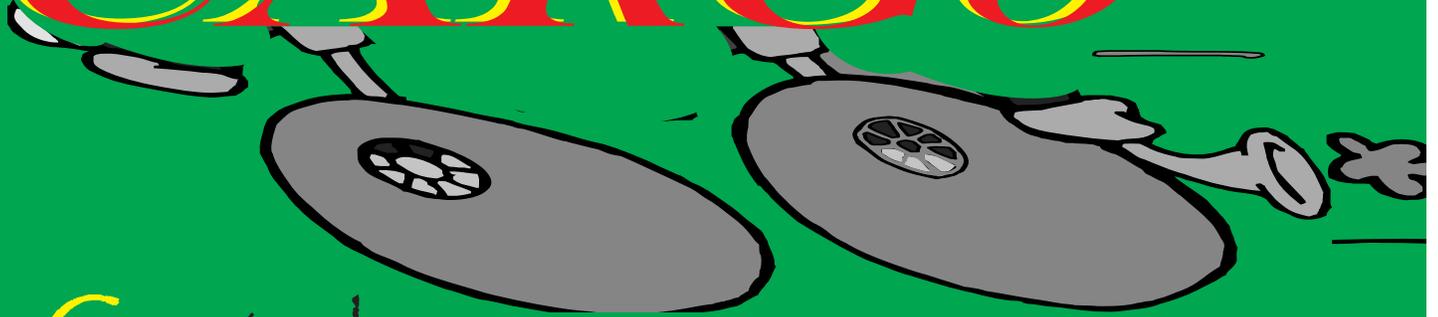


Sandy Garrett
State Superintendent of Public Instruction
Oklahoma State Department of Education

CARGO



Curriculum

Access

Modified



Resource

Guide

**A Modified Approach to Teaching
Priority Academic Student Skills
(PASS)**

Reading

Grades 3-5

oklahoma state department of education



special
education
services

"changing times in special education"

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A Message from

State Superintendent

Sandy Garrett



**Curriculum Access Resource Guide – Modified
CARG-M**

It is with great pleasure as Oklahoma's State Superintendent of Public Instruction, that I present to you the new Curriculum Access Resource Guide that is aligned to *Priority Academic Student Skills (PASS)* standards for students with disabilities. The Oklahoma State Department of Education, Special Education Services, is always striving to provide curriculum that is challenging and appropriate for our students on Individualized Education Programs (IEPs).

The CARG-M is intended to provide access to the general curriculum for students with disabilities, who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students, even after receiving the best designed instructional interventions from highly trained teachers.

Priority Academic Student Skills

Adapted for Grade 3

Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Phonics/Decoding - The student will apply sound-symbol relationships to decode words.

Modified Academic Indicators (MAI's):

- 3.1.1 Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).
- 3.1.2 Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).
- 3.1.3 Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.

Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Modified Academic Indicators (MAI's):

- 3.2.1 Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
- 3.2.2 Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to help define the meaning of words.

- 3.2.3 Synonyms, Antonyms, and Homonyms - Explore the meanings of words using knowledge of synonyms, antonyms, homonyms, and multiple meaning words.
- 3.2.4 Using Resource Materials - With guidance, use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

Classroom Activities:

The student:

- 3.2.1a Participates in cloze procedure activities, or cloze procedure with word bank.
- 3.2.1b Highlights clue words in the text that give meaning to a specific word.
- 3.2.2a. Participates in sorting activities and word games using knowledge of affixes.
- 3.2.2b Participates in center activities (flip charts, flashcards, games, etc.).
- 3.2.2c. Uses songs/jingles to reinforce skill being taught.
- 3.2.3a Participates in center activities (flip charts, flashcards, games, etc.).
- 3.2.3b Uses flashcard activities and games (e.g., bingo, using synonyms, antonyms, homonyms).
- 3.2.3c. Accomplishes matching activities, given words and their synonyms/antonyms/homonyms.
- 3.2.3d Plays drawing games as a class, given words and their synonyms/antonyms/homonyms.
- 3.2.3e Participates in Word Wall activities.
- 3.2.4a Utilizes technological resources, such as computer activities or games, to demonstrate ability to use word reference materials.
- 3.2.4b Participates in classroom scavenger hunt using reference materials.
- 3.2.4c Utilizes lexicons for understanding meaning.

Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

Modified Academic Indicators (MAI's):

- 3.3.1 Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
- 3.3.2 Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
- 3.3.3 Engage in repeated readings of the same text to increase fluency.
- 3.3.4 Accurately and fluently read high frequency and/or irregularly spelled words in meaningful modified texts.
- 3.3.5 With guidance, use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.

Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

Modified Academic Indicators (MAI's):

- 3.4.1 Literal Understanding
 - a. Read and comprehend poetry, fiction, and nonfiction in an appropriately modified text.
 - b. Use prereading strategies with assistance to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
 - c. Recall major points from an appropriately modified text.
 - d. Show understanding by asking questions and supporting answers with literal information from the text.
- 3.4.2 Inferences and Interpretation (may require prompting and guidance).
 - a. Make inferences by connecting prior knowledge and experience with information from the appropriately modified text.

