

# Common Core Instructional Tools:

For special education teachers whose students will be assessed using the next generation of alternate assessment based on alternate achievement standards. These materials align with the Common Core State Standards and the Dynamic Learning Maps Essential Elements and are created specifically for use with students with severe cognitive disabilities.



## English Language Arts Reading, Writing, Speaking Listening

**Grades: Three - Five**



North Dakota Department of Public Instruction  
Kirsten Baesler, State Superintendent  
Offices of Special Education and Assessment  
600 E. Boulevard Avenue., Dept. 201  
Bismarck, North Dakota 58505-0440  
[www.dpi.state.nd.us](http://www.dpi.state.nd.us)  
701-298-4637 (voice)  
701-328-2277 (voice)  
701-328-4920 (TDD)  
701-328-4149 (Fax)

**September 2013**

This resource is the result of a collaborative effort of North Dakota Teachers, the Dynamics Learning Maps Alternate Assessment Consortium materials, the North Dakota Curriculum Initiative project, and the North Dakota Department of Public Instruction. We would like to thank the following educators for their dedication and diligence in working on these instructional materials to provide tools to help special education teachers whose students will take the alternate assessment based on alternate achievement standards and the Common Core State Standards.

**North Dakota Educators:**

**Beth Jones**

Special Education Coordinator  
Bismarck Public Schools

**Ruth Carnal**

Secondary Transition Teacher  
Fargo Public Schools

**Karen Thompson**

Special Education Consultant  
Dickinson Public Schools

**Susan Dopp**

Middle School Special Education Teacher  
Lisbon Public Schools

**Dan Juve**

Special Education Coordinator  
Grand Forks Public Schools

**Annette Kost**

School Psychologist  
Morton Sioux Special Education Unit

**Victoria Sculley**

Special Education Teacher  
Pembina Special Education Unit

**Mike Cerkowniak**

Special Education Teacher  
Griggs-Steele-Trail Special Education Unit

**Sheryl Nesseth**

4th Grade Teacher  
Grand Forks Public Schools

**Ann Durbin**

5th Grade Teacher  
Fargo Public Schools

**Karen Hess**

Special Education Coordinator  
Jamestown Special Education Unit

**Danica Nelson**

High School Special Education Teacher  
Bismarck Public Schools

**Carlene Gustafson**

Middle School Special Education Teacher  
West Fargo Public Schools

**Cindy Creviston**

High School Special Education Teacher  
Sheyenne Valley Special Education Unit

**Lucilla Barth**

Elementary Teacher  
Mandan Public Schools

**Pam Aman**

Literacy Specialist  
Junior High Dickinson Public Schools

**Traci Peterson**

Education Specialist - School Psychologist  
Standing Rock Special Education Unit

**Pam Aadnes**

High School Special Education Teacher  
Bismarck Public Schools

**Gary Jackson**

Math and Visual Impairments Teacher  
Valley-Edinburg Public Schools

**Toni Gredesky**

High School Library Sciences  
Wahpeton Public Schools

**Laura Mildenberger**

Secondary Transition Teacher  
Bismarck Public Schools

**Marsha Knutson**

Special Education Director  
Northern Plains Special Education Unit

**Pat Drege**

Elementary Teacher  
Fargo Public Schools

**Linsey Schott**

Special Education Coordinator  
James River Special Education Unit

## **Project Manager:**

Doreen Strode, Assistant Director - Alternate Assessments  
North Dakota Department of Public Instruction  
State of North Dakota

## **Resources:**

- **Common Core State Standards** documents at [http://www.dpi.state.nd.us/standard/common\\_core.shtm](http://www.dpi.state.nd.us/standard/common_core.shtm)
- **North Dakota Curriculum Initiative** documents at [http://ndcurriculuminitiative.org/common\\_core](http://ndcurriculuminitiative.org/common_core)
- **Dynamic Learning Maps** .....<http://dynamiclearningmaps.org/>  
Common Core Essential Elements and Assessment Achievement Level Descriptors  
Dynamic Learning Maps Essential Elements Versions 1 and 2
- **Kansas State Education Department** website: <http://www.ksde.org/>
- **Microsoft Office Clip Art**

## **Document Description:**

**This document is arranged by grade level so that teachers can access a single grade or multiple grades as needed.** These materials are based on the Common Core State Standards and align with the Dynamic Learning Maps Essential Elements. North Dakota is a member of the Dynamic Learning Maps (DLM) Consortium of states creating the next generation of alternate assessments based on alternate achievement standards for assessing students with severe cognitive disabilities.

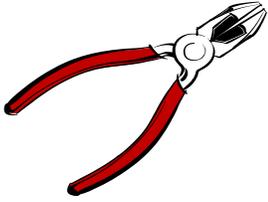
These materials are created by North Dakota teachers, for teachers, to assist them in accessing the Common Core State Standards in a meaningful fashion. Our goal was to provide teachers of students with severe cognitive disabilities with tools to get them started with the Common Core. They are intended to be tools for teachers to start with and build upon within their own local curriculum. They are not mandatory, but because they are linked to the DLM Essential Elements, they may be helpful in teaching the new standards which will begin to be assessed in 2014-15.

## **These tools are:**

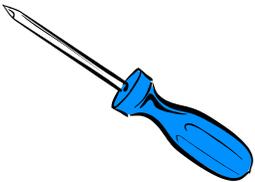
- ✓ Resources for teachers to use to access the Common Core State Standards (CCSS)
- ✓ Linked to the Dynamic Learning Maps (DLM) "Essential Elements"
- ✓ Ideas for learning activities based on CCSS
- ✓ Ideas on how to collect data on student performance
- ✓ Ideas on how to plan collaboration activities with general educators
- ✓ Resources to plan for "Communication Opportunities" for students who are learning a communication mode

## **These tools are not:**

- ✓ Not meant for test preparation purposes
- ✓ Not mandatory for use by educators
- ✓ Not meant to serve as curriculum



**Element Cards** - A collection of Common Core State Standards materials specific to the Dynamic Learning Maps Essential Elements at each grade. These are meant to provide you with instructional ideas, key vocabulary, real world connections, and mapping of the concept the grade before and the grade after.



**Educator Collaboration Plan** - Planning sheets to prepare students for communication needs and for data collection in general education settings. Communication is key in teaching and assessing all students and especially those with severe cognitive disabilities. If a student does not have a consistent and reliable means of communicating what he/she knows and is able to do, it is very difficult to measure progress. More importantly, lack of a consistent communication system (high tech, low tech, or no tech) will affect the student's entire life in a negative way.

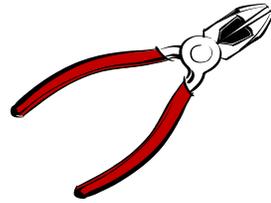


**"I Can" Checklist** - data sheet template for teacher use.



**Website Resources** - lists of web addresses where a variety of educational ideas can be found.

**Grade 6 ELA**  
**Strand:** Reading Literature  
**Cluster:** Key Ideas and Details



<p><b>Standard RL.6.1:</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>(This is the grade level Common Core State Standard for this concept)</p>	<p><b>Essential Element:</b> Analyze the text to determine what it says explicitly and what inferences must be drawn.</p> <p>(An Essential Element is a term used by Dynamic Learning Maps Consortium identifying 'specific knowledge and skills linked to the grade-level expectations identified in the Common Core State Standards')</p>
<p><b>Grade 5 Expectations:</b></p> <p>(What is related to this standard in the prior grade)</p>	<p><b>Grade 7 Expectations:</b></p> <p>(What is related to this standard in the next grade)</p>
<p><b>I Can Statements:</b></p> <p>(Statements of measures of specific skills related to this standard)</p>	
<p><b>Key Vocabulary:</b></p> <p>(Grade level vocabulary related to specific content in this standard)</p>	<p><b>Supports (specific to student):</b></p> <p>(IEP accommodations, assistive technology, communication system, visual aids, templates, active board, highlighters, etc.)</p>
<p><b>Instructional Examples:</b></p> <p>(Examples of activities that can be done to address this skill such as modeling, small group discussions, etc.)</p>	
<p><b>Real World Connections:</b></p> <p>(Activities from everyday life that relate to the content of this standard)</p>	
<p><b>Resources:</b></p> <p>(Educational materials or websites that can be accessed for ideas that may support this standard)</p>	

Note: If the Essential Element says "Not Applicable" that means that the Dynamic Learning Maps Consortium did not address this Essential Element.

If the Essential Element says "See EE of a different number" (e.g. S-ID.2) that means that there is another Element Card that addresses some of this standard.

The Essential Elements are highlighted to indicate the importance of their focus.

<p><b>Standard RI.3.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>Essential Element EE.RI.3.3:</b> Order two events from a text as “first” and “next.”</p>
---	--

<p><b>Grade 2 Essential Element EE.RI.2.3:</b></p> <ul style="list-style-type: none"> <li>Identify individuals, events, or details in an informational text.</li> </ul>	<p><b>Grade 4 Essential Element EE.RI. 4.3:</b></p> <ul style="list-style-type: none"> <li>Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.</li> </ul>
---	--

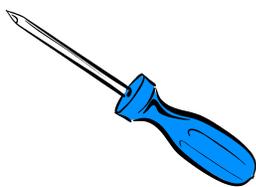
<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can determine sequence of events with guidance and support.</li> <li>I can list the progression of a series of events given the first event with prompting.</li> <li>I can list the progression of a series of events.</li> <li>I can compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical).</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>sequence of events</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li><u>From Seed to Plant</u> by Gail Gibbons</li> <li>Story on the active board or other visual device</li> </ul>
--	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Repeat a sequence of two directions in order.</li> <li>Indicate what comes next from illustrations on an activity sheet when shown the first step of a previously taught sequenced activity.</li> <li>Use sequence strips to order the remaining steps in the procedure correctly when given three directions to complete a task and the first direction.</li> <li>Sequence pictures in the correct order to show the growth of a seedling after reading <u>From Seed to Plant</u>.</li> <li>Sequence pictures in the correct order to show the growth of a seedling and match the appropriate text for size/stage of seed growth (i.e., small, medium, large or seed, seedling, plant) after reading <u>From Seed to Plant</u>.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Develop schedules for getting dressed, brushing teeth, tying shoes, etc.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_third_3rd_grade.htm">http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_third_3rd_grade.htm</a></li> <li><a href="http://www.quia.com/rd/42274.html">http://www.quia.com/rd/42274.html</a></li> <li><a href="http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502">http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502</a></li> </ul>	
--	--



## Tool # 2 - Educator Collaboration Plan:

This plan is a tool that can be utilized to prepare students and their paraprofessionals for fuller participation in general education classes and an increased communication expectation.

Remember - If communication is planned for, it is much more likely to happen.

Keep the student's Speech Pathologist in the loop so he/she can support and participate in these collaboration efforts.

Suggested Use of this tool:

Meet with the general education teacher once a week (maybe the Thursday before) and identify what concepts he/she will be covering the following week.

1. Fill in the first box (Monday through Friday) with the gen. ed. class lesson plan concepts. (See Sample)
2. Discuss Common Core State Standards (CCSS) being covered. Fill in box two. (See Sample)
3. Communication Plan: Identify the concepts and key words that will be covered in each lesson and identify what you want the student to be able to communicate in class. (See Sample)

Discuss with gen. ed. teacher which concepts student needs to answer during class. Identify (for example) two specific questions he/she will ask the student so the teacher knows ahead of time. If the plan is that the student needs to answer two questions during class every day and the questions are determined ahead of time (so the answers can be made available for the student to use) then expecting student participation becomes second nature.

Talker: preprogram it and allow student to practice ahead of time.

Pictures: prepare the pictures prior to class and practice.

Switches: program choices ahead of time and practice.

4. Identify what accommodations are listed in IEP to be used in the educational setting and make sure the student has them available. (See Sample)
5. Data Collection: Para collects data on the concepts. This can be a plus or minus per questions or item in this section. (See Sample)
6. Para or student brings an extra copy of the plan at the beginning of class on Monday. Para keeps the other copy as a working copy for the week. The copy needs to be brought back to you (special education teacher) so that you are aware of both the success and have data to work with. You will also be able to

see where the student excels or may be struggling. Share this data with the student's Speech Pathologist so he/she is aware of progress and possible problems.

7. Notes section allows Para to identify anything that needs to be brought to your attention. For example, student was distracted, or ill, or something interfered with the lesson getting finished. Para: Don't be afraid to remind the teacher in case he/she forgets to ask a question (even after the class has ended) rather than "just skipping it". Students need to be able to demonstrate their competence and it is not ok to have lower expectations for some students than others.

Gen. Ed. Contact: \_\_\_\_\_

Subject: \_\_\_\_\_

**Gen Ed. Concepts Planned:**

Mon.

Tues.

Wed.

Thurs.

Fri.

**CCSS Addressed:**

**Communication Plan:**

Mon.

Tues.

Wed

Thurs

Fri.

**Accommodations in IEP:**

**Data Collection:**

Mon. \_\_\_\_\_

Tues. \_\_\_\_\_

Wed. \_\_\_\_\_

Thurs. \_\_\_\_\_

Fri. \_\_\_\_\_

**Notes:**

Gen. Ed. Contact:  Mrs. Jones

Subject:  Math

<p><b>Gen Ed. Concepts Planned:</b></p> <p>Mon. Fractions – whole, half, quarter</p> <p>Tues. Fractions – quarters, thirds 1/3, 2/3, 3/3 1/4, 2/4, 3/4, 4/4</p> <p>Wed. Halves, quarters, thirds review</p> <p>Thurs. Fractions project (demonstrate understanding of "equal parts" of a whole</p> <p>Fri. Quiz on whole, halves, thirds, &amp; quarters</p>	<p><b>CCSS Addressed:</b></p> <p>1.G.3 Partition circles and rectangles into two and four equal shares using the words halves, fourths, and quarters.</p>	<p><b>Communication Plan:</b> Pre-program Alpha Talker daily before class (allow student to practice before class).</p> <p>Mon. "That is a whole" "whole" "That is a half" "one-half" That is a quarter" "one-quarter"</p> <p>Tues. " That is" "One-third" "two-thirds" "whole" "One-fourth" "one-half" "three-quarters"</p> <p>Wed. Same as Mon and Tues</p> <p>Thurs. "I have two fractions in my demonstration." "One half, and half of that is one fourth."</p> <p>Fri. Use words from Mon. and Tuesday for Quiz.</p>
<p><b>Accommodations in IEP:</b></p> <p>Alpha Talker is communication mode and requires that specific terms and sentences are programmed into the device prior to class.</p> <p>Para will accompany student to class and will be responsible to pre-program Talker with two specific answers according to the Collaboration Plan.</p> <p>Data will be collected on comm. performance and accuracy by Para.</p>	<p><b>Data Collection:</b></p> <p>Mon. whole__ half __ quarter__</p> <p>Tues. whole__ half__ 1/4__ 1/3__ 2/3__ 3/4__</p> <p>Wed. whole__ half__ 1/4__ 1/3__ 2/3__ 3/4__</p> <p>Thurs. half__ 1/4__ Used both sentences in demo __</p> <p>Fri. whole__ half__ 1/4__ 1/3__ 2/3__ 3/4__</p>	<p><b>Notes:</b></p> <p>Quiz (Friday) may need to be taken in an area where other students cannot hear the answers.</p> <p>Para writes student's answers and gen. ed. teacher corrects quiz.</p>



# Grade 2 Math “I Can” Statements Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Domain: Operations and Algebraic Thinking	Cluster: Work with equal groups of objects to gain foundations for multiplication	Standard: EE.2.OA.3									
I can make two groups of two.	Date										
	DATA										
I can separate objects into two groups.	Date										
	DATA										
I can equally distribute even numbers of objects between two groups.	Date										
	DATA										
I can determine that a quantity of objects is even or odd by separating them into two groups.	Date										
	DATA										

# “I Can” Statements Checklist

**Instructions:** These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand:	Cluster:	Standard:
	Date	
	DATA	
	Date	
	DATA	
	Date	
	DATA	
	Date	
	DATA	
	Date	
	DATA	

	Date											
	DATA											
	Date											
	DATA											
	Date											
	DATA											
	Date											
	DATA											
	Date											
	DATA											



## Tool # 4 - Resources

### A Few Communication Resources (See also Resources at end of each grade)

1. <http://www.designtolearn.com>: A good site for introducing communication systems—knowing which ones to use, etc.
2. <http://www.alltogetherwecan.com/2008/06/02/ablenet-how-to-videos-step-by-step-with-levels/>: A set of videos on how to set up communication systems
3. [http://www2.edc.org/NCIP/tour/Resources\\_PictureSym.html](http://www2.edc.org/NCIP/tour/Resources_PictureSym.html): A good overview of how to set up picture communication systems.
4. <http://www.pdictionary.com>: A large, easily searchable library of various pictures for instruction. This website may be used for students of various communication levels.
5. <http://www.tsbvi.edu/component/content/article/53/1116-tactile-symbols-directory-to-standard-tactile-symbol-list>: From Texas School for the Blind and Visually Impaired. This site offers information on developing and using tactile symbols.
6. <http://bookbuilder.cast.org/>: From cast.org—a free resource that allows you or your students to build books online. It provides text to speech and animation for the books so your students can listen to and watch the book. Can also access books others have written. Great if you are creating a modified version of a grade level text.
7. <http://aex.intellitools.com/>: Collection of free IntelliKeys activities posted by other teachers.
8. <http://teachinglearnerswithmultipleneeds.blogspot.com/2008/02/free-boardmaker-boards-and-activities.html>: Collection of free Boardmaker boards. Excellent if you already have Boardmaker. Not all of the links work though.
9. <http://zacbrowser.com/>: An internet engine designed for children with autism.

