

LANGUAGE ARTS - GRADE 5
PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

II. INSTRUCTIONAL TIME:

Class Periods:
Length of Class Periods (minutes):
Length of Course:
Unit of Credit:
Course Weight:

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1: All students will demonstrate an ability to read and comprehend texts independently using a variety of strategies and skills to interpret and extend the text.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 1</p> <p>41. Before reading, establish the purpose for reading a type of text (e.g., literary or informational).</p> <p>42. Select texts for a particular purpose using the format of the text as a guide.</p> <p>43. During reading, use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words. Use these words accurately in writing and speaking.</p> <p>44. Identify the basic ideas and facts in text using strategies such as prior knowledge, illustrations and headings, and information from other sources to make predictions about text.</p>	<p>41. Use modeling and guided practice of before, during, and after reading strategies. Regularly engage students in activities that enable them to become strategic readers, some techniques may include:</p> <ol style="list-style-type: none"> 1. Before reading to activate/create prior knowledge. <ol style="list-style-type: none"> a. Brainstorming b. Semantic webbing c. Listing d. KWL (What I Know Column) e. Previewing text f. Predicting g. Using visuals such as maps, pictures, etc. h. Oral reading by teacher 2. Before reading to anticipate meaning. <ol style="list-style-type: none"> a. Browsing b. Anticipation guide 	<ul style="list-style-type: none"> • Project • Individual or cooperative presentations • Homework assignments • Classroom work and discussions • Tests/quizzes • Teacher-designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Accelerated reader program • Sue Mowery resources • Overheads • Reading Assessment Handbook 1998-1999 (PSSA) • <u>Graphic Organizers for Reading and Writing</u>

<p>45. Acquire a reading vocabulary by correctly identifying and using words related to synonyms, homophones, and homographs and words related through roots, suffixes, and/or prefixes. Use a dictionary or related reference.</p> <p>46. Identify, understand the meaning of, and use correctly key vocabulary from various subject areas.</p> <p>47. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text. Summarize the major ideas, themes, or producers of the text; relate new information or ideas from the text to that learned through additional reading and media (e.g., films and audiotapes); clarify ideas and understandings through rereading and discussion; make responsible assertions about the ideas from the text by citing evidence; extend ideas found in the text.</p> <p>48. Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy; self-correct mistakes; use appropriate rhythm, flow, meter, and pronunciation; read a variety of genres and types of text; demonstrate comprehension.</p>	<p>c. Directed Reading – Thinking Act (DR-TA)</p> <p>3. Before reading to set purposes for reading.</p> <ol style="list-style-type: none"> Your own questions Reciprocal question KWL (What I Want To Know Column) <p>4. During reading to revise predictions.</p> <ol style="list-style-type: none"> DR-TA <p>5. During reading to use text structure.</p> <ol style="list-style-type: none"> Story mapping Graphic organizers Pattern guides <p>6. During reading to answer questions.</p> <ol style="list-style-type: none"> KWL (What I Learned Column) <p>7. After reading to respond to text.</p> <ol style="list-style-type: none"> Retell/summarize Reader response journal Learning log Respond critically <p>42. Same as #41.</p> <p>43. Same as #41.</p> <p>44. Same as #41.</p> <p>45. Same as #41. Students will learn new words by creating study cards, playing games, drawing pictures, etc.</p> <p>46. Same as #41. Students will look up new vocabulary words in a glossary or dictionary and write definitions in their notebooks. Students will learn new words by creating study cards, playing games, drawing pictures, etc.</p>		
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47. Same as #41. Students will present a “character book talk,” make posters, create a test and answer sheet, etc. Students will self-select pleasure books and practice their reading skills during Sustained Silent Reading (S.S.R.).

48. Students will read to a partner and to the class.

Correctives – Teacher assistance, peer helpers, provide lower level reading books, and I.S.T.