- b. Interpret text, including lessons or morals depicted in fairytales, fables, etc.
 - c. Participate in creative response to text (e.g., art, drama, and oral presentations).
- 3.4.3 Summary and Generalization
- a. Using modified text, summarize by recognizing main ideas and key actions.
 - b. Using modified text, make generalizations about a text (e.g., theme of a story or main idea of an informational text).
 - c. With modified text, produce verbal, written, or visual summaries of text selections.
- 3.4.4 Analysis and Evaluation
- a. Describe characters including their traits, relationships, feelings, and changes in text.
 - b. Identify fact and opinion statements in nonfiction text.
 - c. Recognize the causes, motivations, sequences, and results of events from a text.
- 3.4.5 Monitoring and Correction Strategies
- a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense).
 - b. Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues.
 - c. Clarify meaning by rereading, questioning, and modifying predictions.

Classroom Activities:

The student:

- 3.4.1a Recreates/retells/dramatizes selection.
- 3.4.1a Utilizes listening centers (tape/cd/headphones).
- 3.4.1a Participates in thematic units, introducing him/her to various genres.
- 3.4.1a Utilizes predictable texts or stories (e.g., Dr. Seuss, Shel Silverstein, Jack Pelutsky, etc.).
- 3.4.1b Establishes a purpose for reading with a teacher directed discussion.
- 3.4.1b Illustrates a cover page based on the title of the story, and discusses personal experience with the topic.

- 3.4.1b Renames the story based on pictures/title/headings.
- 3.4.1b Predicts the story content based on the title (inference).
- 3.4.1b Picture walks the story before reading it.
- 3.4.1b Reads captions under pictures.
- 3.4.1c Utilizes color cubes represent events or characters in the story to retell major events of the story.
- 3.4.1c Retells story to peer using color cubes or pictures to represent events of the story.
- 3.4.1c In teams or pairs, draws pictures of major events and then sequences them correctly.
- 3.4.1d Answers “Who, What, When, Where, Why” questions.
- 3.4.1d Composes questions about text for other students or classmates to answer.
- 3.4.1d Locates and highlights answers to teacher-posed questions in text.
- 3.4.2a Uses “think aloud” to demonstrate his/her ability to make inferences.
- 3.4.2a Tells personal experiences related to the story to classmates (small group or entire class).
- 3.4.2a Participates in Show and Tell activity that relates personal experience to events in the text.
- 3.4.2b Participates in story mapping activities.
- 3.4.2b Writes or dictates entries in a simulated journal as a character, telling what he/she learned.
- 3.4.2b Creates and performs a skit with classmates.
- 3.4.3a Performs organization/sequencing activities using main events from a story.
- 3.4.3a Completes a diorama, poster board, etc., depicting main ideas or key actions.
- 3.4.3a Finishes a partially completed graphic organizer.
- 3.4.3a Uses “Who, What, When, Where, Why” questions to create a simple summary of the story.
- 3.4.3b Writes newspaper headlines about main events in the story.
- 3.4.3b Draws a picture depicting theme/main idea.

- 3.4.3c Completes journal activities using words and pictures.
- 3.4.3c Retells the story to classmates.
- 3.4.3c Illustrates the story (comic strip, storyboard, etc.)
- 3.4.3c Creates a written summary using ten specific key words.
- 3.4.4a Uses magazines to create a poster of characters and their relationships.
- 3.4.4a Illustrates characters, feelings, relationships, etc.
- 3.4.4a Creates/completes a character map.
- 3.4.4b Sorts sentence pairs as fact or opinion statements.
- 3.4.4b Highlights fact and opinion statements in text with a peer or group.

Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

Modified Academic Indicators (MAI's):

- 3.5.1 Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
 - a. Recognize characteristics of literary genres.
 - b. Read and discuss a variety of genres.
- 3.5.2 Literary Elements - Demonstrate knowledge of literary elements.
 - a. Recognize plots, settings, or characters in regular or modified text.
 - b. Recognize that similar themes occur across literary works.
- 3.5.3 Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

Classroom Activities:

The student:

- 3.5.2a Creates a poster demonstrating a literary element.
- 3.5.2a Finishes an incomplete Venn Diagram.
- 3.5.2a Creates puppets, dramatizes, or dresses up as character.
- 3.5.2b Develops/completes graphic organizer.

3.5.2b Creates a T-chart for two similar stories, noting similarities.

Standard 6: Research and Information - The student will conduct research and organize information.

Modified Academic Indicators (MAI's):

- 3.6.1 Accessing Information - The student will select the best source for a given purpose.
- Alphabetize to the first or second letter.
 - Use guide words to locate words in dictionaries and topics in encyclopedias.
 - Access information from charts, maps, graphs, schedules, directions, and diagrams.
 - Use the title page, table of contents, glossary, chapter headings, and index to locate information.
 - Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
- 3.6.2 Interpreting Information - The student will analyze and evaluate information from a variety of sources.
- Begin the research process by selecting a topic, formulating questions, and identifying key words.
 - Locate and organize information from a variety of print and nonprint and technological resources.
 - Compile information.
 - Use test-taking strategies.

