

**TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS
LANGUAGE ARTS / LITERACY CURRICULUM
GRADE 6**

SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
LISTENING, SPEAKING, VIEWING, REPRESENTING					
<p style="text-align: center;"><u>LISTENING</u></p> <p>PURPOSES FOR LISTENING</p> <p>MUSICAL ELEMENTS OF LITERATURE</p> <p>MAIN IDEAS</p> <p>LISTENING FOR DETAILS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify the 4 main purposes for listening. • identify the musical elements of literary language. • identify main ideas in the story that are supported by evidence. • listen and identify important details. 	<ul style="list-style-type: none"> • Use a transparency to teach the 4 main purposes for listening (get information, solve problems, enjoy and appreciate). • Listen to selections of poetry read aloud and identify rhyming words, repeated sounds, and onomatopoeia. • Select a short story from the student anthology such as, <u>Last Summer with Maizon</u> or a library book such as, <u>Everybody Cooks Rice</u>. Read the story aloud and discuss. Develop a graphic organizer to compare ideas and traditions from the story to those of the class. • Select a poem or passage such as, <u>The Wall of China</u> to read orally to the students. Remind them to pay special attention to details in the poem. Discuss the poem and examine how the speaker feels about the wall. Then discuss their views of the great wall of China. As an extension, an illustration could be made using details from the poem. 	<ul style="list-style-type: none"> • Student Anthology • Transparency • Workbook • Worksheet • Poetry • Student Anthology • Library book • Graphic organizer • Student Anthology • Paper • Pencil • Art supplies 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheet • Teacher Observation • Student Responses • Teacher Observation • Student Responses 	<p style="text-align: center;"><u>By the end of Grade 6</u></p> <p>3.4 A.1,2 B.1,2</p> <p>3.3 A.1,2 B.1,2</p> <p>3.4 B.1-3</p> <p>3.3 B.1 3.4 B.3</p>

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<p>RETELLING A STORY</p> <p><u>LISTENING</u></p> <p>SPEAKING SKILLS</p> <p><u>VIEWING</u></p> <p>EVALUATE PURPOSE OF MEDIA</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read a story and summarize it orally. • discuss a given topic. • identify the purpose of media. 	<ul style="list-style-type: none"> • Read a story or article noting important details. Pair up with a classmate and retell the story orally. • Select a topic and practice having a discussion. Ask questions to elaborate or find out more details. Evaluate the discussion and suggest ways to improve it. • Provide examples of the five most common purposes for viewing (information, examples, entertainment, directions, and persuasion) • Have the students examine a given illustration such as <u>Knights of the Round Table</u>. Ask questions about the style and subject (is it based on fact?) Do the figures look realistic? 	<ul style="list-style-type: none"> • Student Anthology • Library Book • Oral Presentation • Sample Topics • Questions • Student Anthology • Questions 	<ul style="list-style-type: none"> • Teacher Observation • Self/peer Evaluation • Teacher Observation • Self/peer Evaluation • Teacher Observation • Self Evaluation 	<p>3.3 A.3,4,5</p> <p>3.3 A.1-5</p> <p>3.5 B.2,3</p>

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MEDIA/LITERACY	<p>The students will be able to:</p> <ul style="list-style-type: none"> • respond to non-print media. 	<ul style="list-style-type: none"> • Students will read poem orally. • They will draw impressions of a musical selection. • They will critique a film and book version of the same story. • Students will judge the effectiveness of a persuasive speech. • Students will evaluate an educational computer game. • Students will chart the details of an article and an editorial about a given topic or event. • Students will have a group discussion to discuss bias. • Students will video a mock talk show interview. • They will describe clothing from a fashion magazine for others to draw. Write captions for pictures. Make an audiotape to narrate a filmstrip. 	<ul style="list-style-type: none"> • Poetry • Musical Selections • Film & Book of Same Story • TV Commercials • Computer Software • Newspapers • Video Tape • Audio Tape 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation 	3.5 A.1-8
<u>REPRESENTING</u> COMMUNICATION	<ul style="list-style-type: none"> • produce communication. 	<ul style="list-style-type: none"> • The students will brainstorm article ideas on a graphic organizer, write a first draft of articles, plan format for publishing, illustrate and write a final draft and publish in a classroom display. 	<ul style="list-style-type: none"> • Student Anthology • Sample Newspapers • Poster Board • Art Supplies 	<ul style="list-style-type: none"> • Teacher Observation • Newspapers (final draft) • Self Evaluation 	3.2 A.1-6

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VOCABULARY	<p>The students will be able to:</p> <ul style="list-style-type: none"> • increase vocabulary. 	<ul style="list-style-type: none"> • Copy an interesting story from a local newspaper or text book. Allow students to skim the article and identify any difficult vocabulary words. If additional help is needed allow dictionary usage. • Have students take turns orally reading paragraphs from a newspaper article. Identify the important points and rewrite the article. A computer may be useful in locating additional information. Students may form small groups and orally share their article with others. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Newspaper Article • Dictionary • Computer Access 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.1 F.2
READING COMPREHENSION					
<p><u>PREREADING STRATEGIES</u></p> <p>PREVIEW/PREDICT</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read for a purpose. • predict from previewing. 	<ul style="list-style-type: none"> • Have the students construct a KWL chart. Have them set a goal for reading. Have them predict what will happen in a selection. 	<ul style="list-style-type: none"> • KWL Chart • Student Anthology • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests • Quizzes 	3.1 E.1,6

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<p><u>MONITORING STRATEGIES</u></p> <p>VISUALIZATION</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use details to visualize action and draw conclusions. • use details to visualize stories on historical or geographical settings. 	<ul style="list-style-type: none"> • The students will write sensory details from a teacher-modeled selection. • Students will draw pictures about a teacher-modeled selection. • They will make a word web to visualize details. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Worksheets • Tests/Quizzes 	<p>3.1 G.8,9</p>
<p>PARAPHRASING</p>	<ul style="list-style-type: none"> • paraphrase passages that were read. 	<ul style="list-style-type: none"> • Paraphrase parts of a selection. Take notes utilizing paraphrasing. Read a selection to the students and have them illustrate the concept. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes 	<p>3.1 G.8</p>
<p>READING RATE/ CLUES</p>	<ul style="list-style-type: none"> • read a given passage looking for clues & asking questions. • adjust their reading rate, and reread when necessary. 	<ul style="list-style-type: none"> • Orally read a passage to the students. Model adjusting reading rate. Test comprehension and reread if necessary. Provide a passage for independent review. Allow students to ask questions, reread, and ask for help if needed. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Reading passage 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets 	<p>3.1 D.1-4</p>

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ORAL READING	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read a selection aloud using decoding and vocabulary strategies. 	<ul style="list-style-type: none"> • Allow students to select a magazine or newspaper article and highlight any words that are unfamiliar. They will use context clues and decoding skills to figure out words and meanings. After preparation, have students orally read their selection to a small group or the entire class. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Newspaper • Magazine • Highlighter 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 D.2
COMPREHENSION	<ul style="list-style-type: none"> • construct graphic organizers, diagrams, charts, or story props to aid in comprehension and analysis of text. 	<ul style="list-style-type: none"> • Select a section in a Science or Social Studies text book. Have students design a graphic organizer to help them remember concepts. • Select a fairy tale and have students construct a story web or props that could be used to retell the story. 	<ul style="list-style-type: none"> • Student Anthology • Drawing Paper • Science/ Social Studies Text • Fairy Tale 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheet • Graphic Organizer 	3.1 E.6
<p style="text-align: center;"><u>SKILLS AND STRATEGIES</u></p> <p>FANTASY VS. REALITY</p>	<ul style="list-style-type: none"> • use illustration to distinguish between factual and fictional representations. • determine if a selection is realistic or fantasy. 	<ul style="list-style-type: none"> • The students will preview story illustrations to determine if the story is factual or fictional. • Students will categorize a selection as realistic or fantasy. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests • Quizzes 	3.1 G.11,12

