

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

**GRADE 5**

<p><b>PA Academic Standards</b> Student must be able to do</p>	<p><b>Objective</b> Content or process student will be able to know and do</p>	<p><b>Instructional Methods</b></p>	<p><b>Materials/Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.1.5 Learning to Read Independently</p>						
<p>A. Establish the purpose for reading a type of text (literature, information) before reading.</p>	<ul style="list-style-type: none"> <li>• Analyze information.</li> <li>• Relate story to personal experience</li> <li>• Expand oral language.</li> <li>• Determine the main idea and details of a selection.</li> <li>• Discover varying types of text.</li> <li>• Practice and use oral language.</li> <li>• Recognize realistic fiction, nonfiction, magazine article, poem, photo essay, folk tale, African folklore as literary genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Represent information graphically: -Prediction chart -Preview/predict -KWL</li> <li>• Modeling</li> <li>• Direct instruction</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Graphic organizers</li> <li>• Workbook pages</li> <li>• Unit Test</li> <li>• Technology sources</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent project</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Participation in reading competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> </ul>

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<p>1.1.5 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> <li>• Complete a KWL chart</li> <li>• Activate prior knowledge</li> <li>• Set purpose for reading</li> </ul>				<ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring                             <ul style="list-style-type: none"> <li>• Leveled books</li> </ul> </li> <li>• Adapted tests</li> <li>• Visual/Auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Consider student learning style</li> <li>• Post necessary facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature checks</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.1.5 Learning to Read Independently</p>						
<p>B. Select texts for a particular purpose using the format of the text as a guide.</p>	<ul style="list-style-type: none"> <li>• Expand oral language.</li> <li>• Distinguish between important and unimportant information.</li> <li>• Explain the text structures of a journal, a speech, and a map.</li> <li>• Distinguish between varying types of text</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Library collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material : Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher conference</li> <li>• Rubric</li> <li>• Book report</li> <li>• Teacher checklist</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Leveled books</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Participation in reading competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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1.1.5 Learning to Read Independently						
					<ul style="list-style-type: none"> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.</p>	<ul style="list-style-type: none"> <li>•Use context clues to determine the meaning of multiple meaning words.</li> <li>•Use context clues to identify unfamiliar words.</li> <li>•Use syllabication to determine unknown words</li> <li>•Spell words with short vowels</li> <li>•Spell words with long vowels</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Vocabulary/ word games</li> <li>• Modeling</li> <li>• Flexible grouping</li> <li>• Computer-based instruction</li> <li>• Use of reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library • Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books</li> <li>Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> <li>• Thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Workbook pages</li> <li>• Unit test</li> <li>• Spelling test</li> <li>• Standardized tests</li> <li>• Selection Test</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Leveled books</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real-life application</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> <li>•Spell words with irregular patterns</li> <li>•Use context clues to predict word meaning.</li> <li>•Discuss spelling principle and generalizations as words are reviewed.</li> </ul>				<ul style="list-style-type: none"> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	

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1.1.5 Learning to Read Independently						
D. Identify the basic ideas and facts in text using strategies (e.g., prior knowledge, illustrations and headings) and information from other sources to make predictions about text.	<ul style="list-style-type: none"> <li>•Use prior knowledge to understand the story</li> <li>•Explain the illustrator’s use of foreshadowing to suggest what will happen</li> <li>•Exhibit an understanding of how an illustration can set the mood.</li> <li>•Make, confirm, and revise predictions when reading.</li> <li>•Make judgments using information read.</li> <li>•Recognize the illustrator’s use of characterizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Represent information graphically</li> <li>• Preview/ predict</li> <li>• Prediction chart</li> <li>• K-W-L chart</li> <li>• Quick write</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> <li>• Reading Journals</li> <li>• Prediction Charts</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Teacher checklist</li> <li>• Unit test</li> <li>• Graphic organizers</li> <li>• Technology services</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/ software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Leveled books</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading competitions</li> <li>• Real-life application</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Guest speakers</li> <li>• Technology/ software</li> </ul>

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> <li>• Create KWL chart for a given selection.</li> </ul>				<ul style="list-style-type: none"> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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1.1.5 Learning to Read Independently						
E. Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference.	<ul style="list-style-type: none"> <li>• Use context repetition to develop vocabulary.</li> <li>• Define, Identify and use synonyms, antonyms, homophones, and homographs</li> <li>• Define and use structural analysis segments</li> <li>• Identify structural analysis segments in a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Vocabulary games</li> <li>• Locate examples in text and in students' writing</li> <li>• Dictionary activities</li> <li>•Thesaurus activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> <li>• Dictionary</li> <li>• Thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional games</li> <li>• Teacher checklist</li> <li>• Cloze procedure</li> <li>• Quizzes/tests</li> <li>• Workbook pages</li> <li>• Standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Leveled books</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading competitions</li> <li>• Real-life application</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Technology/software</li> </ul>

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<p>1.1.5 Learning to Read Independently</p>						
<p>F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas.</p>	<ul style="list-style-type: none"> <li>•Use context repetition to develop vocabulary</li> <li>•Develop paragraph using key words.</li> <li>•Use contractions in writing.</li> <li>•Complete a synonym and antonym chart to develop vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Vocabulary games</li> <li>• Content area journals</li> <li>• Cloze strategy</li> <li>• Word sorts</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional games</li> <li>• Teacher checklist</li> <li>• Cloze procedure</li> <li>• Workbook pages</li> <li>• Standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Leveled books</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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					<ul style="list-style-type: none"> <li>•Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	

