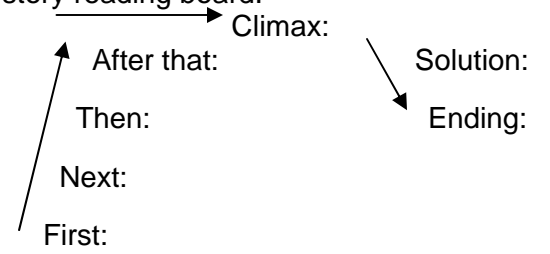


All students will understand and apply the knowledge of sounds, letters and word in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

*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"> <li>• recognize that printed materials provide specific information</li> <li>• use a glossary or index to locate information in a text</li> </ul>	<p>Use the glossary or index from content area textbooks to locate specific information or topic.</p>	<p>Keep various print materials available in the classroom: newspapers, magazines, books, advertisements. In content area subjects, decide which print format would give the information needed. (ex. weather)</p> <p>Use the index in the print format chosen to locate the information needed.</p>
<p>Phonological Awareness, Decoding and Word Recognition</p> <ul style="list-style-type: none"> <li>• listen and identify the number of syllables in a word</li> <li>• know sounds for a range of prefixes and suffixes (e.g., re-, ex-, -ment, -tion)</li> <li>• use letter-sound knowledge and structural analysis to decode words</li> <li>• use context to accurately read words with more than one pronunciation</li> </ul>	<p>Use a story that contains unfamiliar words, but decodable words, to assess students' use of the decoding checklist.</p>	<p>Using poetry with definite rhythm, have students clap out the number of syllables at the end of a line. Have students replace these words with other words having the same number of syllables.</p> <p>In all subject areas, have students search and listen for words that use the prefixes and suffixes studied.</p> <p>Create a matching game between a sentence with a missing word and the word that can be pronounced in two ways (ex. read). Have students orally select the appropriate word.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>recognize compound words</li> </ul>		Create a checklist for decoding words: Does the word have a root word I know? Does the word have a pre/suffix I know? Are there smaller words in the word I know? Is the word a compound word?
<b>Fluency</b> <ul style="list-style-type: none"> <li>recognize grade-level words accurately, quickly and with ease so that a text sounds like spoken language when read aloud</li> <li>read longer text and chapter books independently and silently</li> <li>read aloud with fluency and comprehension any text that is appropriately designed for grade level</li> </ul>	Provide regular opportunities for students to read before the class selections the student has practiced.	Post and practice oral reading of grade level words.  Provide at least ten minutes of silent reading each day.  Assign each student two-three sentences that the student practices reading before reading to the whole class. The number of assigned sentences can expand with the students' skill development.
<b>Reading Strategies</b> <ul style="list-style-type: none"> <li>set purpose for reading and check to verify or change predictions during/after reading</li> <li>use pictures and context clues to assist with decoding of new words</li> <li>use graphic organizers to build on experiences and extend learning</li> </ul>	Prior to reading, help students identify their purpose for reading the selection.	List statements about the text to be read that may be true or false. Let students predict if they think the statement is true or false. After reading, let students revise (if necessary) what the text told them.  Before reading any story/text, pre-read by "reading" all the pictures or graphics in the selection.