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CLASSIFICATION/ CATEGORIZATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • put related items into groups. 	<ul style="list-style-type: none"> • Have students use graphic organizers to classify (venn diagram of web). • The will make a list on board and group. • Have students construct bulletin boards categorizing items. • Students will make a collage. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes 	3.1 G.3
PREDICTION	<ul style="list-style-type: none"> • predict outcomes based on the author's clues and their own experiences. 	<ul style="list-style-type: none"> • Have the students write a paragraph. • The students will read stories and look for clues. • They will listen to a story and individually predict what will happen next. They will discuss individual responses and write their own ending. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	3.1 E.4
SEQUENCE	<ul style="list-style-type: none"> • arrange events in a logical order. 	<ul style="list-style-type: none"> • Have the students list items. • Have the students follow written directions (recipe). • The students will write paragraphs, draw cartoons, make a plot structure map and create story frames. • The students will use graphic organizers. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	3.1 G.3

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CAUSE & EFFECT	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify cause and effect. • understand cause and effect relationships. 	<ul style="list-style-type: none"> • The students will label the cause and effect in a given sentence. • They will construct a "cause & effect" graphic organizer. • Have the students draw pictures with captions to explain cause and effect relationships and act out cause and effect relationships. • Have students design toys or inventions that demonstrate cause and effect. • Students will answer questions about cause and effect in a selection. • Students will create a problem/solution map. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Graphic Organizer • Drawing Paper • Art Supplies 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Worksheets • Workbook • Tests/Quizzes * Tested Skill 	3.1 G.3
COMPARE & CONTRAST	<ul style="list-style-type: none"> • compare and contrast. 	<ul style="list-style-type: none"> • Have the students discuss a personal experience. • Have them write a paragraph comparing and contrasting a story and film. • Have them compare 2 novels by the same author. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Film • 2 Novels by Same Author 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	3.1 G.12,16
SUMMARIZING	<ul style="list-style-type: none"> • summarize a selection. 	<ul style="list-style-type: none"> • Have the students create a problem-solution map. • They will summarize the story events and summarize directions to accomplish a task. • Students will complete worksheets. • Students will create a plot summary. • They will take notes on a selection. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Worksheets • Workbook • Tests/Quizzes * Tested Skill 	3.1 H.5,7

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INFERENCES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • draw inferences. • identify fact and opinion. 	<ul style="list-style-type: none"> • Students will discuss materials read (cartoons, riddles). • Have students list details from a selection and categorize as to fact or opinion. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	3.1 G.9
CONCLUSIONS	<ul style="list-style-type: none"> • use clues in a selection to draw conclusions. 	<ul style="list-style-type: none"> • Have the students make a story frame. • They will read and solve a riddle. • They will draw conclusions from a given selection. • Have students listen to a selection and form conclusions about characters. • Students will complete workbook pages. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	3.1 H.3,4
MAIN IDEAS	<ul style="list-style-type: none"> • identify topic and main idea of a selection. • recognize supporting details in a story. 	<ul style="list-style-type: none"> • Have the students practice SQRRR. • Students will outline a selection. • They will read orally. • They will make a main idea map. • They will construct a story triangle or graphic organizer. A story frame may be useful for noting supporting details. • Students will locate headlines and write a paragraph. • The students will construct a mural. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizers 	<ul style="list-style-type: none"> • Teacher Observation • Students Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	3.1 G.8,9

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FACT & OPINION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify and label fact and opinion. 	<ul style="list-style-type: none"> • Have the students list details from a selection and categorize as fact or opinion. • The students will read a newspaper article or advertisement pointing out facts and opinions. • They will complete workbook pages. • Have them read a selection and underline facts. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Newspaper • Magazine 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	<p>3.1 G.1,11</p>
ANALYZE SOLUTIONS	<ul style="list-style-type: none"> • analyze information to determine what is important. • identify problems and generate solutions. • test the solution and judge whether or not it was successful. 	<ul style="list-style-type: none"> • Provide students with a "problem situation" and have them highlight important information. They will use a graphic organizer to list problems and possible solutions. They will analyze solutions and decide if the solution is desirable. If not, they will go back and select another solution. • Students will complete workbook pages. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Graphic Organizer • "Problem Situation" Paragraph 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Tests/Quizzes • Workbook Pages * Tested Skill 	<p>3.1 G.9,11, 13</p>
PERSUASION & PROPOGANDA	<ul style="list-style-type: none"> • recognize propaganda & persuasion used in advertisements. 	<ul style="list-style-type: none"> • Have the students create persuasive advertisement for an imaginary product. • Students will record several commercials on a VCR tape and identify the types of propaganda used. • They will locate advertisements in a magazine, determine the type of propaganda used and tell how it is used to persuade. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook • Magazine • Video Taped Commercials 	<ul style="list-style-type: none"> • Teacher Observation • Student oral Responses • Workbook • Worksheets • Tests/Quizzes * Tested Skill 	<p>3.1 G.5</p>

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COMPARE/ CONTRAST	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify and list the similarities and differences across texts. 	<ul style="list-style-type: none"> Have the students construct a graphic organizer such as a Venn Diagram. Have them compare 2 novels by the same author. Students will research topics on the internet and compare/contrast information. Discuss comparisons. 	<ul style="list-style-type: none"> Student Anthology Practice Workbook Graphic Organizer Computer Access Library Access 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Worksheets Tests/Quizzes 	3.1 G.8,9,11
PARAPHRASE & SUMMARIZE	<ul style="list-style-type: none"> read and evaluate sources of information. paraphrase to organize information. use study strategies to recall information. 	<ul style="list-style-type: none"> Provide students access to computers to research a given topic such as "whales" or "plants". www.letsfindout.com is a helpful resource. Students will construct a graphic organizer and paraphrase important information. Give students a few minutes to study the information using preview, questioning, and rereading strategies. Then have them put away the completed graphic organizer. Provide students with a blank graphic organizer and try to complete it with the important information found in the research. 	<ul style="list-style-type: none"> Student Anthology Practice Workbook Graphic Organizer Computer Access 	<ul style="list-style-type: none"> Teacher Observation Student oral Responses Workbook Worksheets Tests/Quizzes * Tested Skill (evaluate evidence only) 	3.3 B.1,2 3.4 B.1,2
WRITING PROCESS	<ul style="list-style-type: none"> identify and list the steps in a process. 	<ul style="list-style-type: none"> Have the students follow the 5 step writing process (pre-write, 1st draft, revise, proofread, & publish). Make a craft and then list the steps. Students will complete workbook pages. 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets Art Supplies Paper/Pencil 	<ul style="list-style-type: none"> Teacher Observation Workbook Worksheets Tests/Quizzes * Tested Skill 	3.2 A.1-13

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CONNECTING THEMES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • connect themes across text. 	<ul style="list-style-type: none"> • Have the students select a topic from Science such as "Oceans" and connect it with a short story such as <u>Rainbow Fish</u>. (or use the Science topic "Space" and connect it to the Time Article <u>Back to the Moon</u>.) • They will outline the Science article using a graphic organizer. They will read the short story and identify themes that are the same. Learning can be extended by researching a common topic on the Internet. 	<ul style="list-style-type: none"> • Science Kit • Short Story • Graphic Organizer • Computer Access 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Class Discussion 	3.1 G.7
INTERPRETATION	<ul style="list-style-type: none"> • listen to interpret text ideas through journal writing, discussion, enactment, and media. • support their responses by referring to relevant aspects of the text and their own experiences. 	<ul style="list-style-type: none"> • Have the students listen to the audio cassette for the story <u>Child of the Owl</u>. Discuss the ideas of accepting other cultures or different races and heritages. • Have students write a journal entry about how children and grandparents can learn from each other. Use details from the text to support ideas. 	<ul style="list-style-type: none"> • Student Anthology or Audio Cassette for <u>Child of the Owl</u> • Journal Entry 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Class Discussion 	3.4 A.1