<b>Standard RL.3.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Essential Element EE.RL.3.1:</b> Answer who and what questions to demonstrate understanding of details in a text.
---	--

<b>Grade 2 Essential Element EE.RL.2.1:</b> <ul style="list-style-type: none"> <li>Answer <i>who</i> and <i>where</i> questions to demonstrate understanding of details in a familiar text.</li> </ul>	<b>Grade 4 Essential Element EE.RL.4.1:</b> <ul style="list-style-type: none"> <li>Use details from the text to recount what the text says.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>With guidance and support, I can answer a question from a familiar book about a personal experience.</li> <li>With prompting, I can answer questions to demonstrate understanding of a text.</li> <li>I can answer questions to demonstrate understanding of a text.</li> <li>I can ask and answer questions to demonstrate understanding of a text.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>text</li> <li>asking questions</li> </ul>	<ul style="list-style-type: none"> <li>who, what, when, where, why, which questions</li> </ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"> <li>Pictures of story characters</li> <li>Story on the active board or other visual device</li> </ul>
---	--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Select the correct item when asked “what is it?” and “who is it?”</li> <li>Answer a question by pointing to an appropriate picture with guidance and support.</li> <li>Point to pictures in a text to answer questions about the setting of a story.</li> <li>While reading or listening to a story, answer and ask who and what questions about the story.</li> </ul>
--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Respond appropriately to who and what questions in all settings.</li> </ul>
---

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>
--

<p><b>Standard RL.3.2:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p><b>Essential Element EE.RL.3.2:</b> Associate details with events in stories from diverse cultures.</p>
---	--

<p><b>Grade 2 Essential Element EE.RL.2.2:</b></p> <ul style="list-style-type: none"> <li>Using details from the text, recount events from familiar stories from diverse cultures.</li> </ul>	<p><b>Grade 4 Essential Element EE.RL.4.2:</b></p> <ul style="list-style-type: none"> <li>Identify the theme or central idea of a familiar, story, drama or poem.</li> </ul>
---	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify a detail from a familiar story, fable, folktale, or myth with guidance and support.</li> <li>I can identify the traits, motivations, or feelings of characters in a familiar story with prompting.</li> <li>I can identify the traits, motivations, or feeling of characters in a story.</li> <li>I can describe the traits, motivations, or feelings of characters in a story.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>stories</li> <li>fables</li> <li>folktales</li> <li>myths</li> <li>central message</li> <li>moral</li> <li>key details</li> <li>retell</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li>Folktales, fables, myths, and stories from diverse cultures on active board or other device</li> </ul>
--	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>After repeated shared reading of a familiar fable (e.g., <u>The Tortoise and the Hare</u>), identify a picture of a race to show what they were doing.</li> <li>While looking through the pages of a familiar folktale, tell about two or more pages of the book, or retell any part after repeated shared reading.</li> <li>After repeated shared reading from a collection of myths, retell one or more of the myths or folktales including details, or use technology to answer questions about them.</li> <li>After repeated shared reading from a collection of myths or folktales, recount one or more of the myths or folktales including key details in own words.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>The student will be able to listen to and discuss stories from diverse cultures with family or friends.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://learnersedge.rsmart.com/xsl-portal/site">http://learnersedge.rsmart.com/xsl-portal/site</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	
--	--

<b>Standard RL.3.3:</b> Describe characters in a story (e.g., their traits motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>Essential Element EE.RL.3.3:</b> Identify the feelings of characters in a story.
--	---

<b>Grade 2 Essential Element EE.RL.2.3:</b> <ul style="list-style-type: none"> <li>Identify the actions of the characters in a story.</li> </ul>	<b>Grade 4 Essential Element EE.RL.4.3:</b> <ul style="list-style-type: none"> <li>Use details from the text to describe characters in the story.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify symbols, objects, or other tactual representations of feelings depicted in the story with guidance and support.</li> <li>I can, with prompting, identify the traits, motivations, or feelings of characters in a familiar story.</li> <li>I can identify the traits, motivations, or feelings of characters in a story.</li> <li>I can describe the traits, motivations, or feelings of characters in a story.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>characters</li> <li>sequence</li> <li>traits</li> </ul>	<ul style="list-style-type: none"> <li>feelings</li> <li>actions</li> <li>motivation</li> </ul>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Story on active board or other device</li> <li>Visual pictures depicting different emotions</li> </ul>
---	---	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Given a set of picture symbols the teacher says, “The boy is really happy right now, show me happy”. The student will look for the picture that shows a person smiling.</li> <li>The teacher will use a feelings chart of visual pictures to have students identify the emotions of characters in a story.</li> <li>During a shared reading of a book, the teacher will ask the students what emotion the character is showing.</li> <li>After reading a familiar story, the student will tell something about the character’s traits or motivation.</li> </ul>
---

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Being able to determine the emotions or feelings of persons they are conversing with.</li> </ul>
--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.feelingfacescards.com/feelingfacesicons.html">http://www.feelingfacescards.com/feelingfacesicons.html</a></li> <li><a href="http://www.booksforallchildren.com/dealing-with-feelings-and-emotions-children-s-books/">http://www.booksforallchildren.com/dealing-with-feelings-and-emotions-children-s-books/</a></li> </ul>
--

<b>Standard RL.3.4:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	<b>Essential Element EE.RL.3.4:</b> Determine words and phrases that complete literal sentences in a text.
--	--

<b>Grade 2 Essential Element EE.RL.2.4:</b> <ul style="list-style-type: none"> <li>Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.</li> </ul>	<b>Grade 4 Essential Element EE.RL.4.4:</b> <ul style="list-style-type: none"> <li>Determine the meaning of words in a text.</li> </ul>
---	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify one event from a story with guidance and support.</li> <li>I can identify things in the text that have happened in my own life.</li> <li>I can determine whether something described in the text could be true.</li> <li>I can determine which words or phrases in a text are literal versus non-literal.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>meaning</li> <li>word(s)</li> <li>phrase(s)</li> <li>text</li> <li>literal</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pictures of story characters</li> <li>Story on the active board or other visual device with voice output</li> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Answer “yes or no” questions to indicate whether an event was in the story.</li> <li>Uses a voice output device to say, “I did that.” each time a person reads about something the student has done before.</li> <li>Respond “yes or no” to questions about events of silly stories to identify elements of the story that are true (yes) or not true (no) (e.g., <u>Alone in His Teacher’s House</u>; <u>Wayside School is Falling Down</u>).</li> <li>Use graphic organizers to sort words and phrases (e.g., non-literal = “The cow jumped over the moon.” Literal = Kansas and Maine are the names of real places in <u>Sarah, Plain and Tall</u>.”</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand and/or participate in conversations with friends and family that contain new words and phrases.</li> <li>Respond appropriately when questions are asked about new words and phrases.</li> </ul>	
--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	
--	--

<p><b>Standard RL.3.5:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p><b>Essential Element EE.RL.3.5:</b> Determine the beginning, middle, and end of a familiar story with a logical order.</p>
--	---

<p><b>Grade 2 Essential Element EE.RL.2.5:</b></p> <ul style="list-style-type: none"> <li>Determine the beginning and ending of a familiar story with a logical order.</li> </ul>	<p><b>Grade 4 Essential Element EE.RL.4.5:</b></p> <ul style="list-style-type: none"> <li>Identify elements that are characteristic of stories.</li> </ul>
---	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify one event from a story with guidance and support.</li> <li>I can identify the beginning or ending of a story.</li> <li>I can determine the beginning, middle, and end of a story.</li> <li>I can sequence the beginning, middle, and end of a story.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>story</li> <li>drama</li> <li>poem</li> <li>chapter</li> <li>scene</li> <li>stanza</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li>Stories, dramas, and poems on active board or other device</li> <li>Pictures and/or other visuals</li> <li>Student’s communication device</li> </ul>
--	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>View pictures of the story and answer “yes” or “no” if the picture happened in the story or choose one to match an event in the story.</li> <li>Use picture cues to identify the beginning of a story, or given a story map with the beginning and middle completed, identify the ending.</li> <li>Use pictures to identify events that happened in the beginning, middle, and end of a story.</li> <li>Use pictures or sentence strips to sequence three or more events in the correct order.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>The student can order events of the day in communication with family and friends.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://learnersedge.rsmart.com/xsl-portal/site">http://learnersedge.rsmart.com/xsl-portal/site</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	
--	--

<b>Standard RL.3.6:</b> Distinguish their own point of view from that of a narrator or those of the characters.	<b>Essential Element EE.RL.3.6:</b> Identify personal point of view about a text.
---	---

<b>Grade 2 Essential Element EE.RL.2.6:</b> <ul style="list-style-type: none"> <li>Identify the speakers in a dialogue.</li> </ul>	<b>Grade 4 Essential Element EE.RL.4.6:</b> <ul style="list-style-type: none"> <li>Identify the narrator of a story.</li> </ul>
--	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify a favorite character in a story.</li> <li>I can state an opinion about a character with prompts and support.</li> <li>I can identify personal point of view about a character or narrator.</li> <li>I can explain personal point of view about a character.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>point of view</li> <li>narrator</li> </ul>	<ul style="list-style-type: none"> <li>character</li> </ul>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters, etc.) <ul style="list-style-type: none"> <li>Story on the active board or other visual device</li> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Given an array of pictures of characters in the story, select a favorite.</li> <li>Show feelings about a character using visuals (e.g., happy or sad face).</li> <li>Answer the question, “Which characters do you like in the story?” and support the answer by selecting from three choices.</li> <li>Identify the character in the story that the student feels is most like them.</li> <li>Express feelings about a character in the story and indicate why.</li> </ul>	
---	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Express feelings about self and peers.</li> </ul>	
---	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a></li> </ul>	
---	--

<p><b>Standard RL.3.7:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)</p>	<p><b>Essential Element EE. RL.3.7:</b> Identify parts of illustrations or tactual information that depict a particular setting, or event.</p>
--	--

<p><b>Grade 2 Essential Element EE.RL.2.7:</b></p> <ul style="list-style-type: none"> <li>Identify illustrations or objects/tactual information in print or digital text that depict characters.</li> </ul>	<p><b>Grade 4 Essential Element EE.RL.4.7:</b></p> <ul style="list-style-type: none"> <li>Make connections between the text representation of a story and a visual, tactual, or oral version of a story.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify character or setting in an illustration from the text with guidance and support.</li> <li>I can use illustrations to describe characters and setting.</li> <li>I can identify parts of illustration that depict a particular mood, setting, or character.</li> <li>I can identify the part of an illustration that supports mood, setting, or character as described in the text.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>illustration</li> <li>setting</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li>Pictures of story characters</li> <li>Story on the active board or other visual device</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Identify the illustration that shows setting with guidance and support.</li> <li>Identify the character from the text within an illustration with guidance and support.</li> <li>Using an illustration of a character from the text, identify words from a list that describes how the character looks in the illustration.</li> <li>Find part of the illustration that shows the setting is gloomy (e.g., clouds, gray sky, no color).</li> <li>Find part of the illustration that shows the character is mad (e.g., the face, a fist, red face).</li> <li>Find the part of the illustration that matches the text after hearing the teacher read a portion of the text.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Recognize and describe facial expressions on people in all settings.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://teacher.scholastic.com/clifford1/flash/story_4.htm">http://teacher.scholastic.com/clifford1/flash/story_4.htm</a></li> <li><a href="http://feelingfacescards.com/">http://feelingfacescards.com/</a></li> </ul>	
---	--

<b>Standard RL.3.8:</b> (Not applicable to literature)	<b>Essential Element EE.RL.3.8:</b> (Not applicable to literature)
--	--

<b>Grade 2 Essential Element EE.RL.2.8:</b> <ul style="list-style-type: none"> <li>Not applicable to literature.</li> </ul>	<b>Grade 4 Essential Element EE.RL.4.8:</b> <ul style="list-style-type: none"> <li>Not applicable to literature.</li> </ul>
---	---

**I Can Statements:**

<b>Key Vocabulary:</b>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)
------------------------	---

**Instructional Examples:**

**Real World Connections:**

**Resources:**

<p><b>Standard RL.3.9:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p><b>Essential Element EE.RL.3.9:</b> Identify common elements in two stories in a series.</p>
--	---

<p><b>Grade 2 Essential Element EE.RL.2.9:</b></p> <ul style="list-style-type: none"> <li>Identify similarities between two episodes in a story.</li> </ul>	<p><b>Grade 4 Essential Element EE.RL.4.9:</b></p> <ul style="list-style-type: none"> <li>Compare characters, settings, or events in stories, myths, or texts from different cultures.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify the setting of a story with guidance and support.</li> <li>I can recognize that two stories have the same setting.</li> <li>I can identify similarities in the settings of two stories by the same author.</li> <li>I can identify similarities and differences in settings of stories by the same authors.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>theme</li> <li>setting</li> <li>character</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Pictures of story characters of stories in a series by the same author</li> <li>Stories on the active board or other visual device</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Touch a picture from a story showing the setting.</li> <li>Read or hear two stories and match each story with the setting.</li> <li>Use a graphic organizer and pictures or visual representations of the settings to identify similar settings from stories by the same author.</li> <li>Identify similarities and differences in settings for stories by the same author by placing descriptive words (with pictures) in the appropriate column on a T-Chart.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>The student will be able to find similarities and differences at home, school, and in the community.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> <li><a href="http://readinggroockets.com">http://readinggroockets.com</a></li> </ul>	
--	--

<p><b>Standard RL.3.10:</b> By the end of the year, read and comprehend literature including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><b>Essential Element EE.RL.3.10:</b> Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.</p>
--	--

<p><b>Grade 2 Essential Element EE.RL.2.10:</b></p> <ul style="list-style-type: none"> <li>Actively engage in shared reading of stories and poetry for clearly stated purposes.</li> </ul>	<p><b>Grade 4 Essential Element EE.RL.4.10:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.</li> </ul>
<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>These “I Can” statements are in the previous 9 Reading Literature standards and are related to the Informational Text Essential Elements referenced in all elements EE.RL.3.1 through EE.RL.3.9.</li> </ul>	
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Refer to all key vocabulary in the previous 9 Reading Literature standards.</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Refer to all supports in the previous 9 Reading Literature standards.</li> </ul>
<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>All Instructional Examples in the previous 9 Reading Literature standards.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>All Real World Connections in the previous 9 Reading Literature standards.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>All Resources in the previous 9 Reading Literature standards.</li> </ul>	

## Grade 3 ELA

RI.3.1 Element Card

**Strand:** Reading Informational Text

**Cluster:** Key Ideas and Details

**Standard RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.

**Essential Element EE.RI.3.1:** Answer who and what questions to demonstrate understanding of details in a text.

**Grade 2 Essential Element EE.RI.2.1:**

- Answer *who* and *what* questions to demonstrate understanding of details in a familiar text.

