

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 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:

Outcomes	Assessment	Strategies
<p>Concepts About Print</p> <ul style="list-style-type: none"> • use text index and glossary appropriately 	<p>Locate specific topics and related vocabulary in text index and glossary for any subject.</p>	<p>Distinguish between index and glossary by identifying what would be found in each. Use a content area textbook for practice.</p> <p>Locate specific information in textbooks that would be found in the index or glossary.</p>
<p>Phonological Awareness, Decoding and Word Recognition</p> <ul style="list-style-type: none"> • use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes and suffixes to decode new words before, during and after reading 	<p>During the course of about two weeks, students have to identify 5 – 10 words that were unfamiliar to them. They identify which method of decoding they used to determine the word. They report this in writing or orally.</p>	<p>Create a checklist of ways to decode unfamiliar words (dictionary, context clues, syllabication, pronunciation, prefixes or suffixes). When new words occur, students identify the way that best helped them decode the word.</p>
<p>Fluency</p> <ul style="list-style-type: none"> • adjust reading speed appropriately for different audiences and purposes • use more than one strategy to determine if oral and written text make sense • know when to skim, scan, or read carefully • read aloud in ways that reflect understanding of proper phrasing and intonation 	<p>Students will choose a short book or story to read orally to the class. Students should practice reading the story orally prior to the class presentation. Use a rubric to assess students.</p>	<p>Identify the strategies that one uses to determine if text makes sense: (using end points, listening for appropriate inflection in dialogue, determining beginning, middle and end, etc.)</p> <p>Using a variety of passages for different purposes, have students identify when to skim, when to scan, or when to read carefully. Give reasons to support choices.</p>

Outcomes	Assessment	Strategies
		Using taped stories work with students to hear different speed in reading selections. Discuss how the speed is appropriate for the audience and purpose.
<p>Reading Strategies</p> <ul style="list-style-type: none"> • apply prediction skills to anticipate what will be read or heard • use reference aids for word meanings when reading 	<p>Self-assess which prediction skills gave student the most information prior to reading.</p> <p>Create a classroom word “bank” or new words learned by students. As each new word is used, write the word on an index card with the definition/example on the reverse side. Add the card to the “bank”.</p>	<p>“Read” the picture/graphics of a chapter in a content area to predict what will be learned. Use title to help with prediction.</p> <p>Have students highlight, underline or record unfamiliar words. Determine word meaning by consulting a glossary, another student, the teacher, or the Internet: Ask Jeeves.</p>
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> • use the dictionary for a variety of purposes (e.g. parts of speech) 	<p>Students will use dictionary as a regular part of their learning and be required to use it to check spelling, word pronunciation and word meaning.</p>	<p>Develop a learning unit on Webster and the dictionary. Spend several days introducing and using the various parts of the dictionary including guide words, pronunciation keys, parts of speech, multiple meanings, etc.</p>
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> • distinguish between fact/opinion, problem/solution, and cause/effect across texts • make inferences using written information and provide supporting evidence • identify similes, metaphors, and hyperboles • recognize common organizational 	<p>Students create scenarios that demonstrate fact/opinion, cause/effect, problem/solution and inferences.</p> <p>Students create one sentence for each</p>	<p>Use a familiar newspaper (<i>The Dialog</i>, <i>The News Journal</i>) to find and discuss articles that present fact/opinion, problem/solution and cause/effect.</p> <p>After listening or reading a selection to the whole class, the teacher models a “think-aloud” that infers a meaning from the written words. Students locate the words that match the inference.</p>