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FORESHADOWING & SYMBOLISM	<p>The students will be able to:</p> <ul style="list-style-type: none"> • recognize and use foreshadowing to predict and learn outcomes. • recognize the theme of a story by using prior knowledge and symbolism. • recognize flashback as a literary device that aids in understanding. 	<ul style="list-style-type: none"> • Have the students identify foreshadowing, symbolism, and flashback in a given selection. Have students make an advice poster to help younger children identify foreshadowing and flashback. Create a chart showing the symbol, its possible meaning, and its affect on the selection. • Have students create a pictorial symbol to represent a concept such as friendship or courage. The symbol maybe created on the computer using a program such as "<u>Paint</u>". 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.1 G.2,8,9
NARRATIVE/ EXPOSITORY	<ul style="list-style-type: none"> • read and identify a given piece of literature as narrative or expository. • identify texts as informative, influential, expressive, or entertaining. 	<ul style="list-style-type: none"> • Use transparencies to teach narrative vs. expository writing. Provide various pieces of literature as narrative or expository. Visit the library and have students chart book titles and categorize each as informative, influential, expressive, or entertaining. Complete workbook pages. 	<ul style="list-style-type: none"> • Student Anthology • Graphic Organizer/ Chart • Transparency • Library Access 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.1 G.1,5,6,9,11,15
FORMS OF TEXT	<ul style="list-style-type: none"> • construct various forms of text and compare these types of communication. 	<ul style="list-style-type: none"> • Construct a list of favorite foods. Create a sign to advertise your favorite food. Work in small groups to write newspaper articles about healthy foods. Facilitate a large group discussion about the various forms of communication, and their level of effectiveness. Complete workbook pages. 	<ul style="list-style-type: none"> • Student Anthology • Drawing/Art Supplies • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Workbook/ Worksheets • Class Discussion 	3.1 H.4,5,7

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LITERARY FORMS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize stories, poems, myths, folk tales, fables, tall tales, plays, limericks, biographies, and autobiographies. 	<ul style="list-style-type: none"> Teach concept using transparency. Go through types of literature and discuss. Construct posters for each literary form telling important aspects of each. Construct a graphic organizer detailing important aspects of each literary form. Complete workbook pages. 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets Transparencies Graphic organizers Blank poster board Markers 	<ul style="list-style-type: none"> Teacher Observation Workbook/Worksheets Self/Group Evaluation 	3.1 G.1-18
STORY ELEMENTS	<ul style="list-style-type: none"> recognize the ways that authors organize information. judge the internal logic of text and analyze the way authors present ideas. 	<ul style="list-style-type: none"> Read a simple fairytale such as Cinderella. Analyze the text and identify story elements such as characters, setting and theme. Construct a plot development diagram. Complete workbook pages. Use Venn diagram to compare and contrast characters. Write sentences about the story showing cause and effect. List events in the story chronologically. 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets Graphic organizer Fairytale 	<ul style="list-style-type: none"> Teacher Observation Workbook Worksheets Plot Diagram Graphic Organizer 	3.1 G.10,13
LITERARY TERMS	<ul style="list-style-type: none"> define the terms title, author, illustrator, playwright, theater, stage, act, dialogue, and scene. recognize the roles of author and illustrator. 	<ul style="list-style-type: none"> Define literary terms title, author, illustrator, theater, stage, act, dialogue, and scene. Write a short play about a conflict, including scenes, acts, and dialogue. Provide several texts for review. Identify and list the title, author, and illustrator. Complete workbook pages. 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets Library books 	<ul style="list-style-type: none"> Teacher Observation Workbook Worksheets 	3.1 A.1 3.2 D.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p style="text-align: center;"><u>VARIETY OF TEXTS</u></p> <p>LITERARY GENRE</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • read from a variety of genre. • read for pleasure, information, etc. 	<ul style="list-style-type: none"> • Identify different genre of literature. Provide examples of each and discuss. Allow students to select text of their choice and read. Write a summary of the book. Collect information on a topic and discuss in small groups. 	<ul style="list-style-type: none"> • Student Anthology • Library Access • Varied Genre Books 	<ul style="list-style-type: none"> • Teacher Observation • Self evaluation • Student Responses/ Discussion 	<p>3.1 G.1,2,11</p>
<p style="text-align: center;"><u>FLUENCY</u></p> <p>INFORMATIONAL TEXT</p>	<ul style="list-style-type: none"> • select a topic, research and locate sources of information. • use the informational text to take notes on a topic. 	<ul style="list-style-type: none"> • Use brainstorming, listing, or drawing to select a topic to research. Locate sources of information to research the topic. Internet access, CD encyclopedia, library books, newspaper, etc. , may be used to locate information. Distribute 3 x 5 cards to take notes. Highlight important facts. Prepare a summary/report. Complete workbook pages. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Computer Access • Library Access 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets 	<p>3.1 H.1-5</p>
<p>INFORMATIONAL TEXT</p>	<ul style="list-style-type: none"> • select and silently read independent level and instructional materials. 	<ul style="list-style-type: none"> • Select a theme in Science such as the solar system. Encourage students to locate text and select one to silently read. Information may be found on the computer encyclopedia, Internet sites such as lets find out.com, or in the library. Follow up with a silent reading activity from the science text. Allow students to select an appropriate book of their choice from the library. Discuss reading in small groups. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Computer Access • Library Access 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets 	<p>3.1 D.1,2,4</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
READING RATE	<p>The students will be able to:</p> <ul style="list-style-type: none"> • orally read demonstrating a varied reading rate and fluency. • adjust their tone and speaking rate to engage the listener. 	<ul style="list-style-type: none"> • Provide a selection of familiar easy read text (fairytales, Dr. Seuss, etc.). Allow students to read the text silently to practice how they will read it aloud. Remind them to adjust speed and tone to show emotion and feeling. Break into small groups. Allow each student to orally read their story to the group. Group members should practice good listening skills and offer constructive criticism to the reader. 	<ul style="list-style-type: none"> • Student Anthology • Transparencies • Workbook • Worksheets • Library Easy Read Text 	<ul style="list-style-type: none"> • Teacher Observation • Self/Peer Evaluation • Workbook • Worksheets 	3.1 D.2,4
<u>CULTURES</u> COMPARE/ CONTRAST	<ul style="list-style-type: none"> • recognize, respect, and appreciate the similarities and differences in the literature and lifestyle of diverse cultures. 	<ul style="list-style-type: none"> • Compare a selection from our culture with one from another culture having the same theme. When exploring a folktale, include a comparison with folktale from another culture. Compare students favorite musical groups with the music of another culture. Encourage students to compare different artistic styles in folk tales from other cultures. Have students compare and contrast character traits from one culture to another via a Venn diagram. 	<ul style="list-style-type: none"> • Student Anthology • Transparencies • Multicultural Selections of Text, Music & Arts • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Class Discussion • Interpersonal Relationships • Performance Based Assessment 	3.1 G.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p style="text-align: center;"><u>CRITICAL THINKING</u></p> <p>EXPERIENCES</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • research experiences that lead to personal growth. 	<ul style="list-style-type: none"> • Brainstorm types of experiences that lead to personal growth, such as volunteer work. Research the role of this experience in the life of a famous person. Have each group create an experience mural on the chalkboard or on bulletin board paper, that shows why the experience is important. Compare the experiences of the famous person to their own lives. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Library/ Computer Access • Art Supplies • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets • Self/peer Evaluation 	<p>3.3 B.4</p>
<p>PROBLEM SOLVING</p>	<ul style="list-style-type: none"> • identify an issue facing our society and develop possible solutions. • analyze the solutions and determine the ones that are most effective. 	<ul style="list-style-type: none"> • Write 4 story titles on a chart, discuss with students what pressures the main characters face and how they deal with it. Brainstorm a list of pressures today's youth have to cope with. Develop a list of coping strategies. Discuss strategies to deal with problems and determine the ones that are most/least effective. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets • Class Discussion 	<p>3.3 B.1-4</p>
<p style="text-align: center;"><u>WORD STRUCTURE</u></p> <p>PLURALS/ POSSESSIVES</p>	<ul style="list-style-type: none"> • spell plurals. • correctly form possessives. 	<ul style="list-style-type: none"> • Make singular words plural. Use proofreading symbols to correct plural words. Use the same list of singular nouns and use apostrophe and "s" to form possessives. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Transparencies 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	<p>3.2 C.1,4</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SYLLABLE PATTERNS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • divide words into syllables. 	<ul style="list-style-type: none"> • Divide words into syllables on paper or at the chalkboard. Then look up words in the dictionary to check. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Dictionary 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 C.2
COMPOUND WORDS	<ul style="list-style-type: none"> • recognize, spell, and understand compound words. 	<ul style="list-style-type: none"> • Match compound words with their meanings. Use proofreading symbols to correct compound words. Construct Rebus puzzles and have students trade with a partner to solve. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 C.1,2
CONTRACTIONS	<ul style="list-style-type: none"> • understand contractions. • form contractions. 	<ul style="list-style-type: none"> • Use context in a reading selection. Replace words in sentences with contractions. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 C.1,2
PREFIXES/SUFFIXES	<ul style="list-style-type: none"> • use common prefixes and suffixes as an aid in word decoding. • pronounce base words whose pronunciation was affected by the affixes. 	<ul style="list-style-type: none"> • Select correct words with prefixes and suffixes. Discuss and write the meanings of commonly used prefixes and suffixes. Pronounce the new words in context and review their meaning. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 C.6

