

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM**

GRADE 3

<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.1.3 Learning to Read Independently</p>						
<p>A. Identify the purposes and types of text (e.g., literature, information) before reading.</p>	<ul style="list-style-type: none"> •Use the key strategy of evaluating author’s purpose. •Recognize realistic fiction, nonfiction, magazine article, poem, photo essay, folk tale, and folklore as literary genre. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Technology • Learning centers • KWL chart • Guided practice • Independent practice • Cooperative learning 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Workbook • Guided reading materials • Trade books • Transparencies • Re-teaching and practice materials • Assessments 	<ul style="list-style-type: none"> • End of unit tests • Observations • Portfolio • Teacher checklist • Teacher-made assessment 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications <ul style="list-style-type: none"> • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.1.3 Learning to Read Independently</p>						
					<ul style="list-style-type: none"> •Visual aids •Alternate testing •Paraprofessional support •Learning centers •Leveled trade books •Study guides 	

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<p>B. Preview the text formats (e.g., title, headings, chapters, and table of contents).</p>	<ul style="list-style-type: none"> • Use picture clues. • Identify text types and structures. <p>Need consistent nonfiction materials across the district</p>	<ul style="list-style-type: none"> • Direct instruction • Modeling • Learning centers • Guided practice • Independent practice • Cooperative learning 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Workbook • Guided reading materials • Trade books • Transparencies • Grammar, usage and mechanics • Re-teaching and practice materials • Assessment 	<ul style="list-style-type: none"> • Quick check • Observations • End of unit test • Short answers • Standardized tests 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections

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<p>1.1.3 Learning to Read Independently</p>						
<p>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p>	<ul style="list-style-type: none"> • Spell words with short and long vowel sounds. • Use context clues to determine multiple meanings of words. • Identify and spell consonant blends. • Use picture clues to determine article content. • Spell words with silent letters. • Spell words with digraphs • Use picture clues to aid story comprehension. • Spell homophones. <p>Need to supplement with more affixes.</p>	<ul style="list-style-type: none"> • Direct instruction • Modeling • Word mapping • Learning centers • Guided practice • Independent practice 	<ul style="list-style-type: none"> • Workbooks • Black line technology • Teacher-made activities • Learning centers • Games 	<ul style="list-style-type: none"> • Spelling tests • Observations • Endo of unit test • Journals • Writing samples 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component • Games

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<p>1.1.3 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Spell words containing prefixes and suffixes. • Identify suffixes and structural clues. • Use context clues to determine word meanings. • Spell words with r-controlled vowels. • Recognize synonyms and antonyms. 				<ul style="list-style-type: none"> • Visual aids • Alternate testing • Paraprofessional support • Learning centers • Leveled trade books • Study guides 	

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<p>D. Read text using self-monitoring comprehensions strategies (e.g., predict, revise predictions, re-read, use text organization including headings, graphics, and charts, and adjust reading rate).</p>	<ul style="list-style-type: none"> • Make and confirm, predictions when reading • Use visual skills. • Summarize portion of text. • Use sequencing • Identify locations and times in setting. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • KWL chart • Guided practice • Independent practice • Journals 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Workbook • Transparencies • Games 	<ul style="list-style-type: none"> • Student self-assessment • Workbook • Black line masters • Portfolio • Teacher checklist • Observation • Graphic organizer • Conferences • Quizzes • End of unit test • Standardized tests 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component • Games

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<p>1.1.3 Learning to Read Independently</p>						
<p>E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use dictionary when appropriate.</p>	<ul style="list-style-type: none"> • Use context clues to determine multiple meanings of words. • Use structural clues to explain compound words. • Complete a cloze paragraph with given vocabulary. • Use definitions/ examples to learn concept words. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Journals • Guided practice • Independent practice • Cooperative learning • Cloze writings 	<ul style="list-style-type: none"> • Literary source book • Teacher’s literacy source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials 	<ul style="list-style-type: none"> • Cloze procedures • Writing samples • End of unit tests • Standardized tests • Workbook pages • Black line masters 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.1.3 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Recognize homographs and homophones. 				<ul style="list-style-type: none"> • Visual aids • Alternate testing • Paraprofessional support • Learning centers • Leveled trade books • Study guides 	