Classroom Activities:

Student will:

- 3.6.1a Uses manipulatives (magnetic letters, felt letters, wipe-off boards) for reinforcing alphabetization concepts.
- 3.6.1a Alphabetizes classmates' names, word cards.
- 3.6.1b Places entry words between two guide words.
- 3.6.1b Participates in "dictionary races" to find the correct page for a given word.
- 3.6.1c Utilizes daily class schedule to answer questions.

- 3.6.1c Accesses information from menus, newspapers, graphs, charts, etc.
- 3.6.1c Utilizes map of school to locate specific places.
- 3.6.1d Identifies title page, table of contents, glossary, etc.
- 3.6.1d Designs one portion of a class-made book.
- 3.6.1d Participates in a scavenger hunt to locate specific information throughout text.
- 3.6.1e Highlights text formats in appropriately modified texts.
- 3.6.1e Performs matching activities (e.g., matching information to the appropriate subheading).

Priority Academic Student Skills

Adapted for Grade 4

Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

Modified Academic Indicators (MAI's):

- 4.1.1 Words in Context - Use context clues (the meaning of the text around a word) to define the meaning of unfamiliar words.
- 4.1.2 Affixes, Roots, and Derivatives.
- 4.1.3 Interpret new words by analyzing the meaning of prefixes and suffixes.
- 4.1.4 Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to help define the meaning of complex words (thermometer).
- 4.1.5 Synonyms, Antonyms, and Homonyms - Apply knowledge of fourth grade level synonyms, antonyms, homonyms, and multiple meaning words to determine the meanings of words and phrases.
- 4.1.6 Using Resource Materials
 - a. Use a thesaurus to determine related words and concepts.
 - b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.

Classroom Activities:

The student:

- 4.1.1 Participates in cloze procedure activities, or cloze procedure with word bank.
- 4.1.1 Highlights clue words in the text that give meaning to a specific word.
- 4.1.2a Participates in sorting activities and word games using knowledge of affixes.
- 4.1.2a Practices adding affixes to change the meaning of a root word. (ex., un + wrap = unwrap)
- 4.1.2b Participates in center activities (flip charts, flashcards, games, etc.).
- 4.1.2b Uses songs/jingles to reinforce knowledge of common word parts.
- 4.1.3 Participates in center activities (flip charts, flashcards, games, etc.).
- 4.1.3 Uses flashcard activities and games (e.g., bingo, using synonyms, antonyms, homonyms).
- 4.1.3 Accomplishes matching activities, given words and their synonyms/antonyms/homonyms.
- 4.1.3 Plays drawing games as a class, given words and their synonyms/antonyms/homonyms.
- 4.1.3 Participates in Word Wall activities.

Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

Modified Academic Indicators (MAI's):

- 4.2.1 Read aloud regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
- 4.2.2 Read aloud regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
- 4.2.3 Increase silent reading speed through daily independent reading.

Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

4.3.1 Literal Understanding

- a. Use prereading strategies with assistance to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
- b. Read and comprehend appropriately modified poetry, fiction, and nonfiction.
- c. Identify fiction and nonfiction text.

4.3.2 Inferences and Interpretation

- a. Use prior knowledge and experience to make inferences and support them with information presented in text.
- b. Make interpretations and draw conclusions from fiction and nonfiction text.
- c. Make inferences and draw conclusions concerning characters' qualities and actions.
- d. Participate in creative responses to text (i.e., art, drama, and oral presentation).

4.3.3 Summary and Generalization

- a. Using modified text, summarize by recognizing main ideas, key concepts and key actions.
- b. Support ideas, arguments, and generalizations by reference to evidence in the text.
- c. Represent text information in different ways such as in outline, timeline, or graphic organizer.

4.3.4 Analysis and Evaluation

- a. Evaluate new information and hypotheses by testing them against known information and ideas.
- b. Compare (find similarities) and contrast (find differences) information on the same topic after reading two passages or articles.
- c. Identify fact/opinion and cause/effect in various texts.
- d. Recognize the causes, motivations, sequences, and results of events from a text.

4.3.5 Monitoring and Correction Strategies

- a. With guidance, monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).
- b. Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues.

Classroom Activities:

The student:

- 4.3.1a Learns from “teacher think aloud” modeling prereading strategies.
- 4.3.1a Illustrates a cover page based on the title of the story.
- 4.3.1a Renames the story based on pictures/subtitles.
- 4.3.1a Discusses possible storylines based on the title (inference).
- 4.3.1a Picture walks the story before reading it.
- 4.3.1a Matches short passage with its purpose for reading.
- 4.3.1b Participates in dramatizations of various genres.
- 4.3.1b Invites other classes to observe/present performances.
- 4.3.1b Records himself/herself reading a familiar passage, practicing correct intonation and inflection for meaning.
- 4.3.1b Listens to recorded versions of various genres that illustrate correct intonation and inflection to contribute to meaning.
- 4.3.1b Studies multiple genres included in a thematic unit.
- 4.3.1c Sorts characteristic (real/make believe/plot/quotes, etc.) with correct genre.
- 4.3.1c Tells a story to a small group, and members decide whether it is fiction/nonfiction.
- 4.3.2a Demonstrates “think aloud” strategy to practice inferencing.
- 4.3.2a Tells personal experiences related to text to classmates (small group or entire class).
- 4.3.2a Completes a KWL chart (“what you Know, what you Want to know, and what you Learned”).
- 4.3.2b Completes graphic organizers.