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1.1.5 Learning to Read Independently						
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> <li>• Summarize the major ideas, themes or procedures of the text.</li> <li>• Relate new information or ideas from the text to that learned through additional reading and media (e.g., film, audiotape).</li> </ul>	<ul style="list-style-type: none"> <li>•Recognize cause and effect relationships to construct meaning.</li> <li>•Organize and classify information.</li> <li>•Think critically to evaluate.</li> <li>•Summarize the story.</li> <li>•Sequence events in the story.</li> <li>•Synthesize information.</li> <li>•Interpret and integrate information.</li> <li>•Identify words from the story that are jargon.</li> <li>•Compare/ contrast</li> <li>•Retell a story</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Represent information graphically</li> <li>• Cause/effect</li> <li>• Summarizing</li> <li>• Sequencing</li> <li>• Journal writing</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher checklist</li> <li>• Graphic organizers</li> <li>• Presentations</li> <li>• Teacher conference</li> <li>• Unit test</li> <li>• Standardized tests</li> <li>• Teacher checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Leveled books</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Technology/software</li> </ul>

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1.1.5 Learning to Read Independently						
<ul style="list-style-type: none"> <li>•Clarify ideas and understandings through re-reading and discussion</li> <li>•Make responsible assertions about the ideas from the text by citing evidence. Extend ideas found in the text.</li> </ul>	<ul style="list-style-type: none"> <li>•Draw conclusions/ make inferences.</li> <li>•Identify main idea of a story</li> <li>•Identify steps in a process</li> <li>•Transfer knowledge to a new text</li> <li>•Identify problems and solutions.</li> <li>•Recognize the theme of a story. •Express ideas by writing.</li> <li>•Share prior knowledge.</li> <li>•Activate prior knowledge to understand and link ideas.</li> <li>•Make judgments</li> </ul>				<ul style="list-style-type: none"> <li>•Adapted tests</li> <li>•Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.1.5 Learning to Read Independently</p>						
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> <li>•Read familiar materials aloud with accuracy.</li> <li>•Self-correct mistakes.</li> <li>•Use appropriate rhythm, flow, meter and pronunciation.</li> <li>•Read a variety of genres and types of text.</li> <li>•Demonstrate comprehension. (Recommend: 25 books/year)</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize information.</li> <li>• Sequence events in the story.</li> <li>• Summarize the story.</li> <li>• Explain and identify literary genre.</li> <li>• Interpret and integrate information.</li> <li>• Recognize cause/effect relationships.</li> <li>• Think critically.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Journal writing</li> <li>•Think aloud</li> <li>•Graphic organizers</li> <li>•Cause/effect</li> <li>•Summarizing</li> <li>•Sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Graphic organizers</li> <li>• Presentations</li> <li>• Teacher conference</li> <li>• Student self-assessment</li> <li>• Book reports</li> </ul>	<ul style="list-style-type: none"> <li>•Differentiated instruction</li> <li>•Flexible grouping</li> <li>•Technology/software</li> <li>•Instructional games</li> <li>•Graphic organizers</li> <li>•Extended time</li> <li>•Adapted materials</li> <li>•Cooperative learning</li> <li>•Pre-teaching</li> <li>•Re-teaching</li> <li>•Partner reading</li> <li>•Stories on tape</li> <li>•Learning centers</li> <li>•Individualized instruction</li> <li>•Peer tutoring</li> <li>•Leveled books</li> <li>• Adapted tests</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> </ul>

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1.1.5 Learning to Read Independently						
	<ul style="list-style-type: none"> <li>• Adjust reading rate depending on the type of material being read.</li> <li>• Read for clarity.</li> </ul>				<ul style="list-style-type: none"> <li>•Give examples and allow practice</li> <li>•Segmented tasks</li> <li>•Manipulative</li> <li>•Task vocabulary</li> <li>•Encourage self-questioning</li> <li>•Consider student learning style</li> <li>•Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> <li>• Guest Speaker</li> </ul>

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1.2.5 Reading Critically in All Content Areas						
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>• Differentiate fact from opinion across texts.</li> <li>• Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with the theme.</li> <li>• Complete a semantic feature analysis to develop vocabulary.</li> <li>• Complete a semantic map</li> <li>• Organize information in a new story according to who, what, when, where, and why.</li> <li>• Categorize information.</li> <li>• Compare and contrast text.</li> <li>• Write a compare and contrast fiction based on fact.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Semantic feature analysis</li> <li>• Represent information graphically</li> <li>• -5 Ws compare/contrast</li> <li>• Venn diagram</li> <li>• Discussion</li> <li>• Journal writing</li> <li>• Highlighters</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher-made assessments</li> <li>• Unit test</li> <li>• Standardized test</li> <li>• Instructional games</li> <li>• Work sample analysis/journal</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Technology/software</li> </ul>

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1.2.5 Reading Critically in All Content Areas						
<ul style="list-style-type: none"> <li>• Make inferences about similar concepts in multiple texts and draw conclusions.</li> <li>• Evaluate text organization and content to determine the author’s purpose and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>•Use the key strategy of evaluating the author’s viewpoint to understand the theme of the story.</li> <li>•Identify author’s purpose</li> <li>•Make judgments.</li> <li>•Evaluate fact and opinion.</li> <li>•Complete different types of graphic organizers to display comprehension</li> </ul>				<ul style="list-style-type: none"> <li>•Peer tutoring</li> <li>•Leveled books</li> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> <li>• Guest Speaker</li> </ul>

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1.2.5 Reading Critically in All Content Areas						
B. Use and understand a variety of media and evaluate the quality of material produced. •Use a variety of media (e.g., computerized card catalogues, encyclopedias) for research. •Evaluate the role of media as a source of both entertainment and information.	• Reflect on and evaluate reviewed material. • Critically view a video. • Use photos and captions to construct meaning to supplement the text. • Compare and contrast information.	• Direct instruction • Modeling • Library collaboration • Computer-based instruction • Journal writing • Workshop/project • Theme related videos.	• Writing journals • Library • Reference materials • Graphic organizers • Technology • Teacher-created materials • Guest speakers • Visual Aides • Supplemental reading material: Trade books Magazines • Instructional games • Transparencies	• Work sample analysis/journal • Rubric • Teacher checklist • Projects/presentations • Student self-assessment • Graphic organizers	•Differentiated instruction •Flexible grouping •Technology/software •Instructional games •Graphic organizers •Extended time •Adapted materials •Cooperative learning •Pre-teaching •Re-teaching •Partner reading •Stories on tape •Learning centers •Individualized instruction •Peer tutoring	• Enrichment packet • Learning log • Independent projects • Peer teaching • Peer tutoring • Research projects • Participation in reading competitions • Real-life application • Workshops • Flexible grouping • Literature circles • Learning centers • Accelerated reading materials • Technology/software