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<p>1.1.3 Learning to Read Independently</p>						
<p>F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</p>	<ul style="list-style-type: none"> • Use definitions/ examples to learn concept words. • Complete a cloze paragraph with given vocabulary. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Journals • Guided practice • Independent practice • Cooperative learning • Cloze writings 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Workbook • Guided reading materials • Trade books • Transparencies • Grammar, usage and mechanics • Spelling practice • Re-teaching and practice materials • Assessments 	<ul style="list-style-type: none"> • Student self-assessment • Portfolio • Teacher checklist • Observation • Conferences • Quizzes • End of unit tests • Standardized tests • Teacher-made tests 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.1.3 Learning to Read Independently</p>						
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text. • Re-tell or summarize the major ideas, themes or procedures of the text. • Connect the new information or ideas in the text to known information. • Clarify ideas and understandings through rereading and discussion.</p>	<ul style="list-style-type: none"> • Sequence events. • Transfer learning to a new text. • Identify author’s purpose. • Identify the elements of fiction and non-fiction. • Summarize a short passage. • Apply personal experience to bring meaning to text. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative learning • Practice • Technology 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Cloze procedure • Writing samples • End of unit tests • Standardized tests • Workbook pages • Black line masters • Informal assessment 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.1.3 Learning to Read Independently</p>						
<ul style="list-style-type: none"> • Make responsible assertions about the text by citing evidence from the text. 	<ul style="list-style-type: none"> • Identify main idea/details • Compare/contrast • Summarize a story. • Draw conclusions. • Identify problems and solutions. • Recognize the theme of a story. • Express ideas by dictating/writing. 				<ul style="list-style-type: none"> • Visual aids • Alternate testing • Paraprofessional support • Learning centers • Leveled trade books • Study guides 	