Extensions – Accelerated reading program, students will share additional relative information.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #2: All students will read, use, and evaluate informational text and media to determine purpose and effectiveness leading to the production of a work in one literary genre.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 2</p> <p>17. Read and understand essential content of informational texts and documents in all academic areas. Differentiate fact from opinion across texts. Distinguish between essential and nonessential information across a variety of texts. Make inferences about similar concepts in multiple texts and draw conclusions. Evaluate text organization and content to determine the author's purpose and effectiveness.</p> <p>18. Use and understand a variety of media and evaluate the quality of material produced. Use a variety of media such as computerized card catalogues and encyclopedias for research. Evaluate the role of media as a source of both entertainment and information. Design and</p>	<p>17. Have students read informational texts and guide them to read the captions, look at the pictures, graphs, maps, etc., to gain the full understanding of the text. Read and comprehend stories from different genres by reading a story silently or listening to tapes while following the printed text. Participate in a discussion of various literary techniques such as: dialect, stereotypes, fact/opinion, determining author's purpose, making inferences, and drawing conclusions. Respond to literature by answering questions or through a writing response.</p> <p>18. Participate in "Design An Ad". Present a "Character Book Talk". Create a poster.</p>	<ul style="list-style-type: none"> • Project • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher-designed worksheets/activities • Rubrics 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Overheads • <u>Reading for Understanding</u> – Scholastic Skills Books

<p>develop media project (e.g., script, play and audiotape) for a targeted audience.</p> <p>19. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>19. Students will produce a work of one literary genre while following the conventions of that particular genre.</p> <p><u>Correctives</u> – Teacher assistance, peer helpers, and I.S.T.</p> <p><u>Extensions</u> – Students may share additional information relative to the topic.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #3: All students will read, compare, and understand types of literature by analyzing and interpreting literary elements, devices, and structures.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 3</p> <p>31. Read and understand works of literature.</p> <p>32. Compare the use of literary elements within and among texts, including characters, setting, plot, theme, and point of view.</p> <p>33. Describe how the author uses literary devices to convey meaning. Sound techniques (e.g., rhyme, rhythm, meter, and alliteration). Figurative language (e.g., personification, simile, metaphor, and hyperbole).</p> <p>34. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, and verse form).</p>	<p>31. Students will read text, free choice, and novels of various genres and gain understanding through guided and directed reading activities such as: discussion, DR-TA, graphic organizers, etc.</p> <p>32. Students will read stories such as <u>The True Story of the Three Little Pigs</u> and compare and evaluate literary elements (such as point of view, theme, etc.) within the text and among the texts through class discussions. Introduce graphic organizers such as: Venn Diagram, Character Traits Web, Story Maps, etc.</p> <p>33. Use overhead transparencies to guide students in group think alouds</p>	<ul style="list-style-type: none"> • Project • Individual or cooperative presentations • Homework assignments • Classroom work and discussion • Tests/quizzes • Teacher-designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Trade books • Accelerated Reader Program • Overheads • <u>Graphic Organizers for Reading and Writing</u> • Readers theatre

<p>35. Analyze drama as information source, entertainment, persuasion, or transmitter of culture.</p> <p>36. Read and respond to nonfiction and fiction, including poetry and drama.</p>	<p>to show how the author uses literary devices to convey meaning.</p> <p>34. Students will read poems and write poems and be able to identify and respond to the effects of sound and structure in poetry such as alliteration and rhyme.</p> <p>35. Students will perform a play and be able to analyze the author's purpose.</p> <p>36. Students will read poetry, drama, fiction, and nonfiction and respond to it through discussions, writing, etc.</p> <p><u>Correctives</u> – Teacher assistance, peer helpers, and I.S.T.</p> <p><u>Extensions</u> – Accelerated reader program.</p>		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #4: All students will write narrative, informational, and persuasive pieces through the use of the writing process.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 4</p> <p>16. Write poems, plays, and multi-paragraph stories that include: detailed descriptions of people, places, and things; relevant illustrations (e.g., drawings, imported graphics); dialogue; literary elements (Standard 1.3.5.B); and literary devices (Standard 1.3.5.C).</p> <p>17. Write multi-paragraph information pieces such as descriptions, letters, reports, instructions, and essays that include: cause and effect, a problem and solution when appropriate to the topic, and relevant graphics such as maps, charts, graphs, illustrations, photographs, and tables.</p> <p>18. Write persuasive pieces with a clearly stated position or opinion and</p>	<p>16. First, the teacher will give examples of poems, such as cinquains, acrostic, etc. Second, the students will practice writing types of each. Third, the students will choose one type of poem and write a poem relating to the story the class just read. While studying “The Oregon Trail” students will create a travel guide using detailed descriptions, relevant illustrations, maps, etc.</p> <p>17. While studying “The Oregon Trail” students will create a travel guide using detailed descriptions, relevant illustrations, maps, etc. First, the teacher will discuss and give examples of trifles that are treasures (an extension of “China’s Little Ambassador”). Second, a mini-</p>	<ul style="list-style-type: none"> • Project • Individual or cooperative presentation • Homework assignments • Classroom work and discussion • Tests/quizzes • Rubrics (state, teacher created, etc.) • Teacher-designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Textbook resources • Overheads • Reading Assessment Handbook 1998-1999 (PSSA) • <u>Graphic Organizers for Reading and Writing</u>

