewrite sentences to be more fluent and then read aloud again.</p> <p>4. (a) uses <i>Word Sorts</i>. Students are given a variety of words and they sort them according to <i>affixes</i>, compounds, root words, etc. in order to focus on the patterns.</p> <p>(b) uses Paired Reading or Repeated Reading as a way to practice words in text.</p> <p>5. (a) has students read two pieces of text on the same <i>theme</i> but each in a different text type. After reading, students compare/contrast “how” they adjusted the rate for each and “why”. This process is repeated at various times throughout the year with contrasting text types.</p> <p>(b) selects a short passage of text in any of the four text types. Students are given a one minute time limit to read it. After reading, discuss how well they comprehended. Would their comprehension</p>
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have increased with more time? Would it have increased if the text type were different (*narrative* vs. one of the other types)?

(c) models for students while reading aloud. The teacher slows down and rereads if necessary for comprehension.

(d) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (*narrative, expository, technical, persuasive*). Have students create a chart describing how they adjusted their own reading rate for each type of text.

(e) uses *Directed Reading and Thinking Activity (DRTA)* with student breaking a passage into smaller parts to slow reading rate in order to comprehend a longer passage. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, students write what they've learned, refining their predictions into statements as they gather further information.

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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 1: Reading

FIFTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ determines the meaning of words or phrases by using context clues (e.g., <i>definitions, restatements, examples, descriptions</i>) from sentences or paragraphs.</p> <p>2. uses <i>synonyms, antonyms, homophones, and homographs</i> to determine the meaning of words.</p>	<p>The teacher...</p> <p>1. (a) facilitates students in the creation of posters that have each of the types of context clues defined with examples given. Students and teacher refer to this poster throughout the year.</p> <p>(b) uses <i>cloze reading</i> strategies. The teacher selects a text of approximately 200 words. The teacher decides which words to be studied (e.g., adjectives). The teacher goes through the passage and deletes the adjective which students must determine after reading the passage. As a group, the teacher reads the passage with the blanks and asks the students to be thinking about which word would make sense in the sentences. The teacher has the students volunteer to fill in the blanks. Once all blanks have been completed, the teacher reads the passage using the selected fill in the blank words and the original passage. As a group, the teacher and students discuss the words chosen by the students and compares them to the words original words from the passage.</p> <p>(c) creates <i>Bellwork</i> or <i>Sponge Activities</i> around context clues. For example, students are directed to find an example of the context clue, <i>definition</i>, in some text in the room or in their independent reading.</p> <p>2. (a) has students play Password as a way to focus on <i>synonyms</i> or <i>antonyms</i>. Students are paired and two pairs are selected to begin. One person in each pair is given a word and must "convey" the meaning of the word to his/her partner using <i>synonyms</i> or <i>antonyms</i>. Each pair takes turns giving clues. Audience members write down the words they would use to convey the hidden word to the partner. Students share their words after the word has been discovered. Pairs are rotated in after each round.</p> <p>(b) uses a drama strategy. Teacher assigns cooperative groups of three or four students a set of words. Each group member is given a</p>

