

# English Language Arts

## Grade 5

Common Core Standard	AASL Standard(s)	Cranium CoRE Support
CC.5.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		While playing a <i>Cranium CoRE</i> academic game in the defense of answer/discussion portion for speaking. In the question composition portion for writing.
CC.5.L.1.a Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		
CC.5.L.1.b Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		
CC.5.L.1.c Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.		
CC.5.L.1.d Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.*		
CC.5.L.1.e Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).		
CC.5.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		In the question composition portion of <i>Cranium CoRE</i>

CC.5.L.2.a Conventions of Standard English: Use punctuation to separate items in a series.*		
CC.5.L.2.b Conventions of Standard English: Use a comma to separate an introductory element from the rest of the sentence.		In the question composition portion of <i>Cranium CoRE</i>
CC.5.L.2.c Conventions of Standard English: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).		
CC.5.L.2.d Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.		
CC.5.L.2.e Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.		In the question composition portion of <i>Cranium CoRE</i>
CC.5.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.L.3.a Knowledge of Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
CC.5.L.3.b Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.		
CC.5.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>

CC.5.L.4.a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		
CC.5.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CC.5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.		
CC.5.L.5.c Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless,		

similarly, moreover, in addition).		
CC.5.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.		
CC.5.R.F.3.a Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
CC.5.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.R.F.4.a Fluency: Read grade-level text with purpose and understanding.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.R.F.4.b Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.R.F.4.c Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		In the game playing as well as the question composition portion of <i>Cranium CoRE</i>
CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p>	<p>In the question composition portion of <i>Cranium CoRE</i></p> <p>This is the best practice standard for defending an answer chosen in <i>Cranium CoRE</i> academic gaming.</p> <p>This is the best practice standard for defending an answer chosen collaboratively with teammates in <i>Cranium CoRE</i> academic gaming.</p>

<p>CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>		<p>This is the best practice standard for defending an answer chosen collaboratively with teammates in <i>Cranium CoRE</i> academic gaming.</p>
<p>CC.5.R.I.3 Key Ideas and Details: 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.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	<p>Using the collective background knowledge of the teammates, this is the best practice standard for defending an answer chosen collaboratively with teammates in <i>Cranium CoRE</i> academic gaming.</p>
<p>CC.5.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>		<p>Within either the gaming or question composition parts of <i>Cranium CoRE</i>, discussion of the meaning of words or whole text is a best practice routine.</p>
<p>CC.5.R.I.5 Craft and Structure: 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.</p>		<p>This is the best practice standard for both choosing and defending an answer chosen collaboratively with teammates in <i>Cranium CoRE</i> academic gaming.</p>
<p>CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.</p>	<p>This occurs naturally in a collaborative, team effort by following the question composition template on the <i>Cranium CoRE</i> website.</p>
<p>CC.5.R.I.7 Integration of Knowledge and Ideas: Draw</p>	<p>1.1.4 Find, evaluate, and select appropriate</p>	<p>Everything within the <i>Cranium CoRE</i> methods points to</p>

<p>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.</p>	<p>sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.2.1 Demonstrate flexibility in use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.</p>	<p>supporting the answers contextually.</p> <p>Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i>.</p>
<p>CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>Author’s purpose questions are commonly used and the defense contextually to support a position is the standard best practice in <i>Cranium CoRE</i> gaming.</p>
<p>CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p>Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i>.</p> <p><i>Cranium CoRE</i> is well suited for comparing/contrasting, making inferences and gathering meaning. You could take two book titles, one fiction, one non-fiction and do a remarkable job using <i>Cranium CoRE</i>. For example, <i>Incidents in the Life of a Slave Girl</i> could be read with <i>Copper Sun</i> for a compare/contrast academic game set up for paired reading, fiction and non-fiction thematically.</p> <p><i>Cranium CoRE</i> question writing encourages self-directed, purpose driven communication to demonstrate new understanding in a relevant way.</p>