support detail by citing sources when needed.

lesson on adjectives and similes will be presented. Third, the students will write a descriptive multi-paragraph essay of an item that is a treasure to them using adjectives and similes. Fourth, the students will illustrate that item. Finally, the students will assess their writing pieces and illustration with a rubric that was handed out previously when the teacher gave the criteria for this project. Students will write a letter to a person whom they admire. The students will follow a friendly letter format. Students will respond to reading samples of the PSSA by writing to the prompt. Teacher will use overhead transparencies to guide the students in group think alouds and critique the writing pieces following the state rubric. Teacher will use professional and student models. Students will help the teacher establish guidelines/rubrics for self-assessment, peer assessment, and teacher assessment.

18. Students will write a persuasive piece with a clearly stated position on “why smoking is not good for you” supporting it with details and information they learned in Health class.

Correctives – Teacher assistance, peer helpers, and I.S.T.

Extensions – Draw an illustration, share their writing piece with the class, and display published work in the classroom.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #5: All students through the writing process will use the characteristics of effective writing to produce written work.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 5</p> <p>36. Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>37. Write using well-developed content appropriate for the topic. Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write with controlled and/or subtle organization. Sustain a logical order within sentences and between paragraphs using meaningful transitions. Include an identifiable introduction, body, and conclusion.</p> <p>38. Write with controlled and/or subtle organization. Sustain a logical order within sentences and between paragraphs using meaningful transitions. Include an identifiable</p>	<p>36. Display a poster of the Writing Process and a poster of proofreading symbols. Students will learn the five different stages of the writing process by participating in activities that will give examples and explain each stage. Teach mini-lessons throughout the year that focus on the elements of good writing such as meaning, organization, development, clarity, and editing. (Overhead transparencies of excerpts from favorite children's authors' and student writing models will be used to introduce particular elements and strategies. Activities that allow students to practice will reinforce each technique that good writers use.)</p>	<ul style="list-style-type: none"> • Project • Individual or cooperative presentations • Homework assignments • Classroom work and discussions • Tests/quizzes • Rubrics (state, teacher created, etc.) • Teacher-designed worksheets/activities 	<ul style="list-style-type: none"> • 25 Mini-Lessons for Teaching Writing • Textbook • Textbook resources • Overheads • Reading Assessment Handbook 1998-1999 (PSSA) • Graphic Organizers for Reading and Writing