<p>3. chooses reference materials (e.g., dictionaries, encyclopedias, atlases, glossaries, thesauri, on-line reference materials) appropriate to the task.</p> <p>4. ▲ determines meaning of words through knowledge of word structure (e.g., contractions, ▲ <i>root words</i>, ▲ <i>prefixes</i>, ▲ <i>suffixes</i>).</p> <p>5. determines the meaning of <i>figurative language</i> by interpreting <i>similes</i>, <i>metaphors</i>, <i>idioms</i>, <i>analogies</i>, <i>hyperbole</i>, <i>onomatopoeia</i>, and <i>personification</i>.</p>	<p>role: Actor, Director, or Coach. The actor acts the word out. The Director distributes the words and directs the presentation. The Coach keeps the group on task and encourages. Roles change with each new word and groups present to their words to the class.</p> <p>(c) gives students an open-ended sentence such as " _____ <i>character</i> is precocious." Students then come up with <i>synonyms</i> or <i>antonyms</i> that are also associated with the <i>character</i>. Any <i>character</i> can be used from literature being used in the classroom.</p> <p>(d) creates a <i>word wall</i> to support students' use of <i>synonyms</i>.</p> <p>(e) in social studies, assists the students in making word puzzles for unfamiliar vocabulary terms.</p> <p>3. (a) asks students a question regarding in which resource the information would be found; the student indicates the resource in which to find the information.</p> <p>(b) chooses information to be researched at the interest level of the students, and creates a Scavenger Hunt which requires them to identify the appropriate reference material associated with a given question, NOT the actual research information.</p> <p>4. (a) uses <i>Word Sorts</i> to focus students' attention on various contractions, <i>root words</i>, <i>prefixes</i>, and <i>suffixes</i>.</p> <p>(b) uses direct instruction in meanings of <i>prefixes</i> and <i>suffixes</i>.</p> <p>(c) sorts words by prefix and suffix and shows the students how the root word meanings are changed by changing the prefix or suffix.</p> <p>5. (a) uses direct instruction in <i>similes</i> and <i>metaphors</i> using <i>graphic organizers</i>. For example, the organizers for <i>metaphors</i> has four boxes; two at the top, one in the middle and one at the bottom.</p> <p>(b) has students create a visual example or drawing of the literal version of an idiom and then below the picture write the figurative meaning, or the figurative meaning is inferred by students in a Museum Walk.</p>
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<p>6. recognizes the differences between the meanings of <i>connotation</i> and <i>denotation</i>.</p>	<p>(c) uses art work to help students visualize and create similes. Provide a picture and a three-column graphic organizer labeled Object, What it Makes You Think Of, and How it looks, sounds or moves. Model for students by saying something like, "The tree in this painting reminds me of flame." Complete the graphic organizer with students. "The object is the tree. It makes me think of a flame. A flame dances and flickers." After students have generated several examples for the organizer, they create a three-line poem that begins, "Welcome to the World where..." Students complete the poem by selecting similes from the graphic organizer or creating new ones of their own. (Welcome to the world where a tree dances and flickers like a flame....) This creates a good variety of work around a central <i>theme</i> and is wonderful to post around the room.</p> <p>(d) uses a variety of <i>graphic organizers</i> to help illustrate the various forms of figurative language.</p> <p>(e) uses examples from literature and creates a class book of <i>figurative language</i>.</p> <p>(f) explains to students that metaphors are often identified by the words "like a" and explains that metaphors are compared to information that is already know about a topic and new information.</p> <p>(g) explains to students to look for the signal words "is to" and "as" when finding analogies.</p> <p>6. (a) takes examples from literature that shows positive and negative <i>connotations</i> about the same word (e.g., a specific author was a prolific author, or she was long-winded.)</p> <p>(b) can use a <i>Semantic Feature Analysis</i> with two of the categories being positive <i>connotation</i> or negative <i>connotation</i>.</p> <p>(c) has students write <i>synonyms</i> of a word, such as "thrifty," on sticky notes. Students then place the <i>synonyms</i> they generated in one of two categories labeled Positive <i>Connotation</i> and Negative <i>Connotation</i>. Class discusses what makes each positive or negative.</p>
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Teacher Notes:

Standard 1: Reading

FIFTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, ▲glossary, ▲index, ▲headings, ▲subheadings, <i>topic</i> and summary sentences, ▲captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. 3. uses prior knowledge, content, and text features to make, revise, and confirm predictions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) labels four chart papers with each of the four text types. Teacher and students add characteristics as they are determined through class discussion and instruction. 2. (a) creates a text Scavenger Hunt focusing on text features and their function within the text. (b) points out specific text features in a <i>Shared Reading</i> with students and initiates a discussion as to their purposes - especially for boldface type and italics. (c) during social studies, group the students into groups of 3-4. The teacher gives each group a Kansas road map and instructs the students in the groups to write questions that can be answered using the map, legend, scale, and grid system. They must also make an answer key to accompany their questions. The teacher compiles the questions and distributes them to the other groups to answer. (d) explains to students that chapters in science class contain many text features, such as headings, subheadings, boldface type, pictures/illustrations, etc. 3. (a) uses a KWL graphic organizer to focus on prediction use. (b) has the students make text-to-self and text-to-text connections. (c) creates and models an <i>Anticipation Guide</i> to access prior knowledge and make predictions. Students record their thoughts and opinions, then read to check the accuracy of their prior knowledge.

4. generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.

(d) models and uses a vocabulary strategy to help students activate prior knowledge. For *narrative*, students are given a list of words or phrases from the text. They must categorize the words according to story elements (*setting, characters, events/actions, problem/goal, resolution, and theme*). Once completed, they compose a written prediction about the text they will read. For *expository text*, students are given a list of words or phrases from the text they will read. They must then categorize the words according to Problem/Solution, Cause/Effect, *main idea* and details, description, sequence, or compare/contrast (are the words part of the problem, or part of the solution?). They then write a written prediction about the piece they will be reading. Finally, regardless of text type, the students revise or confirm their predictions.

(e) models use of *SQ3R* to aid students comprehension of text.

(f) encourages collaborative reading with the students. The teacher selects a short passage or novel to read to the students. The teacher asks the students to predict what will happen in the story based on the title. The teacher reads the story using proper intonation and rate. After a few paragraphs or chapters, the students are encouraged to read out loud and follow along with the story. As the story progresses, the teacher encourages prediction by asking the students, "What do you think will happen next?" "Do you agree with what the character did?" If using a short passage, the students read the passage several times with the teacher. Once the students are familiar and comfortable with the text, the students are encouraged to read the passage alone. At this time, the teacher prompts the students, if help is necessary.

(g) leads the students in a discussion through a narrative or expository passage using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will say, reads to confirm and revise predictions and responses. The teacher and students discuss the responses and strategies used to confirm predictions.

4. (a) uses higher order questions stems to assist students in question generation.

<p>5. ▲ uses information from the text to make inferences and draw conclusions.</p> <p>6. ▲ identifies text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>).</p> <p>7. ▲ compares and contrasts varying aspects (e.g., <i>topics, characters' traits, themes, problem-solution, cause-effect relationships</i>) in one or more appropriate-level texts.</p>	<p>(b) creates a set of six cards with each card representing one level of Bloom's Taxonomy. The teacher models by asking a question about the current text being read based on each of the respective cards. After practice, students could write their own questions using similar cards.</p> <p>(c) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p> <p>(d) models questioning through read alouds to class.</p> <p>5. (a) models making inferences and drawing conclusions by using a think aloud.</p> <p>(b) models making inferences and drawing conclusions by using optical illusions such as the "Old Lady/Young Lady."</p> <p>(c) uses vocabulary/key words to have students make predictions and draw conclusions from the text.</p> <p>6. (a) finds short examples of each type of text structure (often easily located in a social studies or science textbook). Teacher and students analyze the text to determine the elements of each structure and why the author selected that particular type for that specific information.</p> <p>(b) creates examples when the text structure isn't effective for the author's purpose.</p> <p>(c) uses a variety of picture books to demonstrate each type of text structure.</p> <p>7. (a) uses various compare/contrast <i>graphic organizers</i>, such as a <i>Venn Diagram, cause-effect, or problem-solution graphic organizers</i>.</p> <p>(b) during social studies, has students compare and contrast the</p>
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8. ▲ links causes and effects in appropriate-level *narrative*, *expository*, and *technical texts*, and identifies signal words related to cause-effect relationships.

9. ▲ retells *main ideas* or events as well as supporting details in appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts*.

human characteristics, and physical processes and characteristics of two or more regions of the United States using compare and contrast charts, *Venn Diagrams*, or other graphic representations.

(c) provides students with sticky notes and as students read they put a sticky note with a frowning face when they identify a problem and a smiley face when they identify a solution. A sticky note with a baseball bat identifies a cause and one with a hit ball identifies an effect.

(d) in science, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.

(e) in biology, emphasizes that finding a cure for a disease is a problem-solution.

8. (a) uses the ball and bat described in the previous instructional example to create posters for signal words.