**Grade 4 Essential Element EE.RI.4.1:**

- Identify explicit details in an informational text.

**I Can Statements:**

- I can, with prompts and supports, answer questions about text or illustrations.
- I can answer questions related to a specific section of a familiar text.
- I can answer questions related to a familiar text.
- I can ask and answer questions using text or illustrations as evidence.

**Key Vocabulary:**

- evidence
- picture/illustration
- artist/illustrator
- informational text

**Supports (specific to student):** assistive technology, communication system, visual aids, templates, active board, highlighters, etc.

- Copy of story on active board or other device
- Graphic organizer
- Sticky notes

**Instructional Examples:**

- Given a map of the school that the student has seen before, identify the location of the classroom.
- Answer a question by pointing to a detail/word in the text with prompts.
- The teacher will place a sticky note with a question next to a section of text; the student will answer the question.
- Develop a graphic organizer to illustrate/answer questions from the text.

**Real World Connections:**

- Being able to read and follow directions for a simple recipe.
- Being able to read a newspaper ad.

**Resources:**

- <http://nancykeane.com/ri/265.htm>

<b>Standard RI.3.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Essential Element EE.RI.3.2:</b> Identify details in a text.
--	---

<b>Grade 2 Essential Element EE.RI. 2.2:</b> <ul style="list-style-type: none"> <li>Identify the topic of the text.</li> </ul>	<b>Grade 4 Essential Element EE.RI.4.2:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a text when it is explicitly stated.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can match the topic of a text with guidance and support.</li> <li>I can identify a detail of a text with guidance and support.</li> <li>I can identify a detail of a text.</li> <li>I can determine the key details of a text.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>main idea</li> <li>key detail</li> </ul>	<ul style="list-style-type: none"> <li>text</li> </ul>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pictures of key details of text</li> <li>Informational books on the active board or other visual device</li> </ul>
--	--	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Pick one of two pictures related to the text.</li> <li>With support, use highlighting tape to find and highlight (or highlight text on the active board) key details in a text.</li> <li>Use pictures to identify a detail from the text.</li> <li>With supports, develop a pictorial timeline from an informational text.</li> </ul>		
---	--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>The student will be able to identify key details of his/her day at home, at school, or in the community.</li> </ul>		
---	--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://libguides.verona.k12.wi.us/content.php?pid=418140&amp;sid=3700359">http://libguides.verona.k12.wi.us/content.php?pid=418140&amp;sid=3700359</a></li> <li><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> </ul>		
--	--	--

<p><b>Standard RI.3.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>Essential Element EE.RI.3.3:</b> Order two events from a text as “first” and “next.”</p>
---	--

<p><b>Grade 2 Essential Element EE.RI.2.3:</b></p> <ul style="list-style-type: none"> <li>Identify individuals, events, or details in an informational text.</li> </ul>	<p><b>Grade 4 Essential Element EE.RI. 4.3:</b></p> <ul style="list-style-type: none"> <li>Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.</li> </ul>
---	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can determine sequence of events with guidance and support.</li> <li>I can list the progression of a series of events given the first event with prompting.</li> <li>I can list the progression of a series of events.</li> <li>I can compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical).</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>sequence of events</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li><u>From Seed to Plant</u> by Gail Gibbons</li> <li>Story on the active board or other visual device</li> </ul>
--	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Repeat a sequence of two directions in order.</li> <li>Indicate what comes next from illustrations on an activity sheet when shown the first step of a previously taught sequenced activity.</li> <li>Use sequence strips to order the remaining steps in the procedure correctly when given three directions to complete a task and the first direction.</li> <li>Sequence pictures in the correct order to show the growth of a seedling after reading <u>From Seed to Plant</u>.</li> <li>Sequence pictures in the correct order to show the growth of a seedling and match the appropriate text for size/stage of seed growth (i.e., small, medium, large or seed, seedling, plant) after reading <u>From Seed to Plant</u>.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Develop schedules for getting dressed, brushing teeth, tying shoes, etc.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_third_3rd_grade.htm">http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_third_3rd_grade.htm</a></li> <li><a href="http://www.quia.com/rd/42274.html">http://www.quia.com/rd/42274.html</a></li> <li><a href="http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502">http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502</a></li> </ul>	
--	--

## Grade 3 ELA

**Strand:** Reading Informational Text

**Cluster:** Craft and Structure

**Standard RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relative to a *grade 3 topic or subject area*.

**Essential Element EE.RI.3.4:** Determine words and phrases that complete literal sentences in a text.

### Grade 2 Essential Element EE.RI.2.4:

- Identify words related to a topic of a text.

### Grade 4 Essential Element EE.RI.4.4:

- Determine meaning of words in text.

### I Can Statements:

- I can, with guidance and support, locate identified vocabulary.
- I can identify vocabulary in informational text.
- I can determine the meaning of vocabulary related to familiar text.
- I can determine the meaning of key vocabulary specific to the text.

### Key Vocabulary:

- visualize
- vocabulary
- picture dictionary
- informational text
- definition

**Supports (specific to student):** assistive technology, communication system, visual aids, templates, active board, highlighters, etc.

- Picture dictionary
- Story on active board or other device

### Instructional Examples:

- Respond when hearing the correct word out of a choice of three words.
- Match vocabulary words to words in a text.
- Use a picture dictionary to find the meaning of a word from a familiar text.
- Find the phrase or word that connects to a given definition.

### Real World Connections:

- Listens attentively and/or contributes to conversations with family and friends that contain new vocabulary.
- Understand common vocabulary in all settings.

### Resources:

- [http://bestcoloringpages.com/my-first-picture-dictionary-alphabet-s-1\\_1d3431.html](http://bestcoloringpages.com/my-first-picture-dictionary-alphabet-s-1_1d3431.html)

<b>Standard RI.3.5:</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>Essential Element EE.RI.3.5:</b> With guidance and support, use text features including headings and key words to locate information in a text.
---	--

<b>Grade 2 Essential Element EE.RI. 2.5:</b> <ul style="list-style-type: none"> <li>Identify details in informational text or its graphic representations.</li> </ul>	<b>Grade 4 Essential Element EE.RI.4.5:</b> <ul style="list-style-type: none"> <li>Identify elements that are characteristic of informational texts.</li> </ul>
---	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify text features with guidance and support.</li> <li>I can identify text features.</li> <li>I can identify text features and search tools.</li> <li>I can identify text features and search tools to locate information.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>text features</li> <li>search tools</li> </ul>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pictures and examples of text features</li> <li>Informational books on the active board or other visual device</li> </ul>
--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Point to specific pictures in a text when given a verbal request.</li> <li>Point to text features (e.g., bold words, illustrations).</li> <li>When given three choices of text, point to the bold words in the text.</li> <li>Use a search engine with guidance and support.</li> <li>Choose a key word to find additional information about a topic and identify a search engine (from two picture choices).</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Finding information from text or using a search engine for a variety of purposes at home, at school, or in the community.</li> </ul>	
--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://libguides.verona.k12.wi.us/content.php?pid=418140&amp;sid=3700359">http://libguides.verona.k12.wi.us/content.php?pid=418140&amp;sid=3700359</a></li> <li><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li><a href="http://www.google.com">http://www.google.com</a></li> </ul>	
---	--

<b>Standard RI.3.6:</b> Distinguish their own point of view from that of the author of a text.	<b>Essential Element EE.RI.3.6:</b> Identify personal point of view about a text.
--	---

<b>Grade 2 Essential Element EE.RI.2.6:</b> <ul style="list-style-type: none"> <li>Identify the role of the author and the illustrator.</li> </ul>	<b>Grade 4 Essential Element EE.RI.4.6:</b> <ul style="list-style-type: none"> <li>Compare own experience with a written account of the experience.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can express point of view about a topic with guidance and support.</li> <li>I can identify personal point of view about a topic.</li> <li>I can identify personal point of view about a text.</li> <li>I can distinguish between personal point of view and that of others.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>point of view</li> <li>compare</li> </ul>	<ul style="list-style-type: none"> <li>expression</li> </ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"> <li>Story on the active board or other visual device</li> <li>Board books</li> <li>Visual examples for comparing</li> <li>Mirror</li> </ul>
---	--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Respond with gestures or facial expressions to a topic.</li> <li>Select the choice that best represents their own point of view about a topic (e.g., “Do you like ____ activity or do you like ____ activity best?”) when given two choices.</li> <li>Select the choice that best represents their point of view about an assignment when given three choices.</li> <li>State “I think .... “ or equivalent when telling what they think about an assignment and “They think ... “ or equivalent when telling what the others think about a text.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Expressing one’s personal point of view and identifying point of view of others on specific topics.</li> </ul>	
--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm">http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm</a></li> </ul>	
---	--

## Grade 3 ELA

### Strand: Reading Information

### Cluster: Integration of Knowledge and Ideas

<b>Standard RI.3.7:</b> Use information gained from illustrations (e.g., maps, photographs) and the words into a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>Essential Element: EE.RI.3.7:</b> Use information gained from visual elements and words in the text to answer explicit who and what questions.
<b>Grade 2 Essential Element EE.RI.2.7</b> <ul style="list-style-type: none"><li>Identify illustrations or objects/tactual information that go with a text.</li></ul>	<b>Grade 4 Essential Element EE.RI.4.7</b> <ul style="list-style-type: none"><li>Answer questions about information presented visually, orally, or quantitatively.</li></ul>
<b>I Can Statements:</b> <ul style="list-style-type: none"><li>I can select a picture/object or section of text that supports the text with guidance and support.</li><li>I can identify a visual element in the text.</li><li>I can demonstrate an understanding of text by connecting a visual element.</li><li>I can explain how certain visual elements and words in the text support the ideas or understanding of events.</li></ul>	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>visual elements</li><li>events</li></ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"><li>Story on active board or other device</li><li>Pictures or objects related to the story</li></ul>
<b>Instructional Examples:</b> <ul style="list-style-type: none"><li>The teacher will use and touch props (objects) to discuss and relate to the text.</li><li>The student will match pictures and objects to represent the illustrations in a text.</li><li>During shared reading about the westward movement, the student will understand the connection between the covered wagon and travel.</li></ul>	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>Shopping in a store to find a toy from a picture in an ad.</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li><a href="http://www.readinga-z.com/more/reading_strat.html">http://www.readinga-z.com/more/reading_strat.html</a></li></ul>	

<p><b>Standard RI.3.8:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><b>Essential Element EE.RI.3.8:</b> Identify two related points the author makes in an informational text.</p>
--	---

<p><b>Grade 2 Essential Element EE.RI.2.8:</b></p> <ul style="list-style-type: none"> <li>Identify points the author makes in an informational text.</li> </ul>	<p><b>Grade 4 Essential Element EE.RI.4.8:</b></p> <ul style="list-style-type: none"> <li>Identify one or more reasons supporting a specific point in an informational text.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can, with guidance and support, determine sequence of events.</li> <li>I can list the progression of a series of events with prompting, given the first event.</li> <li>I can list the progression of a series of events.</li> <li>I can compare the progression of a series of events, ideas, and concepts (historical, scientific, or technical).</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>compare</li> <li>cause and effect</li> <li>sequence of events</li> <li>author</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Pictures of series of events in text</li> <li>Historical, scientific, or technical books on the active board or other visual device</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Show the first step of a previously taught activity and indicate what comes next from pictures on an activity sheet.</li> <li>Given the first step and three directions to complete a task, use pictures to correctly order the remaining steps in the procedure.</li> <li>After reading <u>From Seed to Plant</u> by Gail Gibbons, correctly sequence pictures to show the growth of a seedling.</li> <li>Use a timeline to compare the beginning of a progression to the present (e.g., caterpillar – butterfly).</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Sequence tasks at home, at school, or in the community.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.theteachersguide.com/booklessons/fromseedtoplant/fromseedtoplantactivities.htm">http://www.theteachersguide.com/booklessons/fromseedtoplant/fromseedtoplantactivities.htm</a></li> <li><a href="http://learnzillion.com/">http://learnzillion.com/</a></li> </ul>	
---	--

<b>Standard RI.3.9:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.	<b>Essential Element EE.RI.3.9:</b> Identify similarities between two texts on the same topic.
--	--

<b>Grade 2 Essential Element EE.RI.2.9:</b> <ul style="list-style-type: none"> <li>Identify a common element between two texts on the same topic.</li> </ul>	<b>Grade 4 Essential Element EE.RI.4.9:</b> <ul style="list-style-type: none"> <li>Compare details presented in two texts on the same topic.</li> </ul>
--	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify the topic on one resource with guidance and support.</li> <li>I can locate a second resource on the same topic.</li> <li>I can identify similarities of two resources on the same topic.</li> <li>I can identify similarities and differences of two resources on the same topic.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>key details</li> <li>contrast</li> </ul>	<ul style="list-style-type: none"> <li>compare</li> <li>details</li> </ul>	<b>Supports (specific to student):</b> (eg, assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Story on the active board or other visual device</li> <li>Pictures or manipulative materials to compare</li> </ul>
--	--	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Touch a word or picture that is the topic of a resource the teacher is discussing (e.g., the teacher is showing resources about ducks and the student touches a card with the picture of a duck or the word <i>duck</i> on it.</li> <li>Point to an object that is the topic of a resource the teacher is discussing.</li> <li>From a display of books recently read aloud in class (<u>The Journal of Jedediah Barstow</u> by Ellen Levine and <u>Wayside School</u> by Louis Sachar and Adam McCauley), identify the book that was about the Oregon Trail.</li> <li>Identify a similarity of life in the fort and life on the wagon train after shared reading of <u>A Frontier Fort on the Oregon Trail</u> by Scott Steedman and <u>The Journal of Jedediah Barstow</u>.</li> <li>During class discussion, point out or say one similarity and one difference between two resources on the same topic.</li> </ul>	
---	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Going out to eat; shopping.</li> </ul>
--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.readwritethink.org/files/resources/interactives/compcontrast/">http://www.readwritethink.org/files/resources/interactives/compcontrast/</a></li> <li><a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm</a></li> <li><a href="http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/">http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/</a></li> </ul>
---

## Grade 3 ELA

**Strand:** Reading Informational Text

**Cluster:** Range of Reading and Level of Text Complexity

<b>Standard RI.3.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 2-3 text complexity band independently and proficiently.	<b>Essential Element EE.RI.3.10:</b> Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.
<b>Grade 2 Essential Element EE.RI.2.10:</b> <ul style="list-style-type: none"><li>Actively engage in shared reading of informational text including history/social studies, science, and technical texts.</li></ul>	<b>Grade 4 Essential Element EE.RI.4.10:</b> <ul style="list-style-type: none"><li>Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</li></ul>
<b>I Can Statements:</b> <ul style="list-style-type: none"><li>I can demonstrate understanding of text while listening.</li><li>I can demonstrate understanding of text while reading.</li></ul>	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>text</li></ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"><li>enlarged print text</li></ul>
<b>Instructional Examples:</b> <ul style="list-style-type: none"><li>The student will listen and answer comprehension questions during shared reading.</li><li>The student will read and answer comprehension questions during shared reading.</li></ul>	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>The student will be able to read a simple sentence or instruction.</li></ul>	
<b>Resources:</b> <ul style="list-style-type: none"><li><a href="http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html">http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html</a></li></ul>	

<p><b>Standard RF.3.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>Decode words with common Latin suffixes.</li> <li>Decode multi-syllable words.</li> <li>Read grade-appropriate irregularly spelled words.</li> </ol>	<p><b>Essential Element EE.RF.3.3:</b> Use letter-sound knowledge to read words.</p> <ol style="list-style-type: none"> <li>In context, demonstrate basic knowledge of letter-sound correspondences.</li> <li>With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rhymes).</li> <li>Not applicable</li> <li>Recognize 40 or more written words.</li> </ol>
---	--

<p><b>Grade 2 Essential Element EE.RF.2.3:</b></p> <ul style="list-style-type: none"> <li>Demonstrate emerging use of letter-sound knowledge to read words.       <ol style="list-style-type: none"> <li>Identify the lower case letters of the alphabet.</li> <li>Identify letter sound correspondence for single consonants.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Recognize 10 or more written words.</li> </ol> </li> </ul>	<p><b>Grade 4 Essential Element EE.RF.4.3:</b></p> <ul style="list-style-type: none"> <li>Use letter-sound knowledge to read words.       <ol style="list-style-type: none"> <li>Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.</li> <li>Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rhymes).</li> </ol> </li> </ul>
--	---

<p><b>I Can Statements for EE.RF.3.3.a:</b></p> <ul style="list-style-type: none"> <li>I can repeat letter sounds.</li> <li>I can recognize three or fewer letter-sound correspondences in context.</li> <li>I can demonstrate basic knowledge of letter-sound correspondences in context.</li> <li>I can use letter-sound knowledge to accurately represent the initial sound in single-syllable words.</li> </ul> <p><b>I Can Statements for EE.RF.3.3.b:</b></p> <ul style="list-style-type: none"> <li>I can identify the initial sound that matches with support.</li> <li>I can identify the beginning sound of familiar words beginning with a single-consonant sound.</li> <li>I can decode single-syllable words with common spelling patterns [CVC] or high-frequency rhymes with models and supports.</li> <li>I can decode single-syllable words with common spelling patterns (CVC or high-frequency rhymes).</li> </ul> <p><b>I Can Statements for EE.RF.3.3.c:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
--	--

**I Can Statements for EE.RF.3.3.d:**

- I can recognize my own name in print from an array of names.
- I can recognize 10 or more written words.
- I can recognize 40 or more written words.
- I can recognize 50 or more written words.