<p>introduction, body, and conclusion.</p> <p>39. Write with an understanding of the stylistic aspects of composition. Use different types and lengths of sentences. Use precise language including adjectives, adverbs, action verbs, and specific details that convey the writer's meaning. Develop and maintain a consistent voice.</p> <p>40. Revise writing to improve organization and word choice; check to logic, order of ideas, and precision of vocabulary.</p> <p>41. Edit writing using the conventions of language. Spell common, frequently used words correctly. Use capital letters correctly. Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, and apostrophe). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly. Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).</p> <p>42. Present and/or defend written work for publication when appropriate.</p>	<ol style="list-style-type: none"> 1. <u>Meaning</u> – the mini-lessons and activities will encourage students to hunt for writing ideas using drawings, time lines, and a writer's notebook. 2. <u>Organization</u> – the mini-lessons and activities will show students how to narrow down their “too-big” ideas to focused topics. Then, they will learn to brainstorm rich details about that topic, and organize them into paragraphs that build from beginning to middle to end. 3. <u>Development</u> – the mini-lessons and activities will help wean students off of writing sentences that “tell” rather than “show” the reader what is happening. Examples of both kinds of writing will be used to help students really see the difference showing-not-telling can make. The activities will help students learn to use specific information, description, and visual details to create stories of greater depth and impact. 4. <u>Clarity</u> – the mini-lessons and activities will help students learn to use language that puts clearer pictures into a reader's mind by replacing general words with specific words by using “powerful” verbs and similes, etc. 5. <u>Editing</u> – the mini-lessons and activities will help students learn to delete unnecessary words, strengthen verbs, combine short sentences, etc. <p>37. Same as #36.</p> <p>38. Same as #36.</p>		
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39. Same as #36.
40. Students will pull out previous writing pieces from their folders throughout the year and focus on different Focus Area Corrections in their writing to improve their writing. Students will be given regular opportunities to write.
41. Teacher will do activities to help students become familiar with the proofreading symbols. Students will have a copy of proofreading marks in their writing folders to help them in the editing stage of the writing process. Teacher and students will establish evaluation guidelines, create checklists that focus on the editing skill taught in the mini-lesson, and create rubrics for self-assessment, peer assessment, and teacher assessment.
42. Students will choose their best writing piece of the year and publish it.

Correctives – Teacher assistance, peer helpers, and I.S.T.

Extensions – Encourage students to look and share examples of good writing from their favorite books and their own writings. Encourage publishing.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #6: All students will participate in speaking and listening through formal presentations and informal discussions of literature and media.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 6</p> <p>31. Listen to others. Ask pertinent questions. Distinguish relevant information, ideas, and opinions from those that are irrelevant. Take notes when prompted.</p> <p>32. Listen to a selection of literature (fiction and/or nonfiction). Relate it to similar experiences. Predict the result of the story actions. Retell actions of the story in sequence, explain the theme, and describe the characters and setting. Identify and define new words and concepts. Summarize the selection.</p> <p>33. Speak using skills appropriate to formal speech situations. Use complete sentences. Pronounce words correctly. Use appropriate volume. Pace speech so that it is</p>	<p>31. Students will listen to others, ask pertinent questions, and distinguish relevant information when peer editing each other's writing pieces. Students will listen carefully and ask pertinent questions when assessing their classmates presentations.</p> <p>32. Students will listen to various selections of literature such as: <u>The Island of the Blue Dolphins</u>, <u>The Sign of the Beaver</u>, <u>The Kid in the Red Jacket</u>, <u>The Upstairs Room</u>, <u>On to Oregon</u>, etc. Through discussions and various activities, students will gain a better understanding of the story elements. Students will describe the setting and the characters, pick out the themes, and predict the result of story actions. When we read a</p>	<ul style="list-style-type: none"> • Project • Individual or cooperative presentation • Writing pieces • Homework assignments • Classroom work and discussions • Teacher-designed worksheets/activities • Rubrics • Library 	<ul style="list-style-type: none"> • Trade books • Movies on tape • <u>Reading for Understanding</u> (Scholastic) • Overheads • Textbook • Textbook Resources