- 4.3.2b Writes a plausible alternate ending to a story.
- 4.3.2b Participates in dramatic performances of story or story events.
- 4.3.2c Performs character actions while class makes inferences based upon the actions.
- 4.3.2c Creates illustrations or uses magazines to “illustrate” characters based on details in the text.
- 4.3.2c Completes matching/multiple choice activities of character and his/her qualities.
- 4.3.2c Highlights events, actions, or details in the text that give insight into a character’s qualities/actions.
- 4.3.3a Retells the story to a peer, class, teacher, etc., in “under one minute.”
- 4.3.3a Creates a poster board depicting main ideas.
- 4.3.3a Completes graphic organizers detailing main ideas, key concepts and key actions.
- 4.3.3c Identifies placement of events on a timeline.
- 4.3.3c Completes a graphic organizer or timeline.
- 4.3.4b Constructs a T-chart listing similarities and/or differences.
- 4.3.4b Compares and contrasts two passages or articles during interactive class discussions.
- 4.3.4b Completes a Venn Diagram.
- 4.3.4c Sorts statements from a set of two (fact/opinion, cause/effect).
- 4.3.4d Constructs a timeline using words or pictures.
- 4.3.4d Sorts statements as cause/effect.
- 4.3.4d Practices sequencing using sentence strips or pictures.

Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

Modified Academic Indicators (MAI’s):

- 4.4.1 Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.

- a. Identify the defining characteristics of a variety of literary genres and forms.
 - b. Read and construct meaning from a variety of genres.
- 4.4.2 Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- a. Identify the main events of the plot.
 - b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
 - c. Identify themes that occur across literary works.
 - d. Use knowledge of the situation, setting and feelings to determine the causes for that character's actions.
- 4.4.3 Figurative Language and Sound Devices - The student will identify figurative language and sound devices in appropriately modified texts.
- a. Begin to recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - b. Recognize figurative language, such as similes, metaphors, or personification.
 - Simile: a comparison that uses like or as.
 - Metaphor: an implied comparison.
 - Personification: a description that represents a thing as a person.
- 4.4.4 Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).

Classroom Activities:

The student:

- 4.4.2a Sequences main events of story.
- 4.4.2a Creates a poster demonstrating main events of the plot.
- 4.4.2a Completes a story map or timeline of events.
- 4.4.2a Creates puppets to perform events in the story or perform dramatizations of the story.
- 4.4.2b Matches a short passage with author's purpose.
- 4.4.2b Develops graphic organizer.

- 4.4.3a Matches an example of a poem with its style.
- 4.4.3a Highlights poetry patterns.
- 4.4.3a-b Listens to and creates tape recorded poems in a particular poetic style.
- 4.4.3a-b Creates a rap in a particular poetic style.
- 4.4.3b Sorts examples of figurative language.
- 4.4.3b Illustrates examples of similes, metaphors and personification.
- 4.4.3b Finishes a partially provided one (beginning or end).
- 4.4.3b Highlights examples of figurative language in text.

Standard 5: Research and Information - The student will conduct research and organize information.

Modified Academic Indicators (MAI's):

- 4.5.1 Accessing Information - Select the best source for a given purpose
 - a. Identify the purpose for and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs.
 - b. Identify key words to be used in searching for resources and information.
 - c. Cite information sources appropriately.
 - d. Use text formats and organization as an aid in identifying headings, subheadings, bold print, and italics in nonfiction text.
 - e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
 - f. Continue to use test-taking strategies by answering different types of questions, such as open-ended, multiple choice, true/false, and short answer.

- 4.5.2 Interpreting Information - Analyze and evaluate information from a variety of sources.
 - a. Identify a research question and appropriate sources to answer that question.
 - b. Take notes to summarize information.

- c. Locate and organize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
- d. Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.

Classroom Activities:

The student:

- 4.5.1a Uses manipulatives to match purpose to source of information.
- 4.5.1a Sorts words which would appear between two given guide words.
- 4.5.1a Participates in a scavenger hunt using a variety of sources.
- 4.5.1a Participates in a “Swat the Source” game (using a flyswatter to “swat” the correct source from an example statement).
- 4.5.1d Identifies the importance of headings and subheadings during interactive discussion.
- 4.5.1d Highlights key words in nonfiction text (bold print, italics, etc.).
- 4.5.1f. Discusses/practices test taking strategies of a variety of types of questions.
- 4.5.1f. Completes multiple choice questions, with decreased answer choices (2 or 3 answer choices instead of 4).

