

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 texts with fluency, expression and comprehension.

*MODE: Through regular reading of fiction and non-fiction at an independent level while using self-monitoring comprehension, graphic organizers, and previously learned strategies, the student will:*

<b>Outcomes</b>	<b>Assessment</b>	<b>Strategies</b>
<p>Concepts About Print</p> <ul style="list-style-type: none"> <li>survey and explain text features that contribute to comprehension (e.g., headings, introductory and concluding paragraphs)</li> </ul>	<p>Given an introductory and concluding paragraph and headings, students write a summary of what the text will present.</p>	<p>Use a KWL chart to determine how headings and introductory and concluding paragraphs assist with comprehension of text.</p> <p>Read the headings as well as the introductory and concluding paragraphs in sections of textbooks (actual material under study). Predict what the content of the selection will include.</p>
<p>Phonological Awareness, Decoding and Word Recognition</p> <ul style="list-style-type: none"> <li>interpret and use new words correctly (refer to word parts and word origin)</li> </ul>	<p>In all written work, students will use a dictionary (or spell check) to determine accurate spelling and meaning.</p> <p>In all oral reading, students will use a dictionary for proper word pronunciation.</p>	<p>Use a dictionary on a regular basis to locate words and use word parts: syllabication, pronunciation, accents, word origins, guides words, word meaning.</p>
<p>Fluency</p> <ul style="list-style-type: none"> <li>apply knowledge of letter-sound associations, language structures, and context to recognize words</li> </ul>	<p>Use timed reading tests.</p>	<p>Use various reading materials from different sources for different purposes: recipes, manuals, newspapers, etc.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>read silently for the purpose of increasing speed, accuracy and reading fluency</li> </ul>		<p>Read selected texts (oral, silent, paired) for teacher-specified purposes.</p> <p>Introduce and practice age-appropriate speed reading skills.</p>
<p>Reading Strategies</p> <ul style="list-style-type: none"> <li>vary reading strategies according to their purpose for reading and the nature of the text</li> <li>reread to make sense of difficult paragraphs or sections of text</li> <li>make revisions to text predictions during and after reading</li> <li>read aloud for fluency and pronunciation skills and expression</li> </ul>	<p>Create a prediction tri-fold page that gradually reveals what the story will tell. Exchange tri-folds and let students tell what they think the story will tell. Identify clues in the tri-fold prediction page.</p>	<p>Prior to reading, determine purpose for reading: enjoyment, information, interest. Discuss techniques (strategies) for each purpose and let the reader decide which strategy is most appropriate for the reader's intent.</p> <p>Use Post-It-Notes® to mark a paragraph of difficulty. Reread the paragraph and write one sentence on the Post-It-Note® that gives meaning to the whole paragraph.</p> <p>Create an interactive notebook for making predictions. Fold a page in half and on the one half write the prediction and on the other half use graphics to make the prediction. Keep revising the predictions in a similar format while reading. After completing the reading, trace the prediction pattern and identify the clues that caused the reader to make the predictions.</p>
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> <li>use the dictionary for a variety of purposes (e.g., word origins)</li> <li>use a thesaurus to identify alternative word choices and meanings</li> </ul>	<p>Students use a dictionary and thesaurus (text or electronic) before publishing all formal written assignments.</p>	<p>Students do a word search of a new word unfamiliar to the students. Students use any part of the dictionary information (meaning, synonyms, derivation, etc.) to assist classmates in learning and using the new word appropriately.</p>