**Key Vocabulary:**

- letter(s)
- sounds
- words
- beginning
- name
- rhyming/rhymes

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Pictures of initial sounds/letters
- Copies of single-syllable words, common spelling patterns [CVC], or high-frequency rhyming words
- Initial sounds and letters on the active board or other visual device with voice output
- Single-syllable words, common spelling patterns [CVC], or high-frequency rhyming words on an active board or other visual device with voice output

**Instructional Examples for EE.RF.3.3.a:**

- Repeat the beginning letter-sound for a familiar word after the teacher, when paired with representations of familiar words.
- Indicate the letter or letters that match the sound produced by a teacher/peer mentor during a shared writing activity of an alphabet book or other book.
- Say or point to the corresponding letter name when given a sound spoken by an adult during a shared writing activity.
- Indicate the initial sound from the magnet letters, letter cards, or iPad image and sound when given a word spoken by an adult or peer mentor.

**Instructional Examples for EE.RF.3.3.b:**

- Given 2 picture cards (1 of a cat and 1 of a dog) with the word written under it and asked which one is a cat, identify the picture/word card that matches.
- When asked which word from 2 choices (*dog* and *cat*) begins with /d/ sound, points to *dog*.
- Given a printed example of a common CVC word (e.g., fan), use that word to decode a word with the same initial consonant and initial vowel (e.g., fat).
- Write words on folded strips of paper that allow the initial sound to be substituted to create a new word (*hat* and *bat*). Have assorted pictures (digital or printed versions) available for the students to place next to the appropriate word.

**Instructional Examples for EE.RF.3.3.c:**

- Not applicable

**Instructional Examples for EE.RF.3.3.d:**

- Recognize own name and friends' names in print.
- When asked, reads 10 or more words on the classroom word wall (can point to words as the teacher calls them or uses auditory output device to read them).
- Given a familiar text with pictures such as the lunch menu, the student reads the words on the menu.
- Given a familiar book or story, the student reads 50 or more words in the book with at least 80% accuracy.

**Real World Connections:**

- Show understanding of sounds, letters, and words by emoting (e.g., smiling, laughing), identifying, recognizing, and matching them.
- Showing interest in sounds, letters, and words by touching them in his/her environment, looking at them, and/or asking about them.

**Resources:**

- <http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA>
- <http://learningfarm.com/contentTree.cfm?contentID=30>
- <http://www.learninga-z.com/commoncore/foundational-skills.html>
- <http://treasures.macmillanmh.com/national/teachers/great-books-to-share/grade-3-reading-list>

<p><b>Standard RF.3.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<p><b>Essential Element EE.RF.3.4:</b> Read words in text.</p> <ol style="list-style-type: none"> <li>Read familiar text comprised of unknown words.</li> <li>Not applicable.</li> <li>Use context to determine missing words in familiar texts.</li> </ol>
---	---

<p><b>Grade 2 Essential Element EE.RF.2.4:</b></p> <ul style="list-style-type: none"> <li>Attend to words in print.       <ol style="list-style-type: none"> <li>Read familiar text comprised of known words.</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 4 Essential Element EE.RF.4.4:</b></p> <ul style="list-style-type: none"> <li>Read words in text.       <ol style="list-style-type: none"> <li>Read text comprised of familiar words with accuracy and understanding.</li> <li>Not applicable</li> <li>Use letter knowledge and context to support word recognition when reading.</li> </ol> </li> </ul>
--	--

<p><b>I Can Statements for EE.RF.3.4.a:</b></p> <ul style="list-style-type: none"> <li>I can listen to familiar text.</li> <li>I can listen to familiar text with purpose and understanding.</li> <li>I can read familiar text with purpose and understanding.</li> <li>I can read ability-appropriate, novel text with purpose and understanding.</li> </ul> <p><b>I Can Statements for EE.RF.3.4.b:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>I Can Statements for EE.RF.3.4.c:</b></p> <ul style="list-style-type: none"> <li>With guidance and support, I can identify a word that completes a familiar statement.</li> <li>I can select from two words or symbols, a word or item that completes a sentence in a way that makes sense.</li> <li>I can use context to determine missing words in familiar texts.</li> <li>I can use context to determine missing words in a novel text.</li> </ul>
---

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• story</li> <li>• complete</li> <li>• missing word(s)</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Stories or passages on white board or preferred digital device</li> </ul>
<p><b>Instructional Examples for EE.RF.3.4.a:</b></p> <ul style="list-style-type: none"> <li>• Attend to a tape/CD/online version of a book or story of a familiar text.</li> <li>• Given a familiar text, listen to a familiar passage read aloud and answer comprehension questions.</li> <li>• Given a familiar text, reads/responds appropriately with an auditory output device or verbally with a selected phrase or sentence. For example, from <u>The Wizard of Oz</u> by Frank Baum, “Lions and tigers and bears, [oh, my].”</li> <li>• Answer questions about a novel text to demonstrate understanding.</li> </ul> <p><b>Instructional Examples for EE.RF.3.4.b:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Instructional Examples for EE.RF.3.4.c:</b></p> <ul style="list-style-type: none"> <li>• Given the statement, “My name is _____,” the student fills in the blank.</li> <li>• During a predictable chart writing activity, the student selects a symbol reflecting a favored food to complete the sentence, “I like to eat ____.”</li> <li>• Listen to a portion of a familiar text read by an adult/peer mentor in person or digitally and provide an appropriate word or phrase when the reader pauses.</li> <li>• Listen to a story or book portion and provide an appropriate word or phrase when a reader provides an exaggerated pause.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of and appreciation of words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others read.</li> <li>• Showing interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>• Show interest in digital stories, print stories, and information by choosing to listen to favorite ones during appropriate times during the school day.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA">http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA</a></li> <li>• <a href="http://www.ehow.com/how_8155808_teach-context-clues-elementary-students.html">http://www.ehow.com/how_8155808_teach-context-clues-elementary-students.html</a></li> <li>• <a href="http://www.readingrockets.org/strategies/">http://www.readingrockets.org/strategies/</a></li> </ul>	

<p><b>Standard W.3.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Essential Element EE.W.3.1.</b> Write opinions about topics or text.</p> <ol style="list-style-type: none"> <li>Select a text and write an opinion about it.</li> <li>Write one reason to support an opinion about a text.</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
--	---

<p><b>Grade 2 Essential Elements EE.W.2.1:</b></p> <ul style="list-style-type: none"> <li>Select a book and write, draw, or dictate to state an opinion about it.</li> </ul>	<p><b>Grade 4 Essential Elements EE.W.4.1:</b></p> <ul style="list-style-type: none"> <li>Write opinions about topics or text. <ol style="list-style-type: none"> <li>Select a topic or text and write an opinion about it.</li> <li>List reasons to support the opinion.</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
--	--

<p><b>I Can Statements for EE.W.3.1.a-b:</b></p> <ul style="list-style-type: none"> <li>I can state an opinion about a book with guidance and support.</li> <li>I can select a text and write, draw, or dictate an opinion about it and one reason to support the opinion.</li> <li>I can select a text and write to state an opinion about it and one reason to support the opinion.</li> <li>I can select a text and write to state an opinion about it with reasons to support the opinion.</li> </ul> <p><b>I Can Statements for EE.W.3.1.c:</b> Not applicable</p> <p><b>I Can Statements for EE.W.3.1.d:</b> Not applicable</p>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>opinion</li> <li>text</li> <li>write</li> <li>reason</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Throughout, writing can include standard writing instruments, computers, or alternate writing tools.</li> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Digital writing and drawing tools</li> </ul>
--	--

**Instructional Examples for E.W.3.1.a-b:**

- Look at, touch, or take a book from a selection of two when the teacher asks, “Show me your favorite.”
- Select a book from a collection of recently read books. The teacher navigates through the student’s multiple message communication device to reveal messages that express an opinion, then selects a message communicating an opinion (e.g., “It’s really good!”). When the teachers asks, “What makes it good?” the student uses the device to answer (e.g., says “boy”).
- Select a text and write a word to express an opinion about it (e.g., standard format provided-“I like it because it is” and choose one reasoned choice from a bank of ideas such as “scary, funny, awesome, cool, etc.”).
- Select a text and write a word to express an opinion about it (e.g., standard format provided-“I like it because it is” and choose two reasoned choices from a bank of ideas such as “scary, funny, awesome, cool, etc.”).

**Instructional Examples for E.W.3.1.c:**

- Not applicable

**Instructional Examples for E.W.3.1.d:**

- Not applicable

**Real World Connections:**

- Show understanding of and appreciation for books, stories, films, live performances, television shows, etc. by expressing an opinion.

**Resources:**

- [http://www.michigan.gov/mde/0,4615,7-140-22709\\_28463-18034--,00.html](http://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html)
- [http://www.michigan.gov/documents/mde/Third\\_Grade\\_DLM\\_ELA\\_Common\\_Core\\_Essential\\_Elements\\_397708\\_7.pdf](http://www.michigan.gov/documents/mde/Third_Grade_DLM_ELA_Common_Core_Essential_Elements_397708_7.pdf)
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

<p><b>Standard W.3.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol>	<p><b>Essential Element EE.W.3.2:</b> Write to share information supported by details.</p> <ol style="list-style-type: none"> <li>Select a topic and write about it including one fact or detail.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 2 Essential Element EE.W.2.2:</b></p> <ul style="list-style-type: none"> <li>Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.</li> </ul>	<p><b>Grade 4 Essential Element EE.W.4.2:</b></p> <ul style="list-style-type: none"> <li>Write to share information supported by details. <ol style="list-style-type: none"> <li>Select a topic and write about it including on related visual, tactual, or multimedia information as appropriate.</li> <li>List words, facts, or details related to the topic.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
---	--

<p><b>I Can Statements for EE.W.3.2.a-b:</b></p> <ul style="list-style-type: none"> <li>I can select a topic for use during shared writing with guidance and support.</li> <li>I can write a fact or detail about a given topic.</li> <li>I can select a topic and write about it including one fact or detail.</li> <li>I can select a topic and write about it including two or more facts or details.</li> </ul> <p><b>I Can Statements for EE.W.3.2.c-d:</b> Not applicable</p>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>informational text/explanatory text</li> <li>informational writing</li> <li>digital tools</li> <li>concluding statement</li> <li>linking words</li> <li>digital literacy</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Throughout, writing can include standard writing instruments, computers, or alternate writing tools</li> <li>Flash cards or electronic examples of linking words/concluding statements</li> <li>Informational books on the active board or other visual device</li> </ul>
--	---

**Instructional Examples for EEW.3.2.a-b:**

- Eye gaze, point, or touch one of three topic choices for the group to write about and read aloud for the student.
- Select words from a word bank on a given topic from an interactive word bank.
- Select a topic from a class list of recent activities and use student's communication system to write a remembered detail.
- Select a picture from class photos and write about it using the student's communication system.

**Instructional Examples for EEW.3.2.c-d:**

- Not applicable

**Real World Connections:**

- Labels pictures in a photo album.
- Labels organizational system at home.

**Resources:**

- <http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA>
- [http://www.ehow.com/how\\_8155808\\_teach-context-clues-elementary-students.html](http://www.ehow.com/how_8155808_teach-context-clues-elementary-students.html)
- <http://learnzillion.com>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

<p><b>Standard W.3.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>Use temporal words and phrases to signal event order.</li> <li>Provide a sense of closure.</li> </ol>	<p><b>Essential Element EE.W.3.3:</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Select an event or personal experience and write about it including the names of people involved.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
<p><b>Grade 2 Essential Element EE.W.2.3:</b></p> <ul style="list-style-type: none"> <li>Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.</li> </ul>	<p><b>Grade 4 Essential Element EE.W.4.3:</b></p> <ul style="list-style-type: none"> <li>Write about events or personal experiences. <ol style="list-style-type: none"> <li>Write about personal experience including two events in sequence.</li> <li>List words that describe an event or personal experience to use when writing about it.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
<p><b>I Can Statements for EE.W.3.3.a:</b></p> <ul style="list-style-type: none"> <li>I can select an event or personal experience to write about in shared writing with guidance and support.</li> <li>I can select an event or personal experience and write one thing about it with guidance and support.</li> <li>I can select an event or personal experience and write one thing about it.</li> <li>I can select an event or personal experience and write several things about it.</li> </ul> <p><b>I Can Statements for EE.W.3.3.b-d:</b> Not applicable</p>	
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>event</li> <li>sequence of events</li> <li>personal experience</li> <li>descriptive details</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Throughout, writing can include standard writing instruments, computers, or alternate writing tools.</li> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>

**Instructional Examples for E.W.3.3.a:**

- Choose by looking, pointing, or touching an event from two choices presented by the teacher which the teacher then writes in the group's shared text.
- Choose to write about their own birthday party with support from the teacher who stretches out the word to isolate the sounds, write *prte* (party).
- Choose to write about his/her own birthday and write, *pte* (party).
- Choose to write about their own birthday and write, *pte* (party), *frnd\_*(friends), *icm* (ice cream) and *sg* (sing).

**Instructional Examples for E.W.3.3.b-d:**

- Not applicable

**Real World Connections:**

- Writing out "thank you" cards for gifts.