Priority Academic Student Skills

Adapted for Grade 5 Reading

Reading/Literature: The student applies a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

Modified Academic Indicators (MAI's):

5.1.1 Words in Context

- a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning.
- b. Use context clues to recognize similes (comparisons that use *like* or *as*: *His feet were as big as boats*), and metaphors (implied comparisons: *The giants steps were thunderous*).

5.1.2 Affixes, Roots, and Stems

- a. Interpret new words by recognizing the meaning of prefixes and suffixes.
- b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
- c. Use word origins (*graph* = *writing*, *terras* = *earth*) and word parts (*hemi* = *half*, *bio* = *life*) from Greek and Latin to define and recognize the meaning of complex words (*terrain*, *hemisphere*, *biography*).

5.1.3 Synonyms, Antonyms, and Homonyms - Apply knowledge of synonyms, antonyms, homonyms, and multiple meaning words to determine the meaning of words and phrases.

5.1.4 Using Resource Materials and Aids

- a. Use a thesaurus to determine related words and concepts.

- b. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.

Classroom Activities:

The student:

- 5.1.1a Participates in cloze procedure activities, or cloze procedure with word bank.
- 5.1.1a Highlights clue words in the text that give meaning to a specific word.
- 5.1.1b Highlights examples of similes and metaphors in an appropriately modified text.
- 5.1.1b Illustrates examples of similes and metaphors.
- 5.1.1b Highlights signal words for similes (like or as).
- 5.1.1b Completes the beginning or end of a simile or metaphor.
- 5.1.2a-b Participates in center activities (flip charts, flashcards, games, etc.) to reinforce knowledge of affixes, roots, and word parts.
- 5.1.2a-b Uses songs/jingles to reinforce knowledge of common affixes.
- 5.1.3a Participates in center activities (flip charts, flashcards, games, etc.).
- 5.1.3b Uses flashcard activities and games (e.g., bingo, using synonyms, antonyms, homonyms).
- 5.1.3c Accomplishes matching activities, given words and their synonyms/antonyms/homonyms.
- 5.1.3d Plays drawing games as a class, given words and their synonyms/antonyms/homonyms.
- 5.1.3e Participates in Word Wall activities.

Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.

Modified Academic Indicators (MAI's):

- 5.2.1 Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.

- 5.2.2 Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).
- 5.2.3 Read silently for increased periods of time.
- 5.2.4 Increase silent reading speed through daily independent reading.

Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.

Modified Academic Indicators (MAI's):

5.3.1 Literal Understanding

- a. Use prereading strategies with assistance (to preview, activate prior knowledge, to make predictions and formulate questions that might be answered by the text, and establish purpose for reading).
- b. Read and comprehend both fiction and nonfiction.
- c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
- d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.

5.3.2 Inferences and Interpretation

- a. Apply prior knowledge and experience respond to new information presented in text.
- b. Make inferences and draw conclusions about text and support them with textual evidence and prior knowledge.
- c. Describe elements of character development in written works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of characters' actions, motives, and appearance to plot and theme).
- d. Make inferences or draw conclusions about characters' qualities and actions.
- e. Participate in creative response to text (e.g., art, drama, and oral presentation).

5.3.3 Summary and Generalization

- a. Summarize information from portions of a reading selection including the main idea and significant supporting details.
- b. Relate generalizations with information gleaned from text.
- c. Support ideas and arguments by reference to text.
- d. Organize text information in different ways (e.g., timeline, graphic organizer) to support and explain ideas.

5.3.4 Analysis and Evaluation

- a. Identify the characteristics of poetry, drama, fiction, and nonfiction.
- b. Identify the main problem or conflict of the plot and explain how it is resolved.
- c. Compare the actions and appearances of characters in a work of fiction.
- d. Make observations and raise questions about texts.
- e. Recognize the causes, motivations, sequences and results from a text.
- f. Distinguish among facts and inferences supported by evidence and opinions in text.

5.3.5 Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).
- b. Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues.
- c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.

Classroom Activities:

The student:

- 5.3.1a Illustrates a cover page based on the title of the story.
- 5.3.1a Renames the story based on pictures/subtitles.
- 5.3.1a Writes a prediction of the story content based on the title (inference).
- 5.3.1a Picture walks the story before reading it.
- 5.3.1a Learns from “teacher think aloud” modeling prereading strategies.
- 5.3.1a Matches short passage with purpose for reading.
- 5.3.1b Dramatizes major events of the story.