Outcomes	Assessment	Strategies
		<p>Create a graphic with the following categories:</p> <p>I know      Sounds familiar      Don't know</p> <p>Have students check the box that best describes where they are about the given topic.</p>
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> <li>infer word meanings from taught roots, prefixes and suffixes</li> </ul>	<p>Use flash card drills to practice word recognition and word meaning.</p>	<p>Create and display posters that illustrate the meanings of the studied prefixes and suffixes. Use the posters to assist students in identifying meanings of words using those prefixes and suffixes.</p>
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> <li>recognize purpose of the text</li> <li>distinguish cause/effect, fact/opinion, main idea/supporting details interpreting texts</li> <li>interpret information in graphs, charts and diagrams</li> <li>ask how, why and what-if questions in interpreting nonfiction texts</li> <li>discuss underlying theme or message in interpreting fiction</li> <li>summarize major points from fiction and nonfiction texts</li> <li>draw conclusions and inferences from texts</li> </ul>	<p>Allow students to choose a strategy that will allow them to explain what they understood about what they read (fiction or non-fiction).</p>	<p>For fiction text, have students create a story reading board.</p>  <p>Problem:</p> <p>Characters:      When:      Setting:</p> <p>For nonfiction text, have students orally or in writing complete the following exercise:</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>recognize first-person “I” point of view</li> <li>compare and contrast story plots, characters, settings and themes</li> <li>participate in creative responses to texts (e.g., dramatizations, oral presentations)</li> </ul>		<p><b>Expository Paragraph Frame</b></p> <ol style="list-style-type: none"> <li>I learned many interesting things about _____</li> <li>Next, I learned that _____</li> <li>Finally I learned that _____</li> <li>As you can see it is interesting to learn about _____</li> </ol> <p><b>Contrast Frame</b></p> <p>_____ and _____ are different in several ways. They are different in _____ because _____. They are different _____.</p>
<p>Inquiry and Research</p> <ul style="list-style-type: none"> <li>draw conclusions from information and data gathered</li> <li>read a variety of nonfiction and fiction books and produce evidence of understanding</li> </ul>	<p>In mathematics class, have students explain (orally or in writing) how they solved a problem.</p>	<p>Use the <b>Expository Paragraph Frame</b> (above) to demonstrate understanding of non-fiction information.</p> <p>Use a KWL chart to draw conclusions from information gathered.</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
<p>Word Study</p> <ul style="list-style-type: none"> <li>• alphabetize by the fourth letter</li> <li>• use synonyms, antonyms, homophones to develop vocabulary</li> <li>• spell regular and irregular plurals</li> <li>• use the plural of nouns ending in y</li> <li>• change singular nouns to singular possessive nouns</li> <li>• spell previously studied words and spelling patterns accurately</li> </ul>	<p>Students will correctly write singular, plural and possessive nouns in all writing.</p>	<p>Create a class dictionary.</p> <p>Students work in groups using pre-programmed file cards to alphabetize cards. Share answers with class, trade cards with another group and begin again.</p> <p>Brainstorm with students to create a class word list for synonyms, antonyms and homophones. Display list in room.</p> <p>Students create sentences using both singular and plural words, then change papers with a partner. The partners change the singulars into plurals and the plurals into singulars. Partners then correct together.</p> <p>Students create sentences showing ownership, then change into sentences with possessives. Ex. Sue has a white dog. – Sue’s dog is white.</p>
<p>Word Usage</p> <ul style="list-style-type: none"> <li>• define, use, spell contractions correctly: I’d, she’d, he’d, she’ll he’ll, they’ll, we’ll, what’s, here’s, who’s, that’s, couldn’t, shouldn’t, wouldn’t</li> </ul>	<p>Students writing checklist should include:</p> <ul style="list-style-type: none"> <li>• correct capitalization</li> <li>• change contractions</li> <li>• correct use of <b>I</b> and <b>me</b></li> </ul>	<p>Students convert contractions into the two words the contraction represents.</p> <p>Students change all contractions in formal writing to the words represented by the contraction.