(b) has students work in pairs to determine cause-effect relationships in which students create the cause for a given effect or vice versa (e.g., _____ because the sidewalk was wet. The ten-year-old shouted at his mother so, _____.) Students can create their own relationship puzzles for one another.

(c) models and then directs the students to highlight the cause in one color and the effect in another color on a portion of copied text.

9. (a) models and uses *graphic organizers* such as *Story Frames* (for *narrative text*) or an outline to retell text.

(b) encourages students to visualize the text while reading. This skills should be used throughout all content areas.

(c) models and uses *SWBS or Somebody/Something Wanted But So*. “Somebody” is the character or subject, “wanted” is the goal, “but” is the problem and “so” is the solution. Example: Goldilocks (Somebody) wanted some food (Wanted) but the porridge was too hot (But) so she tried the other bowl.

10. ▲ identifies the *topic*, *main idea(s)*, supporting details, and *theme(s)* in appropriate-level texts.

(d) uses oral retellings using a variety of texts. Students can share in pairs or small groups rather than whole class.

(e) models and uses an outline to retell a paragraph or section of a story or article, The students, show understanding by outlining to retell a different paragraph or section of the same story or article.

10. (a) models and uses *graphic organizers* to help students visualize the relationship among *topic*, *main idea* and supporting details

(b) facilitates students in an activity looking at the impact of supporting details on the *main idea* and *topic*. The teacher makes a large triangle out of yarn divided into three horizontal sections. Students are given cards with a detail on each one. For example, each student has a card with a different form of transportation. They place their card in the bottom of the triangle. The teacher asks students what major category the cards represent. Then the teacher asks what the cards are mainly about. The teacher asks certain students to take their cards away and again asks what the cards are mainly about. This shows the relationship of the details to the *main idea*.

(c) teaches the idea of *theme* by having students generate a list of movies all students have seen until they reach of list of 5. Then, students are divided into groups and asked to complete the statement, _____(movie title), a story about _____. Students may need to work from a list of typical story *themes* from a wall chart: courage, equality, revenge, desire, dreams, imagination, suffering, family, loneliness, fears, prejudice, growing up, love, etc. (the author's ideas about the subject).

(d) in social studies, uses the text or other secondary sources to construct a table that summarizes geographic, political, economic, and religious reasons that brought settlers to Kansas. Label the sections of the table "*Topic*", "*Main Idea*", and "*Supporting Details*".

(e) models the Herringbone Technique answer the questions "Who?", "What?", "When?", "Where?", "How?", and "Why?" questions on an organizer shaped like a fish. The students read to

<p>11. ▲ identifies the <i>author's purpose</i> (e.g., to persuade, to entertain, to inform).</p> <p>12. establishes a purpose for reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p> <p>13. follows directions explained in <i>technical text</i>.</p>	<p>find the main idea and to find answers to the questions. The students write the main idea of the story across the backbone of the fish and on lines stemming out from the fish, they write answers to the questions "Who is the author talking about?", "What did they do?", "When did they do it?", "Where did they do it?", "How did they do it?", and "Why did they do it?"</p> <p>11. (a) creates 3 wall charts, a separate one for persuade, entertain and inform. Each chart has two columns with one column labeled "If the Author Uses..." and the other column labeled "The Author's Purpose Might Be..." The chart is filled in as different texts are read. For example, the "persuade" chart might record, "If the author uses strong language and an arguing tone, the purpose might be to persuade." Additional characteristics are added as other texts are read and discussed by the class.</p> <p>12. (a) creates situations which require students to analyze a variety of texts and discuss their purposes. The teacher chooses a text to model with the students. Students read the piece of text and together the class completes an organizer entitled "If I Were the Author." This organizer poses four reflections which include: Things about this book/story that I would be proud of; Things about this book/story that I would change; The purpose I wrote this text for is...; and the words and phrases I used to give the reader signals about the purpose are... Following this, students are given another short selection of text to work through the same activity in pairs or small groups. This is an activity which can be repeated several times during the year.</p> <p>(b) instructs using the Directed Reading Activity (DRA). Discusses the subject with the students to gather prior knowledge, to introduce new vocabulary, and to discuss the purpose for reading. The teacher helps the students develop logical questions to aid in comprehension of the text.</p> <p>13. (a) provides a variety of opportunities for students to read <i>technical text</i> and follow the directions. For example, students read directions on how to program a DVD player. Discuss with students the strategies they used in reading the text to successfully complete the task. (Other examples: follow a recipe, set up a science experiment,</p>
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propaganda ahead of time. A class discussion can follow. This activity can be used several times with various techniques.