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<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • 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. (Recommend: 25 books/year). 	<ul style="list-style-type: none"> • Adjust reading rate to difficulty of text. • Identify literary genres. • Interpret a poem. • Read expressively. • Make judgments about character actions. • Draw conclusions about story information. • Read chorally. • Evaluate author’s purpose. • Find the problem and solution in a story. • Summarize story facts. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative learning • Practice • Technology 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games • Trade books 	<ul style="list-style-type: none"> • Teacher observation • Informal reading inventories • Workbook pages • Black line masters • End of unit tests • Standardized tests • Book reports • Quick check • Graphic organizers • Writing samples 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.2.3 Reading Critically in All Content areas</p>						
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion within text. • Distinguish between essential and nonessential information within a text. • Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text. 	<ul style="list-style-type: none"> • Use the comprehension strategy of compare and contrast. • Draw conclusions from the text • Distinguish between fact and opinion. • Make inferences. • Categorize and chart information. • Identify cause and effect. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Practice • Literature circles • Role play • Discussion 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games • Trade books 	<ul style="list-style-type: none"> • Book reports • Journals • Workbook pages • Black line masters • End of unit tests • Standardized tests • Classroom quizzes 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. • Audio visual tapes 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.2.3 Reading Critically in all Content Areas</p>						
<ul style="list-style-type: none"> • Analyze text organization and content to derive meaning from text using established criteria. 	<ul style="list-style-type: none"> • Analyze information. • Evaluate author’s viewpoint • Develop critical thinking skills. • Identify problems and solutions. • Recognize cause and effect. • Recognize informational texts. 				<ul style="list-style-type: none"> • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.2.3 Reading Critically in all Content Areas</p>						
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Use electronic media for research. • Identify techniques used in television and use the knowledge to distinguish between facts and misleading information. 	<ul style="list-style-type: none"> • Utilize technology to view stories in a variety of media. • Sort and organize information as factual or misleading. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games • Trade books 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.2.3 Reading Critically in all Content Areas</p>						
<p>• Assess the quality of media project (e.g., script, play, audiotape) that has been developed for a targeted audience.</p>					<ul style="list-style-type: none"> • Audio visual tapes • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.2.3 Reading Critically in all Content Areas</p>						
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> • Use the steps in the writing process to write one of the following: -narrative paragraph -descriptive paragraph -research report - friendly letter 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Journals • Writing process 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Work sample analysis • Writing samples • Conferences • End of unit tests • Rubrics • Teacher checklist • Self-assessment 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.2.3 Reading Critically in all Content Areas</p>						
					<ul style="list-style-type: none"> • Audio visual tapes • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.3.3 Reading, Analyzing, and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>	<ul style="list-style-type: none"> • Recognize and analyze the literary genre of: -fiction -non-fiction -poetry -articles • Summarize a reading selection. • Evaluate author’s purpose. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Journals • Practice • Discussion 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Observation • Book reports • Journal • Projects • Portfolio • Cloze • Graphic organizer • End of unit tests • Standardized tests • Teacher-made assessments 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.3.3 Analyzing and Interpreting Literature						
					<ul style="list-style-type: none"> • Audio visual tapes • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.3.3 Analyzing and Interpreting Literature</p>						
<p>B. Identify literary elements in stories describing characters, setting and plot.</p>	<ul style="list-style-type: none"> • Complete a story map. • Identify setting of a story. • Sequence events in a story. • Analyze a character by his actions and words. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Journals • Practice • Discussion • Technology 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Book report • Projects • Presentation/ demonstration • Graphic organizers • End of unit tests • Standardized tests • Teacher-made assessments • Conferences 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Audio visual tapes • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
<p>C. Identify devices in stories (e.g., rhyme, rhythm, personification).</p>	<ul style="list-style-type: none"> • Identify and interpret figurative language. • Recognizing personification. • Identify and analyze poetry. <p>Need consistent material across the district.</p>	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Cooperative groups • Learning centers • Journals • Discussion • Guided practice • Use expression, rhyme and rhythm to read a poem. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Graphic organizers • Journals • Discussion • Observation • Workbook pages • Black line masters • Quick check 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Audio visual tapes • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
<p>D. Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).</p>	<ul style="list-style-type: none"> • Differentiate poetry from other written mediums. • Interpret a poem. • Identify descriptive language to aid visualization. • Identify the structure of a poem. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literary source book • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Graphic organizers • Journals • Discussion • Writing samples 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Instructional games • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Audio visual tapes • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
<p>E. Identify the structures in drama (e.g., dialogue, story enactment, acts, scenes).</p>	<ul style="list-style-type: none"> • Identify the literary element of dialogue. • Identify dialogue through the use of quotation marks. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teachers manual • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Discussion • Observation • Workbook pages • Black line masters 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Re-read • Technology • Peer tutoring • Re-test • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications • Cultural connections component

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>	<ul style="list-style-type: none"> • Read expressively. • Read realistic fiction. • Comprehend poetic language. • Dramatize a story. • Role play. • React to poem. • Summarize a reading selection. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Cooperative groups • Learning centers • Journals • Discussions • Guided practice • Independent practice 	<ul style="list-style-type: none"> • Student Anthology • Teacher’s manual • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Graphic organizers • Discussion • Observation • Writing samples 	<ul style="list-style-type: none"> • Review • Reteach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Reread • Instructional games • Technology • Peer tutoring • Retest • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Research projects • Real-life applications

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<p>1.3.3 Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> • CD's • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Leveled trade books • Study guides 	

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<p>1.4.3 Types of Writing</p>						
<p>A. Write narrative pieces (e.g., stories, poems, plays). • Include detailed descriptions of people, places and things. • Use relevant illustrations. • Include literary elements.</p>	<p>• Use the writing process to create a variety of writing.</p>	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Writing process • Technology • Guided practice • Independent practice • Cooperative groups • Journals • Discussions 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manual • Dictionaries/Glossaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Rubric • Writing samples • Graphic organizers • Journals • Conferences • Portfolio • Student self-assessment- 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Reread • Instructional games • Technology • Peer tutoring • Retest • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Enrichment packets • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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<p>1.4.3 Types of Writing</p>						
					<ul style="list-style-type: none"> • CD's • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Study guides 	