Outcomes	Assessment	Strategies
<p>patterns in text that support comprehension</p> <ul style="list-style-type: none"> • recognize characterization, setting, plot, theme and point of view in fiction • identify and infer elements of setting, plot and characterization in plays that are read, written, or performed • explain ways that the setting contributes to the mood of a novel 	<p>part of the organizational pattern to create a chapter outline.</p>	<p>Use poetry to identify similes, metaphors, and hyperboles.</p> <p>Students identify the organizational patterns such as the chapter title, the main headings and subheadings to pre-read a chapter and to create a skeletal outline of what was read.</p> <p>After (or while) reading a high interest book such as <i>Running Out of Time</i>, group students as the setting group, plot group, character group, etc. Students work in their groups to determine each characteristic of the story. Remaining in the same groups, students create a plot, a setting, etc. that will be shared with the whole class to create a class story that brings together each component.</p> <p>(Another version of these same activities is “Paper Bag Stories”. Each bag is labeled with one of the story components: plot, characters, etc. Students select one or two elements from each bag to create a story-real or fantasy.)</p> <p>Play classical music and let students describe how the music makes them feel. Relate to creating a mood through words.</p>
<p>Inquiry and Research</p> <ul style="list-style-type: none"> • develop and revise questions for investigations prior to, during and 	<p>Create a researchable question. Use teacher selected resources to find</p>	<p>Use questions in a KWL chart to develop and revise questions through the</p>

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<p>after reading</p> <ul style="list-style-type: none"> • use multiple resources to locate information relevant to research questions • select books to fulfill one's purpose • draw conclusions from information gathered from multiple sources • interpret and use graphic sources of information such as maps, graphs, timelines, or tables or address research questions 	<p>information to answer the research question. Draw conclusions about the resources that provided the best information.</p>	<p>reading process.</p> <p>Use a graphic organizer with a column for each resource. As students use the resource, students will write brief notes gathered from the resource. After all resources have been used, students discuss the information and draw conclusions from the information.</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 <ul style="list-style-type: none"> • spell words by syllables 	Use correct syllabication when a word begins on one line and then continues on the next line.	Use clapping patterns to separate words by syllables. Check syllabication in dictionary.
Word usage <ul style="list-style-type: none"> • use prepositional phrases in writing • use correct form of common irregular verbs 	Students will use prepositions correctly in written and oral communication. Proof writing for correct use of verb tenses.	Develop a preposition unit that includes recognizing prepositions and prepositional phrases, memorizing all the prepositions and distinguishing between adjectival and adverbial prepositional phrases. Continue development and reinforcement throughout the year. Create a board game to practice the past, present and future tenses of common irregular verbs.
Sentence Structure And Development <ul style="list-style-type: none"> • use coordinating conjunctions to form compound sentences 	In editing written work, students revise simple sentences by forming compound sentences when appropriate.	Students create sentences by becoming one word in the sentence. Another student becomes one of the coordinating conjunctions to join two simple sentences.
Punctuation/Capitalization <ul style="list-style-type: none"> • use comma with a series, introductory words, direct address • use capitalization for proper adjectives and titles, books and magazine articles 	Include the rules for commas and capitalization for proper adjectives as part of the proofreading list.	Use the rules for commas: series, introductory words, direct address, date, city and state and letter. Create a board game or computer game to practice. Apply learning in all compositions.

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<ul style="list-style-type: none"> • use common end abbreviations (Jr., Sr., M.D. etc.) • use abbreviations for math (metric and standard units) 		<p>Practice proper capitalization by writing sources of reference with the research section.</p> <p>Find and identify all abbreviations on a page of a newspaper or a page of the telephone book. Translate the abbreviations.</p>
<p>Writing Skills</p> <ul style="list-style-type: none"> • write for a purpose (specific audience, intent) • support main idea with details • use spell check on the computer 	<p>In all writing assignments students identify intended audience, purpose of the communication and create a web for supporting main idea as a prewriting strategy.</p> <p>At least once a semester, students complete written assignments using word processing and utilizing spell check.</p>	<p>Choose a topic that would include several different audiences (ex. bake sale). Groups of students create letters to parents, another group for teachers, another group for students and another group for the principal – to reinforce writing for different audiences.</p> <p>Prior to writing, students determine for whom they are writing.</p> <p>Use webbing to generate supporting details to a main idea.</p> <p>Work with technology teacher to appropriately use spell check.</p>
<p>Writing Process</p> <ul style="list-style-type: none"> • use various prewriting strategies including mapping and appropriate graphic organizers • develop questioning techniques for peer conferencing • self-edit and peer edit written pieces using a writer’s checklist • select and defend selection of published pieces from the portfolio 	<p>Student includes at least two prewriting strategies, the questions asked by his/her writing group and the other parts to illustrate the writing process. Student chooses preferred final publication from all writing pieces for a marking period and lists at least two reasons why the piece is preferred.</p>	<p>Demonstrate various ways to using prewriting graphics by prewriting the same subject with several forms of graphics.</p> <p>Students work in groups of three to listen to first drafts of each other’s work. Group members ask the author 1-2 questions about the piece. The author writes the questions and then uses the questions to revise the first draft.</p>

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		Develop a class writer's checklist and use the checklist for peer editing and self-editing. Revise checklist as new skills are learned.
<p>Genres</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> • retell a story from a different point of view • differentiate factual and fictional information in a narrative • include factual information in developing a narrative <p><u>Descriptive</u></p> <ul style="list-style-type: none"> • develop action stories using descriptive, vivid verbs • use prepositional phrases to enhance descriptive writing <p><u>Expository</u></p> <ul style="list-style-type: none"> • summarize information in the form of note taking 	<p>Have students write a factual narrative about a favorite toy.</p> <p>Students will choose a topic that lends itself to action: accident, an unforgettable ride, a scary happening. Students will brainstorm action verbs prior to writing the story. In revising, students will seek to use descriptive action words and prepositional phrases that enhance the ideas.</p> <p>Write an "I Search" report on a topic of interest to the student. The basis for the report must be a question the student has</p>	<p>Using a story such as <i>The Secret Garden</i> students rewrite a section of the story from another character's point of view.</p> <p>Use <i>The True Story of the Three Little Pigs</i> to differentiate factual and fictional information. Use this also to explain a different point of view.</p> <p>While reading a book such as <i>the Velveteen Rabbit</i> distinguish between factual and fictional information. Choose a story of action and have students do a verb hunt. Choose another story with less vivid action words. Have students rewrite the second story with more vivid action words.</p> <p>Create a before/after story. In the before story, write the story without prepositional phrases. Rewrite sentences with added phrases.</p> <p>Divide notebook page in half (or use left side for text and right for pictures). After listening or reading student writes down main ideas heard and then draws what was heard. (Drawing can precede writing)</p>

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<ul style="list-style-type: none"> • develop outlines with major headings • write and deliver a report on a content area <p><u>Persuasive</u></p> <ul style="list-style-type: none"> • use persuasion to make others feel a certain way <p><u>Writing Forms</u></p> <ul style="list-style-type: none"> • write a letter of compliment • write a haiku and cinquain poem • write a tall tale • write captions for pictures 	<p>about a topic (ex. Did the Romans ever play baseball?). Students use resources and take notes using the split notebook. Students write up their notes in a sentence outline. From the outline they write and present their report.</p> <p>For more on “I Search” check: http://nisus.sfusd.k12.ca.us/schwww/sch634/CSULessons/Hays/iSearch.html</p> <p>Students will write a persuasive composition about a social justice topic.</p> <p>Students write at least one sample of each writing form. All writing should follow the writing process. These writing forms may be expressed as narrative, descriptive, expository, or persuasive.</p>	<p>Use major headings from a science or social studies text as the frame for an outline. Read a section under a heading and then write a one sentence summary. Do this for each section.</p> <p>Follow same format of outlining and note taking to gather information from teacher selected resources.</p> <p>Choose a grade appropriate topic that engenders strong feelings for fifth graders: only certain players on the team get to play. Work together with students to determine who is the audience, how much the audience knows about the problem, how much the audience cares about the problem, what evidence will support my view, what evidence will convince the audience.</p> <p>Students will write a letter to compliment someone on a job that was well done. Ex. Students will write a letter to Annie Sullivan complimenting her on the work she did with Helen Keller. Students will identify what the action was, what virtues they saw in the person, and how the action made the writer feel. Students will use business letter format.</p>

Outcomes	Assessment	Strategies
		<p>Students will learn the format of haiku:</p> <ol style="list-style-type: none"> 1. Using no more than 17 syllables. 2. Arranging these often in lines of 5-7-5 syllables 3. Avoiding similes and metaphors 4. Retaining Japanese values <p>http://www.tecnet.or.jp/~haiku/gardenEA.htm</p> <p>And cinquain poetry:</p> <p>First Line: 2 syllables One word, giving title</p> <p>Second Line: 4 syllables Two words, describing title</p> <p>Third Line: 6 syllables Three words, expressing action</p> <p>Fourth Line: 8 syllables Four words, expressing a feeling</p> <p>Fifth Line: 2 syllables Another word for the title</p> <p>http://falcon.jmu.edu/~ramseyil/poeform.htm#F</p> <p>After reading a tall tale such as Paul Bunyan, students identify:</p> <ol style="list-style-type: none"> 1. A larger-than-life, or superhuman, main character with a specific job. 2. A problem that is solved in a funny way. 3. Exaggerated details that describe things as greater than they really are. 4. Characters who use everyday language, Students use these same characteristics to write a tall tale. <p>Students observe high interest pictures such as <i>The Angelus</i> by Millet. Reflectively students write what they think the picture is or what it means to the student. Direct the students to write a 5-7 word caption (description) for the picture.</p>

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

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<ul style="list-style-type: none"> • accept others' opinions and respond appropriately • demonstrate effective use of literal and evaluative questions • attempt to use special forms of language (dialects, accents in written dialogue) • plan, rehearse, and deliver a brief announcement including the necessary facts and key information • plan and conduct a person-to-person interview • use vivid vocabulary to describe • use clear, precise, organized language that reflects proper spoken English • use visuals such as charts or graphs when presenting for clarification • use teacher-selected multimedia equipment to illustrate ideas in oral language • use verbal and nonverbal elements of delivery including pronunciation, enunciation, body language, volume and eye contact 	<p>Students should give at least one oral presentation in each quarter. As they learn how to use other visuals to enhance the presentation they should use one appropriate visual in their oral presentations. The oral presentations may be made in any subject.</p>	<p>Restate what another says to that person's satisfaction.</p> <p>Use fact and opinion questions to seek information.</p> <p>Tell a story from a first person point of view using a dialect or accent.</p> <p>State the topic of a message. Give the message with details. Restate the details. Restate the message with a concluding statement.</p> <p>During Catholic Schools Week interview teachers on why they became teachers. Create interview questions together such as: What helped you decide to become a teacher? Practice with students how to use the responses to orally present the information they collected from the interview.</p> <p>Use an art picture for students to describe what they see and how it makes them feel.</p> <p>After creating a chart or graph of data in a science, social studies, or math class, students use the graph to orally present their information.</p> <p>Use a single computer screen or one overhead transparency to assist with presenting material for an oral presentation.</p> <p>Create a class rubric for oral presentations that include the following categories: delivery, body language, voice, eye contact and content.</p>

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

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> recognize persuasive techniques while listening 	<p>Have students write or illustrate persuasive techniques they hear on television or the radio for a given period of time.</p>	<p>Identify techniques that people use to persuade others: creating an emotional connection, making something sound good or bad, exaggerating, putting down. Watch teacher created video clippings from television and have students identify the persuasive techniques.</p> <p>In listening to student's persuasive writing, determine which techniques are used.</p>

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

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> • discuss the emotional impact of photos and how they aid understanding • classify television programs and other works according to genre (news, drama, comedy, science fiction, animation) • examine and evaluate effects of media in the family, home, and school 	<p>Create a media awareness unit. Talk about the impact of media on the emotions and the pros and cons of the media. Share the media unit with another grade or for a family grade level sharing.</p>	<p>Use the newspaper pictures to talk about how the picture makes the viewer feel.</p> <p>Review various genres (news, drama, comedy, science fiction, animation). Check students understanding of each genre and match with an example of a book or story they read. Use short video clips without the sound for students to practice identifying the genres. Then have students predict what the sounds will be in the video clip. View and listen again to check predictions.</p> <p>Conduct a media survey for the home. With the students create a checklist of all media that may be used in the home. Have families keep a survey on how much and often the media is used, what it is used for, and how the media makes the family feel. Keep track for about one week. Have students tally results using a data chart from math. Make report to families of results – with possible suggestions of alternate family activities.</p>