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
BASE/ROOT WORDS	The students will be able to: <ul style="list-style-type: none"> • recognize base/root words. • decode words with inflectional and derivational endings. 	<ul style="list-style-type: none"> • Provide a list of words with endings. Underline base words. Select a newspaper article and highlight words with endings and underline base words. Complete workbook pages. 	<ul style="list-style-type: none"> • Student Anthology • Workbook • Worksheets • Newspaper • Highlighter 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.2 C.6
<u>WORD MEANING</u> CONTEXT CLUES	<ul style="list-style-type: none"> • use context to get word meaning. • use context to discover unfamiliar meanings for familiar words. • write sentences using difficult vocabulary words and use context clues to their meaning. 	<ul style="list-style-type: none"> • Use a dictionary to find unfamiliar word meaning. Write sentences. Write context clues of meaning to unfamiliar words. 	<ul style="list-style-type: none"> • Student Anthology • Newspapers • Trade books • Dictionary • Workbook • Worksheets • Computer Software 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook • Worksheets 	3.1 F.1-3
SYNONYMS/ ANTONYMS	<ul style="list-style-type: none"> • use a dictionary or glossary to define unfamiliar words. • write synonyms and antonyms of given words by using a thesaurus. 	<ul style="list-style-type: none"> • Provide a list of vocabulary words from a reading selection. Use a dictionary/glossary to define the words on a vocabulary word web. Look up synonyms and antonyms of words in a thesaurus. 	<ul style="list-style-type: none"> • Graphic Organizer - Word Web • Dictionary • Glossary • Thesaurus 	<ul style="list-style-type: none"> • Teacher Observation • Workbook • Worksheets 	3.1 F.4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
NOUNS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify words naming people, places and things. 	<ul style="list-style-type: none"> Write sentences containing nouns. Highlight or underline words identifying people, places, and things. Complete workbook pages and worksheets; 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets Newspapers Magazine Highlighters 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Workbook Worksheets Student Oral Responses 	3.1 C.1
DERIVATIVES	<ul style="list-style-type: none"> understand that the English language has borrowed many words from other languages. decode the words from their derivatives and determine the language of origin. 	<ul style="list-style-type: none"> Provide a list of words derived form other languages. Look up the words in the dictionary and determine their origin. Decode derivatives from root words such as pay and happy. 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets Dictionary 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Workbook Worksheets Student Oral Responses 	3.1 C.1,2,9
IDIOMS	<ul style="list-style-type: none"> match idioms with their meanings. 	<ul style="list-style-type: none"> Develop a list of commonly used idioms. Draw cartoons illustrating the literal and idiomatic meanings. Write sentences using given idioms. Discuss their meaning in a large group. 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets Magazines 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Workbook Worksheets Student Oral Responses 	3.1 C.18

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
HOMOGRAPHS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify the meaning of homographs and multiple meaning words. correctly pronounce homographs. 	<ul style="list-style-type: none"> Match rhyming words with homographs used in sentences. Underline homographs in a given paragraph and tell the meaning of each. Write a short story using multiple meaning words and homographs. 	<ul style="list-style-type: none"> Student Anthology Transparencies Workbook Worksheets Word List 	<ul style="list-style-type: none"> Teacher Observation Workbook Worksheets 	3.1 F.3
HOMOPHONES	<ul style="list-style-type: none"> write sentences using homophones. 	<ul style="list-style-type: none"> Teacher will ask a variety of riddles which require a homophone as an answer. Have students write their own riddles similar to those asked by the teacher. Use homophones in sentences. Complete workbook pages. 	<ul style="list-style-type: none"> Student Anthology Workbook Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbook Worksheets 	3.1 F.3
STUDY SKILLS					
<u>INQUIRY/RESEARCH</u> FOLLOW DIRECTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> follow oral and written directions. 	<ul style="list-style-type: none"> Follow oral directions. Play a game of Simon Says. Write and make a recipe. Complete practice workbook, worksheets and teacher made worksheets. Write and/or follow directions for covering a book. 	<ul style="list-style-type: none"> Student Anthology Transparencies Teacher Made Worksheets Practice Workbook Book Brown Paper Bag 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Tests/Quizzes Self Evaluation 	3.4 B.5