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.4.3 Types of Writing</p>						
<p>B. Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.</p>		<ul style="list-style-type: none"> • Modeling • Graphic organizers • Writing process • Technology • Guided practice • Independent practice • Cooperative groups • Direct instruction 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manual • Dictionaries/Glossaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Graphic organizers 	<ul style="list-style-type: none"> • Teacher check list • Rubric • Writing samples • Journals • Portfolio • Student self-assessment 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Reread • Instructional games • Technology • Peer tutoring • Retest • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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<p>1.4.3 Types of Writing</p>						
					<ul style="list-style-type: none"> • Alternate testing • Paraprofessional support • Visual aids • Learning centers • Study guides 	

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.4.3 Types of Writing</p>						
<p>C. Write an opinion and support it with facts.</p>	<ul style="list-style-type: none"> • State an opinion and support it with appropriate facts. • Recognize elements of fact and opinion. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manual • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Journals • Graphic organizers • Workbook pages • Black line masters 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Reread • Instructional games • Technology • Peer tutoring • Retest • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.4.3 Types of Writing						
					<ul style="list-style-type: none"> • Alternate testing • Paraprofessional support • Visual aids • Learning centers 	

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<p>1.5.3 Quality of Writing</p>						
<p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p>	<ul style="list-style-type: none"> • Use the steps in the writing process to write different types of genre, maintaining an appropriate focus, topic, task and audience. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Writing process • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manual • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Journals • Portfolios • Teacher observation • Rubrics 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach • Alternative assignments • Extended time • Reread • Instructional games • Technology • Peer tutoring • Retest • Real-life applications • Analyze work and make corrections. 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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<p>1.5.3 Quality of Writing</p>						
					<ul style="list-style-type: none"> • Alternate testing • Paraprofessional support • Visual aids 	

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<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5.3 Quality of Writing</p>						
<p>B. Write using well developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information. • Write a series of related sentences or paragraphs with one central idea. • Incorporate details relevant and appropriate to the topic. 	<ul style="list-style-type: none"> • Use graphic aids to gather and organize information. • Use process writing to develop sequence. • Identify the main ideas and supporting details. • Use the steps in the writing process to write. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Technology • Practice • Guided practice • Independent practice 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manual • Dictionaries/Glossaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Teacher checklist • Writing samples • Observation • Teacher-made assessments • Workbook pages • Black line masters • Rubrics 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Extended time • Reread • Technology • Peer tutoring • Real-life applications • Analyze work and make corrections. • Paraprofessional support • Visual aids • Learning centers 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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<p>1.5.3 Quality of Writing</p>						
<p>C. Write with controlled and/or subtle organization. Sustain a logical order Include a recognizable beginning, middle and end.</p>	<ul style="list-style-type: none"> • Use the steps in the writing process to organize and write different genres sustaining logical order and having an identifiable beginning, middle and end. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Writing process • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Dictionaries/Glossaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Writing samples • Rubrics 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Extended time • Reread • Technology • Peer tutoring • Retest • Real-life applications • Analyze work and make corrections. • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Real-life applications

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<p>1.5.3 Quality of Writing</p>						
<p>D. Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs. 	<ul style="list-style-type: none"> • Combine and expand sentences to add variety to writing. • Identify action verbs and descriptive language. • Practice using adjectives in writing. • Identify homophones. • Use commas to separate words in a series. • Use apostrophes and contractions. • Use examples of subject/object pronouns. • Recognize that the subject and verb must agree in number. • Identify indentation of paragraphs. • Identify complete predicates. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Technology • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manual • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Thesaurus 	<ul style="list-style-type: none"> • Theme tests • Writing samples • Rubrics 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Extended time • Reread • Instructional games • Technology • Peer tutoring • Real-life applications • Analyze work and make corrections. • Paraprofessional support • Visual aids • Alternative evaluation 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications • Games