**Resources:**

- <http://printable-cards.gotfreecards.com/designer.html?type=art&id=292&cat=Kids%20Birthday>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

## Grade 3 ELA

### Strand: Writing

### Cluster: Production and Distribution of Writing

<b>Standard W.3.4:</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above).	<b>Essential Element EE.W.3.4:</b> With guidance and support, produce writing that expresses more than one idea.
<b>Grade 2 Essential Element EE.W.2.4:</b> <ul style="list-style-type: none"><li>(Begins in grade 3)</li></ul>	<b>Grade 4 Essential Element EE.W.4.4:</b> <ul style="list-style-type: none"><li>Produce writing that expresses more than one idea.</li></ul>
<b>I Can Statements:</b> <ul style="list-style-type: none"><li>I can express an idea with guidance and support.</li><li>I can produce writing that expresses an idea with guidance and support.</li><li>I can produce writing that expresses more than one idea with guidance and support.</li><li>I can produce writing that expresses three or more ideas with guidance and support.</li></ul>	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>fact</li><li>contribute</li><li>ideas</li><li>peers</li></ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"><li>Throughout, writing can include standard writing instruments, computers, or alternate writing tools.</li><li>Active board or other device to write student ideas</li><li>Pictures from a text for writing starters</li></ul>
<b>Instructional Examples:</b> <ul style="list-style-type: none"><li>Use a preprogrammed single message voice output device to express an idea to be included in a writing project.</li><li>Working with the teacher and a group of peers on a shared writing project, select from an array of choices to express an idea.</li><li>Use a preprogrammed computer set-up with full alphabet access to write one idea.</li><li>Working with the teacher and a group of peers, contribute a written idea to a shared writing project.</li><li>Working with peers, write one fact about a group project, talk with peers about the fact, and add one more fact with peer support.</li><li>Select three pictures from a text, insert one in each of three panels, and write about them (e.g., Two boys find money. Give to a poor family.).</li></ul>	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>Writing a shopping list.</li><li>Expressing ideas in writing.</li></ul>	

**Resources:**

- <http://www.time4writing.com/free-writing-resources/>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

<p><b>Standard W.3.5:</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).</p>	<p><b>Essential Element EE.W.3.5:</b> With guidance and support from adults and peers, revise own writing.</p>
---	--

<p><b>Grade 2 Essential Element EE.W.2.5:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.</li> </ul>	<p><b>Grade 4 Essential Element EE.W.4.5:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, plan before writing and revise own writing.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can produce writing with guidance and support.</li> <li>• I can add more to my own writing with guidance and support from adults and peers.</li> <li>• I can revise my own writing by adding more information with guidance and support from adults and peers.</li> <li>• I can revise my own writing by adding and elaborating on existing information with guidance and support from adults and peers.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• writing</li> <li>• write</li> <li>• pencil, marker, pen, color, crayon</li> <li>• paper</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Throughout, writing can include standard writing instruments, computers, or alternate writing tools</li> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Writing samples from portfolios that are maintained by the student’s parents, the district, or the child’s teachers</li> <li>• Student should have options for choices from a variety of writing papers, electronic devices, and writing instruments. S/he will discover the ones that are favorites</li> </ul>
---	--

**Instructional Examples:**

- Using a tablet computer with an onscreen keyboard that speaks the letter names, the student will show letters from a word one by one in written form. (“Cat” will be the example here.) The teacher will say, “Match c.” The student touches the “c” on his/her audio output device keyboard.  
The teacher will say, “Match a.” The student touches the “a” on his/her audio output device keyboard.  
The teacher will say, “Match t.” The student touches the “t” on his/her audio output device keyboard.
- Write using a talking word processor, read it back to the group using the software, and then add more when suggestions are offered by peers.
- Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more (with or without the assistance of a scribe) based on what the teacher says.
- Share writing with the teacher using a talking word processor to read it out loud, listen to the teacher talk about the writing, and then add more (with or without the assistance of a scribe) based on what the teacher says and by elaborating details of existing information (e. g., color, size, or shape of an object, name of an animal or pet).

**Real World Connections:**

- Sign own name when needed (signing the entry sheet at the local swimming pool, signing up to win an item at a carnival, etc.).

**Resources:**

- <http://www.literacyta.com/literacy-skills/peer-review>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>



<p><b>Standard W.3.6:</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>Essential Element EE.W.3.6:</b> With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p>
---	---

<p><b>Grade 2 Essential Element EE.W.2.6:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.</li> </ul>	<p><b>Grade 4 Essential Element EE.W.4.6:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, use technology, including the Internet, to produce writing while interacting and collaborating with others.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can use technology to produce written communications with guidance and support from adults.</li> <li>• I can use technology to produce writing with guidance and support from adults.</li> <li>• I can use technology to produce writing while interacting and collaborating with others with guidance and support from adults.</li> <li>• I can use technology to produce writing while interacting and collaborating with others.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• technology</li> <li>• produce</li> <li>• publish</li> <li>• writing</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Throughout, writing can include standard writing instruments, computers, or alternate writing tools</li> <li>• Pictures for idea starters</li> <li>• Small table for peer work</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Use an app on a tablet or device to make a comment, save the comment, and print the comment.</li> <li>• Use a switch to scan through picture/word choices in an onscreen word bank and select words to produce writing.</li> <li>• Use a switch or arrow key to scan through picture/word choices in an onscreen word bank and peers expand on the word choice in a collaborative writing project.</li> <li>• Use assistive technology to communicate with another student (e.g., e-mail, text message).</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Use technology to create memos and lists.</li> <li>• Use technology (including social media) to communicate with peers.</li> </ul>	
---	--

**Resources:**

- <http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA>
- [http://www.ehow.com/how\\_8155808\\_teach-context-clues-elementary-students.html](http://www.ehow.com/how_8155808_teach-context-clues-elementary-students.html)
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

<b>Standard W.3.7:</b> Conduct short research projects that build knowledge about a topic.	<b>Essential Element EE.W.3.7:</b> Identify information about a topic for a research project.
--	---

<b>Grade 2 Essential Element EE.W.2.7:</b> <ul style="list-style-type: none"> <li>Participate in shared research and writing projects.</li> </ul>	<b>Grade 4 Essential Element EE.W.4.7:</b> <ul style="list-style-type: none"> <li>Gather information about a topic from two or more sources for a research project.</li> </ul>
---	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can explore one information source while writing with guidance and support.</li> <li>I can gather information about a topic from one source for a group research project with guidance and support.</li> <li>I can gather information about a topic from one source for a group research project.</li> <li>I can gather information about a topic from multiple sources for a group research project.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>nonfiction</li> <li>evidence</li> </ul>	<ul style="list-style-type: none"> <li>editing</li> </ul>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Throughout, writing can include standard writing instruments, computers, or alternate writing tools</li> <li>Interactive whiteboards</li> <li>Visual planning software</li> </ul>
---	---	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Explore a webpage with a screen reader on a tablet device and then use assistive technology to type letters while looking at a picture from the webpage.</li> <li>Work with a peer to identify one piece of information to include in a group research project when given a text displayed on an interactive whiteboard.</li> <li>Select one piece of information to include in a group research activity when given a text displayed on an interactive whiteboard.</li> <li>Interact with two or more websites to identify information to include in a group research project given screen reading software that reads a text on the webpage.</li> </ul>	
---	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Learn more about topics of interest.</li> </ul>	
---	--

**Resources:**

- <http://www.bbc.co.uk/bitesize/ks2/english/>
- <http://kids.britannica.com/>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

## Grade 3 ELA

### Strand: Writing

### Cluster: Research to Build and Present Knowledge

**Standard W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Essential Element EE.W.3.8:** Sort information on a topic or personal experience into two provided categories and write about each one.

**Grade 2 Essential Element EE.W.2.8:**

- Identify information related to personal experiences and answer simple questions about those experiences.

**Grade 4 Essential Element EE.W.4.8:**

- Recall and sort information from personal experiences or a topic into given categories.

**I Can Statements:**

- I can identify information related to a given topic and write about it with guidance and support.
- I can sort information into provided categories and label the categories with guidance and support.
- I can sort information into two provided categories and write information learned about them.
- I can sort information into three or more provided categories and write information learned about them.

**Key Vocabulary:**

- sort
- summary statement
- information
- list

**Supports (specific to student):** assistive technology, communication system, visual aids, templates, active board, highlighters, etc.

- Throughout, writing can include standard writing instruments, computer, or alternate writing tools
- Pictures that can be divided into categories
- Objects that can be divided into categories
- Graphic organizer with labeled categories
- Active board or other device

**Instructional Examples:**

- With guidance and support, indicate information about a given topic (e.g., During lunch, the teacher holds up the milk carton and half of a sandwich and asks the students to “Show me the drink.” and the student eye gazes, points to, or touches the milk, and the teacher adds to a nearby drink/eat chart, Sam drinks milk.).
- With guidance and support of an adult, given pictures or words displayed on an interactive whiteboard, drag them into two boxes, label the categories, and write a statement about what is known about the categories (e.g., drag rake, shovel, and hoe into a category and name it tools and then write as a group, “Tools help you work.”).
- With guidance and support, list tools and clothing used when planting in the class garden and then make a statement about the use of each (e.g., Clothing helps skin. Tools dig dirt.).
- Given pictures and words from a science unit, separate into piles of information about birds, fish, and reptiles, and write down one thing learned about each.

**Real World Connections:**

- Organize and label bins for different toys in a child’s bedroom.
- Organize assignments into different labeled folders.

**Resources:**

- [http://www.dreamstime.com/?gclid=CO\\_FhOq-zbcCFehAMgodG0QAFw](http://www.dreamstime.com/?gclid=CO_FhOq-zbcCFehAMgodG0QAFw)
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

<b>Standard W.3.9:</b> Begins in Grade 4	<b>Essential Element EE.W.3.9:</b> Begins in Grade 4
<b>Grade 2 Essential Element EE.W.2.9:</b> <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>	<b>Grade 4 Essential Element EE.W.4.9:</b> <ul style="list-style-type: none"> <li>Recall information from literary and informational text to support writing. <ul style="list-style-type: none"> <li>Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”).</li> <li>Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g. “Use reasons and evidence supporting point in an informational text.”).</li> </ul> </li> </ul>
<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>
<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>	

<p><b>Standard W.3.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Essential Element EE.W.3.10:</b> Write routinely for a variety of tasks, purposes, and audiences.</p>
--	---

<p><b>Grade 2 Essential Element EE.W.2.10:</b></p> <ul style="list-style-type: none"> <li>• (Begins in Grade 3)</li> </ul>	<p><b>Grade 4 Essential Element EE.W.4.10:</b></p> <ul style="list-style-type: none"> <li>• Write routinely for a variety of tasks, purposes, and audiences.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can communicate routinely for a variety of purposes and audiences with guidance and support.</li> <li>• I can write routinely for a variety of tasks, purposes, and audiences with guidance and support.</li> <li>• I can write routinely for a variety of tasks, purposes, and audiences.</li> <li>• I can write with elaboration for a variety of tasks, purposes, and audiences.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• write</li> <li>• research</li> <li>• reflection</li> <li>• revise</li> <li>• audience</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Throughout, writing can include standard writing instruments, computer, or alternate writing tools</li> <li>• Tablet or device for writing and/or student’s communication system</li> <li>• Adult partner</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Use a voice output device and modeling from a communication partner, tell how they feel, which is added to a class “Feeling Log.”</li> <li>• Use a template on a tablet or device with blanks and a word bank to send an e-mail to a classmate.</li> <li>• Write labels (with communication system and tablet or device) for a group research project.</li> <li>• Write a note, including basic details about a favorite activity, to include in home-school communication system (notebook or e-mail).</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• E-mail and text.</li> <li>• Keep a feelings journal.</li> <li>• Record important details of conversations with peers and adults in the community (diary).</li> </ul>	
---	--

**Resources:**

- <http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA>
- <http://www.literacyta.com/literacy-skills/peer-review>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>
- <http://jc-schools.net/tutorials/interactive.htm>

<p><b>Standard SL.3.1:</b> Engage effectively in a range of collaborative discussions (on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>Explain their own ideas and understanding in light of the discussion.</li> </ol>	<p><b>Essential Element EE.SL.3.1:</b> Engage in collaborative discussions.</p> <ol style="list-style-type: none"> <li>Engage in collaborative interactions about texts.</li> <li>Listen to others’ ideas before responding.</li> <li>Indicate confusion or lack of understanding about information presented.</li> <li>Express ideas clearly.</li> </ol>
---	---

<p><b>Grade 2 Essential Element EE.SL.2.1:</b></p> <ul style="list-style-type: none"> <li>Participate in conversations with adults and peers.</li> </ul> <ol style="list-style-type: none"> <li>Engage in multiple-turn exchanges with peers with support from an adult.</li> <li>Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ol>	<p><b>Grade 4 Essential Element EE.SL.4.1:</b></p> <ul style="list-style-type: none"> <li>Engage in collaborative discussions.</li> </ul> <ol style="list-style-type: none"> <li>Contribute ideas from prior knowledge of a text during discussions about the same text.</li> <li>With guidance and support, carry out assigned role in a discussion.</li> <li>Ask specific questions related to information in a discussion.</li> <li>Identify the key ideas in a discussion.</li> </ol>
---	---

<p><b>I Can Statements for EE.SL.3.1.a:</b></p> <ul style="list-style-type: none"> <li>I can communicate an idea to a teacher or peer.</li> <li>I can engage in multiple-turn exchanges with peers.</li> <li>I can engage in collaborative interactions about texts.</li> <li>I can initiate collaborative interactions about texts.</li> </ul> <p><b>I Can Statements for EE.SL.3.1.b:</b></p> <ul style="list-style-type: none"> <li>I can add to or support others’ ideas with guidance and support.</li> <li>I can listen to others’ ideas before responding with guidance and support.</li> <li>I can listen to others’ ideas before responding.</li> <li>I can listen and seek confirmation or clarification of others’ ideas before responding.</li> </ul>	
---	--

**I Can Statements for EE.SL.3.1.c:**

- I can ask questions of others with guidance and support.
- I can ask questions that link to ideas of others with guidance and support.
- I can ask questions that link to ideas of others.
- I can ask questions to check understanding of ideas of others.

**I Can Statements for EE.SL.3.1.d:**

- I can communicate an idea to a teacher (or other adult) or peer.
- I can express ideas with guidance and support.
- I can express ideas clearly.
- I can explain ideas clearly.

**Key Vocabulary**

- question(s)
- listen(ing)
- taking turns
- peer = friend

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Audio output device the student enjoys using

**Instructional Examples for E.SL.3.1.a:**

- Focus on the picture of the gingerbread man in the book when asked who the story was about.
- During lunchtime, communicate about the weekend by taking multiple turns with peers and adults who are sitting at the table.
- After hearing the story of The Gingerbread Man, contribute words that describe the gingerbread man to the list being generated by peers.
- After hearing the story of The Gingerbread Man, describe the gingerbread man.

**Instructional Examples for E.SL.3.1.b:**

- After interrupting when a peer or teacher is talking (e.g., vocalizing, speaking, activating communication device), student quiets when teacher reminds him/her to “Wait until Jose has finished.”
- Wait for a peer to finish talking when an adult says, “Let Sally finish.”
- Respond appropriately to indicate agreement or disagreement with the comments of others.
- Ask the teacher, “What?” or “What do you mean?” to get clarification on directions before responding.

**Instructional Examples for E.3SL.1.c:**

- Uses a single message voice output device to ask, “What?” during a small group discussion after shared reading of a book.
- The teacher points to the three animals that chased the gingerbread man and says, “John liked the dog. Can you ask him why?” Then the student uses a multiple message voice output device to ask, “Why dog?”
- After a peer offers an idea about what happened in a story or activity, asks (with or without an audio output device), “What about . . . ?”
- Ask the teacher, “What do we do?” to seek clarification when a question is not heard or understood.

**Instructional Examples for E.SL.3.1.d:**

- Focuses on the picture of the gingerbread man in the book, when asked who the story was about.
- When the teacher shows two illustrations from the book and describes each, points to their favorite when asked, “Show me your favorite.”
- During the morning meeting, when the teacher asks, “How should we decorate our bulletin board today?” reply, “Blue, planets, stars”
- During the morning meeting, when the teacher asks, “How should we decorate our bulletin board today?,” reply, “Blue, planets, stars, like a map”

**Real World Connections:**

- In conversational settings with family and friends, the student can add to or support others’ ideas with/without guidance and support.
- The student can listen to others’ ideas in non-school settings before responding with guidance and support.