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1.2.5 Reading Critically in All Content Areas						
<ul style="list-style-type: none"> <li>• Use established criteria to design and develop a media project (e.g., script, play, audiotape) for a targeted audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use newspaper and other information to construct viewpoints.</li> <li>• Site sources used in a bibliography</li> <li>• Outline information gathered for research.</li> </ul>				<ul style="list-style-type: none"> <li>•Leveled books</li> <li>• Adapted tests</li> <li>•Visual auditory cues.</li> <li>•Give examples and allow practice</li> <li>•Segmented tasks</li> <li>•Manipulatives</li> <li>•Task vocabulary</li> <li>•Encourage self-questioning</li> <li>•Consider student learning style</li> <li>•Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> <li>• Guest Speaker</li> <li>• Fieldtrips</li> </ul>

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<p>1.2.5 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"> <li>• Write a fictional narrative with flashbacks.</li> <li>• Write a fictional history of a character.</li> <li>• Write a short story showing a turn of events.</li> <li>• Write an informative biography.</li> <li>• Create descriptions using sensory words.</li> <li>• Write a narrative.</li> <li>• Write expository.</li> <li>• Use repetition to write poems.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instructions</li> <li>•Modeling</li> <li>•Writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual Aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Work sample analysis</li> <li>• Teacher/peer conference</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>•Differentiated instruction</li> <li>•Flexible grouping</li> <li>•Technology/software</li> <li>•Cooperative learning</li> <li>•Pre-teaching</li> <li>•Re-teaching</li> <li>•Story starters</li> <li>•Learning centers</li> <li>•Individualized instruction</li> <li>•Peer tutoring</li> <li>•Extended time</li> <li>•Adapted materials</li> <li>•Adapted tests</li> <li>•Teacher conference</li> <li>•Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> </ul>

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1.2.5 Reading Critically in All Content Areas						
	<ul style="list-style-type: none"> <li>• Create humor through exaggeration.</li> <li>• Develop expository writing by conducting an interview and writing a summary.</li> </ul>				<ul style="list-style-type: none"> <li>•Give examples and allow practice</li> <li>•Segmented tasks</li> <li>•Manipulatives</li> <li>•Task vocabulary</li> <li>•Encourage self questioning</li> <li>•Consider student learning style</li> <li>•Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Journals</li> </ul>

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<p>1.3.5 Reading, Analyzing and Interpreting Literature</p>						
<p>A. Read and understand works of literature.</p>	<ul style="list-style-type: none"> <li>• Explain the literary genre of historical fiction.</li> <li>• Explain the literary genre of short story.</li> <li>• Explain the literary genre of nonfiction.</li> <li>• Explain the literary genre of (photo) biographies.</li> <li>• Explain the literary genre of folk tales.</li> <li>• Explain the literary genre of autobiographies.</li> <li>• Explain the literary genre of fantasy.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Discussion</li> <li>•Literature circles</li> <li>•Flexible grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Teacher/peer conference</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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1.3.5 Reading, Analyzing and Interpreting Literature						
	<ul style="list-style-type: none"> <li>• Explain the literary genre of realistic fiction.</li> <li>• Explain the text structure of an informational article and chart.</li> <li>• Explain the literary genre of poetry.</li> <li>• Explain the literary genre of a magazine article.</li> <li>• Explain the literary genre of a picture book.</li> <li>• Explain the literary genre of a novel.</li> </ul>		<ul style="list-style-type: none"> <li>• Instructional games</li> <li>• Transparencies</li> </ul>		<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Leveled books</li> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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1.3.5 Reading, Analyzing and Interpreting Literature						
B. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.	<ul style="list-style-type: none"> <li>•Identify the setting of a story</li> <li>•Draw conclusions from the story.</li> <li>•Analyze a character’s motives for doing things.</li> <li>•Identify the mood in a story.</li> <li>•Identify character traits.</li> <li>•Identify humor in a selection.</li> <li>•Compare and contrast how story mood changes.</li> </ul>	<ul style="list-style-type: none"> <li>•Direct instruction</li> <li>•Modeling</li> <li>•Represent information graphically: - character traits -prediction charts -story map -compare/contrast</li> <li>•Venn Diagrams</li> <li>•Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Writing journals</li> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Workbook pages</li> <li>• Unit Test</li> <li>• Teacher-made assessments</li> <li>• Teacher checklist</li> <li>• Teacher/peer conferences</li> <li>• Standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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1.3.5 Reading, Analyzing and Interpreting Literature						
	<ul style="list-style-type: none"> <li>•Explain and identify theme.</li> <li>•Explain the writing technique of foreshadowing.</li> <li>•Identify the literary device of flashback.</li> <li>•Sequence events in a story.</li> <li>•Evaluate a character by his actions and words.</li> <li>•Identify rising action, climax, and falling action.</li> <li>•Recognize bias.</li> <li>•Identify the author’s use of imagery.</li> </ul>	<ul style="list-style-type: none"> <li>•Cite evidence from story</li> </ul>	<ul style="list-style-type: none"> <li>• Transparencies</li> </ul>		<ul style="list-style-type: none"> <li>• Adapted tests</li> <li>• Story starters</li> <li>• Visual/auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives • Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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1.3.5 Reading, Analyzing and Interpreting Literature						
	<ul style="list-style-type: none"> <li>•Recognize how illustrators use color to set a mood.</li> <li>•Explain symbolism in a story.</li> <li>•Identify the author’s point of view.</li> <li>•Identify multiple viewpoints.</li> <li>•Keep track of the characters in a story.</li> <li>•Identify a shift in point of view in a story.</li> </ul>				<ul style="list-style-type: none"> <li>• Leveled books •</li> <li>Audio visual materials</li> <li>• Small group instruction</li> <li>• Study guides</li> </ul>	

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<p>1.3.5 Reading, Analyzing and Interpreting Literature</p>						
	<ul style="list-style-type: none"> <li>• Interpret the symbolism found in illustrations.</li> <li>• Recognize the use of repetition to create mood, rhythm, or amusement.</li> <li>• Transfer learning to a new story.</li> <li>• Draw conclusions.                             <ul style="list-style-type: none"> <li>• Identify main idea of a story.</li> <li>• Identify steps in a process.</li> </ul> </li> <li>• Summarize a story</li> <li>• Identify problems and solutions.</li> </ul>					

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<p>1.3.5 Reading, Analyzing and Interpreting Literature</p>						
	<ul style="list-style-type: none"> <li>• To express ideas by drawing.</li> <li>• To express ideas by writing and orally.</li> <li>• Share prior knowledge.</li> <li>• Activate prior knowledge to understand new text.</li> </ul>					

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<p>1.3.5 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Describe how the author uses literary devices to convey meaning. • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole).</p>	<ul style="list-style-type: none"> <li>• Identify writer’s use of imagery.</li> <li>• Identify descriptive language used in the story.</li> <li>• Identify similes</li> <li>• Identify metaphors.</li> <li>• Identify acronyms</li> <li>• Determine the author’s use of symbolism.</li> <li>• Define idioms.</li> <li>• Use figurative language in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Quick write</li> <li>• Diagramming</li> <li>• Context clues • Teach in content of story</li> <li>• Illustrate examples</li> <li>• Cloze procedure</li> <li>• Word wall</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made assessment</li> <li>• Cloze procedure</li> <li>• Workbook pages</li> <li>• Instructional games</li> <li>• Work sample analysis/journal</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p>1.3.5 Reading, Analyzing and Interpreting Literature</p>						
	<ul style="list-style-type: none"> <li>• Identify onomatopoeia.</li> <li>• Identify hyperboles.</li> <li>• Identify satire.</li> <li>• Identify propaganda.</li> <li>• Identify the theme of a story.</li> <li>• Recognize first person narrative &amp; third person narrative</li> <li>• Identify examples of personification in a story.</li> <li>• Recognize the author’s use of alliteration.</li> <li>• Recognize the author’s use of irony.</li> <li>• Identify/write analogies.</li> </ul>		<ul style="list-style-type: none"> <li>• Transparencies</li> </ul>		<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Leveled books</li> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.3.5 Reading Analyzing and Interpreting Literature</p>						
<p>D. Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).</p>	<ul style="list-style-type: none"> <li>• Identify repetition in poetry.</li> <li>• Identify rhythm in a poem.</li> <li>• Identify alliteration.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Choral reading</li> <li>• Listening centers</li> <li>• Journal writing</li> <li>• Read alouds</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Oral assessment</li> <li>• Teacher checklist</li> <li>• Peer assessment</li> <li>• Work sample analysis/journal</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p>1.3.5 Reading, Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> <li>• Peer tutoring</li> <li>• Leveled books</li> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.3.5 Reading Analyzing and Interpreting Literature</p>						
<p>E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.</p>	<p>•Recognize purpose of a dramatic piece</p>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Role: Playing/dramatize</li> <li>• Think aloud</li> <li>• Use of videos</li> <li>• Sequencing</li> <li>• Discussion web</li> <li>•Reader’s Theater</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Work sample analysis/journal</li> <li>• Oral assessment</li> <li>• Teacher checklist</li> <li>• Dramatic presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p><b>PA Academic Standards</b> Student must be able to do</p>	<p><b>Objective</b> Content or process student will be able to know and do</p>	<p><b>Instructional Methods</b></p>	<p><b>Materials/Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.3.5 Reading Analyzing and Interpreting Literature</p>						
					<ul style="list-style-type: none"> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Leveled books</li> <li>• Adapted tests</li> <li>• Visual auditory cues</li> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.3.5 Reading 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"> <li>• Set up a sketch of a character from a story.</li> <li>• Explain character.</li> <li>• Reflect and respond to literature.</li> <li>• Visualize scenes from a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Role playing</li> <li>• Illustrate examples</li> <li>• Character traits</li> <li>• Journal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• Student self-assessment</li> <li>• Work sample analysis/journal</li> <li>• Graphic organizers</li> <li>• Oral assessment</li> <li>• Standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Instructional games</li> <li>• Graphic organizers</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p>1.3.5 Reading Analyzing and Interpreting Literature</p>						
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<p>1.4.5 Types of Writing</p>						
<p>A. Write poems, plays and multi-paragraph stories.</p> <ul style="list-style-type: none"> <li>• Include detailed descriptions of people, places and things.</li> <li>• Use illustrations.</li> <li>• Utilize dialogue relevant</li> <li>• Apply literary conflict.</li> <li>• Include literary elements.</li> <li>• Use literary devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a complete sentence with a complete subject and a complete predicate.</li> <li>• Construct uses of figurative language.</li> <li>• Write all genre types using details in narrative form.</li> <li>• Use quotation marks correctly.</li> <li>• Identify components of selected types of poetry.</li> <li>• Write a fictional history of a character.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Writing process</li> <li>• Cooperative learning groups</li> <li>• Library research</li> <li>• Journal writing</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> <li>• Writing prompts material:</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Teacher checklist</li> <li>• Work sample analysis/journal</li> <li>• Student self-assessment</li> <li>• Peer/teacher Conference</li> <li>• Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests • Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles • Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p>1.4.5 Types of Writing</p>						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/ software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.4.5 Types of Writing</p>						
<p>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</p> <ul style="list-style-type: none"> <li>• Include cause and effect.</li> <li>• Develop a problem and solution when appropriate to the topic.</li> <li>• Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the key strategy of cause/effect to construct meaning in a story.</li> <li>• Write a short story showing a turn of events</li> <li>• Write an informative biography.</li> <li>• Complete a picture map.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Writing process</li> <li>• Cooperative learning groups</li> <li>• Library research</li> <li>• Journal writing</li> <li>• Represent information graphically: Cause/effect</li> <li>• Venn diagram</li> <li>• Outlining</li> <li>• Photo journal</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Teacher checklist</li> <li>• Work sample analysis/journal</li> <li>• Student self-assessment</li> <li>• Peer/teacher conference</li> <li>• Portfolio assessment</li> <li>• Unit test</li> <li>• Graphic organizers • Standardized test</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles • Learning centers</li> <li>• Accelerated reading materials competitions</li> </ul>

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<p>1.4.5 Types of Writing</p>						
	<ul style="list-style-type: none"> <li>• Use descriptive details to describe character traits.</li> <li>• Write a compare-and-contrast description based on fact.</li> <li>• Create a chart.</li> <li>• Design a poster.</li> <li>• Record observations in a log.</li> <li>• Compose a book report.</li> </ul>				<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.4.5 Types of Writing</p>						
<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting details citing sources when needed.</p>	<ul style="list-style-type: none"> <li>• Write a persuasive essay defending or opposing a situation.</li> <li>• Defend a clearly stated position or opinion.</li> <li>• Write an article defending or opposing the actions of an individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Writing process</li> <li>• Cooperative learning groups</li> <li>• Library research</li> <li>• Journal writing</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment</li> <li>• Teacher/peer conference Rubric • Work sample analysis/journal</li> <li>• Student self-assessment</li> <li>• Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
<p>A. Write with a sharp distinct focus, identifying topic, task and audience.</p>	<ul style="list-style-type: none"> <li>• Correct run-on sentences.</li> <li>• Establish thesis statement, support details and concluding statement in all forms of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Writing process</li> <li>• Journal writing</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Teacher/peer conference</li> <li>• Rubric</li> <li>• Graphic organizers</li> <li>• Teacher-made assessment</li> <li>• Work sample</li> <li>• Analysis/journal</li> <li>• Portfolio assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p>1.5.5 Types of Writing</p>						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
<p>B. Write using well-developed content appropriate for the topic.                      • Gather, organize and select the most effective information appropriate for the topic, task and audience.                      • Write paragraphs that have a topic sentence and supporting details.</p>	<ul style="list-style-type: none"> <li>•Gather and organize information</li> <li>•Compose a book report</li> <li>•Identify steps in a process</li> <li>•Make a map</li> <li>•Compose a letter</li> <li>•Design a poster</li> <li>•Make a chart</li> <li>•Compare and contrast ideas</li> <li>•Record observations in a log</li> <li>•Gather information</li> <li>•Make a class book</li> <li>•Compose using writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Library collaboration</li> <li>• Represent information graphically: -K-W-L-chart - Mapping - Outlining</li> <li>• Journal writing</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Work sample analysis/journal</li> <li>• Peer/teacher conference</li> <li>• Portfolio assessment</li> <li>• Teacher checklist</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.5.5 Quality of Writing						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> <li>• Illustrated reference materials</li> <li>• Audio/visual materials</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> <li>• Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li> <li>• Include an identifiable introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Write multi-paragraph essays.                             <ul style="list-style-type: none"> <li>• Use transitional words in writing.</li> <li>• Use hyphenation correctly.</li> <li>• Use outlining skills to generate an organized writing sample.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Represent information graphically: - Sequence chart - Outlining -Story frame</li> <li>• Writing process</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Work sample analysis/journal</li> <li>• Peer/teacher conference</li> <li>• Portfolio assessment</li> <li>• Teacher checklist</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping                             <ul style="list-style-type: none"> <li>• Technology/software</li> </ul> </li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
<p>D. Write with an understanding of the stylistic aspects of composition.                      • Use different types and lengths of sentences.                      • Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer’s meaning.                      • Develop and maintain a consistent voice.</p>	<ul style="list-style-type: none"> <li>• Use the four types of sentences in writing.</li> <li>• Use uncommon forms of plurals in writing.</li> <li>• Identify and recognize parts of speech in writing.</li> <li>• Explore the use of commas in compound sentences.</li> <li>• Distinguish between the three principle parts of regular verbs.</li> <li>• Analyze journal entries to see how the author makes them seem real.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Writing process</li> <li>• Journal writing</li> <li>• Diagramming</li> <li>• Reference materials</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Cloze procedure</li> <li>• Workbook pages</li> <li>• Teacher-made assessment</li> <li>• Teacher/peer conferences</li> <li>• Daily language practice</li> <li>• Unit test</li> <li>• Standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
<p>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p>	<ul style="list-style-type: none"> <li>• Distinguish between complete sentences and sentence fragments.</li> <li>• Take a piece of writing through the writing process up to and including publication.</li> <li>• Apply compound sentence structure to writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Writing process</li> <li>• Cooperative groups</li> <li>• Reference materials</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Rubric</li> <li>• Work sample analysis</li> <li>• Teacher/peer conference</li> <li>• Peer assessment</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> <li>• Use a thesaurus or dictionary to enhance word usage.</li> </ul>				<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language.                      • Spell common, frequently used words correctly.                      • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes).                      • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</p>	<ul style="list-style-type: none"> <li>• Identify common irregular verbs.</li> <li>• Identify compound predicates.</li> <li>• Use homophones correctly in writing.</li> <li>• Demonstrate the proper use of commas.</li> <li>• Use apostrophes with possessives</li> <li>• Use prepositional phrases in action sentences.</li> <li>• Use state-of-being verbs for writing.</li> <li>• Use bases and roots to spell words.</li> <li>• Use prepositions correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Cooperative groups</li> <li>• Reference materials</li> <li>• Cooperative groups</li> <li>• Diagramming</li> <li>• Computer-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling test</li> <li>• Daily grammar practice</li> <li>• Teacher-made assessment</li> <li>• Teacher checklist</li> <li>• Workbook pages</li> <li>• Unit test</li> <li>• Standardized tests</li> <li>• Cloze procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Partner reading</li> <li>• Stories on tape</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Instructional games</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in reading/writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Literature circles</li> <li>• Learning centers</li> <li>• Accelerated reading materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
<ul style="list-style-type: none"> <li>• Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</li> </ul>	<ul style="list-style-type: none"> <li>• Use correct capitalization/punctuation in writing</li> <li>• Identify examples of direct objects in the story and use in writing.</li> <li>• Identify and correctly use subject/verb agreement.</li> <li>• Identify and use predicate adjectives in writing.</li> </ul>				<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Technology/software</li> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.5.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> <li>• Write with subject and object pronouns.</li> <li>• Identify comparative and superlative forms of irregular adjectives.</li> <li>• Use singular and plural nouns in sentences.</li> <li>• Use the writing process.</li> <li>• Explain the purpose of bulleted items.</li> <li>• Identify simple predicates in sentences.</li> <li>• Correctly use hyphens and colons.</li> </ul>					

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<p>1.5.5 Quality of Writing</p>						
	<ul style="list-style-type: none"> <li>•Use comparative and superlative adverbs effectively.</li> <li>•Spell words derived from the name of people or places.</li> <li>•Identify and use simple subjects in sentences.</li> <li>• Distinguish between pronoun-verb contractions and homophonic possessive pronouns.</li> <li>• Identify the rules governing the use of the articles a, an, and the.</li> <li>•Distinguish between verb tenses of past, present, and future.</li> </ul>					

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<p>1.5.5 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> <li>• Publish written work of assigned genre.</li> <li>• Participate in classroom debates.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Cooperative groups</li> <li>• Oral presentation</li> <li>• Audio/visual equipment</li> <li>• Student debate</li> <li>• Persuasive writing equipment</li> <li>• Student debate</li> <li>• Persuasive writing</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio assessment</li> <li>• Rubric</li> <li>• Unit test</li> <li>• Work sample analysis</li> <li>• Presentation</li> <li>• Teacher/peer conference</li> <li>• Student self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conferences</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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1.5.5 Quality of Writing						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.6.5 Speaking and Listening</p>						
<p>A. Listen to others. • Ask pertinent questions. • Distinguish relevant information, ideas and opinions from those that are irrelevant. • Take notes when prompted.</p>	<ul style="list-style-type: none"> <li>• Communicate ideas effectively.</li> <li>• Listen to others and respond to what they have said.</li> <li>• Use listening as a learning tool.</li> <li>• Communicate thoughts and feelings.</li> <li>• Share experiences.</li> <li>• Listen for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Note taking</li> <li>• Cooperative groups</li> <li>• Computer-based instruction</li> <li>• Oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Teacher-made assessments</li> <li>• Teacher checklist</li> <li>• Presentation</li> <li>• Workbook pages</li> <li>• Work sample analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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1.6.5 Speaking and Listening						
	<ul style="list-style-type: none"> <li>•Develop questioning skills.</li> <li>•Distinguish between relevant and irrelevant facts and opinions.</li> </ul>				<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.6.5 Speaking and Listening</p>						
<p>B. Listen to a selection of literature (fiction and/or nonfiction).                      •Relate it to what is known                      •Predict the result of the story actions                      •Retell actions of the story in sequence, explain the theme and describe the characters and setting.                      •Identify and define new words and concepts.                      •Summarize the selection.</p>	<p>•Listen as the teacher reads and models key strategies.                      •Relate the selection to personal experiences.                      •Predict the result of a story action as it is being read.                      •Summarize the story after it is read.                      •Sequence events in a story.                      •Retell stories..                      •Preview and predict events in a story.</p>	<p>• Direct instruction                      • Modeling                      • Represent information graphically: - Prediction chart - K-W-L-chart                      • Read aloud                      • Story map                      • Word sorts</p>	<p>• Library                      • Reference materials                      • Graphic organizers                      • Technology                      • Teacher-created materials                      • Guest speakers                      • Visual aides                      • Supplemental reading material: Trade books                      Magazines                      • Instructional games                      • Transparencies</p>	<p>• Graphic organizers                      • Workbook pages                      • Teacher checklist                      • Oral assessment                      • Unit test • Rubric                      • Work sample analysis                      • Presentation</p>	<p>• Differentiated instruction                      • Flexible grouping                      • Technology/software                      • Cooperative learning                      • Pre-teaching                      • Re-teaching                      • Story starters                      • Learning centers                      • Individualized instruction                      • Peer tutoring                      • Extended time                      • Adapted materials                      • Adapted tests                      • Teacher conference                      • Visual/auditory cues</p>	<p>• Enrichment packet                      • Learning log                      • Independent projects                      • Peer teaching                      • Peer tutoring                      • Research projects                      • Participation in writing competitions                      • Real-life application                      • Workshops                      • Flexible grouping                      • Learning centers                      • Accelerated materials                      • Fieldtrips                      • Guest speakers                      • Technology/software</p>

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1.6.5 Speaking and Listening						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> <li>• Illustrated reference materials</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.6.5 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> <li>• Use complete sentences.</li> <li>• Pronounce words correctly.</li> <li>• Use appropriate volume.</li> <li>• Pace speech so that it is understandable.</li> <li>• Adjust content for different audiences (e.g., fellow classmates, parents).</li> <li>• Speak with a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Present projects orally to the class.</li> <li>• Read orally to the class.</li> <li>• Speak using appropriate tone, articulation, rate, and volume according to the task.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Computer-based technology</li> <li>• Oral presentation</li> <li>• Dramatic presentation</li> <li>• Peer feedback</li> <li>• Peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Peer/self assessment</li> <li>• Peer/teacher conference</li> <li>• Teacher checklist</li> <li>• Oral assessment</li> <li>• Rubric</li> <li>• Work sample analysis</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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1.6.5 Speaking and Listening						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> <li>• Illustrated reference materials</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.6.5 Speaking and Listening</p>						
<p>D. Contribute to discussions. • Ask relevant questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. • Give reasons for opinions. • Summarize, when prompted.</p>	<ul style="list-style-type: none"> <li>• Brainstorm ideas</li> <li>• Relate personal experiences to the topic.</li> <li>• Communicate new ideas with one another.</li> <li>• Participate in group discussions.</li> <li>• Form a team and share responsibilities.</li> <li>• Make compromises.</li> <li>• Explain how to use constructive criticism.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Cooperative groups</li> <li>• Represent information graphically: - Summarize -K-W-L chart</li> <li>• Literature circles</li> <li>• Student debate</li> <li>• Computer-based instruction</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Peer/self assessment</li> <li>• Teacher checklist</li> <li>• Oral assessment</li> <li>• Graphic organizers</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre- teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> <li>• Illustrated reference materials</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.6.5 Speaking and Listening</p>						
<p>E. Participate in small and large group discussions and presentations. •Participate in everyday conversation. •Present an oral reading. •Deliver research reports. •Conduct interviews. •Plan and participate in group presentations. •Contribute to informal debates.</p>	<p>•Work cooperatively to communicate and present group topic. •Communicate ideas and preferences. •Re-tell a story. •Participate in a debate.</p>	<p>• Direct instruction • Modeling • Cooperative groups • Library collaboration • Note taking • Socratic method • Oral presentation • Questionnaire • Student debates</p>	<p>• Library • Reference materials • Graphic organizers • Technology • Teacher-created materials • Guest speakers • Visual aides • Supplemental reading material: Trade books Magazines • Instructional games • Transparencies</p>	<p>• Teacher checklist • Peer/self assessment • Oral presentation • Rubric • Teacher/peer conference</p>	<p>• Differentiated instruction • Flexible grouping • Technology/software • Cooperative learning • Pre-teaching • Re-teaching • Story starters • Learning centers • Individualized instruction • Peer tutoring • Extended time • Adapted materials • Adapted tests • Teacher conference • Visual/auditory cues</p>	<p>• Enrichment packet • Learning log • Independent projects • Peer teaching • Peer tutoring • Research projects • Participation in writing competitions • Real-life application • Workshops • Flexible grouping • Learning centers • Accelerated materials • Fieldtrips • Guest speakers • Technology/software</p>

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<p><b>PA Academic Standards</b> Student must be able to do</p>	<p><b>Objective</b> Content or process student will be able to know and do</p>	<p><b>Instructional Methods</b></p>	<p><b>Materials/Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.6.5 Speaking and Listening</p>						
<p>F. Use media for learning purposes.  <ul style="list-style-type: none"> <li>• Compare information received on television with that received on radio or in newspapers.</li> <li>• Access information on internet</li> <li>• Discuss the reliability of information received on internet sources</li> </ul> </p>	<p>•Compare/contrast news/media related sources:                      -Diagrams                      -Writing                      -Speaking                      •Gather credible information from Internet.                      *Identify non-credible information from the Internet.                      •Critically view a video.                      •Create an advertisement</p>	<p>• Direct instruction                      • Modeling                      • Represent information graphically                      • Venn diagram                      • Discussion                      • Multimedia presentation</p>	<p>• Library                      • Reference materials                      • Graphic organizers                      • Technology                      • Teacher-created materials                      • Guest speakers                      • Visual aides                      • Supplemental reading material: Trade books                      Magazines                      • Instructional games                      • Transparencies</p>	<p>• Graphic organizers                      • Multimedia presentation                      • Work sample analysis                      • Rubric                      • Teacher-made assessment                      • Teacher/peer conference</p>	<p>• Differentiated instruction                      • Flexible grouping                      • Technology/software                      • Cooperative learning                      • Pre-teaching                      • Re-teaching                      • Story starters                      • Learning centers                      • Individualized instruction                      • Peer tutoring                      • Extended time                      • Adapted materials                      • Adapted tests                      • Teacher conference                      • Visual/auditory cues</p>	<p>• Enrichment packet                      • Learning log                      • Independent projects                      • Peer teaching                      • Peer tutoring                      • Research projects                      • Participation in writing competitions                      • Real-life application                      • Workshops                      • Flexible grouping                      • Learning centers                      • Accelerated materials                      • Fieldtrips                      • Guest speakers                      • Technology/software</p>

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<p>1.6.5 Speaking and Listening</p>						
<ul style="list-style-type: none"> <li>• Explain how film can represent either accurate versions or fictional versions of the same event.</li> <li>• Explain the role of advertisers in the media.</li> <li>• Use a variety of images and sounds to create an effective presentation on a topic.</li> </ul>					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> <li>• Illustrated reference materials</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.7.5 Characteristics and functions of the English Language</p>						
<p>A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meanings and origins of these words.</p>	<ul style="list-style-type: none"> <li>• Develop vocabulary.</li> <li>• Use the dictionary to find the meaning of words.</li> <li>• Locate/identify word origins.</li> <li>• Analyze unfamiliar words to determine their meaning.</li> <li>• Use context clues to determine the meaning of a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Reference materials</li> <li>• Definition/ example word card</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Cloze procedure</li> <li>• Unit test</li> <li>• Instructional games</li> <li>• Teacher-made assessment</li> <li>• Standardized tests</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/ software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology software</li> </ul>

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1.7.5 Speaking and Listening						
					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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<p>1.7.5 Characteristics and functions of the English Language</p>						
<p>B. Identify differences in formal and informal speech (e.g., dialect, slang, jargon).</p>	<ul style="list-style-type: none"> <li>• Identify sensory words.</li> <li>• Introduce different dialects, jargon, and slang through literature.</li> <li>• Explain expressions.                             <ul style="list-style-type: none"> <li>• Recognize how the author uses sensory words to create suspense.</li> </ul> </li> <li>• Recognize jargon as technical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Locate examples from media</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Teacher-made assessment</li> <li>• Student-made assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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1.7.5 Characteristics and functions of the English Language						
C. Identify word meanings that have changed over time (e.g., cool, mouse).	<ul style="list-style-type: none"> <li>• Infer the meaning of unknown words.</li> <li>• Use the correct meaning of multiple meaning words.</li> <li>• Analyze familiar words to determine their meaning.</li> <li>• Use context clues to determine the meaning of a word.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Cooperative groups</li> <li>• Guided/independent practice</li> <li>• Illustration</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Workbook pages</li> <li>• Teacher-made assessment</li> <li>• Student-made assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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<p>1.8.5 Research</p>						
<p>A. Select and refine a topic for research.</p>	<ul style="list-style-type: none"> <li>• Use books and magazines and the Internet as research sources</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Technology</li> <li>• Outlining</li> <li>• Note taking</li> <li>• Library collaboration</li> <li>• Guided practice</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher/peer conference</li> <li>• Graphic organizers</li> <li>• Work sample analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/software</li> </ul>

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<p>1.8.5 Research</p>						
<p>B. Locate information using appropriate sources and strategies.                      • Evaluate the usefulness and qualities of the sources.                      • Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases).</p>	<ul style="list-style-type: none"> <li>• Take structured notes.</li> <li>• Use a graphic organizer.</li> <li>• Analyze why an event occurred in the story.</li> <li>• Use results of a survey to discover causes and effects.</li> <li>• Explain that newspaper articles answer the five W questions.</li> <li>• Evaluate information.</li> <li>• Synthesize information.</li> <li>• Read for information.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Computer-based instruction</li> <li>• Note taking</li> <li>• Library collaboration</li> <li>• Guided practice</li> <li>• Represent information graphically: - Outlining</li> </ul>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Standardized tests</li> <li>• Teacher-made assessment</li> <li>• Workbook pages</li> <li>• Unit test</li> <li>• Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/ software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> <li>• Study guides</li> <li>• Instructional games</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/ software</li> </ul>

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<p>1.8.5 Research</p>						
<ul style="list-style-type: none"> <li>•Use tables of contents, indexes, key words, cross-references and appendices.</li> <li>•Use traditional and electronic search tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather information to create a proposal for solving a problem.                             <ul style="list-style-type: none"> <li>• Explain geographical references.</li> <li>• Interpret graphic devices.</li> </ul> </li> <li>• Interpret maps.</li> <li>• Interpret the information in a sidebar of a nonfiction article.</li> <li>• Interpret informational articles.</li> <li>• Explain how-to-articles.</li> <li>• Observe illustrations to extend meaning.</li> <li>• Identify the elements of a news story</li> <li>• Evaluate information</li> </ul>				<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> <li>• Illustrated reference materials</li> <li>• Small group instruction</li> <li>• Audio/visual material</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>

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LANGUAGE ARTS CURRICULUM**

**GRADE 5**

<p><b>PA Academic Standards</b> Student must be able to do</p>	<p><b>Objective</b> Content or process student will be able to know and do</p>	<p><b>Instructional Methods</b></p>	<p><b>Materials/Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p><b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p><b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p><b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.8.5 Research</p>						
<p>C. Organize and present the main ideas from research. • Take notes from sources using a structured format. • Present the topic using relevant information. • Credit sources using a structured format (e.g., author, title).</p>	<ul style="list-style-type: none"> <li>• Take notes from research.</li> <li>• Transfer knowledge to a new text.</li> <li>• Write a bibliography.</li> <li>• Orally present project.</li> <li>• Create an informational chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct instruction</li> <li>• Modeling</li> <li>• Computer-based instruction</li> <li>• Note taking</li> <li>• Oral presentation</li> <li>• Library collaboration</li> <li>• Guided practice</li> <li>• Represent Information graphically: - Outlining</li> </ul>	<ul style="list-style-type: none"> <li>• Library • Reference materials</li> <li>• Graphic organizers</li> <li>• Technology</li> <li>• Teacher-created materials</li> <li>• Guest speakers</li> <li>• Visual aides</li> <li>• Supplemental reading material: Trade books Magazines</li> <li>• Instructional games</li> <li>• Transparencies</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Presentation</li> <li>• Peer/teacher conferences</li> <li>• Work sample analysis</li> <li>• Rubric</li> <li>• Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Technology/ software</li> <li>• Cooperative learning</li> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Story starters</li> <li>• Learning centers</li> <li>• Individualized instruction</li> <li>• Peer tutoring</li> <li>• Extended time</li> <li>• Adapted materials</li> <li>• Adapted tests</li> <li>• Teacher conference</li> <li>• Visual/auditory cues</li> <li>• Study guides</li> <li>• Instructional games</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment packet</li> <li>• Learning log</li> <li>• Independent projects</li> <li>• Peer teaching</li> <li>• Peer tutoring</li> <li>• Research projects</li> <li>• Participation in writing competitions</li> <li>• Real-life application</li> <li>• Workshops</li> <li>• Flexible grouping</li> <li>• Learning centers</li> <li>• Accelerated materials</li> <li>• Fieldtrips</li> <li>• Guest speakers</li> <li>• Technology/ software</li> </ul>

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

**GRADE 5**

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1.8.5 Research						
<ul style="list-style-type: none"> <li>•Use tables of contents, indexes, key words, cross-references and appendices.</li> <li>•Use traditional and electronic search tools.</li> </ul>					<ul style="list-style-type: none"> <li>• Give examples and allow practice</li> <li>• Segmented tasks</li> <li>• Manipulatives</li> <li>• Task vocabulary</li> <li>• Encourage self-questioning</li> <li>• Consider student learning style</li> <li>• Post necessary facts</li> <li>• Graphic organizers</li> <li>• Outlining</li> <li>• Leveled reference materials</li> <li>• Illustrated reference materials</li> <li>• Small group instruction</li> <li>• Audio/visual material</li> </ul>	<ul style="list-style-type: none"> <li>• Enriched curriculum</li> <li>• Journals</li> </ul>