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
ALPHABETICAL ORDER	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use alphabetical order and guide words to look up information in a reference book. 	<ul style="list-style-type: none"> • Put words in alphabetical order (vocabulary words, topics). Look up vocabulary words in a dictionary. Play "Follow the Guide Words" game. Locate a given topic in an encyclopedia. Locate names in a telephone directory. Complete practice workbook, worksheets, and teacher made worksheets. 	<ul style="list-style-type: none"> • Student Anthology • Transparencies • Teacher Made Worksheets • Practice Workbook • Dictionary, Encyclopedia, Glossary, Telephone Directory 	<ul style="list-style-type: none"> • Teacher Observation • Practice Workbook • Tests/Quizzes *Tested Skill 	<p>3.2 B.2,3</p>
TEST TAKING STRATEGIES	<ul style="list-style-type: none"> • utilize test taking strategies. 	<ul style="list-style-type: none"> • Take notes on test taking strategies. List test taking tips. Utilize tips and notes in a practice worksheet. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook • Student Notebook • Transparencies 	<ul style="list-style-type: none"> • Teacher Observation • Student Responses • Workbook Pages • Tests/Quizzes 	<p>3.1 H.5</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
FRAME QUESTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify and frame questions for research. 	<ul style="list-style-type: none"> Use a graphic organizer to select a topic for research. Famous women in history or a famous American are suggested themes. Brainstorm and construct questions the students wish to answer in their research. Partner or group work may be used to test the validity of questions. 	<ul style="list-style-type: none"> Student Anthology Transparencies Graphic organizer 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Tests/Quizzes 	3.1 H.1-3
RESEARCH INFORMATION	<ul style="list-style-type: none"> obtain, organize and summarize research information using technological resources. 	<ul style="list-style-type: none"> Select a cross-curricular topic. Research a given topic using a newspaper, computer encyclopedia or an Internet search engine (Yahoo, Excite, Snap, Go, etc.). Organize information and highlight important points. Write information in outline form. Take detailed notes on index cards. 	<ul style="list-style-type: none"> Student Notebooks Computer - CD ROM, Encyclopedia, and/or Internet Index Cards Highlighter Newspaper 	<ul style="list-style-type: none"> Teacher Observation Student Self Evaluation Computer Access *Tested Skill 	3.1 H.2-5
FOLLOW FORMAT	<ul style="list-style-type: none"> follow accepted formats for writing research and documenting sources. 	<ul style="list-style-type: none"> Practice writing research paragraphs using teacher made notes. Large group activity using transparency to write paragraph. Write a research report using index cards. Take notes on acceptable documentation of sources. Write a works cited page to document sources. Complete workbook and practice worksheets. 	<ul style="list-style-type: none"> Computer Encyclopedia, Internet Search Engine, Newspaper, Index Cards Transparency Practice Workbook 	<ul style="list-style-type: none"> Teacher Observation Workbook Pages Student Self Evaluation Final Report 	3.2 A.1 B.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
PARTS OF A BOOK	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify the parts of a book. 	<ul style="list-style-type: none"> Take notes on the parts of a book. Complete workbook pages, worksheets, and teacher made worksheets. Construct a graphic organizer on Parts of a Book. Work cooperatively to construct a mock book, including all book parts. 	<ul style="list-style-type: none"> Student Anthology Transparencies Teacher Made Worksheets Practice Worksheets 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Tests/Quizzes *Tested Skill 	3.1 A.1-3
GRAPHIC AIDS	<ul style="list-style-type: none"> read tables, maps, graphs, and diagrams. transfer information from one graphic to another. 	<ul style="list-style-type: none"> Construct graphic elements. Locate a given place on a map. Write a set of directions, then have another student follow them. Answer questions from a diagram. Make a chart of favorite sports, foods. Access mapquest.com on the Internet and trace the route from their home to the school (independently or in small groups). To extend the activity, find an alternate route. 	<ul style="list-style-type: none"> Student Anthology Transparencies Practice Workbook Map & Diagram 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Tests/Quizzes *Tested Skill 	3.5 A.1-3
READ & INTERPRET VARIOUS TEXT	<ul style="list-style-type: none"> read and interpret various texts including environmental prints, signs, lists, encyclopedia, glossary, newspaper, calendar, magazine, advertisement, directions and floor plans. 	<ul style="list-style-type: none"> Construct a floor plan of your home. Read floor plan and answer questions. Identify parts of a newspaper and read an article. Use a glossary to look up vocabulary words. Locate answers to given questions in a magazine or advertisement. Play a scavenger hunt game using a newspaper, magazine, sign or encyclopedia. 	<ul style="list-style-type: none"> Student Anthology Dictionary, Glossary, Encyclopedia, Newspaper, Calendar, Advertisement, Floor Plans, Signs & Magazine Practice Workbook Teacher Made Worksheets 	<ul style="list-style-type: none"> Teacher Observation Student Responses Workbook Pages Worksheets *Tested Skill 	3.1 A.9,11

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
EVALUATION	<p>The students will be able to:</p> <ul style="list-style-type: none"> • evaluate, research, and generate new questions. 	<ul style="list-style-type: none"> • After writing a research report, switch papers with a partner to evaluate. Discuss important criteria to look for during evaluation. Construct a graphic organizer to list positive comments and suggestions. List questions you have and the writer will incorporate answers into their report. 	<ul style="list-style-type: none"> • Student Anthology • Research Paper • Graphic Organizer • Practice Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Partner and Self Evaluation • Workbook Pages 	3.1 H.2-6
WRITING					
<p><u>MODES & FORMS</u></p> <p>PERSONAL NARRATIVE</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write a personal narrative 	<ul style="list-style-type: none"> • Collect photos, maps, or draw illustrations. Write a “photo essay” about your dream vacation. Create a book by designing a front cover and adding a photograph of the author. Tell a story from a personal experience. Share with a partner and provide feedback. Revise, proofread and publish a final draft. Add to portfolio. 	<ul style="list-style-type: none"> • Student Anthology • Transparencies • Practice Workbook • Scoring Rubric • Paper/Pencil • Portfolio 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Rubric Scoring *Tested Skill 	3.2 A,4,6,7,8,9 D.3

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/ MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
COMPARE & CONTRAST	<p>The students will be able to:</p> <ul style="list-style-type: none"> compare and contrast two things in a writing assignment. 	<ul style="list-style-type: none"> Use a Venn diagram to organize and compare information. Write an anecdote about two people who are different but like each other very much; or write one paragraph to compare two animals and a second paragraph to contrast. Type final draft. Construct a photo caption to compliment the writing. A scoring rubric may be used during self, partner or teacher observation. Add to student portfolio. 	<ul style="list-style-type: none"> Graphic Organizer Transparency Student Anthology Paper/Pencil Scoring Rubric Computer Access Portfolio 	<ul style="list-style-type: none"> Teacher Observation Scoring Rubric Self Evaluation *Tested Skill 	3.2 D.1
EXPLANATORY NARRATIVE	<ul style="list-style-type: none"> identify the four elements of a story and write an informative narrative. 	<ul style="list-style-type: none"> Take notes on Characters, Setting, Problem and Solution. Construct an outline to map out the story. Write an informative narrative. Exchange stories with a partner for feed back. Write a newspaper article. Write a dialogue between a person and an interviewer. Add to student portfolio. 	<ul style="list-style-type: none"> Graphic Organizer Notebook Student Anthology Paper/Pencil Scoring Rubric Portfolio 	<ul style="list-style-type: none"> Teacher Observation Partner Evaluation Rubric Scoring *Tested Skill 	3.2 D.5,6
PERSUASIVE WRITING	<ul style="list-style-type: none"> recognize techniques of persuasion in a pictorial or written work. write a persuasive essay designed to convince friends to work on a community project. 	<ul style="list-style-type: none"> Construct a Venn Diagram to compare and contrast two products. List persuasive words, phrases and ideas. Identify a position statement and support your reasoning. Write essay to persuade someone to do something. Share with a partner and provide feed back. Determine if the piece convincing. Revise, proofread, and publish on a word processor. Add to portfolio. 	<ul style="list-style-type: none"> Student Anthology Transparency Pictorial/ Magazine Ads Paper/Pencil Computer Access Portfolio 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Rubric Scoring *Tested Skill 	3.2 D.8