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<p>1.5.3 Quality of Writing</p>						
<p>E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.</p>	<ul style="list-style-type: none"> • Combine and expand sentences to add variety to writing. • Identify sequential key steps in a process. • Use the steps in the writing process to create a composition. • Organize a list of events sequentially. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Technology • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Writing samples 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Extended time • Instructional games • Technology • Peer tutoring • Retest • Analyze work and make corrections. • Paraprofessional support • Visual aids • Alternative evaluation 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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<p>1.5.3 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, verbs, adjectives, adverbs and conjunctions properly. • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). </p>	<ul style="list-style-type: none"> • Identify and use correctly: -4 types of sentences -nouns -verbs -subject/verb agreement -pronouns -adjectives/articles -adverbs -conjunctions -punctuation -capitalization -spelling rules 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Writing samples • Theme Skills Test 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Extended time • Instructional games • Reread • Technology • Peer tutoring • Retest • Analyze work and make corrections. • Visual aids • Alternative evaluation 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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<p>1.5.3 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> • Present and share written work. 	<ul style="list-style-type: none"> • Modeling • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Presentations and demonstrations • Conferences • Multi-media presentations • Rubric 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Extended time • Technology • Peer tutoring • Visual aids • Leveled trade books 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Research projects • Real-life applications

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<p>1.6.3 Speaking and Listening</p>						
<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask questions as an aid to understanding. • Distinguish fact from opinion 	<ul style="list-style-type: none"> • Use listening as a learning tool. • Communicate thoughts and feelings. • Share experiences. • Listen for information. • Share stories. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials 	<ul style="list-style-type: none"> • Teacher observation • Teacher checklists • Conferences 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Extended time • Peer tutoring • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Real-life applications

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<p>1.6.3 Speaking and Listening</p>						
<p>B. Listen to a selection of literature (fiction and/or nonfiction). • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. • Identify and define new words and concepts.</p>	<ul style="list-style-type: none"> • Make predictions based on prior knowledge and experience. • Analyze character. • Set learning goals by reflecting on the past. • Sequence events in a story. • To retell stories. • Listen to, appreciate and enjoy a story. • Communicate thoughts and feelings. • Share experiences. • Respond to a story. • Listen for information. • Make observations. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manual • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology • Games 	<ul style="list-style-type: none"> • Discussion/ observation 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Extended time • Technology • Peer tutoring • Retest • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Design materials for use in peer tutoring • Research projects • Real-life applications

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<p>1.6.3 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> • Use appropriate volume. • Pronounce most words accurately. • Pace speech so that it is understanding. • Demonstrate an awareness of audience. </p>	<ul style="list-style-type: none"> • Read chorally. • Read expressively. • Role-play. • Read a variety of selections in oral form. • Communicate ideas about a personal experience. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Presentations • Observation 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Real-life applications • Extended time • Technology • Peer tutoring • Retest • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Real-life applications

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<p>1.6.3 Speaking and Listening</p>						
<p>D. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn-taking behaviors. 	<ul style="list-style-type: none"> • Share prior knowledge of life experiences. • Communicate ideas about important details in stories. • Brainstorm ideas. • Make a group plan. • Write interview questions and conduct an interview. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Discussion • Observation • Conferences 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Alternative assignments • Real-life applications • Extended time • Technology • Peer tutoring • Retest • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Real-life applications

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<p>1.6.3 Speaking and Listening</p>						
<p>E. Participate in small group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present oral readings. • Deliver short reports (e.g., show-and-tell, field trip summary). • Conduct short interviews. • Give simple directions and explanations. • Report an emergency. 	<ul style="list-style-type: none"> • Dramatize emotions. • Practice following directions. • Share information in small and large groups. • State the importance of following steps in a process. • Communicate ideas about personal experiences. • Design and conduct an interview. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice • Cooperative groups • Learning centers 	<ul style="list-style-type: none"> • Student Anthologies • Teacher’s manuals • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials 	<ul style="list-style-type: none"> • Presentations And demonstrations • Discussion • Observation • Project • Multi-media presentations – PowerPoint presentation 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Alternative assignments • Real-life applications • Extended time • Technology • Peer tutoring • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Peer tutoring • Real-life applications

