

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
Concepts About Print		
Phonological Awareness, Decoding and Word Recognition <ul style="list-style-type: none"> • distinguish among the spellings of words that are similar in sound • apply spelling rules that aid in correct spelling • continue to use structural analysis and context analysis to decode new words 	Students are required to spell correctly all words that follow spelling rules.	Create an age-appropriate classroom poster of all spelling rules. Generate examples of words for each rule. Analyze structure of words for word patterns. Create similes for words that are new in context to study meanings. <i>Ex.: The protagonist is like the center of a sunflower.</i>
Fluency <ul style="list-style-type: none"> • read aloud in selected texts reflecting understanding of the text and engaging the listener 	Read text selection of choice conveying meaning through posture, voice, enunciation, and emotion. Use a rubric for assessment.	Introduce, practice, and apply the rules of forensics for reading various genres.
Reading Strategies <ul style="list-style-type: none"> • monitor reading for understanding by setting a purpose for reading 	Through journal writing, student shares purpose for reading specified text.	Present questions prior to reading to assist students in determining a purpose for reading. Identify the purpose. Determine various purposes for reading.

Outcomes	Assessment	Strategies
<p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> develop an extended vocabulary through both listening and reading independently clarify word meanings through the use of a word's definition, example, restatement or contrast 	<p>Require students to use selected vocabulary from any subject area at least five times within a week in speaking or writing</p>	<p>Create subject area vocabulary lists. Distinguish between reading and speaking vocabulary.</p> <p>Create words of different parts of speech by changing/adding word endings. Ex., mobilize, mobility, mobile</p>
<p>Comprehension Skills and Response to Text</p> <ul style="list-style-type: none"> articulate the purposes and characteristics of different genres analyze ideas and themes found in texts locate and analyze the elements of setting, characterization and plot to construct understanding of how characters influence the progression and resolution of the plot read critically and analyze poetic forms (e.g., ballad, sonnet, couplet) integrate text ideas through journal writing, discussion and enactment 	<p>Compare literature selections written covering the same historical time period. Students will identify the genre and determine the theme developed by the author.</p> <p>Students will find selections from literature that relate to the same topic. They will compare how the characters are developed by the authors and how character development relates to the theme.</p>	<p>Using a story such as <i>The Outsiders</i>, identify the culture – including the groups – of the characters. Determine how the culture and groups influence the character's actions and reactions and how this influences the development of the plot. Identify major themes in the story and then have students find other literature (including music) that relates to the same theme.</p>
<p>Inquiry and Research</p> <ul style="list-style-type: none"> produce written and oral work that demonstrates comprehension of informational materials begin to develop and collect materials for a portfolio that reflects personal interest 	<p>Students will give a 3 – 5 minute oral and visual presentation on area of interest. Students will share artifacts from the personal portfolio as part of the presentation.</p>	<p>Students will choose an area of interest – comic books, piano, tennis, etc. Students will begin to gather materials that reflect personal interest – informational as well as entertaining materials. Students will organize a portfolio reflecting the area of interest.</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"> • use coordinating and subordinating conjunctions 	Students will select the most appropriate conjunctions to communicate a written idea.	Use conjunctions to change simple sentences to compound or complex sentences. Use conjunctions to revise run-on sentences.
Word Usage <ul style="list-style-type: none"> • employ rules of grammar in use of clauses, as well as simple, compound and complex sentences 	Students will use commas correctly with phrases and clauses.	Students will change phrases and/or clauses to complete sentences and use the sentence structure that most clearly communicates the idea. This is done within the context of a complete paragraph or composition.
Sentence Structure and Development <ul style="list-style-type: none"> • use complex and compound/complex sentences 	Students will revise writing incorporating compound, complex and compound/complex sentences where appropriate.	Revise a paragraph of simple sentences with compound, complex or compound/complex sentences.
Punctuation/Capitalization <ul style="list-style-type: none"> • use commas to set off words or phrases that interrupt the sentence • use apostrophes for possessive nouns • italicize and capitalize appropriately books, magazines, plays, works of art and movies 	Add commas for clauses and phrases, apostrophes and capitalizing and italicizing proper nouns to the editor's checklist. Students use checklist for preparing final copies.	Present the eight rules for possessives. Then give students words to determine which rule to follow for making possessives. Use the computer to practice italicizing and capitalizing books, magazines, etc. Practice using a bibliography format.
Writing Skills <ul style="list-style-type: none"> • take notes from written materials and electronic data information 	Have students use written notes only to orally and/or in writing write a brief explanation of the notes in one to two sentences.	After reading a selection, determine the main idea and the subtopics. Ask the 5 W questions to identify subtopics. Summarize the information.