**Resources:**

- Books on tape or CD from school media center or local and state library: <http://www.library.nd.gov/>

<p><b>Standard SL.3.2:</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Essential Element EE.SL.3.2:</b> Identify details in a text read aloud or information presented orally or through other media.</p>
--	--

<p><b>Grade 2 Essential Element EE.SL.2.2:</b></p> <ul style="list-style-type: none"> <li>• During shared reading activities, ask and answer questions about details presented orally or through other media.</li> </ul>	<p><b>Grade 4 Essential Element EE.SL.4.2:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about details from a text read aloud or information present orally or through other media.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can attend to media presentations.</li> <li>• I can answer questions about details from a text read aloud or information presented orally or through other media.</li> <li>• I can ask and answer questions about details from a text read aloud or information presented orally or through other media.</li> <li>• I can recount key details from a text read aloud or information presented orally or through other media.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• detail</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Student’s communication system</li> <li>• Active board</li> <li>• Story or media presentation – Ruby Bridges</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Respond when asked, “Do you like this?” to indicate attention during a short video presentation.</li> <li>• Choose a picture symbol from a group of pictures to answer a question about a video presentation or story read aloud and answer yes or no questions when asked about a key detail presented in the video or story.</li> <li>• Answer yes or no questions about a story read aloud or video presentation and use communication system to follow up with a question.</li> <li>• Use communication system to identify an important event in the story (e.g., “Ruby really wanted to go to school.”).</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Attend movies and presentations in the community.</li> <li>• Record important details of conversations with peers and adults in the community (diary or journal).</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.rubybridges.com/">http://www.rubybridges.com/</a></li> <li>• Books on tape or CD from school media center or local and state library: <a href="http://www.library.nd.gov/">http://www.library.nd.gov/</a></li> </ul>	
--	--

## Grade 3 ELA

### Strand: Speaking and Listening

### Cluster: Comprehension and Collaboration

**Standard SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Essential Element EE.SL.3.3:** Ask or answer questions about the details provided by the speaker.

**Grade 2 Essential Element EE.SL.2.3:**

- Answer questions about the details provided by the speaker.

**Grade 4 Essential Element EE.SL.4.3:**

- Identify a point that the speaker makes.

**I Can Statements:**

- I can respond to questions about presented information with guidance and support.
- I can answer questions about what the speaker says.
- I can ask or answer a question about what the speaker says.
- I can initiate a question or answer related questions about what a speaker says.

**Key Vocabulary:**

- initiate
- listening
- speaker
- orally

**Supports (specific to student):** (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters, etc.)

- Preprogrammed digital auditory output device used for responses

**Instructional Examples:**

- With guidance and support, after listening to directions for an activity, look at the center where the activity will begin when asked, “Where do you go now?”
- Answer the question, “What do you want?” after the person working the lunch line states the options.
- After listening to the teacher give directions about a class activity, answer the question, “What do we do first?” by pointing to the station where they should start.
- After listening to a peer present information on a topic, ask, “Was it fun?” and then respond when the peer says, “Yeah, it was fun. Do you want to try it?”

**Real World Connections:**

- Listen to the instructions to a new game on the playground.
- Respond to friends or family during conversations.

**Resources:**

- <http://www.helium.com/items/1995314-tips-for-teaching-students-to-pay-attention-in-class>

<p><b>Standard SL.3.4:</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>Essential Element EE.SL.3.4:</b> Recount a personal experience, story, or topic including details.</p>
--	--

<p><b>Grade 2 Essential Element EE.SL.2.4:</b></p> <ul style="list-style-type: none"> <li>Identify a photograph or object that reflects a personal experience and tell one detail about it.</li> </ul>	<p><b>Grade 4 Essential Element EE.SL.4.4:</b></p> <ul style="list-style-type: none"> <li>Retell a story or personal experience or recount a topic with supporting details.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can communicate a personal experience with guidance and support.</li> <li>I can use pictures or other visual or tactual supports to recount a personal experience including details.</li> <li>I can recount a personal experience including details.</li> <li>I can recount a personal experience including descriptive details.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>personal experience</li> <li>complete sentences</li> <li>explanatory</li> <li>making connections</li> <li>background knowledge</li> <li>details</li> <li>interactions</li> <li>sequence of events</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Multiple message voice output device</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Given two options verbally of how to eat a gingerbread man, repeat the one they prefer.</li> <li>Use the class' recipe (with printed steps, accompanied by pictures) to recount the steps to making cookies including details (e.g., "I put frosting on cookie- eyes and mouth. I ate him!").</li> <li>Using a multiple message voice output device, select three pictures to show how he or she made the cookies.</li> <li>Use a multiple message voice output communication device to report on weekend activities during a morning meeting, saying "Shopping with mom. New red shoes, funny DVD".</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Use recipes to bake or cook.</li> <li>Schedule activities for holidays and important dates.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.mes-english.com/flashcards/school.php">http://www.mes-english.com/flashcards/school.php</a></li> </ul>	
--	--

<p><b>Standard SL.3.5:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>Essential Element EE.SL.3.5:</b> Create a multimedia presentation of a story or poem.</p>
--	---

<p><b>Grade 2 Essential Element EE.SL.2.5:</b></p> <ul style="list-style-type: none"> <li>Select visual, audio, or tactual representations to depict a personal experience.</li> </ul>	<p><b>Grade 4 Essential Element EE.SL.4.5:</b></p> <ul style="list-style-type: none"> <li>Add audio recordings or visuals to a presentation about a personally relevant topic.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text with guidance and support.</li> <li>I can participate in the creation of a multimedia presentation of a story or poem by adding words, selecting visuals, or recording portions of the text.</li> <li>I can create a multimedia presentation of a story or poem.</li> <li>I can create a media production of a story or poem, including text.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>story</li> <li>poem</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Access to hardware and software for creating multimedia presentations (e.g., PowerPoint and functioning internet connection)</li> <li>Personnel or peer supports who know how to use hardware and software for creating multimedia presentations</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>With cueing from peers or adults, use a single message voice output device with the repetitive phrase recorded to play at appropriate times in the story (“Run, run, as fast as you can ....”).</li> <li>Use a single message voice output device with the repetitive phrase recorded to play at appropriate times in the story (“Run, run, as fast as you can ....”).</li> <li>Select images and add sound effects, music, and/or recording to go with a favorite poem.</li> <li>Write the text and select images, sound effects, music, and/or recording to go with a favorite poem.</li> </ul>	
--	--

**Real World Connections:**

- Create a multimedia presentation about a school field trip.
- Create a multimedia presentation about a vacation or weekend outing with family and friends.

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.library.nd.gov/>

<b>Standard SL.3.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>Essential Element EE.SL.3.6:</b> Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.
---	---

<b>Grade 2 Essential Element EE.SL.2.6:</b> <ul style="list-style-type: none"> <li>Combine words when communicating to provide clarification.</li> </ul>	<b>Grade 4 Essential Element EE.SL.4.6:</b> <ul style="list-style-type: none"> <li>Differentiate between communication partners and contexts that call for formal and informal communication.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can communicate thoughts, feelings, and ideas with guidance and support.</li> <li>I can combine words to communicate thoughts, feelings, and ideas.</li> <li>I can combine words for effective communication to clarify thoughts feelings, and ideas.</li> <li>I can speak in complete sentences to clarify thoughts, feelings, and ideas.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>main idea</li> <li>complete sentences</li> <li>thoughts/feelings</li> <li>digital tools</li> </ul>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Student’s communication system</li> <li>Adult or peer partner</li> </ul>
--	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>The teacher identifies an emotion (e.g., happy or sad) demonstrated by the student and says, “You look _____. Are you _____?” The student responds yes or no with communication device.</li> <li>Sign what is wanted (e.g., “More Cookie”) or point to a picture or illustration to indicate what is wanted.</li> <li>Use a multiple message voice output device to say, “I want it.” When the teacher asks, “What do you mean by it?” the student selects the symbol for the preferred item.</li> <li>Says, “I like eating _____.” with voice output device after eating the item of choice.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Choose preferred items when dining out or shopping.</li> <li>Communicate preferences and feelings to others.</li> </ul>	
---	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.symbolworld.org/">http://www.symbolworld.org/</a></li> </ul>	
---	--

**Standard L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

**Essential Element EE.L.3.1:** Demonstrate Standard English grammar and usage when communicating.

- a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
- b. Use regular plural nouns in communication.
- c. Not applicable
- d. Use present and past tense verbs.
- e. Not applicable
- f. Not applicable
- g. Use common adjectives.
- h. Not applicable (see EE.L.3.1.a)
- i. Ask simple questions.

**Grade 2 Essential Element EE.L.2.1:**

- Demonstrate understanding of letter and word use.
  - a. Produce all upper case letters.
  - b. Use common nouns (e.g., *mom, dad, boy, girl*) in communication.
  - c. Use frequently occurring pronouns to refer to self and others (e.g., *we, they, him, her, them*).
  - d. Use frequently occurring verbs.
  - e. Use frequently occurring adjectives.
  - f. Combine two or more words together in communication.

**Grade 4 Essential Element EE.L.4.1:**

- Demonstrate Standard English grammar and usage when communicating.
  - a. Use possessive nouns.
  - b. Combine common nouns with verbs, nouns, or pronouns in communication.
  - c. Not applicable
  - d. Use comparative and superlative adjectives to describe people or objects.
  - e. Use common prepositions (e.g., *to, from, in, out, on, off, by, with*).
  - f. Combine three or more words in communication.
  - g. Not applicable

**I Can Statements for EE.L.3.1.a:**

- I can identify common nouns and verbs in symbolic form, with guidance and support.
- I can use noun + verb combinations when communicating.
- I can use noun + verb, noun + adjective, and subject + verb + object combinations in communication.
- I can include noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer.

**I Can Statements for EE.L.3.1.b:**

- I can recognize common nouns.
- I can use nouns to communicate.
- I can use plural nouns.
- I can form regular plural nouns.

**I Can Statements for EE.L.3.1.c:**

- Not applicable

**I Can Statements for EE.L.3.1.d:**

- I can recognize common verbs.
- I can use common present tense verbs.
- I can use present and past tense verbs.
- I can use present and past tense verbs with matching nouns.

**I Can Statements for EE.L.3.1.e:**

- Not applicable

**I Can Statements for EE.L.3.1.f:**

- Not applicable

**I Can Statements for EE.L.3.1.g:**

- Not applicable

**I Can Statements for EE.L.3.1.h:**

- I can react to words either spoken, written, or in picture form.
- I can use single words to communicate.
- I can produce utterances using three or more words.
- I can produce grammatically complete utterances.

**I Can Statements for EE.L.3.1.i:**

- I can respond to simple questions.
- I can ask questions using who or what with guidance and support.
- I can ask simple questions.
- I can ask questions in simple complete sentences.

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• noun</li> <li>• adjective</li> <li>• subject</li> <li>• past tense</li> <li>• verb</li> <li>• adverb</li> <li>• present tense</li> <li>• grammar</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• posters with definitions (e.g., noun, verb, adjective, adverb)</li> </ul>
<p><b>Instructional Examples for EE.L.3.1.a:</b></p> <ul style="list-style-type: none"> <li>• Point to symbols provided by the teacher to identify activity (e.g., When asked, “What do you want to do?” and provided with symbols for possible choices, the student points to the symbol for “drink.”</li> <li>• Say noun and verb “ball roll.”</li> <li>• Respond, “I like it.” when asked for an opinion.</li> <li>• Include noun + verb, noun + adjective, and subject + verb + object in utterances (e.g., “Car go fast.”).</li> </ul> <p><b>Instructional Examples for EE.L.3.1.b:</b></p> <ul style="list-style-type: none"> <li>• Identify a symbol or picture of a noun given the task direction, “Show me the ___ (state noun).”</li> <li>• Use nouns to communicate.</li> <li>• During a science presentation on insects, say, “Cool bugs.”</li> <li>• Say “Dogs” when the teacher shows a picture and says, “If this is one dog, these are two . . .”</li> </ul> <p><b>Instructional Examples for EE.L.3.1.c:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Instructional Examples for EE.L.3.1.d:</b></p> <ul style="list-style-type: none"> <li>• Smiles when the teacher says, “Let’s play.”</li> <li>• Use present tense verbs (e.g., The teacher asks, “What did you do?” and the student says, “Play.”</li> <li>• Use past tense to describe a past activity (e.g., The teacher asks, “What did you do?” and the student says, “Played.”)</li> <li>• Use past tense with nouns to describe a past activity (e.g., The teacher asks, “What did you do?” and the student says, “Watched TV.”)</li> </ul> <p><b>Instructional Examples for EE.L.3.1.e:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Instructional Examples for EE.L.3.1.f:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	

**Instructional Examples for EE.L.3.1.g:**

- Not applicable

**Instructional Examples for EE.L.3.1.h:**

- Communicate in single words (e.g., “Go.”).
- Communicate using multi-word utterances (e.g., “I go fast.”).
- Say or communicate in complete sentences (e.g., “I can go fast.”).

**Instructional Examples for EE.L.3.1.i:**

- With guidance and support, ask who questions (e.g., The teacher asks, “What do you want to know?”, and the student says, “Who?”).
- Ask questions (e.g., “Who girl?”).
- Ask questions in a complete sentence (e.g., “Who is she?”).

**Real World Connections:**

- Show understanding of and appreciation for words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others read.
- Show interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.
- Show interest in digital and print stories and information by choosing to listen to favorite ones during appropriate times during the school day.
- Provide personal comments on actions, events, and items s/he encounters in life (e.g., Cool pizza!).

**Resources:**

- <http://www.symbolworld.org/>
- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard L.3.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling and writing.</p> <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and other studied words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ol>	<p><b>Essential Element EE.L.3.2:</b> Demonstrate understanding of conventions of Standard English.</p> <ol style="list-style-type: none"> <li>Capitalize the first letter of familiar names.</li> <li>During shared writing, indicate the need to add a period at the end of a sentence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Use resources as needed to spell common high-frequency words accurately.</li> <li>Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</li> <li>Consult print in the environment to support reading and spelling.</li> </ol>
--	---

<p><b>Grade 2 Essential Element EE.L.2.2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate emerging understanding of conventions of Standard English.</li> </ul> <ol style="list-style-type: none"> <li>With guidance and support, capitalize the first letter of familiar names.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Identify printed rhyming words with the same spelling pattern.</li> <li>Consult print in the environment to support reading and spelling.</li> </ol>	<p><b>Grade 4 Essential Element EE.L.4.2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of conventions of Standard English.</li> </ul> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.</li> </ol>
---	--

<p><b>I Can Statements for EE.L.3.2.a:</b></p> <ul style="list-style-type: none"> <li>I can respond to my own name in print with guidance and support.</li> <li>I can capitalize the first letter of my own name.</li> <li>I can capitalize the first letter of a familiar place.</li> <li>I can capitalize the first letter of familiar names.</li> </ul> <p><b>I Can Statements for EE.L.3.2.b:</b></p> <ul style="list-style-type: none"> <li>I Can statements are not provided.</li> </ul> <p><b>I Can Statements for EE.L.3.2.c-d:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
--

**I Can Statements for EE.L.3.2.e:**

- I can identify a letter versus a non-letter.
- I can identify the letters in high frequency words.
- I can spell common high-frequency words accurately.
- I can spell single-syllable words accurately when writing.

**I Can Statements for EE.L.3.2.f:**

- I can identify my own name.
- I can match words with the same spelling pattern.
- I can use spelling patterns in familiar words with common spelling patterns to spell words.
- Not applicable

**I Can Statements for EE.L.3.2.g:**

- I can use symbols to communicate with guidance and support.
- I can identify print and signs in the environment.
- I can consult print in the environment to support reading and spelling.
- I can actively use print in the environment to support reading and spelling.