</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>• categorize common/proper nouns</li> <li>• use correctly: a, an, here is, here are, noun plurals, forms of good and bad</li> <li>• use signal words to express time, order, cause and effect</li> <li>• use <b>I</b> and <b>me</b> correctly in sentences</li> <li>• use agreement between the pronoun and its antecedent</li> <li>• use the verb <b>to be</b> in the present, past and future tense</li> <li>• use subject-verb agreement in writing</li> </ul>	<ul style="list-style-type: none"> <li>• agreement between pronoun and antecedent</li> <li>• correct use of the verb <b>to be</b> in past, present and future tense</li> <li>• subject-verb agreement</li> </ul>	<p>Students change all contractions in formal writing to the words represented by the contraction.</p> <p>Students create common and proper noun lists by going on a “common and proper noun hunt”. They then compare lists with classmates. Students defend choices for each list.</p> <p>After students create a class “signal word list”, they work in groups to create a time, order paragraph on a given topic such as <i>getting ready for school</i>. Working with partners, students practice signal words for cause and effect by creating a cause for their partner to write an effect, or an effect for the partner to write a cause.</p> <p>Students use <b>I</b> and <b>me</b> verbally or in writing sentences. Students learn the “Secret of the Pronoun Cover-up” for correct usage. Ex. – in the sentence: Tom and I went to the store. – Cover up Tom and read the sentence with a correct pronoun.</p> <p>Students play “Mystery Pronoun” where they must choose the correct pronoun to match the antecedent. Students also create silly pictures using wrong pronouns.</p> <p>Students create sentences with a specified tense of the verb <b>to be</b>. They then work in groups to create a paragraph with as</p>

Outcomes	Assessment	Strategies
		<p>many tenses as possible that still make the paragraph cohesive.</p> <p>Use oral sentence development for students to hear subject-verb agreement. Help students simplify the sentence by identifying the subject and verb and reading only those two words together.</p>
<p>Sentence Structure And Development</p> <ul style="list-style-type: none"> <li>• define/recognize subjects, predicates</li> <li>• write interrogative and exclamatory sentences, commands</li> <li>• write sentences combining the ideas from several shorter sentences</li> <li>• identify and transform run-on sentences into complete sentences</li> </ul>	<p>Students include in their writers checklist:</p> <ul style="list-style-type: none"> <li>• a variety of sentence types</li> <li>• no run-ons</li> <li>• very short sentences are combined</li> </ul>	<p>Students play “Sunny Yellow Subject/Perfect Purple Predicate” game. They use a yellow and purple crayon or highlighter to mark the subjects yellow and the predicates purple. They then share their answers.</p> <p>Students work with partners to take turns writing interrogative sentences and the partner answers with an exclamatory or command sentence.</p> <p>Students practice transforming run-on sentences by playing “Take Apart”. They take sentences apart and rewrite the run-on in two shorter sentences.</p> <p>Students practice combining shorter sentences that are displayed on the board or overhead. Students rewrite the sentences on their dry erase boards.</p>
<p>Punctuation/ Capitalization</p> <ul style="list-style-type: none"> <li>• use comma after an introductory word</li> <li>• use comma to separate words in a series</li> </ul>	<p>Students will proofread written work for correct use of commas and apostrophes.</p>	<p>Students will write sentence responses to questions by beginning with <i>yes</i> or <i>no</i>.</p> <p>Students will develop sentences using a</p>

Outcomes	Assessment	Strategies
<ul style="list-style-type: none"> <li>• use apostrophes in contractions</li> </ul>		<p>Series of adjectives such as: <i>The boy was tall, thin and sleepy.</i></p>
<p>Writing Skills</p> <ul style="list-style-type: none"> <li>• develop good beginning, middle and ending of story</li> <li>• write directions clearly</li> <li>• use descriptive words/phrases in story writing</li> <li>• use proper form of cursive: slant, size, height of letters, consistent shapes, proper alignment, margins, spacing</li> <li>• write cursive letters correctly: <ul style="list-style-type: none"> <li>-closed letters such as a, o, d</li> <li>-open loop such as e and l</li> <li>-dot i's and cross t's</li> </ul> </li> <li>• use a dictionary to locate specific words using guide words</li> </ul>	<p>During the revision stage of the writing process, students work to improve writing by adding or improving description.</p>	<p>Students use webbing to create story ideas and then use a graphic organizer to put together into a correct sequence. Create three columns with the headings beginning, middle and end at the top of the column. Students list their ideas under the appropriate column.</p> <p>Students create a simple picture and then give partner directions to recreate the exact picture. They then compare pictures and revise the directions.</p> <p>After identifying descriptive words/phrases in poems by Shel Silverstein, such as "Squishy Touch" and "The Dirtiest Man in the World" students create a story about one of the characters using phrases they have heard or created.</p> <p>Once students have learned the cursive alphabet, both upper and lower case, they are not allowed to use manuscript. All written work needs to be constantly corrected, and can be done quickly at a weekly conference.</p> <p>Class plays "I Spy Guide Words". Students share dictionary with a partner to locate page of a word called out by the teacher. The students must be able to give guide words found on the page.</p>