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<ul style="list-style-type: none"> • use transitional words and phrases to make smooth transitions from paragraph to paragraph • use a thesaurus to develop writing 		<p>Determine what will be said in each paragraph. Create an end transitional sentence to lead into the next paragraph.</p> <p>Use the computer thesaurus tool to teach selection of the most appropriate word.</p> <p>Use analogies to develop thesaurus use.</p>
<p>Writing Process</p> <ul style="list-style-type: none"> • edit and revise complex and compound-complex sentences • elaborate upon ideas 	<p>Students submit all forms of the writing process. Students indicate where sentences were revised and demonstrate in revisions how ideas were elaborated.</p>	<p>Conference during the writing process after a first draft has been written. Students work in groups of three. Students read written selection to each other and the listeners ask one or two questions about the shared selection. The writer writes the questions posed by the listeners but does not answer the question. The writer chooses one of the questions to elaborate on the ideas and revise the selection with the elaborated idea.</p>
<p>Genres</p> <p><u>Narratives</u></p> <ul style="list-style-type: none"> • use folk tale attributes to create a narrative • create a drama • create a short story 	<p>Teacher presents a general topic and students create an outline for writing a folk tale, drama and short story about the topic. Students choose one genre to bring to publication.</p>	<p>Select a folk tale to read (Paul Bunyan, Pecos Bill). Discuss the stereotypes/attributes of the tale. Change two or more parts of the plot. Rewrite the story with the new twist. <u>See also: http://artsedge.kennedy-center.org/teaching_materials/curricula/curriculum.cfm?curriculum_id=439&mode=objectives</u></p> <p>Select a drama such as <i>The Diary of a Young Girl</i>, <i>The Miracle Worker</i>, <i>Our Town</i>. After reading the drama, work with students to identify components of a drama. Select a science topic, a time in Church history, or a historical time period for students to create mini-drama in response to the topic or time period.</p>

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<p><u>Descriptive</u> use similes to develop descriptive writing</p> <p><u>Expository</u></p> <ul style="list-style-type: none"> • create and use an outline with major headings and two levels of subheadings • paraphrase written material • create persuasive arguments with factual information <p><u>Writing Forms</u></p> <ul style="list-style-type: none"> • write a business letter of exchange • write a ballad 	<p>Create a poem that incorporates similes as the form.</p> <p>Students create an outline to respond to an essay question.</p> <p>Choose a debate topic for the class. Students gather factual information to support their side.</p> <p>Send the letter for the exchange item. Follow up with the business on the next steps in the process.</p> <p>Students create historical ballads to explain a happening of a specific time period</p>	<p>Work with students to identify characters, setting, point of view, plot and theme in short stories read together. Have students divide into groups for each of the five characteristics of the short story. Each group will develop several examples for each aspect. Students will then select one example from each group to create original short stories.</p> <p>Select a paragraph that describes an object-an animal, a thing. Have students create similes to describe the animal or thing and use it in the paragraph.</p> <p>Begin outlining with a concept map. Place the main idea in the middle and major ideas from the main idea. Add subtopics to the major ideas. Have students convert the concept map into an outline.</p> <p>Use a class textbook to select a section that gives factual information. Work with students to distinguish between quoting and paraphrasing. Select one or two sentences for students to paraphrase. Require students to include the reference.</p> <p>Write a persuasive letter of application to a high school, organization, etc. Include factual information.</p>