Outcomes	Assessment	Strategies
		Develop a thesaurus unit that introduces, uses and distinguishes word meaning for use in communication. Emphasize correct use of parts of speech and word meaning.
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> <li>• respond critically to an author’s ideas, views, and beliefs</li> <li>• understand an author’s opinion and how s/he addresses culture, ethnicity, gender, and historical periods (cf. social studies standards)</li> <li>• select texts for a particular purpose using the genre format of the text as a guide</li> <li>• anticipate and construct meaning from text by making conscious connections to self, an author, and others</li> <li>• recognize persuasion and propaganda techniques used to influence readers</li> <li>• recognize historical and cultural biases and different points of view</li> <li>• distinguish between major and minor details</li> <li>• identify and analyze text type, literary forms, elements and devices in nonfiction</li> <li>• recognizing critical information when reading texts or expository material (titles, texts, subheads)</li> </ul>	<p>Analyze literature selections for author’s point of view, intended audience and purpose of selection, techniques used for influencing the reader and historical and cultural biases.</p>	<p>Select an author study (Katherine Paterson, Scott O’Dell, Theodore Taylor, etc.) for developing literature circles. Different groups of students read different books by the same author. Create a graphic organizer that compares and contrasts the author’s beliefs, opinions, cultural development, etc. Students read famous speeches and determine author’s purpose. Students then tell how the speech relates to the people of that time. Students create a “Propaganda Reference Book”. Students look through magazines for examples of propaganda devices: glittering generalities, bandwagon, testimonial, card stacking, and positive associations. Students analyze ads in popular magazines in which a company is selling a product. Students ask themselves: Who is advertising the product? To what extent does the person have expert knowledge about the product? What catchy phrases are used? What claims are made? Students then test claims of the ad for</p>

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<ul style="list-style-type: none"> <li>• identify and respond to the elements of sound and structure in poetry</li> <li>• analyze drama as a source of information, entertainment, persuasion or transmitter of culture</li> </ul>		<p>truthfulness – such as testing peanut butter against claims made.</p> <p>Students practice making distinctions between major and minor details in reading selections by making a hierarchical array in which the main idea is placed at the top and significant details are placed below it with minor details extending beneath these.</p> <p>Students prepare for a trip to ancient Rome. They develop a multi-genre bibliography on the city that includes a variety of literary forms such as fiction, poetry, drama and nonfiction.</p> <p>As part of a unit on poetry, students learn to identify differences among several poetic forms. Students collect one example of each to share with class.</p>
<p>Inquiry and Research</p> <ul style="list-style-type: none"> <li>• summarize and organize information by taking notes, outlining ideas, and/or making charts</li> <li>• produce projects and reports, using visuals, media, and/or technology to support learning</li> <li>• compare themes, characters, settings and ideas across texts or works, and produce evidence of understanding</li> </ul>	<p>Students create an oral report on a famous person and how this person is presented from various literary works. Students use visuals to frame and deliver the report.</p>	<p>Select a graphic organizer that best presents the information.</p> <p>In collaboration with technology classes, students learn to use presentation software (PowerPoint, Hyper-Studio) to assist with an oral presentation.</p> <p>Select a famous person from another discipline: Moses, Caesar, Newton.</p> <p>Students read about these persons from various works-the Bible, books, encyclopedias, the Internet. Students compare how these characters are presented in the various works and look for similarities and differences.</p>

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

*MODE: Through daily writing in many subject areas, using reflection, creativity, developmentally appropriate mechanics and spelling, with knowledge of intended purpose and the intent to clearly communicate, the student will:*

Outcomes	Assessment	Strategies
Word Study		
<p>Word Usage</p> <ul style="list-style-type: none"> <li>• identify and use verbs in active and passive voice</li> <li>• create sequence through transitional words and phrases</li> <li>• use conjunctions and interjections to give clarity to writing</li> </ul>	<p>Students proofread written work to change it from passive to active voice.</p>	<p>Students distinguish between doer and receiver.  <i>(The boy threw the ball. The ball was thrown by the boy).</i>            Students act out the sentences to determine doer and receiver.            (Use computer grammar check to change sentences from passive to active voice).            Students compile a word bank of transitional words (first, next, etc.).            Students write a paragraph that describes how to do something. The teacher reads the directions aloud, and small groups perform the task.</p>
<p>Sentence Structure and Development</p> <ul style="list-style-type: none"> <li>• incorporate clauses and phrases in writing</li> <li>• write complex sentences</li> <li>• vary sentence openings and length through use of phrases, clauses, and combining techniques</li> </ul>	<p>Students peer edit writing by determining if the sentences in the piece are simple, compound or complex. Peer editors make suggestions for better use of sentence types.</p>	<p>Create a list of words that begin dependent clauses. Use the list to write complex sentences and revise writing by varying the sentence order.            In teams, students create several dependent clauses on one team while the other team creates several phrases. Each team chooses a topic (space exploration, eating vegetables) for creating their clauses or phrases. Teams exchange and use the phrases and clauses to write a paragraph on the given topic.</p>