- 5.3.1b Reads related fiction and nonfiction stories in a thematic unit.
- 5.3.1c Highlights details that support a main idea.
- 5.3.1c Eliminates given details that do not support the main idea.
- 5.3.1d Completes a graphic organizer or timeline.
- 5.3.1d Matches cause and effect in games.
- 5.3.2a Tells personal experiences related to the story to classmates, class, teacher, etc.
- 5.3.2a Completes a KWL chart.
- 5.3.2b Completes a graphic organizer.
- 5.3.2b Writes a plausible alternate ending to a story.
- 5.3.2d Creates illustrations or uses magazines to “illustrate” characters based on details in the text.
- 5.3.2d Performs character actions while class makes inferences based upon the actions.
- 5.3.2d Highlights the character’s actions and matches the actions to a character trait.
- 5.3.3a Places main ideas of story in correct order.
- 5.3.3a Uses “Who, What, When, Where, Why” questions to compose a simple summary.
- 5.3.3a Completes a graphic organizer.
- 5.3.3b Matches generalizations with details from the text.
- 5.3.3b Answers “Who, What, When, Where, Why” questions.
- 5.3.3c Highlights details in the text that support a given argument.
- 5.3.3c Matches details from the text with a given argument.
- 5.3.3d Places story’s events on a timeline.
- 5.3.3d Completes a graphic organizer or timeline.
- 5.3.4a Matches characteristics/examples to the appropriate genre.
- 5.3.4a Creates posters, etc., that show the characteristics of various literary genres.
- 5.3.4b Explains resolution to a conflict in the story.
- 5.3.4b Illustrates a cartoon of the problem and solution.

- 5.3.4b Brainstorms alternate solutions to problems presented in a text.
- 5.3.4c Completes a character analysis grid/Venn Diagram, etc.
- 5.3.4c Creates illustrations or uses magazines to “illustrate” characters based on details in the text.
- 5.3.4d Completes a KWL chart.
- 5.3.4d Writes/dictates questions for other student groups to answer.
- 5.3.4e Completes a timeline using words, sentence strips, or pictures.
- 5.3.4e Matches causes and results from the story.
- 5.3.4e Highlights the events that motivated the character’s actions.

Standard 4: Literature - The student will read to contrast meaning and respond to a wide variety of literary forms.

Modified Academic Indicators (MAI’s):

- 5.4.1 Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
 - a. Recognize characteristics of literary genres and forms (fiction, nonfiction, poetry, drama, fables/fairy tales).
 - b. Read and construct meaning from a variety of genres.
 - c. Demonstrate an understanding of similarities and differences in modified texts.
- 5.4.2 Literary Elements - Demonstrate knowledge of literary elements and techniques.
 - a. Identify literary elements of fiction (plot, conflicts, and resolution).
 - b. Identify genres, themes, ideas, and story elements in modified literary works read, listened to, or viewed.
 - c. Identify the author’s purpose (persuade, inform, or entertain).
- 5.4.3 Recognize and identify the writer’s perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.
- 5.4.4 Figurative Language and Sound Devices - Identify figurative language and sound devices in writing.
 - a. Identify rhythm, rhyme, and alliteration.

- b. Identify figurative language, such as simile, metaphors, and personification.
- c. Identify the function and effect of common literary devices, such as imagery and symbolism.

Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. Imagery: the use of language to create vivid pictures in the reader's mind..

- d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- e. Literary Works - Read and respond to historically and culturally significant works of literature. Example: Compare and analyze literary works from various cultures.

5.4.5 Literary Works - Read and respond to historically and culturally significant works of literature. Example: Compare and analyze literary works from various cultures.

Classroom Activities:

The student:

- 5.4.1a Sorts/matches characteristics of various genres (fiction/nonfiction, poetry, drama, fables/fairy tales).
- 5.4.1a Reads/listens to book reviews of texts from many genres.
- 5.4.1b Presents a report on a text within a thematic unit to the class (oral/written/illustrated).
- 5.4.1b Completes a graphic organizer.
- 5.4.2a Sequences main events of story provided by teacher/peer.
- 5.4.2a Creates a poster demonstrating literary elements in a specific story.
- 5.4.2a Completes a graphic organizer.
- 5.4.2a Creates puppets or dress as characters and dramatize events from the story.
- 5.4.2b Completes a graphic organizer.
- 5.4.2b Matches genres with appropriate characteristics.
- 5.4.2b Highlights statements that relate to themes and other story elements in familiar text.
- 5.4.2c Matches a short passage with author's purpose.

- 5.4.2c Locates newspaper articles specific to author’s purpose (persuade, inform, or entertain).
- 5.4.2c Gives an oral, written, or visual presentation to persuade, inform or entertain.
- 5.4.3a Highlights rhyme/alliteration in a familiar poem.
- 5.4.3a Listens to music to feel or keep time to the beat.
- 5.4.3a Claps out the rhythm to various songs/poems/raps.
- 5.4.3b Sorts/matches examples of similes, metaphors, and personification.
- 5.4.3b Illustrates examples of similes, metaphors, and personification.
- 5.4.3b Highlights signal words for similes (like or as).
- 5.4.3b Completes the beginning or end of a simile or metaphor.
- 5.4.3c Locates pictures that illustrate imagery and/or symbolism.
- 5.4.3c Uses five senses for clues to identify imagery.
- 5.4.3d Matches a poem with its style.
- 5.4.3d Writes a poem using a template in a particular style.

Standard 5: Research and Information: The student will conduct research and organize information.