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
WRITING A STORY	<p>The students will be able to:</p> <ul style="list-style-type: none"> organize a sequence of events into a story. 	<ul style="list-style-type: none"> Write a story for their classmates about a fictional character who has to deal with something unfamiliar, such as moving to a new place, or meeting a new person. Use a story web to plan a fractured fairy tale or science fiction story. Revise, proofread, and publish. Add to student portfolio. 	<ul style="list-style-type: none"> Student Anthology Writing Process Transparency Paper/Pencil Story Web (Graphic Organizer) Portfolio 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Scoring Rubric *Tested Skill 	3.2 B.4
EXPOSITORY WRITING	<ul style="list-style-type: none"> research a given topic and write an expository piece. 	<ul style="list-style-type: none"> Access Microsoft Encarta or any Internet search engine to find information about the discovery of King Tut's Tomb. Write an expository piece describing the process. Revise and proofread with a partner. Publish in a newspaper format using software such as Microsoft Publisher. Add to student portfolio. 	<ul style="list-style-type: none"> Student Anthology Graphic Organizer Paper/Pencil Computer Access Portfolio 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Scoring Rubric *Tested Skill 	3.2 D.10
WRITING FORMATS	<ul style="list-style-type: none"> select a topic and write using a variety of formats. 	<ul style="list-style-type: none"> Begin with a general theme for writing such as "friendship." Use a graphic organizer to prepare to write. Discuss different formats of writing such as an essay, picture book, play, poetry, letter or an advertisement. Select one format and write on the "friendship" theme. Share writing with a friend or display. Add to student portfolio. 	<ul style="list-style-type: none"> Graphic Organizer Paper/Pencil Student Anthology Portfolio 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation 	3.2 D.2-4

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>PURPOSES & AUDIENCES</u></p> <p>DEVELOPING IDEAS</p> <p>PERSONAL NARRATIVE</p> <p>LITERARY DEVICES</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • write to record, to discover and develop ideas, to inform, to influence, and to entertain. • write a diary entry. • use literary devices to produce a written text. 	<ul style="list-style-type: none"> • Students will independently develop a fictional headline for a “news” story. For example, “Alien Lands in Franklinville!” Then switch headlines with a partner and write the news story. Revise, proofread and publish article. Compile all articles into one classroom newspaper and display. • Write a diary entry. Construct a graphic organizer with two columns labeled “What Happened” and “Feelings.” Students may write from their own perspective or a fictional one. Or, draw a cartoon and add speech balloons to express feelings. Add entry to student portfolio. • Work in cooperative groups to brainstorm ideas for writing a play. A story web may be a tool used to organize information. The play should be a mystery filled with suspense. Reinforce the importance of dialogue. Review fundamentals of play writing, i.e., scenes, act, narrator, characters and dialogue. Write play in cooperative groups. Revise and edit prior to final draft. Presentations may be used as an additional activity. 	<ul style="list-style-type: none"> • Student Anthology • Paper/Pencil • Large Paper for Class • Newspaper • Student Anthology • Graphic Organizer • Paper/Pencil • Portfolio • Student Anthology • Paper/Pencil • Play (for use as a model) 	<ul style="list-style-type: none"> • Teacher Observation • Self Evaluation • Teacher Observation • Self Evaluation • Scoring Rubric • Teacher Observation • Partner/Self Evaluation 	<p>3.2 D.1</p> <p>3.2 D.13</p> <p>3.2 A.2,4,9 D.6</p>

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>PROCESSES</u></p> <p>WRITING PROCESS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • use the five step writing process to write a research paper. 	<ul style="list-style-type: none"> • Provide a general theme such as “Famous Americans,” “Female Inventors,” “African American Achievements.” Allow students to research information and select a topic. Use of an Internet search engine, computer encyclopedia, or library resources will be necessary. A graphic organizer or note cards may be used to sort/classify information. Write a first draft and revise with a partner. Edit and proofread independently, then with a different partner. Write a final draft. Cite research sources. Add to student portfolio. 	<ul style="list-style-type: none"> • Student Anthology • Graphic Organizer • Transparencies • Paper/Pencil • Computer Access • Scoring Rubric • Portfolio 	<ul style="list-style-type: none"> • Teacher Observation • Partner/Self Evaluation • Scoring Rubric 	<p>3.2 A.1-13 B.8 C.9 D.15</p>
<p><u>SPELLING</u></p> <p>SYNONYMS/ ANTONYMS</p>	<ul style="list-style-type: none"> • determine and write synonyms and antonyms. 	<ul style="list-style-type: none"> • Substitute words in the context of a sentence. Provide a list of words and have students use a thesaurus to develop synonyms and antonyms. Play a matching game. 	<ul style="list-style-type: none"> • Matching Game • Thesaurus • Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages 	<p>3.2 C.1-3</p>
<p>HOMONYMS</p>	<ul style="list-style-type: none"> • use context to determine the meaning of homonyms. 	<ul style="list-style-type: none"> • Provide sentences and have students tell the meaning of the homonym from the context. Draw a picture to illustrate the meaning of homonyms. 	<ul style="list-style-type: none"> • Student Anthology • Practice Worksheets 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Student Responses 	<p>3.2 C.1-3</p>

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SYLLABLES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • divide words into syllables. • use a glossary pronunciation to decode a word. 	<ul style="list-style-type: none"> • Divide words on chalk board (review patterns). Provide a list of words and have students divide the words into syllables. Use a glossary or dictionary to check and pronounce. 	<ul style="list-style-type: none"> • Student Anthology • Practice Worksheets • Glossary/ Dictionary 	<ul style="list-style-type: none"> • Teacher Observation • Workbook Pages • Student Responses 	3.2 C.1
PREFIXES/SUFFIXES	<ul style="list-style-type: none"> • use common prefixes and suffixes as an aid in word decoding. • pronounce base words whose pronunciation has been affected by the affixes. 	<ul style="list-style-type: none"> • Select words with prefixes and suffixes to complete sentences. Pronounce the new words in context. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Workbook/ Worksheets 	3.2 C.1
COMPOUND WORDS	<ul style="list-style-type: none"> • recognize, spell and understand compound words. 	<ul style="list-style-type: none"> • Match compound words with their meanings. Use proofreading symbols to correct compound words. Work in small groups to assemble a list of compound words. To get them started, ask the students to brainstorm both "first" and second" words that form compounds. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Workbook/ Worksheets 	3.2 C.1
CONTRACTIONS	<ul style="list-style-type: none"> • identify and form contractions. 	<ul style="list-style-type: none"> • Use contractions in reading a selection. Replace words in sentences with contractions (inserting apostrophes and deleting appropriate letters). 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Workbook/ Worksheets 	3.2 C.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
SCHWA SOUNDS	<p>The students will be able to:</p> <ul style="list-style-type: none"> recognize the schwa sound in a word. decode words containing the schwa sound. 	<ul style="list-style-type: none"> Match a word containing the schwa sound with its meaning. 	<ul style="list-style-type: none"> Student Anthology Practice Workbook 	<ul style="list-style-type: none"> Teacher Observation Workbook/ Worksheets 	3.2 C.1
BASE/ROOT WORDS	<ul style="list-style-type: none"> recognize base words. identify base words from the Latin/Greek languages. 	<ul style="list-style-type: none"> Use lists and underline base words. Discuss and/or write the meaning of base words. Adding prefixes or suffixes may be used to extend learning. 	<ul style="list-style-type: none"> Student Anthology Workbook/ Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbook/ Worksheets 	3.2 C.1
INFLECTIONAL ENDINGS/ PLURALS	<ul style="list-style-type: none"> correctly add endings such as -ing, -ed, and plurals. decode and spell words with long and short vowel sounds, vowel diphthongs, silent letters, digraphs, blends, r-controlled vowels, words with soft c & g, orthographic patterns, double consonants, multi-syllabic words (CCVC, CVCC, CCVCC, CVC) 	<ul style="list-style-type: none"> Review rules for adding endings. Use transparency. Provide a list of singular words and make them plural. Add -ed or -ing endings to words. Use proofreading symbols to correct words. Prior to beginning each new set of words, students may be pretested to see their current level or understanding. Use proofreading symbols to correct misspelled words. Identify list words in a word search puzzle. The Internet site www.puzzlemaker.com may be used to construct a word search. Underline elements common to list words. Categorize list words as to spellings or sounds. Write the list words in ABC order. Play a scavenger hunt game where students find spelling words in a text (Math, Social Studies, Science). Write the list words in a riddle. Use a dictionary to define words. Use a thesaurus to find synonyms and antonyms. 	<ul style="list-style-type: none"> Student Anthology Workbook/ Worksheets Student Anthology Teacher-made Pretest Form Student Practice Worksheets 	<ul style="list-style-type: none"> Teacher Observation Workbook/ Worksheets Teacher Observation Weekly Spelling Test 	3.2 C.1