<p>understandable. Adjust content for different audiences (e.g., classmates or parents). Speak with a purpose in mind.</p> <p>34. Contribute to discussions. Ask relevant questions. Respond with relevant information or opinions to questions asked. Listen to and acknowledge the contributions of others. Adjust involvement to encourage equitable participation. Give reasons for opinions. Summarize when prompted.</p> <p>35. Participate in small and large group discussions and presentations. Participate in everyday conversation. Present an oral reading. Deliver research reports. Conduct interviews. Plan and participate in group presentations. Contribute to informal debates.</p> <p>36. Use media for learning purposes. Compare information received on television with that received on radio or in newspapers. Access information on the Internet. Discuss the reliability of information received from Internet sources. Explain how film can represent either accurate versions or fictional versions of the same event. Explain the role of advertisers in the media. Use a variety of images and sounds to create an effective presentation on a topic.</p>	<p>novel together, students always summarize the part of the story we read each day. Examples of a few activities are: 1. While reading <u>The Sign of the Beaver</u>, each student will create a title for each chapter after a discussion of the main events. 2. During the reading of <u>The Kid in the Red Jacket</u>, students will relate Howard's experiences to their own experiences in their journals. 3. Students retell actions of the story in sequence by each student drawing an illustration of a different event and then creating a story mural.</p> <p>33. Students will present a "Character Book Talk" using speaking skills appropriate to formal speech situations.</p> <p>34. Before reading the article "Too Many Kids Are Scared in School", students will read a few statements pertaining to the topic and choose those they agree with. Students will participate in a discussion by defending their opinions to their classmates and sharing relevant information.</p> <p>35. Students will interview a grandparent or other older adult to find out how a special holiday was celebrated by that generation. Before the students interview someone, we will talk about questions to ask, such as what kinds of gifts were exchanged, what kinds of decorations were used, what special foods were served, etc. Students write what they learn from the interview and draw a picture to accompany their story. The</p>		
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illustrated stories are then shared with the class.

36. After reading On to Oregon, students will watch the movie "Seven Alone". Students will compare the book to the movie and discuss if the movie represents an accurate or fictional version of the same event.

Correctives – Allow students to give a presentation to a small group or just to the teacher.

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #7: All students will utilize resources to identify the origin of English words and the change of words and speech over time.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 7</p> <p>11. Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.</p> <p>12. Identify differences in formal and informal speech (e.g., dialect, slang, and jargon).</p> <p>13. Identify word meaning that have changed over time (e.g., cook, mouse).</p>	<p>11. In various literary pieces, students will identify words from other languages that are commonly used English words. Students will use a dictionary to find the meaning and origin of these words. Students will explore word origins in our weekly spelling lists.</p> <p>12. Students will be exposed to slang and dialect through the reading of or listening to various literature stories such as: <u>Sally Maud</u>, <u>Zachary Dee</u>, and the <u>Dreamspinner</u>, <u>Sign of the Beaver</u>, <u>Runaway to Freedom</u>, etc.</p> <p>13. Class discussions about how word meanings have changed over time will be held when we identify such words in our reading. Students will be given a few words and they will</p>	<ul style="list-style-type: none"> • Homework assignments • Classroom work and discussions • Teacher-designed worksheets/activities 	<ul style="list-style-type: none"> • Textbook • Trade books • Textbook resources

write down the meaning. Next, they will go home and ask their parents, grandparents, etc., what the meaning was when they were growing up.		
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #8: All students will research a topic using appropriate sources, organize, present the information, and credit sources.

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD 8</p> <p>16. Select and refine a topic for research.</p> <p>17. Locate information using appropriate sources and strategies. Evaluate the usefulness and qualities of the sources. Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, and computer databases). Use table of contents, indices, key words, cross-references, and appendices. Use traditional electronic search tools.</p> <p>18. Organize and present the main ideas from the research. Take notes from sources using a structured format. Present the topic using relevant</p>	<p>16. Students will select an animal to research from <u>The Island of the Blue Dolphins</u>. (A list of animals will be given to choose from.)</p> <p>17. Students will use appropriate sources to gather information on their animals. The students will select appropriate sources and evaluate the usefulness and qualities of the sources with the help of the librarian. The students will have an example of what information they are required to find.</p>	<ul style="list-style-type: none"> • Project • Individual or cooperative presentations • Classroom work and discussion • Teacher-designed worksheets/activities • Rubrics 	<ul style="list-style-type: none"> • Library • Trade book • Textbook

information. Credit sources using a structured format (e.g., author, title).

18. The students will organize and then present their “Animal Mini-Posters.”

Correctives – Teacher assistance, peer helpers, and I.S.T.

Extensions – Display work, create a project to correspond with the written work.