Modified Academic Indicators (MAI’s):

- 5.1.1 Accessing Information - Select the best source for a given purpose.
 - a. Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, electronic card catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents and glossaries.
 - b. Identify the sources used to gain information.
 - c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
 - d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

- e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
 - f. Recognize and apply test-taking strategies by answering different types of questions, such as multiple choice, true/false, short answer, or open-ended.
- 5.1.2 Interpreting Information - Analyze and evaluate information from a variety of sources.
- a. Follow directions to accomplish a basic task (e.g., video games, computer programs, recipes).
 - b. Select a topic, formulate questions, find and use information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
 - c. Develop notes that include important information on a selected topic.
 - d. Summarize information from multiple sources into a written report or visual summary.
 - e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

Classroom Activities:

The student:

- 5.5.1a-b Uses manipulatives to match purpose to source of information.
- 5.5.1a-b Sorts words which would appear between two guide words.
- 5.5.1a-b Participates in a scavenger hunt using a variety of sources.
- 5.5.1a-b Plays “Swat the Source” game (using a flyswatter to “swat” the correct source after an example is read).
- 5.5.1c Matches given details to appropriate headings/subheadings.
- 5.5.1c Highlights text features in nonfiction text (headings, subheadings, italics, etc.).
- 5.5.1e Completes a circle graph on likes/dislikes in the classroom.
- 5.5.1e Creates a bar graph.

- 5.5.1e Highlights information from graphs, charts, maps, newspapers, phone book, etc.
- 5.5.1e Locates specific information in a textbook by using its organization and textual features, such as headers, maps, and charts.
- 5.5.1f Decreases number of multiple choice answer choices (2 or 3 answer choices instead of 4).
- 5.5.1f Completes an oral/written open ended response.
- 5.5.1f Constructs true/false questions for class/peers/group.
- 5.5.2a Follows a basic recipe to make Chex party mix, peanut butter & jelly sandwich, etc.
- 5.5.2a Writes/dictates basic directions for a peer to follow (recipe, map of a place in the school, etc.).
- 5.5.2a Follows directions for finding Web sites/information on the computer.
- 5.5.2b Participates in a scavenger hunt to locate and use information.
- 5.5.2b Locates answers to teacher formulated questions in resources.
- 5.5.2c Creates note cards on a chosen topic.
- 5.5.2c Chooses important details from a list of text information.
- 5.5.2c Completes a graphic organizer or outline.
- 5.5.2c-e Develops a multimedia presentation with the class.
- 5.5.2d Presents a multimedia or poster board presentation, cartoon strip, etc.

Priority Academic Student Skills

Adapted for

Grade 5

Writing

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 5.1: Writing Process - The student will use the writing process to write coherently.

Modified Academic Indicators (MAIs):

- 5.1.1 Use the writing process to develop, extend, and refine composition skills. Example: Use a variety of prewriting activities, such as brainstorming, clustering, illustrating, webbing, using graphic organizers, notes, and logs.
- 5.1.2 Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer compositions.
- 5.1.3 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering questions.
- 5.1.4 Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.
- 5.1.5 Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.
- 5.1.6 Publish and share writing with peers and adults.

Classroom Activities:

The student:

- 5.1.1a Utilizes daily teacher-prompted journal activities for practice in writing.

- 5.1.1b As a group, brainstorms ideas on a given topic.
- 5.1.1c Uses appropriate graphic organizer(s) to organize ideas generated.
- 5.1.2a Draws pictures to tell a story or event and shares the picture story with a peer/group.
- 5.1.2b Given a picture as a prompt, writes/dictates a descriptive paragraph.
- 5.1.2c Given a selected format and a writing prompt, uses a graphic organizer to organize ideas and blends them into paragraphs.
- 5.1.3a Uses written or picture sentence strips to show chronological order.
- 5.1.3b Uses Venn Diagrams, story webs, character mapping, T-charts, etc., to organize information for writing activities.
- 5.1.4a Proofreads writing using an editing checklist/editing software.
- 5.1.4b Uses a commonly misspelled word list.
- 5.1.4c Edits within a peer group.
- 5.1.5a Using a teacher-provided checklist, reviews the draft by selecting one element at a time to revise.
- 5.1.5b Utilizes a modified rubric to revise writing.
- 5.1.6a Participates in a Share Your Talent day, where friends and families visit the classroom to view student work.
- 5.1.6b Creates a writing anthology.

Standard 2: Modes and Forms of Writing - Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

Modified Academic Indicators (MAIs):

- 5.2.1 Communicate through a variety of written forms and for various audiences to inform, entertain, instruct, and describe. Example: Write a skit to present in class. Use funny words and phrases to make the audience laugh.
- 5.2.2 Write narratives (stories) that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.
- 5.2.3 Use figurative language when appropriate (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting.