<p>CC.5.R.I.10 Range of Reading and Complexity of Text: 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.</p>		<p>Due to the open source flexibility within <i>Cranium CoRE</i>, a teacher can scaffold as needed with appropriate titles chosen by textual complexity.</p>
<p>CC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p>	<p>Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i>.</p>
<p>CC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>	<p>Read, view and listen to any source chosen by the teacher immediately before academic game play is the common best practice recommended for <i>Cranium CoRE</i>.</p>
<p>CC.5.R.L.3 Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>		<p>Use of compare and contrast questions on the <i>Cranium CoRE</i> games during game play. Even more challenging are composing these types of questions for your own games.</p>
<p>CC.5.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors</p>		<p>Use of compare and contrast questions on the <i>Cranium CoRE</i> games during game play. Even more challenging are composing these types of questions for your own</p>

and similes.		games.
CC.5.R.L.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		
CC.5.R.L.6 Craft and Structure: Describe how a narrator's or speaker's point of view influences how events are described.		Point of view questions are part of the compare/contrast style of complex textual questions presented and developed with <i>Cranium CoRE</i> games.
CC.5.R.L.7 Integration of Knowledge and Ideas: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).	4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.	
CC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	Because of the open source nature of <i>Cranium CoRE</i> , you can pick a thematic or topical
CC.5.R.L.10 Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	4.1.1 Read, view, and listen for pleasure and personal growth.  4.1.2 Read widely and fluently to make connections with own self, the world, and previous reading.	Pick a book, short story or poem in the appropriate complexity band for use with <i>Cranium CoRE</i> to either play a game with complex textual questions or compose textually complex questions to create your own game as a group.
CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	1.1.3 Develop and refine a range of questions to frame search for new understanding.  1.1.9 Collaborate with others to broaden and deepen understanding.	After choosing a fiction or non-fiction book, story, poem, read a section and then play a <i>Cranium CoRE</i> game with a defense of each answer using the author's words in a collaborative discussion format.
CC.5.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read or studied required		After choosing a fiction or non-fiction book, story, poem, read a section and then play a <i>Cranium CoRE</i> game with



material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		a defense of each answer using the author's words in a collaborative discussion format.
CC.5.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.	3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.	Follow established protocol or establish and follow new ones for proper defense of answers and discussion while playing <i>Cranium CoRE</i> games.
CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	1.1.3 Develop and refine a range of questions to frame search for new understanding.	Follow established protocol or establish and follow new ones for proper defense of answers and discussion while playing <i>Cranium CoRE</i> games.
CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	1.3.4 Contribute to the exchange of ideas within the learning community.  2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.  2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	Follow established protocol or establish and follow new ones for proper defense of answers and discussion while playing <i>Cranium CoRE</i> games.  Defend answers by drawing from contextual proof using the author's words in a collaborative, team format.
CC.5.SL.2 Comprehension and Collaboration: Summarize a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.	Summarize chosen text presented in a variety of formats, then use textually complex questions in <i>Cranium CoRE</i> games to defend answers and gather meaning.
CC.5.SL.3 Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and	Summarize chosen text presented in a variety of formats, then use textually complex questions in <i>Cranium CoRE</i>

	gather meaning.  1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.	games to defend answers and gather meaning.  Discuss the logic of the answers in a collaborative manner among participating team using the author's words as proof.
CC.5.SL.4 Presentation of Knowledge and Ideas: 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.		Create a <i>Cranium CoRE</i> game for any topic that will draw the participating teams into the text for deeper meaning through discussion using textually complex questions.
CC.5.SL.5 Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	1.2.3 Demonstrate creativity by using multiple resources and formats.  2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.  3.1.3 Use writing and speaking skills to communicate new understandings effectively.  3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.	Use a <i>Cranium CoRE</i> game to engage an audience to become actively involved in the presentation and formulation of knowledge through the material presented and discussed prior to as well as during game play.  Use the question writing component of <i>Cranium CoRE</i> to challenge and engage an audience to cover material and reinforce points made.  Once the <i>Cranium CoRE</i> games are posted on its global community network, it will be available to all members to use.
CC.5.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)		
CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view	2.1.1 Continue an inquiry-based research process by applying critical thinking skills	

with reasons and information.	<p>(analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	
CC.5.W.1.a Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.		
CC.5.W.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.		
CC.5.W.1.c Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).		
CC.5.W.1.d Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.		
CC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p>2.1.1 Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to</p>	

	<p>construct new understandings, draw conclusions, and create new knowledge.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	
CC.5.W.2.a Text Types and Purposes: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
CC.5.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
CC.5.W.2.c Text Types and Purposes: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		
CC.5.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.		
CC.5.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.		
CC.5.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		