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SKILL AREA	STUDENT OBJECTIVE	EXAMPLE/ACTIVITIES	RESOURCE/MATERIALS	ASSESSMENT	NJ CORE CURRICULUM STANDARD
<p><u>GRAMMAR & USAGE</u></p> <p>SENTENCE CONCEPTS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify the four types of sentences and determine whether a sentence is complete or a fragment. • divide sentences into subjects and predicates. 	<ul style="list-style-type: none"> • Present and model four types of sentences using transparency. Present daily language activity and have students correctly capitalize and punctuate sentences. Identify sentences as declarative, imperative, exclamatory, or interrogative. Use grammar practice workbook pages to review. Or, place a mystery item in a paper bag and have children ask questions to find out what it is using complete sentences. Write five sentences on the board. Model dividing a sentence into subject and predicate. Have students complete the remaining sentences. Check answers together. 	<ul style="list-style-type: none"> • Student Anthology • Transparency • Practice Workbook • Bag • Mystery Items 	<ul style="list-style-type: none"> • Teacher Observation • Daily Language Activity • Grammar Practice Book • Student Oral Response 	<p>3.2 C.2,4,8</p>
<p>NOUNS</p>	<ul style="list-style-type: none"> • identify nouns. • distinguish between common and proper nouns and capitalize proper nouns. • identify and correctly write singular and plural forms of nouns. • write the plural form of irregular nouns. • form singular possessive nouns. 	<ul style="list-style-type: none"> • Introduce nouns (definition and examples). Have students identify common and proper nouns in sentences. Complete daily language activity. Write sentences about holidays using capitalization of proper nouns. Identify singular and plural nouns. Provide a list of singular nouns and have students make them plural using correct spelling. Present and model examples of possessive and plural possessive nouns. Use grammar practice workbook to review. Write a journal entry and highlight all nouns in the story. Switch with a partner to check. 	<ul style="list-style-type: none"> • Student Anthology • Transparency • Teacher-made Practice Activity • Practiced Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Student Oral Responses • Grammar Practice Book • Partner Review • Tests/Quizzes 	<p>3.2 C.3</p>

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VERBS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify and write action, helping and linking verbs. • identify main verbs in sentences and write sentences using main and helping verbs. • identify and form past, present and future verbs in sentences. • form the past tense of regular and irregular verbs. • recognize the different forms of the verb <u>BE</u>. • recognize the correct agreement of subjects and verbs. 	<ul style="list-style-type: none"> • Define verbs and give examples. Provide a newspaper article and have students highlight and label verbs. Trade articles with a partner and compare. Play a game where one student starts a sentence and leaves a blank. The partner completes the sentence with a missing verb. The story line is molded by the individual students. Write the words “yesterday,” “today,” and “tomorrow” on the board. Use the verb “play” in sentences that use these words. Rewrite a story students have heard using mixed up verb tenses. Invite students to switch with a partner to correct the story and share orally. Complete practice workbook pages to review. Write a riddle of four or five sentences using forms of “be.” 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook • Newspaper 	<ul style="list-style-type: none"> • Teacher Observation • Tests/Quizzes • Workbook Pages • Student Oral Responses 	3.2 C.3
PRONOUNS	<ul style="list-style-type: none"> • identify pronouns and distinguish between the singular and plural forms. • identify subject pronouns in sentences and substitute pronouns for nouns as the subjects of sentences. • identify objects pronouns and substitute object pronouns on sentences. 	<ul style="list-style-type: none"> • Construct a chart of subject and object pronouns using both the singular and plural form. Write sentences using pronouns. Write riddles using subject pronouns. Write a personal narrative using object pronouns. Highlight and label subject and object pronouns on a magazine article. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook • Newspaper • Magazine 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Workbook Pages • Student Oral Responses 	3.2 C.3

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ADJECTIVES	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify adjectives on sentences. • identify and form the comparative and superlative forms of adjectives. • identify adjectives and the nouns they describe. • identify and write the adjectives this, that, these, and those in sentences. 	<ul style="list-style-type: none"> • Define the term adjective. Chart adjectives in the comparative and superlative form. Write sentences using all forms of good and bad. Play a describing game where students will describe objects in the classroom while other students try to guess what it is. Form a personal collage by cutting out adjectives/pictures from magazine or newspaper articles. Underline adjectives and circle nouns in a newspaper article. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook • Newspapers • Scissors • Glue 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Workbook Pages • Student Oral Responses 	3.2 C.3
ADVERBS	<ul style="list-style-type: none"> • identify adverbs and the words they describe in sentences. • recognize whether an adverb tells how, when, or where about the verb. 	<ul style="list-style-type: none"> • Define the term adverb. Circle adverbs in sentences and draw an arrow to the word they describe. Write sentences using adverbs correctly. Play an "Adverb Hunt" game. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Workbook Pages • Student Oral Responses 	3.2 C.3
SENTENCE STRUCTURE	<ul style="list-style-type: none"> • identify and write complete subjects and predicates. • identify the simple subject and simple predicates in a sentence. • combine 2 simple sentences into 1 compound sentence. • combine 2 sentences with similar subjects/predicates to form a compound subject or predicate. • correct sentence fragments. 	<ul style="list-style-type: none"> • Describe a picture in detail using complete sentences. Write sentences on the board and have students expand the subject by adding words to describe the subject. Write simple sentences and then combine them into compound sentences. Supply 5 fragments or run on sentences. • Have students rewrite the sentences correctly. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Workbook Pages • Student Oral Responses 	3.2 C.3

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SYNONYMS/ ANTONYMS	<p>The students will be able to:</p> <ul style="list-style-type: none"> • identify and write synonyms and antonyms of given words. 	<ul style="list-style-type: none"> • Provide a list of 10 words. Have the students use a thesaurus to write synonyms and antonyms of each word. An alternative is to have the students work in small groups. They can work together to develop as many synonyms and antonyms as they can in a set time. Write a paragraph describing your favorite flavor of ice cream and then write a 2nd paragraph telling about the flavor they like the least (use antonyms). 	<ul style="list-style-type: none"> • Student Anthology • Practice Worksheets • Paper • Pencil • Thesaurus 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Workbook Pages • Student Oral Responses 	3.2 C.3
CONTRACTIONS	<ul style="list-style-type: none"> • form contractions using verbs and the word NOT and determine the correct spelling of the contraction. • write a story using contractions with NOT. • combine pronouns and verbs to write contractions. • insert apostrophes correctly. 	<ul style="list-style-type: none"> • List common verb/not words. Have the students form the contraction using an apostrophe. Write sentences about a mystery object telling what it isn't or can't do. Switch with a partner to see if they can guess what it is. • Select a card containing pronouns and write sentences using the pronoun in a contraction. 	<ul style="list-style-type: none"> • Student Anthology • Practice Workbook • Pronoun Cards • Paper • Pencil 	<ul style="list-style-type: none"> • Teacher Observation • Tests • Quizzes • Workbook • Worksheets • Student Oral Responses 	3.2 C.3