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		<p>Gather information from parents, grandparents, teachers, or the principal on an item that has recently been ordered and needs to be returned. Interview the person who placed the order on reasons for returning the ordered merchandise. Organize the information into a business letter for exchange or item or refund of money.</p> <p>For a complete lesson/unit on ballads see: http://www.warrennet.org/wtsd/medieval/ballad_lesson_plan.html</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"> • present ideas and opinions spontaneously in response to a topic or other speakers. • define group roles using consensus to ensure task is understood and completed • paraphrase others' comments to clarify viewpoints • question to clarify others' opinions • develop and use advanced vocabulary related to a topic • use language that stimulates an audience's interest • use varied sentence structure for impact • apply transitional words and phrases to sequence an oral presentation • expand oral language repertoire by practicing introductions • use writing to prompt discussion and enhance planning of formal and informal presentations 	<p>In giving oral responses in class, students should relate what they are saying to what was said by other classmates.</p> <p>Students should give at least one oral presentation monthly in various subject areas. Assessment of presentations should be based on a class-developed rubric for oral presentations. Categories should include: voice, sequence and transitions, content, use of props, eye contact, audience awareness, speaking to specified topic.</p>	<p>Restate another's opinion and present a personal opinion. Explain how the personal opinion agrees or disagrees with the other person's opinion and why.</p> <p>Plan a group activity such as a class trip and use consensus to assign and complete tasks.</p> <p>Paraphrase what another person said and ask clarifying questions to engage in a dialogue on the topic.</p> <p>Create a simile that will describe a favorite meal, place, book, activity, etc. Use the simile in an oral presentation to describe what is favored.</p> <p>Make an oral presentation that explains a sequential happening: How a bill becomes a law The Rite of Confirmation Use transitional words and phrases to present the sequence.</p> <p>Introduce a character in a book for a book report. Describe the character and include what the character likes, thinks,</p>

Outcomes	Assessment	Strategies
		<p>feels and how the character acts.</p> <p>Use visual graphic organizers to help plan oral presentations.</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"> • demonstrate active listening behaviors in a variety of situations such as one-to-one and small groups • give appropriate feedback to a variety of speakers • recognize persuasive techniques and credibility in oral communication • interpret a speaker’s verbal and nonverbal messages, purposes and perspectives • critique oral presentation using agreed-upon criteria (rubric) • compare and contrast oral selections and determine the most valuable supporting data to use in group or individual projects 	<p>Students will be assessed for oral presentations using the class created rubric.</p>	<p>Work with a group of students in a literature circle to accomplish given tasks. The group will determine how students will take turns speaking, who will be responsible for specific roles, how the group will respond to the other groups. Students will evaluate their own participation as a group member and will evaluate their group members.</p> <p>As a class, students will decide on selective criteria for group presentations: (sticks to the topic, provides accurate and interesting information, includes all members, keeps to the time limit, etc.). In small groups students will develop rubrics for the criteria. Students will decide on and use a class rubric for oral presentations.</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"> • identify aspects of print and electronic texts that support the author’s point of view • consider the use of setting in conjunction with other elements (theme, characters, etc.) to support media presentations • compare and contrast a news story across different news sources • develop criteria to judge the effectiveness of visual and verbal presentations • understand television, video games, music and motion picture ratings as measurements of content appropriateness 	<p>Students become “assessors” of media within and outside the school by determining appropriateness, truthfulness, charity and justness of the communication.</p>	<p>In discussing a current event issue, students will read opposing texts – some that support and others that do not support a person’s point of view. Discuss with class how they determine the accuracy of the reporting.</p> <p>Study a series of commercials on a specific theme such as food. Have students note the setting and characters advertisers use to support their product.</p> <p>Use the local paper and <i>The Dialog</i> to create a comparative report of a current issue.</p> <p>Study ratings given to media. Have students review the rating of a specific piece of music, a video game, etc. and determine their level of agreement with the given rating.</p> <p>Let students rate the evening news, a cartoon, a movie or commercials.</p>