- 5.2.4 Write personal, formal, business letters, thank-you notes, and invitations, including the date, greeting, body, closing, and signature.
- 5.2.5 Write informational pieces within paragraphs that:
- Provide an introductory sentence.
 - Establish and support a central theme or idea with a thesis statement.
 - Include supporting sentences with simple facts, details, and explanations.
 - Present important ideas and events in sequence or in chronological order.
 - Provide details and transitions to link sentences.
 - Conclude with a sentence that summarizes the points.
 - Use correct indention at the beginning of the paragraph
- 5.2.6 Write research reports, using appropriate level text, about important ideas, issues, or events that:
- Frame questions about an idea or issue to direct the investigation.
 - Establish a main idea or topic.
 - Develop the topic with simple facts, details, examples, and explanations to support the main idea.
 - Use a variety of information sources, including speakers, firsthand interviews, reference materials, and online information.
- 5.2.7 Write responses to literature that:
- Demonstrate an understanding of a designated literary work.
 - Support judgments through references to the text and connections to prior knowledge.
 - Develop interpretations and evaluations that exhibit careful reading and understanding.
- 5.2.8 Write persuasive compositions or letters that:
- State a clear position.
 - Support a position.
 - Organize supporting statements.
 - Include and address reader concerns.

Classroom Activities:

The student:

- 5.2.1 Utilizes daily writing prompts for introduction and practice of descriptive, informative, and persuasive writing.
- 5.2.2a Writes or dictates a short narrative story, given a comic strip or picture.
- 5.2.2b Given a picture/story starter, dictates a narrative story into a tape recorder.
- 5.2.2c Draws pictures with a one sentence caption to show the sequence of events in the story.
- 5.2.3a Illustrates teacher-provided alliteration, personification, similes, and metaphors.
- 5.2.3b After spinning a letter wheel, creates a silly sentence using alliteration of the random letter. (Slippery, slimy, snakes snacked silently on socks.)
- 5.2.3c Completes a simile or metaphor.
- 5.2.4a Completes a short correspondence using a template.
- 5.2.4b Composes a note, letter, or invitation.
- 5.2.5a Given individual sentences, sequences them correctly within in a paragraph.
- 5.2.5b Writes a simple five-point informational paragraph using a template.
- 5.2.6a Locates answers to questions on a specific topic, then writes a paragraph.
- 5.2.6b Participates in the development of a class newspaper.
- 5.2.7a Given a set of questions, highlights answers in the text.
- 5.2.7b Summarizes the literature with an oral or written response.
- 5.2.8a Chooses a position on a certain topic and participates in class debates.
- 5.2.8b Uses a graphic organizer to categorize arguments and writes a short paragraph/letter.

Standard 3: Grammar/Usage and Mechanics -The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Modified Academic Indicators (MAIs):

- 5.3.1 Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing:
 - a. Singular and plural forms of nouns.
 - b. Subject, object, reflexive, and possessive pronouns.
 - c. Subject, direct object, and object of prepositions.
 - d. Present, past, future, and present perfect verb tenses.
 - e. Subject-verb agreement.
 - f. Descriptive, comparative, superlative, and demonstrative adjectives.
 - g. Time, place, and manner adverbs.
 - h. Comparative forms of adverbs.
- 5.3.2 Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
 - a. Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, and state colleges and universities.
 - b. Correctly capitalize proper adjectives.
 - c. Correctly capitalize conventions of letter writing.
- 5.3.3 Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
 - a. Parenthesis.
 - b. Quotation marks.
 - c. Terminal punctuation.
 - d. Apostrophes in contractions and possessives.
 - e. Conventions of letter writing.
 - f. Colons, semicolons, and commas.
- 5.3.4 Sentence Structure: The student will demonstrate appropriate sentence structure in writing.

- a. Create interesting sentences using words that describe, explain, or provide additional details.
 - b. Correct sentence fragments and run-ons.
- 5.3.5 Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
- a. Spell previously misspelled words correctly in final writing productions.
 - b. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).
 - c. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our).
 - d. Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.
- 5.3.6 Students are expected to demonstrate appropriate handwriting in the writing process.

Classroom Activities :

The student:

- 5.3.1a Performs matching activities, categorizing given words as the correct part of speech.
- 5.3.1b Given a simple picture, decides upon a noun, verb, adjective, and adverb to describe it.
- 5.3.1c Completes Mad Libs with a peer.
- 5.3.2a Locates and highlights correctly capitalized proper nouns in magazines, newspaper, and text.
- 5.3.2b Recognizes and corrects mistakes in capitalization in a sample piece of writing.
- 5.3.2c Creates a word wall containing proper nouns.:
- 5.3.3a Places correct punctuation in a “bare” sentence.
- 5.3.3b Recites familiar text aloud, exaggerating punctuation cues.:
- 5.4.4a Creates a word wall containing interesting adjectives and adverbs.

- 5.4.4a. Fills in missing descriptive words in a story/paragraph.
- 5.4.4a. Uses a word list/wall to write interesting sentences.
- 5.4.4b Given examples of correct and incorrect sentences, recognizes fragments/run-ons.
- 5.4.4b. Corrects sentence fragments/run-ons.
- 5.4.5a Participates in races or scavenger hunts using word reference materials.
- 5.4.5b Becomes familiar with electronic versions of word reference materials, including Spell Check program features.