**Key Vocabulary:**

- capitalization
- punctuation
- Standard English
- text
- editing
- sight word
- syllables

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Proper noun cards
- Punctuation examples

**Instructional Examples for EE.L.3.2.a:**

- Replace lowercase letter with capital letter on the street name when given the name of their street.
- Replace lowercase letter with capital letter on the holiday name when given the name of a familiar holiday.

**Instructional Examples for EE.L.3.2.b:**

- Not provided

**Instructional Examples for EE.L.3.2.c-d:**

- Not applicable

**Instructional Examples for EE.L.3.2.e:**

- Say letter names in familiar words (e.g., The teacher points to a high-frequency word during shared reading and says, “Spell it for me.” The student then says the name of each letter in the word).
- Spell words from the Frye or Dolch lists used in own writing.

**Instructional Examples for EE.L.3.2.f:**

- Point to own name when given three names.
- Sort words with two different spelling patterns into the correct column or pile (e.g., One column has the word, *can*, and the other pile has the word, *hid*. The student sorts cards with words such as *man*, *fan*, *ran*, *tan*, *kid*, *lid*, *hid*, and *did* into the appropriate column).
- Given a word that represents a common spelling pattern in single-syllable words (e.g., *man*, *stop*, *pin*), use the word to spell a word that shares the spelling pattern (e.g., *can*, *hop*, *tin*).

**Instructional Examples for EE.L.3.2.g:**

- Not provided

**Real World Connections:**

- Make or understand pictures of name tags and company signs.
- Understand safety signs.

**Resources:**

- <http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf>
- <http://bogglesworldesl.com/dolch/lists.htm>
- <http://tinyurl.com/l4thxpw> Frye List of high frequency words

<p><b>Standard L.3.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effect.</li> <li>Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ol>	<p><b>Essential Element EE.L.3.3:</b> Use language to achieve desired outcomes when communicating.</p> <ol style="list-style-type: none"> <li>Use language to make simple requests, comment, or share information.</li> <li>Not applicable</li> </ol>
--	---

<p><b>Grade 2 Essential Element EE.L.2.3:</b></p> <ul style="list-style-type: none"> <li>Use language to achieve desired outcomes when communicating.       <ol style="list-style-type: none"> <li>Use symbolic language when communicating.</li> </ol> </li> </ul>	<p><b>Grade 4 Essential Element EE.L.4.3:</b></p> <ul style="list-style-type: none"> <li>Use language to achieve desired outcomes when communicating.       <ol style="list-style-type: none"> <li>Use language to express emotion.</li> <li>Not applicable</li> <li>Communicate effectively with peers and adults.</li> </ol> </li> </ul>
---	--

<p><b>I Can Statements for EE.L.3.3a:</b></p> <ul style="list-style-type: none"> <li>I can look at or touch a word, object, or symbol to make a request.</li> <li>I can combine two or more words to make requests.</li> <li>I can use language to make simple requests.</li> <li>I can use language to make or respond to requests.</li> </ul> <p><b>I Can Statements for EE.L.3.3b:</b></p> <ul style="list-style-type: none"> <li>I can use a preprogrammed message on a communication device to comment or share information.</li> <li>I can use single words, objects, signs, or symbols to comment or share information.</li> <li>I can use language to comment or share information.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>touch</li> <li>word(s)</li> <li>picture(s)</li> <li>request</li> <li>“What do you want?”</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---

<p><b>Instructional Examples for EE.L.3.3a:</b></p> <ul style="list-style-type: none"> <li>See all previous “I Can” statements.</li> </ul>	
--	--

**Instructional Examples for EE.L.3.3b:**

- Use words to comment on something that is happening (e.g., stove hot; hot outside; stop, go).
- Combine three or more words when speaking, signing or using a multi-message communication system to comment to tell about something (e.g., “That is scary,” “I did that.”).

**Real World Connections:**

- Make requests for items, activities, and actions that are preferences when involved in family activities such as eating meals and shopping.
- Make appropriate comments or share information on items, activities, and actions (e.g., “I want pepperoni pizza.” “I do not want supreme pizza.”).

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>

<p><b>Standard L.3.4:</b> Determine or clarify the meaning of an unknown and multiple-meaning word and phrases based on <i>Grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol>	<p><b>Essential Element EE.L.3.4:</b> Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> <li>With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.</li> <li>With guidance and support, identify the temporal meaning of words when common affixes (<i>-ing, -ed</i>) are added to common verbs.</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 2 Essential Element EE.L.2.4:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of word meanings.       <ol style="list-style-type: none"> <li>Demonstrate knowledge of new vocabulary drawn from reading and content areas.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Identify the words comprising compound words.</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 4 Essential Element EE.L.4.4:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of word meanings.       <ol style="list-style-type: none"> <li>Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</li> <li>Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked, talking, talks</i>).</li> <li>Not applicable</li> </ol> </li> </ul>
---	---

<p><b>I Can Statements for EE.L.3.4.a:</b></p> <ul style="list-style-type: none"> <li>None provided</li> </ul> <p><b>I Can Statements for EE.L.3.4.b:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate an understanding of first-next as temporal concepts with guidance and support.</li> <li>I can identify yesterday, today, and tomorrow as temporal concepts.</li> <li>I can identify the temporal meaning of words when common affixes (<i>-ing, -ed</i>) are added to common verbs.</li> <li>I can add affixes to words to accurately reflect temporal meanings.</li> </ul> <p><b>I Can Statements for EE.L.3.4.c:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
--

**I Can Statements for EE.L.3.4.d:**

- Not applicable

**Key Vocabulary:**

- affixes
- temporal endings
- first - next

**Supports (specific to student):** (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Active board activity adding temporal endings (e.g., -ing, -ed) to words
- Flashcards with yesterday, today, and tomorrow

**Instructional Examples for EE.L.3.4.a:**

- None given

**Instructional Examples for EE.L.3.4.b:**

- Add an –ing or –ed ending to a verb to indicate when an activity occurred.

**Instructional Examples for EE.L.3.4.c:**

- Not applicable

**Instructional Examples for EE.L.3.4.d:**

- Not applicable

**Real World Connections:**

- Communicate about daily activities with teachers and family members.

**Resources:**

- <http://www.widgit.com/resources/index.htm>

<p><b>Standard L.3.5:</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and non-literal meanings of words and phrases in context (e. g., <i>take steps</i>).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, and <i>wondered</i>).</li> </ol>	<p><b>Essential Element EE.L.3.5:</b> Demonstrate understanding of word relationships and use.</p> <ol style="list-style-type: none"> <li>Determine the literal meaning of words and phrases in context</li> <li>Identify real-life connections between words and their use (e.g., <i>happy</i>: “<i>I am happy.</i>”).</li> <li>Identify words that describe personal emotional states.</li> </ol>
--	---

<p><b>Grade 2 Essential Element EE.L.2.5:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word relationships and use.       <ol style="list-style-type: none"> <li>Identify real-life connections between words and their use (e.g., <i>happy</i>: “<i>I am happy.</i>”).</li> <li>Demonstrate understanding of the meaning of common verbs.</li> </ol> </li> </ul>	<p><b>Grade 4 Essential Element EE.L.4.5:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word relationships and use.       <ol style="list-style-type: none"> <li>Not applicable</li> <li>Use common idioms (e.g., <i>no way</i>, <i>not a chance</i>, <i>you bet</i>).</li> <li>Demonstrate understanding of opposites.</li> </ol> </li> </ul>
---	--

<p><b>I Can Statements for EE.L.3.5a:</b></p> <ul style="list-style-type: none"> <li>Not provided</li> </ul> <p><b>I Can Statements for EE.L.3.5b:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate understanding of words in real-life situations with guidance and support.</li> <li>I can identify real-life connections between words and their use (e.g., <i>happy</i>: “<i>I am happy.</i>”) with guidance and support.</li> <li>I can identify real-life connections between words and their use (e.g., <i>happy</i>: “<i>I am happy.</i>”).</li> <li>I can identify real-life connections between words and their use for expressing related emotions (e. g., <i>angry</i>, <i>depressed</i>, or <i>excited</i>).</li> </ul> <p><b>I Can Statements for EE.L.3.5c:</b></p> <ul style="list-style-type: none"> <li>I can recognize simple emotion words (e.g., <i>happy</i>, <i>sad</i>, and <i>mad</i>) with guidance and support.</li> <li>I can recognize simple emotion words (e.g., <i>happy</i>, <i>sad</i>, and <i>mad</i>).</li> <li>I can identify words that describe personal emotional states.</li> <li>Use words that describe personal emotional states in others.</li> </ul>
--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• feelings</li> <li>• happy</li> <li>• sad</li> <li>• mad</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device(s) to use for responses</li> </ul>
<p><b>Instructional Examples for EE.L.3.5a:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Instructional Examples for EE.L.3.5b:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support, react to words (e.g., The teacher says, “How do you look when I say we cannot go to recess?” The student frowns.).</li> <li>• With guidance and support, connect words to reactions (e.g., The teacher says, “You are smiling. Are you happy or sad?” The student says, “Happy.”).</li> <li>• Connect feeling words to real-life activities (e.g., The teacher says, “If I gave you \$5, how would you feel?” The student says, “Happy!”).</li> <li>• Use feeling words to describe reactions to real-life experiences (e.g., The teacher asks, “What makes you proud?”).</li> </ul> <p><b>Instructional Examples for EE.L.3.5c:</b></p> <ul style="list-style-type: none"> <li>• None provided by DLM.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Appropriately express emotions in all settings.</li> <li>• Recognize others emotions.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li>• <a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	

<p><b>Standard L.3.6:</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><b>Essential Element EE.L.3.6:</b> Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</p>
--	---

<p><b>Grade 2 Essential Element EE.L.2.6:</b></p> <ul style="list-style-type: none"> <li>Use words acquired through conversations, being read to, and during shared reading activities.</li> </ul>	<p><b>Grade 4 Essential Element EE.L.4.6:</b></p> <ul style="list-style-type: none"> <li>Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can put <i>in</i> or take <i>out</i> when asked with guidance and support.</li> <li>I can demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>) with guidance and support.</li> <li>I can demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</li> <li>I can used words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>).</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>spatial relationship</li> <li>conversation</li> <li>temporal relationship</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Visual examples of words showing spatial and temporal relationships</li> <li>Manipulative materials to demonstrate and practice spatial and temporal relationships</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Activate a sequenced message switch to tell an adult to take a penny out or put a penny in the class piggy bank (e.g., “Take one <i>out</i>.”, “Put one <i>in</i>.”).</li> <li>Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind, under, after, soon, next, later</i>) with guidance and support.</li> <li>Respond <i>behind</i> and <i>under</i> to describe spatial relationship of objects or people (e.g., The teacher asks, “Is the book under your chair?” and the student looks under his/her chair.)</li> <li>Use <i>behind</i> and <i>under</i> to describe spatial relationships of objects or people (e.g., The teacher asks, “Where is Jeremy?” and the student responds, “Behind me.”).</li> </ul>	
---	--

**Real World Connections:**

- Communicate with peers and adults in all settings.
- Understand position and time and apply that understanding in all settings.

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

# Resources:

## ELA Grades 3, 4, 5

<http://www.mes-english.com/flashcards/school.php>  
settings flash cards

<http://www.bbc.co.uk/bitesize/ks2/english/>  
ideas for reading, writing, and spelling/grammar

[http://teacher.scholastic.com/clifford1/flash/story\\_4.htm](http://teacher.scholastic.com/clifford1/flash/story_4.htm)  
interactive stories

<http://feelingfacescards.com/>  
feeling face cards

<http://www.storylineonline.net/>  
On line stories read to you

<http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm>  
compare and contrast

<http://www.readwritethink.org/files/resources/interactives/comcontrast/>  
compare and contrast

<http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/>  
compare and contrast worksheets

<http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm>  
point of view

[http://www.internet4classrooms.com/grade\\_level\\_help/determine\\_sequence\\_language\\_arts\\_third\\_3rd\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_third_3rd_grade.htm)  
sequence of events

<http://www.watchknowlearn.org/Video.aspx?VideoID=36335&CategoryID=10502>  
From Seed to Plant story video

<http://www.quia.com/rd/42274.html>  
From seed to plant games

<http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf>

common proper nouns flash cards

[http://dme.kcsdschools.com/www/kcsdschools\\_dme/site/hosting/PDF%20files/2008 %20FRYE %20List %20of %20High %20Frequency %20Words.pdf](http://dme.kcsdschools.com/www/kcsdschools_dme/site/hosting/PDF%20files/2008%20FRYE%20List%20of%20High%20Frequency%20Words.pdf)

Fry List

<http://bogglesworldesl.com/dolch/lists.htm>

Dolch List

<http://www.familyfriendpoems.com/famous/>

famous poems for kids

<http://www.americanliterature.com/short-story-collections>

famous short stories

[http://www.bedtime.com/html/children s short stories.html](http://www.bedtime.com/html/children_s_short_stories.html)

short stories for kids

<http://www.worldoftales.com/>

different culture folktales

<http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html>

Informational text for kids

[http://star.spsk12.net/english/english\\_04.htm](http://star.spsk12.net/english/english_04.htm)

teaching activities and resources

<http://vimeo.com/23637047>

video of a pumpkin growing (time Lapse)

<http://udltechtoolkit.wikispaces.com/>

UDL great site!

<http://jc-schools.net/tutorials/interactive.htm>

Interactive Websites

<http://nancykeane.com/rl/265.htm>

Grade 3 Chapter books

[http://bestcoloringpages.com/my-first-picture-dictionary-alphabet-s-1\\_1d3431.html](http://bestcoloringpages.com/my-first-picture-dictionary-alphabet-s-1_1d3431.html)

Color work sheets

<http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html>

On-line informational Texts

<http://nancykeane.com/>

Children's literature

<http://www.twiducate.com/>

twitter for classroom teachers and kids

<http://www.eduplace.com/graphicorganizer/>

Graphic Organizers

<http://www.k12reader.com/>

Reading and instruction resources for teachers and parents

[http://www.adaptedmind.com/Math-Worksheets.html?gclid=CL20zI\\_71LgCFY1FMgodJUoAgQ](http://www.adaptedmind.com/Math-Worksheets.html?gclid=CL20zI_71LgCFY1FMgodJUoAgQ)

Math curriculum

<http://childrenwithspecialneeds.com/>

downloads: picture and photo symbols

<http://www.bestappsforkids.org/>

Apps for Ipads and Ipods

<http://etc.usf.edu/lit2go/>

audio books

# English Language Arts



Reading, Writing, Speaking, and Listening

## Grade Four

<b>Standard RL.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Essential Element EE.RL.4.1:</b> Use details from the text to recount what the text says.
--	--

<b>Grade 3 Essential Element EE.RL.3.1:</b> <ul style="list-style-type: none"> <li>• Answer who and what questions to demonstrate understanding of details in a text.</li> </ul>	<b>Grade 5 Essential Element EE.RL.5.1:</b> <ul style="list-style-type: none"> <li>• Identify words in the text to answer a question about explicit information.</li> </ul>
--	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>• I can identify a detail from the text.</li> <li>• I can recount a portion of the text.</li> <li>• I can use details from the text to recount what the text says.</li> <li>• I can refer to details in recounting what the text says.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• detail</li> <li>• example</li> <li>• text</li> <li>• inference</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>• Pre-programmed digital auditory output device to use for responses</li> <li>• Text on active board or digital device</li> </ul>
---	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>• Identify (e.g., gaze at or point to) an illustration from the story when given a set of pictures including some pictures from the text and others that are not from the text.</li> <li>• After repeated reading of or listening to a text, identify the end of the text from picture choices.</li> <li>• Underline details on an interactive whiteboard and then use the details in recounting the text.</li> <li>• When reading aloud, match word cards to the words they hear and see during the reading, then use the word cards to recount the story.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Recount details of the day or tasks to family and friends.</li> <li>• Summarize or paraphrase information.</li> <li>• Distinguish or determine differences.</li> </ul>	
--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li>• <a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	
--	--

<b>Standard RL.4.2:</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>Essential Element EE.RL.4.2:</b> Identify the theme or central idea of a familiar story, drama, or poem.
--	---