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CONJUNCTIONS	<p>The students will be able to:</p> <ul style="list-style-type: none"> identify conjunctions, and use them correctly in sentences. 	<ul style="list-style-type: none"> Define the term conjunction and compound sentence. Present 2 sentences and have students use the words and, but, or to combine the thoughts into 1 sentence. Complete daily language activity and writing prompt. Have the students write pairs of simple sentences that can be combined into a compound sentence. Switch papers with a partner. Create mini posters about the rules for punctuating compound sentences. 	<ul style="list-style-type: none"> Student Anthology Grammar practice Workbook Daily Writing Prompt Paper Pencil Daily Language Transparency 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Workbook Student Oral Responses 	3.2 C.3
PREPOSITIONS	<ul style="list-style-type: none"> recognize and use prepositional phrases. 	<ul style="list-style-type: none"> Classify prepositional phrases as adjectives or adverbs. Complete daily Language Activity and workbook. Underline prepositional phrases in a given passage. 	<ul style="list-style-type: none"> Student Anthology Practice Workbook 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Workbook Student Oral Responses 	3.2 C.3
<u>PENMANSHIP</u> CURSIVE/ MANUSCRIPT	<ul style="list-style-type: none"> legibly form cursive and manuscript lettering. 	<ul style="list-style-type: none"> Prior to writing, review the proper hand and paper positions. Practice writing the alphabet, names, states/capitols, months, etc., in cursive and manuscript. Write a letter to a friend. As a group, construct a form application for a job in manuscript. Switch papers with a partner and fill in necessary information. Perform self and partner evaluation. 	<ul style="list-style-type: none"> Student Anthology Paper Pencil 	<ul style="list-style-type: none"> Teacher Observation Self Evaluation Partner Evaluation Checklist 	3.2 C.10

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<p>HYPHENS/ SEMI-COLONS/ COLONS</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> correctly insert hyphens, colons, and semi-colons in sentences. 	<ul style="list-style-type: none"> Define the terms hyphen, colon, and semi-colon. Use daily language transparency to teach concept. Use hyphens to write given numbers in word form. Provide a list of words and have students rewrite the words using hyphens between syllables. Complete workbook pages. 	<ul style="list-style-type: none"> Student Anthology Practice Workbook List of Numbers 21-99 Transparency 	<ul style="list-style-type: none"> Teacher Observation Tests Quizzes Workbook Pages Student Oral Responses 	<p>3.2 C.4</p>
<p><u>EVALUATION</u></p> <p>SCORING RUBRIC</p>	<ul style="list-style-type: none"> read another students writing piece. provide and receive constructive feedback to improve writing while using a scoring rubric. include this piece in their personal portfolio and analyze growth. 	<ul style="list-style-type: none"> Provide scoring rubric. Allow time for self review. Switch with a partner and critique a piece of writing. A graphic organizer may be used to list strengths and weaknesses. After analysis, papers are returned to the writer and corrections are made. Add piece to portfolio and analyze growth. 	<ul style="list-style-type: none"> Writing Piece Scoring Rubric Graphic Organizer 	<ul style="list-style-type: none"> Teacher Observation Partner/Self Evaluation Scoring Rubric 	<p>3.2 C.14,15</p>
<p>MODEL WRITING</p>	<ul style="list-style-type: none"> read a selection from a content area and use it as a model for writing. 	<ul style="list-style-type: none"> Provide a content area piece for students to read. Discuss organization, purpose, ideas, and style of the author. Analyze main ideas and supporting details. A graphic organizer may be used to sort elements. 	<ul style="list-style-type: none"> Writing Piece from the Content Areas. Graphic Organizer 	<ul style="list-style-type: none"> Teacher Observation Student Evaluation 	<p>3.2 C.15</p>

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ADDITIONAL WRITING ACTIVITIES					
CONSTRUCTIVE MEANING	<p>The students will be able to:</p> <ul style="list-style-type: none"> distinguish between factual and fictional visual presentations. 	<ul style="list-style-type: none"> Use political cartoons or news pictures to analyze their content. 	<ul style="list-style-type: none"> Newspapers 	<ul style="list-style-type: none"> Teacher Observation 	3.5 A.3
STORY ELEMENTS	<ul style="list-style-type: none"> identify the central theme in a movie, film or illustration. 	<ul style="list-style-type: none"> Show a movie such as "The Lion King" and have students complete a story map identifying the main elements of the story. 	<ul style="list-style-type: none"> Video Story Map Worksheet 	<ul style="list-style-type: none"> Teacher Observation 	3.5 A.4
EDITING	<ul style="list-style-type: none"> edit work for spelling, usage, clarity and fluency. 	<ul style="list-style-type: none"> Assign students ten spelling words from their spelling book. Have them write ten sentences on a topic. Then have students exchange work and have them revise and edit. 	<ul style="list-style-type: none"> Spelling Book Editing Sheet Rubric 	<ul style="list-style-type: none"> Teacher Evaluation Student Work 	3.2 A.9
REVISING	<ul style="list-style-type: none"> revise drafts for meaning, focus, openings, closures, word choice. 	<ul style="list-style-type: none"> Assign students an essay such as a narrative or expository essay. Have students read work or essay to another student. Students will work together to improve each other's work. Focus is on skills listed. 	<ul style="list-style-type: none"> Rubric 	<ul style="list-style-type: none"> Teacher Observation 	3.2 A.7
TECHNOLOGY	<ul style="list-style-type: none"> use computer applications during the writing process. 	<ul style="list-style-type: none"> Students will use a word processing program such as Microsoft Word to prepare a final draft. They will use the spelling and grammar checking functions. 	<ul style="list-style-type: none"> Computers in Classroom & Lab 	<ul style="list-style-type: none"> Teacher Observation 	3.2 A.11

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EXPOSITORY/ PERSUASIVE WRITING	<p>The students will be able to:</p> <ul style="list-style-type: none"> develop and use knowledge to write expository and persuasive pieces. 	<ul style="list-style-type: none"> Have students read articles and editorials from periodicals as a model for their writing. Choose a topic of state or national interest for students to write about. 	<ul style="list-style-type: none"> Newspapers Transparencies Magazines 	<ul style="list-style-type: none"> Teacher Observation Rubric 	3.5 D.3
LETTER WRITING	<ul style="list-style-type: none"> demonstrate the ability to write business letters in correct format and style. 	<ul style="list-style-type: none"> Use transparencies to show various parts of a formal letter. 	<ul style="list-style-type: none"> Transparencies Workbook 	<ul style="list-style-type: none"> Teacher Observation Worksheets 	3.2 D.9
DISCUSSION	<ul style="list-style-type: none"> engage in small group and whole class discussions on a variety of topics. 	<ul style="list-style-type: none"> Use video sources to teach and model appropriate questions and responses in a formal discussion. Divide students into groups to prepare notes on a discussion topic. Have students engage in a formal discussion/debate on a topic. 	<ul style="list-style-type: none"> Transparencies Video Note Cards 	<ul style="list-style-type: none"> Teacher Observation Rubric 	3.3 A.1-5
ORAL PRESENTATION	<ul style="list-style-type: none"> develop and deliver a formal presentation to peers using charts, graphs, etc., to clarify points. 	<ul style="list-style-type: none"> Have students prepare a 3-5 minute oral presentation on information in a "Time for Kids" article such as "Back to the Moon." Students will use note cards to prepare their speeches. 	<ul style="list-style-type: none"> Student Anthology Note Cards Chart Paper 	<ul style="list-style-type: none"> Teacher Observation 	3.2 A.7