Outcomes	Assessment	Strategies
<p>Writing Process</p> <ul style="list-style-type: none"> <li>• use prewrite, draft, edit, revise and publish in the writing process</li> <li>• record ideas in sentence form for first draft</li> <li>• use a writing rubric/checklist independently and for peer conferencing</li> <li>• publish a final draft using computer</li> </ul>	<p>Students include all steps in the writing process in a working folder. At the end of each marking period the student and teacher consult on which product (including all the steps in the writing process) should be included in the student's portfolio.</p>	<p>Students follow the teacher's model for each step in the writing process. Once students become familiar with these steps, they use one a day for the week to work toward a published story by Friday.</p> <p>After using a web to organize ideas, students create complete sentences. Students order the sentences to create a first draft with attention to flow and order.</p> <p>After students become familiar with teacher created rubric, students together create a class rubric/checklist for specified writing. The rubric/checklist is posted in the classroom.</p> <p>Students choose one final draft from their portfolio to publish on the computer.</p>
<p>Genres</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> <li>• write a realistic narrative</li> <li>• write a fantasy narrative</li> <li>• write a personal narrative on a specific topic</li> <li>• write a new ending for a story</li> </ul>	<p>Students will write narratives that include characters, plot, setting and chronological order. The story will be easy to follow.</p>	<p>After listening to a story such as <i>When Joe Louis Won the Title</i> or <i>Grandfather's Journey</i>, students change ending or add more onto the story.</p> <p>The students listen to the story <i>Three Little Pigs</i> and then <i>The True Story of the Three Little Pigs</i>. Taking another fairy tale such as <i>Little Red Riding Hood</i> the students then create a story from another character's point of view.</p>

Outcomes	Assessment	Strategies
<p><u>Descriptive</u></p> <ul style="list-style-type: none"> <li>develop descriptive writing using adjectives</li> <li>develop descriptive writing without overused words such as nice, big, fun, etc.</li> </ul> <p><u>Expository</u></p> <ul style="list-style-type: none"> <li>write a summary to include important details</li> <li>write directions on how to make something</li> <li>use questions as a guide in writing a report</li> </ul>	<p>Students revise writing with appropriate description.</p> <p>Students will answer in writing a question posed from a content area that requires details. Students can use their own knowledge or other sources to write the answer to the question.</p>	<p>After completing a class project or taking a class trip, students write a personal narrative about it. These are then bound into a class book for all to share.</p> <p>Using “feel” bags or boxes, students feel what is inside the box without looking. They write a few sentences to describe what they felt and what they think the object is. The content of the box is shown after sentences have been shared.</p> <p>Class creates a “Tired Word List” and lists alternatives to overused words. List is posted in the class.</p> <p>Predict the final outcome of a story using details to support the choice. Write the predicted outcomes in a paragraph form.</p> <p>As a class, create a small easy project such as multicolored crosses using construction paper. Write each step in order. Students then create their own “HOW TO” project with steps in correct order and share projects and decorations with class.</p>

Outcomes	Assessment	Strategies