CC.5.W.3.a Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
CC.5.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.		
CC.5.W.3.c Text Types and Purposes: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
CC.5.W.3.d Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely.		
CC.5.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.		
CC.5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	2.1.2 Organize knowledge so that it is useful.	Create <i>Cranium CoRE</i> games based on any curriculum area using any format (book, audio, digital). Use the creation of textually complex questions for the game show to drive the audience deeper into the text for meaning.
CC.5.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 29.)	1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.	Use peer and teacher review to analyze, revise and edit games created on <i>Cranium CoRE</i> .  There is a rating scale built in to <i>Cranium CoRE</i> for the purpose of feedback about the individual games created by community members.
CC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use	1.1.8 Demonstrate mastery of technology tools	<i>Cranium CoRE</i> is a social network built for collaborative writing and thinking skill improvement using

<p>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.</p>	<p>to access information and pursue inquiry.</p> <p>1.1.9 Collaborate with others to broaden and deepen understanding.</p> <p>1.3.4 Contribute to the exchange of ideas within the learning community.</p> <p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p> <p>1.4.4 Seek appropriate help when needed.</p> <p>2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p> <p>3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.</p> <p>3.2.3 Demonstrate teamwork by working productively with others.</p> <p>3.3.5 Contribute to the exchange of ideas</p>	<p>technology.</p> <p>The focus for game play and writing is team oriented within the community of reading engagement (<i>CoRE</i>).</p> <p>The exchange of ideas is further enhanced through vehicles like <i>Edmodo</i> that has a separate <i>Cranium CoRE</i> Community within it.</p> <p>Speaking skills are paramount within <i>Cranium CoRE</i> for both the read aloud portion as well as the defense of the answers and discussion portion.</p> <p>The self-directed nature of composing questions in a collaborative, team setting is highly motivational because it encompasses autonomy, mastery and purpose within the processes used.</p> <p>The cycle of compose, analyze, evaluate, revise and edit in a team format is the recommended <i>Cranium CoRE</i> process of question writing for the games.</p>
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	within and beyond the learning community.	
<p>CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.</p> <p>1.2.2 Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.</p> <p>1.2.3 Demonstrate creativity by using multiple resources and formats. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p> <p>4.2.3 Maintain openness to new ideas by considering divergent opinions, changing</p>	

	<p>opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.</p>	
<p>CC.5.W.8 Research to Build and Present Knowledge: 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.</p>	<p>1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.</p> <p>1.1.2 Use prior and background knowledge as context for new learning.</p> <p>1.1.4 Find, evaluate, and select appropriate sources to answer questions.</p> <p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p> <p>1.3.1 Respect copyright/intellectual property rights of creators and producers.</p> <p>1.3.3 Follow ethical and legal guidelines in gathering and using information.</p> <p>1.3.5 Use information technology responsibly.</p> <p>2.1.2 Organize knowledge so that it is useful.</p> <p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular</p>	



	<p>areas, real world situations, and further investigations.</p> <p>2.1.4 Use technology and other information tools to analyze and organize information.</p> <p>2.4.1 Determine how to act on information (accept, reject, modify).</p> <p>3.1.6 Use information and technology ethically and responsibly.</p>	
<p>CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations.</p>	<p><i>Cranium CoRE</i> establishes a standard of using the author’s words from the text to support an answer given during game play, regardless of the text, literary or informational.</p>
<p>CC.5.W.9.a Research to Build and Present Knowledge: Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>		
<p>CC.5.W.9.b Research to Build and Present Knowledge: Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>	<p>The use of “author’s purpose” questions, “persuasive argument” questions and “what can the reader conclude” questions, among others used in <i>Cranium CoRE</i> games, ferret out the main and supporting ideas, point of view or bias within the text.</p>
<p>CC.5.W.10 Range of Writing: 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,</p>	<p>1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process.</p>	<p>Collaborative or individual writing of textually complex questions with peer as well as teacher review, evaluation, analysis and editing.</p>

<p>purposes, and audiences.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p> <p>2.4.2 Reflect on systematic process and assess for completeness of investigation.</p> <p>3.1.3 Use writing and speaking skills to communicate new understandings effectively.</p>	<p>Speaking skills are routinely exercised during game play by orally defending the answers using the author's words.</p>
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