(b) provides students with a short piece of nonfiction text and four note cards. Students read the text and identify three facts they find within it, as well as one opinion. Students pair up and compare the facts and opinions they found.

(c) in science, explains that facts and opinions are represented. Facts are what is observed and opinion is a personal view about your interpretation regarding what is being observed.

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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

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<p>3. ▲ identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).</p> <p>4. understands that <i>theme</i> refers to the <i>main idea</i> (implied or stated), meaning of a selection, and includes the author's ideas about the subject.</p>	<p>thinks aloud while moving through the text and highlighting or underlining the vocabulary that implies the environment, time of day/year, historical period, culture, situation, or place. After, the students are provided with another selection and asked to work with a partner to repeat the process with the new text.</p> <p>(b) reads a variety of picture books that take place in a wide range of <i>settings</i> or reads two books that tell the same story but have different <i>settings</i>. Many folktales or fairytales can be found in multiple cultures which reflect a variety of <i>settings</i>.</p> <p>(c) allows students to create illustrations of the <i>setting</i> of the text using a variety of art mediums. Then have students reread the text to compare their illustrations to the actual text.</p> <p>(b) models story mapping.</p> <p>3. (a) models the use of a story map graphic organizer that focuses on those elements related to plot including the events that led up to the conflict, the conflict, turning moments, the climax and the resolution.</p> <p>(b) models the use of sticky notes as a strategy to help students label turning moments in a text. The teacher selects a story and models for the student how to move through the text identifying and marking with a sticky note the problem or conflict, the climax or the resolution in the text.</p> <p>(c) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author's ideas and how they relate to their own ideas.</p> <p>(c) models story mapping.</p> <p>4. (a) facilitates students in an activity looking at the impact of vocabulary words and phrases on the <i>theme</i> of a selection. The teacher makes a large triangle out of yarn divided into two horizontal sections. Students are given cards with a word or phrases from a story on each one. All students place their card in the bottom of the triangle. The teacher asks students what major category the cards represent (e.g., friendship, loyalty, prejudice). The teacher asks</p>
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certain students to take their card away and again asks what the cards are mainly about. This shows the relationship of the details to the *theme*.

(b) models story mapping.

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Teacher Notes:

Standard 2: Literature

FIFTH GRADE

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Fifth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. understands the effects history and cultures may have on works of literature. 2. compares and contrasts various languages, traditions, and cultures found in literature. 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) uses author studies as a way to look at how the culture effects literature. (b) uses books from specific eras in history to determine the impact on literature. Teacher and students look at the <i>themes</i> and <i>topics</i> of the books and discuss what was going on in history during that time. 2. (a) has the students write evaluations on which book (listed below under notes) most affected them. Students give specific reasons why they chose the selection. References to the text, including quotations, are made. (b) models use of <i>graphic organizers</i>, such as a two or three-circle Venn Diagram to show the similarities and differences between traditions within a single text and between different texts. (c) in social studies, shares literature that illustrates the various holidays in the United States and then compares them with other celebrations throughout the world. Whenever possible teachers should show visuals, such as pictures and videos of the various cultural celebrations prior to presenting the <i>topic</i>. In social studies, has students compare and contrast the purpose of the Santa Fe and Oregon-California Trails (e.g., commercial, immigration). (d) in social studies, has the students compare and contrast ways people communicate with each other at this time and long ago. 3. (a) reads a book with characteristics of a distinct geographic area and discusses the special characteristics of the area. Students then research a part of the US or another country and create their own poem based on the format of the book.

(b) finds a story or uses picture books that show homes from other areas or countries. Then have students draw a picture of their own homes and compare to the homes they have read about.

(c) draw a picture of their home from the US and compare it with homes from other cultures or areas of the US.

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Teacher Notes:

