

# Reading

Our reading instruction has three components: Guided Reading, Literature Circles and Independent Reading.

**Guided Reading** is a format for teaching specific focus skills (listed below) to small, leveled reading groups of 4 students at a time. Groups meet with the teacher once a week (more often for struggling readers) and last about 15 minutes. While the guided group is being taught, the rest of the students are engaged in independent or small group tasks. The text we use for guided reading is the Harcourt basal Trophies.

## **Focus Skills:**

### **Prefixes, suffixes and roots**

### **Narrative elements**

- Setting
- Theme
- Character development
- Plot
  - Beginning, middle, end
  - Conflict and resolution

### **Draw conclusions**

- Inference
- Conclusion
- Generalization

## **Genres read in Guided Reading:**

Realistic Fiction

Historical Fiction

Poetry

Letters

Fables

Biography

Folk Tales

Nonfiction

Personal Narrative

Informational Text

Magazine Article

Photo Essay

Mystery

Short Story

Greek Myth

Proverbs

Autobiography

Informational

Narrative

Encyclopedia Article

Realistic Fiction

Anecdote

Science Fiction

Play

Tall Tale

Song

Expository

Nonfiction

## **Summarize and paraphrase**

### **Graphic aids**

### **Text structure**

- Main ideas and details
- Compare and contrast

### **Word relationships**

### **Fact and opinion**

### **Author's purpose and perspective**

- To entertain
- To persuade
- To inform

### **Connotation/denotation**

### **Cause and effect**

**Literature Circles** are a students' equivalent in the classroom of adult book clubs. The aim is to encourage student choice and an appreciation of high quality literature. Literature Circles also "allow students to practice and develop the skills and strategies of good readers" (DaLie, 2001). Reading and advance preparation for Literature Circles is done at home. The groups meet once a week, beginning the 2<sup>nd</sup> Trimester, to:

- Ask questions
- Make predictions
- Make connections (text-to-self, text-to-text, text-to-world)
- Visualize

- Draw Inferences
- Determine Importance
- Synthesize

**Independent Reading** and the DRA: Students' independent and at-home reading is monitored through the Reading Record, personal reading interviews, and a twice-yearly one-on-one reading assessments (DRA). Reading skills assessed are:

**Sustained Reading and Reading Engagement/Attitude:** Sustains silent reading in class for 30 minutes. Reads and records 20 minutes nightly. Self-identifies strengths and areas for improvement.

**Oral Reading Fluency:** Reads aloud unpracticed grade level text fluently and with expression. Independently reads at a target rate of 100-135 wcpm by the end of 4<sup>th</sup> grade and 110-140 wcpm by the end of 5<sup>th</sup> grade.

**Literal Comprehension:** Determines significant events from a story, summarizes, and identifies characters and setting. Reads informational text for main ideas and to answer specific questions.

**Reflection/Metacognitive Awareness:** See the skills and strategies studied in Literature Circles.

**Book Selection:** Self-selects "just right" books in a variety of genres at an appropriate reading level.

**Monitoring and Self Correction:** Checks for understanding, rereads, summarizes, and employs other comprehension strategies when text does not make sense.

**Problem Solving Unknown Words:** Uses context, picture cues, recognizable word parts, and spelling, grammatical, and syllabication patterns to decode unknown words.

**Vocabulary:** Uses context to find the meaning of unknown words, multiple meaning words, roots, prefixes, suffixes, compound words, etc. Applies new vocabulary.

**Cognitive Reading Strategies:** Makes personal connections to and between texts. Predicts, wonders, and makes conjectures about author's message and themes.

**Read to Perform a Task:** Uses text conventions (bold words, italics, titles, captions), glossaries, indexes, diagrams and charts. Follows multi-step written directions.

# Writing

## Process:

Prewriting>Drafting>Revising>Editing>Sharing/Publishing

## Six Traits:

Ideas  
Organization  
Sentence Fluency  
Word Choice  
Voice  
Conventions

## Genres:

Personal Narrative  
Expository/Informational (Speech)  
Imaginative  
Poetry  
Persuasive

## Skills:

Brainstorming-use of multiple graphic organizers  
Use of editing & revising rubrics  
Understanding of the difference between editing and revising  
Peer conferencing as revision tool  
Creating & Developing Characters  
Using Dialogue to enhance story  
Engage the reader with an interesting introduction  
Present important ideas or events using an organizational structure-  
beginning, middle, end  
Develop new ideas in separate paragraphs  
Provide details and examples for support in paragraphs  
Provide transitions to link paragraphs  
Offer a concluding paragraph that summarizes  
Use a variety of descriptive words, demonstrating awareness of impact on  
Reader  
Provide conjunctions to connect ideas within sentences  
Use simple and compound sentences, and begin to use complex sentences  
Establish a plot, point of view, setting, conflict, and resolution  
Cite references properly (Expository writing)  
Use a variety of informational sources (Expository & Persuasive writing)  
Use organizational features of printed text to locate important information  
(Expository writing)  
Use effective note-taking skills to ensure documentation of quoted &  
paraphrased information (Expository writing)  
Support a position with relevant evidence (Persuasive writing)  
Writes summaries that contain a main idea and the most important details  
Writes formal business letter (Persuasive)  
Use a dictionary and thesaurus to identify alternative word choices &  
meaning

# Speaking

Organize information to clarify and support ideas  
Use descriptive words to clearly convey information  
Use correct grammar  
Engage the audience with appropriate verbal cues-volume, phrasing, pacing & facial expressions-eye contact

# Listening

Ask relevant questions that seek information already discussed  
Relates comments or questions to prior questions or comments in discussion  
Makes inferences and draws conclusions  
Follow detailed directions & instructions  
Summarize major ideas

# Writing Conventions

## Spelling-

Roots  
Suffixes & Prefixes  
Contractions  
Inflections  
Syllables  
Homophones, Homonyms, Heteronyms  
Spelling patterns for long & short vowels  
Phonemic awareness

## Grammar-

Correctly use verbs (lie/lay, sit/set), modifiers (words or phrases that describe, limit, or qualify another word-adjectives & verbs), and pronouns  
Ensure that verbs agree with their subjects

## Punctuation & Capitalization-

Ensure proper nouns & beginning of sentences have capitals  
All sentences end with period, question mark, or exclamation point  
Begin using commas correctly and consistently in prepositional phrases  
Correctly use a colon when beginning a list and properly use commas in list  
Correct use of quotations when using dialogue

## Handwriting-

Write legibly in cursive and manuscript and reads in cursive

# Math

## Fourth Grade

Fourth grade mathematics students continue to refine their multiplication and division skills by developing strategies for multi-digit multiplication and division. Additionally, they represent and compare simple fractions and decimals. In geometry they study the perimeter and area of rectangles and squares.

- Number and Operations: Develop an understanding of decimals, including the connections between fractions and decimals.
- Number and Operations and Algebra: Develop fluency with multiplication facts and related division facts, and with multi-digit whole number multiplication.
- Measurement: Develop an understanding of area and determine the areas of two-dimensional shapes.

### Units

- Multiplication & Division Models
- Place Value & Multiplication with Larger Numbers
- Fractions & Division
- Fractions & Decimals

## Fifth Grade

Fifth grade mathematics students develop greater fluency with multiplication and division. They learn how to model, add, subtract, order, and compare fractions and decimals. They also learn to model, solve, make sense of, and estimate division problems and calculate a quotient. Finally, they explore the properties of two and three-dimensional shapes and calculate and make sense of volume and surface area.

- Number and Operations and Data Analysis: Develop an understanding of and fluency with addition and subtraction of fractions and decimals.
- Number and Operations and Algebra: Develop an understanding of and fluency with division of whole numbers.
- Geometry, Measurement, and Algebra: Describe and relate two-dimensional shapes to three-dimensional shapes and analyze their properties, including volume and surface area.

### Units

- Multiplication & Division of multi-digit numbers
- 2D & 3D Geometry
- Fractions & Decimals

## Problem Solving

4<sup>th</sup> and 5<sup>th</sup> graders submit one problem solving work sample per trimester. Through problem solving, students learn to make conjectures, defend their solutions, and communicate mathematical thinking.

- **Conceptual Understanding:** *"What?"* Interprets the concepts of a task and translates them into a mathematical equation.
- **Process and Strategies:** *"How?"* Chooses strategies that can work and carries out the strategies chosen.
- **Verification:** *"Defend!"* In addition to solving the task, student shows identifiable evidence of a second look at the concepts, strategies and calculations. Proves and checks work.
- **Communication:** *"The Connecting Path"*. Explains thoughts and reasoning using pictures, symbols, and/or words to convey the path towards the solution.

## Science

In a two-year rotation, the following standards are integrated in multiple units. These standards are addressed in contexts that promote scientific inquiry, use of evidence, critical thinking, making connections, and communication. (Oregon Department Of Education, 2009)

### Year 1:

#### Trimester:

1. Water Quality & Watersheds
2. Weather & Climate
3. Electricity

### Year 2:

#### Trimester:

1. Adaptation & Invasive species
2. Physics & Properties of Energy
3. Migration

### Standards: Grade 4

**4.1 Structure and Function:** Living and non-living things can be classified by their characteristics and properties.

4.1P.1 Describe the properties of forms of energy and how objects vary in the extent to which they absorb, reflect, and conduct energy.

4.1L.1 Compare and contrast characteristics of fossils and living organisms.

4.1E.1 Identify properties, uses, and availability of Earth materials.

**4.2 Interaction and Change:** Living and non-living things undergo changes that

involve force and energy.

4.2P.1 Describe physical changes in matter and explain how they occur.

4.2L.1 Describe the interactions of organisms and the environment where they live.

4.2E.1 Compare and contrast the changes in the surface of Earth that are due to slow and rapid processes.

**4.3 Scientific Inquiry:** Scientific inquiry is a process of investigation through questioning, collecting, describing, and examining evidence to explain natural phenomena and artifacts.

4.3S.1 Based on observations identify testable questions, design a scientific investigation, and collect and record data consistent with a planned scientific investigation.

4.3S.2 Summarize the results from a scientific investigation and use the results to respond to the question being tested.

4.3S.3 Explain that scientific claims about the natural world use evidence that can be confirmed and support a logical argument.

**4.4 Engineering Design:** Engineering design is a process of using science principles to solve problems generated by needs and aspirations.

4.4D.1 Identify a problem that can be addressed through engineering design using science principles.

4.4D.2 Design, construct, and test a prototype of a possible solution to a problem using appropriate tools, materials, and resources.

4.4D.3 Explain how the solution to one problem may create other problems.

## **Standards: Grade 5**

**5.1 Structure and Function:** Living and non-living things are composed of related parts that function together to form systems.

5.1L.1 Explain that organisms are composed of parts that function together to form a living system.

5.1E.1 Describe the Sun-Earth-Moon system.

**5.2 Interaction and Change:** Force, energy, matter, and organisms interact within living and non-living systems.

5.2P.1 Describe how friction, gravity, and magnetic forces affect objects on or near Earth.

5.2L.1 Explain the interdependence of plants, animals, and environment, and how adaptation influences survival.

5.2E.1 Explain how the energy from the sun affects Earth's weather and climate.

**5.3 Scientific Inquiry:** Scientific inquiry is a process of investigation based on science principles and questioning, collecting, describing, and examining evidence to explain natural phenomena and artifacts.

5.3S.1 Based on observations and science principles, identify questions that can be tested, design an experiment or investigation, and identify appropriate tools. Collect and record multiple observations while conducting investigations or experiments to test a scientific question or hypothesis.

5.3S.2 Identify patterns in data that support a reasonable explanation for the results of an investigation or experiment and communicate findings using graphs, charts, maps, models, and oral and written reports.

5.3S.3 Explain the reasons why similar investigations may have different results.

5.4 **Engineering Design:** Engineering design is a process of using science principles to make modifications in the world to meet human needs and aspirations.

5.4D.1 Using science principles describe a solution to a need or problem given criteria and constraints.

5.4D.2 Design and build a prototype of a proposed engineering solution and identify factors such as cost, safety, appearance, environmental impact, and what will happen if the solution fails.

5.4D.3 Explain that inventions may lead to other inventions and once an invention exists, people may think of novel ways of using it.

## Social Studies

In a two-year rotation, the following standards are integrated in multiple units. These standards are addressed in contexts that promote scientific inquiry, use of evidence, critical thinking, making connections, and communication. (Oregon Department Of Education, 2009)

### Year 1:

#### Trimester:

1. Water Quality & Watersheds
2. Weather & Climate
3. Electricity

### Year 2:

#### Trimester:

1. Adaptation & Invasive species
2. Physics & Properties of Energy
3. Migration

## Civics & Government

- Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.
- Understand personal and political rights of citizens in the United States.
- Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).

**Economics:**

- Understand that resources are limited (e.g., scarcity).
- Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.
- Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.
- Understand the interdependence of the global economy and the role played by the United States.

**Geography:**

- Understand the spatial concepts of location, distance, direction, scale, movement, and region.
- Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.
- Locate major physical and human (cultural) features of the Earth.
- Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.
- Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).
- Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).
- Understand how people and the environment are interrelated.

**History:**

- Historical Skills: Interpret and reconstruct chronological relationships.
- Historical Skills: Analyze cause and effect relationships, including multiple causalities.
- Historical Skills: Understand, recognize, and interpret change and continuity over time.
- Historical Skills: Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.