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<p>Punctuation/Capitalization</p> <ul style="list-style-type: none"> <li>• use abbreviations for common acronyms: USA, NATO, UN, etc.</li> <li>• note commas to mark pauses</li> <li>• use comma: dependent and independent clauses, complex sentences, time-sequence words</li> <li>• use semicolon with compound sentences and in business letters</li> </ul>	<p>Add the comma and semicolon rules to the editing checklist.</p>	<p>Do an acronym search in a science or current event magazine.</p> <p>Use the overhead to present a piece of writing that includes clauses, phrases, and time-sequence words but does not include any commas. Through oral reading and editing, add the appropriate punctuation. Defend the choice of punctuation by using the comma or semicolon rule.</p>
<p>Writing Skills</p> <ul style="list-style-type: none"> <li>• make outlines with subtopics</li> <li>• identify and evaluate use of specific literary elements (figurative language, point of view, mood, sarcasm, persuasion) to meet author's purpose</li> <li>• use the library to meet writing needs</li> <li>• develop paraphrased notes</li> <li>• create and maintain consistent point of view: first person, third person</li> </ul>	<p>Read literature-based and student created story collections for students to identify the author's purpose for writing.</p> <p>Choose a specific purpose for writing and practice using specific literary elements for developing the piece. Work with a partner.</p> <p>Select a topic for basic research. Use the school library for gathering references. Use the references to paraphrase information.</p>	<p>Use a chapter from a content area textbook to develop an outline with one level of subtopics.</p> <p>Use commercial clips to have students identify the writer's purpose. Use the same format to have students write a brief selection that conveys their purpose.</p> <p>Develop a personal narrative using first person point of view. Rewrite the same narrative from another person's point of view.</p> <p>Practice paraphrasing by rewriting a sentence with new words that are close in meaning to the original sentence.</p> <p>Expand this skill by taking detailed notes on specific sentences and passages – such as information needed to conduct a science experiment. Students restate the information in their own words.</p>

Outcomes	Assessment	Strategies
		Use the library reference section, the Dewey Decimal system and the card catalog to find information on a specific topic.
<p>Writing Process</p> <ul style="list-style-type: none"> <li>• use semantic maps, cluster rings, outlines to organize ideas and relevant information</li> <li>• analyze use of descriptive words, repetitions, synonyms, antonyms</li> <li>• use peer revising and editing</li> </ul>	<p>Students submit all steps in the writing process as part of the development of the written piece (prewriting, revisions, and final copy). Students review each part of the process to note how changes developed.</p> <p>Students peer edit using the editor's checklist.</p>	<p>Students select a graphic organizer to prewrite any writing piece. Students use the organizer to tell the story before writing it.</p> <p>As part of proofreading, students identify descriptive words, repetitions, synonyms and antonyms. They then choose words that could convey a clearer or stronger message.</p> <p>Use groups of three for peer editing. Each student reads his/her selection to two members of the group. The listeners ask two or three questions of the writer about what they heard or did not hear. The writer writes the question but does not give the answer to the listeners. The writer uses the questions for revising the piece.</p>
<p>Genres</p> <p><u>Narratives</u></p> <ul style="list-style-type: none"> <li>• use fairy tale attributes to create an imaginary narrative</li> <li>• write an autobiography</li> </ul>	<p>Contrast elements of an imaginary narrative and an autobiography. Students write samples of each.</p>	<p>After listening to several familiar fairy tales, students work with partners to list fairy tale attributes. With a partner, students select a fairy tale character and write another fairy tale adventure. Ex. Goldilocks and Her First Day in Middle School.</p> <p>Read selections from autobiographies that tell about one event in the person's life. Have students select a significant event that touched them and other people. Write the account as an autobiographical memoir.</p>