<p><u>Persuasive</u></p> <ul style="list-style-type: none"> <li>• use persuasion to support an action</li> </ul> <p><u>Writing Forms</u></p> <ul style="list-style-type: none"> <li>• write a thank you letter</li> <li>• correctly address an envelope</li> <li>• write an original couplet</li> <li>• write a personal journal</li> </ul>	<p>All persuasive writing will include a statement of the problem, the writer's choice and at least two reasons to support the choice.</p>	<p>Students work in groups to brainstorm what they want to know about a specific topic. Using these questions as guides, students read print material seeking the answers to their questions. They use the information to write a report on the topic.</p> <p>Write a persuasive commercial to support a product.</p> <p>Write a reflective piece on why they chose a certain strategy (such as in math) to solve a problem.</p> <p>Write a reflective piece that explains why the student chooses to do what is right.</p> <p>Write a thank you letter to an adult in the school thanking the adult for something s/he did. Send/deliver the thank you.</p> <p>Correctly address the envelope for the thank you note.</p> <p>After listening to several couplets, students create several class couplets. Students then create their own.</p> <p>After reading a story such as <u>Chameleon Was A Spy</u> students work in groups to create a new ending for the story.</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>• elicit others' comments or opinions</li> <li>• give applicable feedback related to topics of discussion</li> <li>• assume individual roles in a variety of group situations</li> <li>• support an opinion with details</li> <li>• use a range of vocabulary related to a particular topic</li> <li>• adapt language to persuade, explain, or seek information</li> <li>• incorporate synonyms and antonyms to enhance speaking</li> <li>• use notes, pictures, and graphic organizers to plan and execute an oral presentation</li> <li>• attempt to revise future presentations based on feedback from peers and teacher</li> </ul>	<p>Students will interpret personalities of the characters in the story they read or heard by acting out scenes from the stories or by changing the ending of the story.</p> <p>Students will deliver an oral report using guidelines suggested in a class-created rubric. The rubric will contain categories for topic development and oral presentation.</p>	<p>After listening to a story such as <i>Ben and Me</i>, students will interview Ben to ask him questions discussed in the book. Students can work in groups to take the part of Ben and the interviewer.</p> <p>Students secretly select a scenario the teacher has described on a card. The scenario will ask students to act out a situation that requires persuasion, explanation, or seeking information. The audience determines what the intent of the actors is.</p> <p>Students will select a social studies topic (or teacher will assign a topic). As a class students will design questions that need to be answered about the topic. Students will individually brainstorm ideas on the topic and divide the topic into three major points based on the questions. Students will make notes on three separate cards to address the major points. Students will also create a graphic to illustrate the presentation of the topic. Students will deliver their presentations orally.</p> <p>The class will work together to create a rubric for creating and delivering an oral presentation. Students will use the rubric to give and receive feedback.</p> <p>Using feedback from the first presentation, students will work to develop and deliver another presentation using the same rubric.</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"> <li>• connect messages heard to prior knowledge and experiences</li> <li>• share information through speaking and listening and through nonverbal messages</li> <li>• follow at least three-step oral directions</li> </ul>	<p>Frequently have students assess what they hear by determining if it is something that is familiar to them. Students can share this information with a partner, in small groups, or with the whole class.</p>	<p>After listening to information, students will indicate on a class chart how familiar the information is to them by signing their initials in one of the boxes:</p> <p><i>I know this   Sounds familiar   Don't know</i></p> <p>Students will act out titles of books through charades. Then students will play "Post Office" (whisper a message to one person who passes it on to the next until the message goes all around). Students will determine which form of communication is better and why.</p> <p>Students in groups will create a three-step direction for completing a task. Each group will tape record their directions. Each group will have the opportunity to listen to the tapes and complete the activity following the directions given.</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>identify the central theme and main ideas in different media</li> </ul>	<p>Student gathers various media around a chosen topic. The student displays the media and classmates guess the them.</p>	<p>Choose a chapter of a science or social studies textbook. Have students preview the chapter by looking at the titles, headings, the pictures, and graphics. Have students predict what the chapter will include and what they may learn in the chapter.</p>