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<p>1.6.3 Speaking and Listening</p>						
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Explain the importance of television, radio, film and Internet in the lives of people. • Explain how advertising sells products. • Show or explain what was learned (e.g., audiotape, computer download). 	<ul style="list-style-type: none"> • Observe and discuss information from a variety of media sources. • Compare and contrast the changes in communication. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice • Cooperative groups • Technology 	<ul style="list-style-type: none"> • Computers • Television • Radio magazines 	<ul style="list-style-type: none"> • Multi-media presentations • Technology • Observation • Projects • Rubric • Checklist 	<ul style="list-style-type: none"> • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Technology • Paraprofessional support • cd/dvd's 	<ul style="list-style-type: none"> • Independent projects • Real-life applications

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<p>1.7.3 Characteristics and Functions of the English Language</p>						
<p>A. Identify words from other languages that are commonly used English words.</p>	<ul style="list-style-type: none"> • Recognize unknown words and research their source. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Graphic organizers • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Student Anthology • Teacher’s manuals • Dictionaries • Workbooks • Black lines • Transparencies • Charts • Teacher-made materials • Technology 	<ul style="list-style-type: none"> • Discussion <ul style="list-style-type: none"> • graphic organizers 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Vocabulary flashcards • Reread • Technology • Peer tutoring • Analyze work and make corrections • cd’s • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Research projects • Real-life applications

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<p>1.7.3 Characteristics and Functions of the English Language</p>						
<p>B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.</p>	<ul style="list-style-type: none"> • Compare and contrast dialects and expressions from different geographical areas. • Identify words used in past times. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Graphic organizers • Independent practice • Role-playing 	<ul style="list-style-type: none"> • Student Anthology • Teacher’s manuals • Transparencies • Charts • Teacher-made materials 	<ul style="list-style-type: none"> • Discussion • Observation 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Real-life applications • Reread • Paraprofessional support 	<ul style="list-style-type: none"> • Research projects • Real-life applications

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<p>1.8.3 Research</p>						
<p>A. Select a topic for research.</p>	<ul style="list-style-type: none"> • Research facts • Use books, internet, and magazines as research sources. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers 	<ul style="list-style-type: none"> • Computers • Encyclopedias • Trade books • Magazine • Reference materials Computers/Internet 	<ul style="list-style-type: none"> • Criteria checklist • Graphic organizers rubric 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Alternative assignments • Real-life applications • Extended time • Technology • Paraprofessional support 	<ul style="list-style-type: none"> • Independent projects • Peer teaching • Research projects • Real-life applications

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<p>1.8.3 Research</p>						
<p>B. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Locate resources for a particular task (e.g., newspapers, dictionary). • Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations, electronic media). • Use tables of contents, key words and guidewords. • Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Use alphabetical sequencing when using appropriate resources. • Locate information in an encyclopedia. • Identify the appropriate reference source for different kinds of information. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Graphic organizers • Independent practice 	<ul style="list-style-type: none"> • Reference materials • Encyclopedias • Technology • Dictionaries • Newspapers • Trade books • Magazines 	<ul style="list-style-type: none"> • Multi-media • Projects • Teacher prepared tests and quizzes • Workbook pages 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Extended time • Real-life applications • Vocabulary • Technology • Alternate testing • Paraprofessional support • Visual aids 	<ul style="list-style-type: none"> • Independent projects • Research projects • Real-life applications

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<p>1.8.3 Research</p>						
<p>C. Organize and present the main ideas from research. <ul style="list-style-type: none"> • Take notes from sources using a structured format. • Summarize, orally or in writing, the main ideas. </p>	<ul style="list-style-type: none"> • Prepare and present information compiled by: <ul style="list-style-type: none"> -paraphrasing -summarizing -note taking 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Graphic organizers • Independent practice 	<ul style="list-style-type: none"> • Note cards • Technology • Reference materials • Encyclopedias • Magazines • Dictionaries • Thesaurus • Trade books 	<ul style="list-style-type: none"> • Rubric • Writing sample • Oral presentation • Checklist • Observation • Graphic organizers 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Alternative assignments • Extended time • Real-life applications • Technology 	<ul style="list-style-type: none"> • Independent projects • Research projects • Real-life applications

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<p>1.8.3 Research</p>						
					<ul style="list-style-type: none"> • Paraprofessional support • Visual aids 	