Outcomes	Assessment	Strategies
<p><u>Descriptive</u></p> <ul style="list-style-type: none"> <li>write descriptions of actual happenings past and present</li> </ul> <p><u>Expository</u></p> <ul style="list-style-type: none"> <li>create an outline with major headings and one level of subheadings</li> <li>write an essay in response to a question</li> </ul> <p><u>Persuasive</u></p> <ul style="list-style-type: none"> <li>take and defend a position on a real issue including a position statement and at least two supporting reasons for the position</li> </ul> <p><u>Writing Forms</u></p> <ul style="list-style-type: none"> <li>write a business letter to order items</li> <li>write a limerick</li> </ul>	<p>Have students write a 30 – 40 word description of a happening experienced by all. Compare descriptions for accuracy and detail.</p> <p>Have students analyze essay questions on tests to determine how best to respond to the question. This can be done as a pre or post-test exercise.</p> <p>Use a local level issue for students to take and defend their position</p> <p>Use the limerick to write a narrative, descriptive, expository and persuasive piece. Have students explain how a writing form can be in several different genres.</p>	<p>Use newspaper or news report format for writing an article on a memorable snow storm and another article on today's weather. Incorporate sensory word descriptions.</p> <p>Use a textbook to create an outline with major chapter headings and one level of subheadings. Use paraphrasing skills to present the information in written form.</p> <p>Have students develop questions that require analysis, synthesis or evaluation from a recently studied topic. Determine key words in questions (compare, predict, construct, etc.) and create graphic organizers to plan and write responses.</p> <p>Choose a topic of interest to students. Have students write a definite position statement. Then have students write in order of importance at least two supporting reasons for the position.</p> <p>As part of a math unit, students will write a letter to order items.</p> <p>Read selections from Edward Lear's <i>Book of Nonsense</i>. Use the five line a-a-b-b-a format to create original limericks.</p>

All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>• demonstrate effective use of inferential questions</li> <li>• use varied word choices to clarify, illustrate and elaborate</li> <li>• select and use suitable vocabulary to fit a range of audiences</li> <li>• develop and deliver a formal presentation based on central theme, including logical sequence, introduction, main ideas, supporting details and considering remarks to an audience or peers, younger students, and/or parents.</li> </ul>	<p>Students ask clarifying questions in other subject areas.</p> <p>Students develop and deliver a presentation for a subject area. Students will use the strategies for oral presentations.</p>	<p>Students will use five strategies for oral presentations:</p> <ol style="list-style-type: none"> <li>1. speak to three main ideas</li> <li>2. use props that enhance the understanding of the message</li> <li>3. include anecdotes</li> <li>4. make eye contact</li> <li>5. practice</li> </ol> <p>Students will listen to an announcement made by a real person – another student, a parent, the principal. Students will ask questions that will clarify the meaning of the announcement.</p> <p>Students will give the same announcement to various audiences – younger students, other staff members, the pastor – adjusting the vocabulary to the audience.</p>

All students will listen actively to information from a variety of sources in a variety of situations.

<b>Outcomes</b>	<b>Assessment</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• analyze persuasive techniques while listening</li> <li>• ask pertinent questions, take notes, and draw conclusions based on information presented</li> </ul>	<p>Students will continuously add to their collection of persuasive words, phrases and sentences to persuasively and convincingly present information.</p>	<p>View various commercials. Record words, phrases, sentences that persuade the viewer to purchase the advertised product. Use these words, phrases, and/or sentences to present a persuasive presentation.</p> <p>Prior to listening to presentation, students create a KWL chart by jotting down what they know and what questions they have. After listening to the presentation, students complete the chart by adding what they learned.</p> <p>After the exercise, students discuss what other questions may have helped them listen better.</p>

All students will access, view, evaluate and respond to print, non-print and electronic texts and resources.

<b>Outcomes</b>	<b>Assessment</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• compare and contrast media sources such as film and book versions of a story</li> <li>• understand uses of persuasive text related to advertising in society</li> <li>• research how media addresses different age groups in print, radio and television</li> </ul>	<p>As a result of the research, students may draw positive or negative conclusions about the media. Students share findings with their parents – and possibly through letters to editors of local papers.</p>	<p>Do action research by having students record how often advertisements are made within a one hour time period on food, health products, cars, clothing. Chart the class' findings. Another week have students do the same activity by noting what billboards advertise. Finally, have students work together to determine what is advertised in the newspaper. Note the persuasive techniques used in each media.</p> <p>Repeat the whole research project with how media addresses children and adults.</p>