<b>Grade 3 Essential Element EE.RL.3.2:</b> <ul style="list-style-type: none"> <li>Associate details with events in stories from diverse cultures.</li> </ul>	<b>Grade 5 Essential Element EE.RL.5.2:</b> <ul style="list-style-type: none"> <li>Identify the central idea or theme of a story, drama, or poem.</li> </ul>
---	--

<b>I Can Statements for EE.RL.4.2:</b> <ul style="list-style-type: none"> <li>I can identify a word from a familiar text.</li> <li>I can identify the central idea of a text when given a detail.</li> <li>I can determine the main idea of a text.</li> <li>I can identify the theme of a text.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>theme</li> <li>central idea</li> <li>drama</li> </ul>	<ul style="list-style-type: none"> <li>main idea</li> <li>summarize</li> <li>poem</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Digital and print stories in which the student has interest</li> </ul>
---	--	--

<b>Instructional Examples for EE.RL.4.2:</b> <ul style="list-style-type: none"> <li>Point to an object that was in the story after listening to a text.</li> <li>Select an object or picture from choices that goes with the central idea when given a detail.</li> <li>State the main idea or point to a picture of the main idea after reading or listening to a text.</li> <li>Identify the theme from an array of picture choices after determining the main idea.</li> </ul>
---

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Enjoy looking at family pictures and/or classroom pictures.</li> <li>Identify main idea from pictures.</li> <li>Classify groups and pictures.</li> <li>Perform on-line shopping.</li> </ul>
---

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.bedtime.com/html/children_s_short_stories.html">http://www.bedtime.com/html/children_s_short_stories.html</a></li> <li><a href="http://www.familyfriendpoems.com/famous/">http://www.familyfriendpoems.com/famous/</a></li> </ul>
--

<p><b>Standard RL.4.3:</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character’s thoughts, words, or actions).</p>	<p><b>Essential Element EE.RL.4.3:</b> Use details from the text to describe characters in the story.</p>
--	---

<p><b>Grade 3 Essential Element EE.RL.3.3:</b></p> <ul style="list-style-type: none"> <li>Identify the feelings of characters in a story.</li> </ul>	<p><b>Grade 5 Essential Element EE.RL.5.3:</b></p> <ul style="list-style-type: none"> <li>Compare two characters in a familiar story.</li> </ul>
--	--

<p><b>I Can Statements for EE.RL.4.3:</b></p> <ul style="list-style-type: none"> <li>I can identify details from a familiar story.</li> <li>I can identify the name of a character in a story.</li> <li>I can use details from text to describe a character in a story.</li> <li>I can use details from text to describe multiple attributes of a character in a story.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>character/person</li> <li>text</li> <li>details</li> <li>story</li> <li>attribute</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Story on active board or other device</li> <li>Google or other search engine</li> </ul>
---	--

<p><b>Instructional Examples for E.RL.4.3:</b></p> <ul style="list-style-type: none"> <li>Identify the name of a character in a story.</li> <li>Given a word from the text, identify two or more related words from a list provided by the teacher.</li> <li>After reading the text, create a picture of a word or character based on descriptions in a text.</li> <li>Given a word in context, find a Google image or another search engine to search for an image appropriate to the meaning of the word.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Use a search engine to create stories for school.</li> <li>Improve vocabulary.</li> <li>Relate to printed information.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.readwritethink.org/files/resources/interactives/compcontrast/">http://www.readwritethink.org/files/resources/interactives/compcontrast/</a></li> <li><a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm</a></li> <li><a href="http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/">http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/</a></li> </ul>	
--	--

<p><b>Standard RL.4.4:</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e. g., Herculean).</p>	<p><b>Essential Element EE.RL.4.4:</b> Determine the meaning of words in a text.</p>
--	--

<p><b>Grade 3 Essential Element EE.RL.3.4:</b></p> <ul style="list-style-type: none"> <li>Determine words and phrases that complete literal sentences in a text.</li> </ul>	<p><b>Grade 5 Essential Element EE.RL.5.4:</b></p> <ul style="list-style-type: none"> <li>Determine the intended meaning of multi-meaning words in a text.</li> </ul>
---	---

<p><b>I Can Statements for EE.RL.4.4:</b></p> <ul style="list-style-type: none"> <li>I can touch or look at a picture, object, or other symbolic representation of the word after listening to or reading a text.</li> <li>I can identify two or more words that are related to one another.</li> <li>I can determine meaning of words in context.</li> <li>I can use context to determine a missing word from a sentence.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>picture</li> <li>word</li> <li>text</li> <li>meaning</li> <li>missing</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Pictures, objects, or other symbolic representation of the words related to selected texts</li> </ul>
---	---

<p><b>Instructional Examples for EE.RL.4.4:</b></p> <ul style="list-style-type: none"> <li>Match a word from the text to a picture or object that represents the word.</li> <li>Given a word from the text, identify two or more related words from a list provided by the teacher.</li> <li>After reading a text, create a picture of the word or character based on descriptions in the text.</li> <li>Given a word in context, find a Bing.com or Google.com image (or another online source for images) appropriate to the meaning of the word.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Attend to new and familiar pictures and objects that represent items in his/her environment.</li> <li>Write or provide requested information.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	
--	--

<p><b>Standard RL.4.5:</b> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhyme, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><b>Essential Element EE.RL.4.5:</b> Identify elements that are characteristic of stories.</p>
--	--

<p><b>Grade 3 Essential Element EE.RL.3.5:</b></p> <ul style="list-style-type: none"> <li>Determine the beginning, middle, and end of a familiar story with a logical order.</li> </ul>	<p><b>Grade 5 Essential Element EE.RL.5.5:</b></p> <ul style="list-style-type: none"> <li>Identify a story element that undergoes change from beginning to end.</li> </ul>
---	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify familiar stories or poems.</li> <li>I can recognize a poem.</li> <li>I can recognize a text as a story or poem.</li> <li>I can differentiate characteristics of poems and stories.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>prose</li> <li>drama</li> <li>poem</li> <li>cast of characters</li> <li>descriptions</li> <li>stage directions</li> <li>verse</li> <li>rhyme</li> <li>meter</li> <li>settings</li> <li>dialogue</li> <li>beginning/middle/end</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li>Stories, dramas, and poems on active board or other device</li> <li>Pictures and/or other visuals</li> <li>Student’s communication device</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Uses eye gaze to choose a book from two choices when asked to find a specific story.</li> <li>Identifies a character who narrates the text from an array of picture choices.</li> <li>When asked “Is the boy telling the story?” the student answers yes or no, using a communication device.</li> <li>When asked, “Is the person telling the story about himself?” the student answers yes or no.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Recognize and follow characters in entertainment.</li> <li>Identify who is speaking in a conversation.</li> <li>Engage in a conversation with appropriate body language.</li> </ul>	
--	--

**Resources:**

- <http://pbskids.org/lions/stories/>
- <http://learnersedge.rsmart.com/xsl-portal/site>
- <http://tarheelreader.org>
- <http://www.familyfriendpoems.com/famous/>

<p><b>Standard RL.4.6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first-and-third person narrations.</p>	<p><b>Essential Element EE.RL.4.6:</b> Identify the narrator of a story.</p>
--	--

<p><b>Grade 3 Essential Element EE.RL.3.6:</b></p> <ul style="list-style-type: none"> <li>Identify personal point of view about text.</li> </ul>	<p><b>Grade 5 Essential Element EE.RL.5.6:</b></p> <ul style="list-style-type: none"> <li>Determine the point of view of the narrator.</li> </ul>
--	---

<p><b>I Can Statements for EE.RL.4.6:</b></p> <ul style="list-style-type: none"> <li>I can identify the narrator in a familiar text with a single character who narrates the entire text.</li> <li>I can identify the narrator in first-person narratives.</li> <li>I can identify the narrator of a story.</li> <li>I can identify the narrator’s point of view.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>point of view</li> <li>narrator/story teller</li> <li>1<sup>st</sup> person point of view</li> <li>compare</li> <li>contrast</li> <li>3<sup>rd</sup> person point of view</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Pre-programmed communication device and active board</li> <li>Stories of interest to the student</li> </ul>
---	--

<p><b>Instructional Examples for EE.RL.4.4:</b></p> <ul style="list-style-type: none"> <li>Identify an illustration of the character from the text after repeated shared readings of a familiar text about a single character.</li> <li>Identify the character telling the story after shared readings of a familiar text told by a single character in first person.</li> <li>Given a choice of characters in a first-person narrative, the student accurately selects the character that is the narrator.</li> <li>When asked “Was the person telling the story about himself?” the student answers yes or no.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Listen to and engage in conversation.</li> <li>Demonstrate respect for others point of view.</li> <li>Develop skills for exhibiting appropriate behaviors when attending plays.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm">http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm</a></li> <li><a href="http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/">http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/</a></li> </ul>	
---	--

<p><b>Standard RL.4.7:</b> Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p><b>Essential Element EE.RL.4.7:</b> Make connections between the text representation of a story and a visual, tactual, or oral version of a story.</p>
---	---

<p><b>Grade 3 Essential Element EE.RL.3.7:</b></p> <ul style="list-style-type: none"> <li>Identify parts of illustrations or tactual information that depict a particular setting, or event.</li> </ul>	<p><b>Grade 5 Essential Element EE.RL.5.7:</b></p> <ul style="list-style-type: none"> <li>Identify illustrations, tactual, or multimedia elements that add to understanding of a text.</li> </ul>
---	---

<p><b>I Can Statements for EE.RL.4.7:</b></p> <ul style="list-style-type: none"> <li>I can communicate a preference for the text-based, visual, or oral presentation of a story.</li> <li>I can identify the text-based version of the story that matches the visual or oral presentation.</li> <li>I can make connections between text and visual or oral presentations.</li> <li>I can identify similarities and differences between different representations of a story.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>story</li> <li>text</li> <li>picture</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Digital device with video capability</li> <li>Video (online trailers for movies can be helpful) and print versions of the same story</li> </ul>
--	--

<p><b>Instructional Examples for EE.RL.4.7:</b></p> <ul style="list-style-type: none"> <li>After watching a play based on a familiar book, indicate preference for the book or the play version.</li> <li>After watching a video-based presentation of a familiar story, select the matching text from an array of choices.</li> <li>Shown a video of a story that has been read; indicate that the two are the same story.</li> <li>After reading or listening to someone read a text-based version of the story, identify one or more ways that the video-based version of the story is similar to and different from the book.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Provide comments on books read at home or at school.</li> <li>Provide comments on movies seen at home, at school, or at the theater.</li> <li>Participate in conversations with friends and family members about movies and/or books.</li> <li>Interact with video games or social media.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Movie Trailers-Books Students Read <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=8997">http://www.uen.org/Lessonplan/preview.cgi?LPid=8997</a></li> </ul>	
---	--

<b>Standard RL.4.8:</b> (Not applicable to literature)	<b>Essential Element EE.RL.4.8:</b> (Not applicable to literature)
--	--

<b>Grade 3 Essential Element EE.RL.3.8:</b> <ul style="list-style-type: none"> <li>Not applicable to literature</li> </ul>	<b>Grade 5 Essential Element EE.RL.5.8:</b> <ul style="list-style-type: none"> <li>Not applicable to literature</li> </ul>
--	--

**I Can Statements:**

<b>Key Vocabulary:</b>	<b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)
------------------------	---

**Instructional Examples:**

**Real World Connections:**

**Resources:**

<p><b>Standard RL.4.9:</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>Essential Element EE.RL.4.9:</b> Compare characters, settings or events in stories, myths or texts from different cultures.</p>
--	---

<p><b>Grade 3 Essential Element EE.RL.3.9:</b></p> <ul style="list-style-type: none"> <li>Identify common elements in two stories in a series.</li> </ul>	<p><b>Grade 5 Essential Element EE.RL.5.9:</b></p> <ul style="list-style-type: none"> <li>Compare stories, myths, or texts with similar topics or themes.</li> </ul>
---	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify a story event.</li> <li>I can identify a similar event in two stories.</li> <li>I can compare and contrast two stories, myths, or texts from different cultures.</li> <li>I can compare and contrast two stories, myths, or texts from different cultures that address the same topic.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>compare</li> <li>contrast</li> <li>event</li> <li>myth</li> <li>similar</li> <li>characters</li> <li>setting</li> <li>culture</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Digital or print texts representing different cultures</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Given two pictures, select the one that depicts an event from a familiar story after shared reading.</li> <li>Tell one thing that happened in both stories.</li> <li>Listen to fairytales and folktales for two different cultures and list one way they are the same and one way they are different.</li> <li>Create a Venn diagram and include specific examples of the ways that two texts on the same topic are the same and different.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Indicate a favorite story to friends and family.</li> <li>Create understanding of one’s ethnic heritage and other cultures.</li> <li>Compare and contrast items, objects, and information.</li> <li>Create enjoyment for fine arts.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.bedtime.com/html/children_s_short_stories.html">http://www.bedtime.com/html/children_s_short_stories.html</a></li> <li><a href="http://www.worldoftales.com/">http://www.worldoftales.com/</a></li> </ul>	
---	--

<p><b>Standard RL.4.10:</b> By the end of the year, read and comprehend literature including stories, dramas, and poetry) in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>Essential Element EE.RL.4.10:</b> Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.</p>
---	---

<p><b>Grade 3 Essential Element EE.RL.3.10:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.</li> </ul>	<p><b>Grade 5 Essential Element EE.RL.5.10:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate understanding of text while actively engaged in listening during shared reading or stories, dramas, and poetry.</li> <li>• I can demonstrate understanding of text while actively engaged in reading during shared reading or stories, dramas, and poetry.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Text on active board or other digital device</li> </ul>
-------------------------------	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• The student listens to reading of stories, dramas, or poems and demonstrates understanding by selecting appropriate answer from preprogrammed communication device.</li> <li>• The student reads stories, dramas, or poems and demonstrates understanding by selecting appropriate answer from preprogrammed communication device.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Read or listen to stories, dramas, or poetry for enjoyment.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://tarheelreader.org">http://tarheelreader.org</a></li> <li>• <a href="http://nancykeane.com/">http://nancykeane.com/</a></li> </ul>	
---	--



<b>Standard RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Essential Element EE.RI.4.1:</b> Identify explicit details in an informational text.
--	---

<b>Grade 3 Essential Element EE.RI.3.1:</b> Answer who and what questions to demonstrate understanding of details in a text.	<b>Grade 5 Essential Element EE.RI.5.1:</b> Identify words in the text to answer a question about explicit information.
--	---

<p><b>I Can Statements for EE.RI.4.1:</b></p> <ul style="list-style-type: none"> <li>• I can answer questions about information presented in text.</li> <li>• I can recount a portion of the text.</li> <li>• I can use details from the text to recount what the text says.</li> <li>• I can refer to details in recounting what the text says without looking back at the text.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• question</li> <li>• story</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Pre-programmed digital auditory output device to use for responses</li> <li>• Texts selected based upon student interests</li> </ul>
---	---

<p><b>Instructional Examples for EE.RI.4.1:</b></p> <ul style="list-style-type: none"> <li>• Listen to directions and answer simple yes or no questions.</li> <li>• Before the teacher begins a shared reading of a familiar text, when asked to tell what they remember about the book, recount one point from the text.</li> <li>• Answer a question about information from the text by pointing out a detail related to the information requested.</li> <li>• Before the teacher begins a shared reading of a familiar text, tell what they remember about the book and recount the text including two or more details.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of and appreciation of words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others read.</li> <li>• Showing interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>• Show interest in digital and print stories and information by choosing to listen to favorite ones during appropriate times during the school day.</li> <li>• Complete one step requests or follow directions.</li> <li>• Problem solve by predicting outcomes.</li> <li>• Create questions for research or communication purposes.</li> </ul>	
--	--

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<b>Standard RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Essential Element EE.RI.4.2:</b> Identify the main idea of a text when it is explicitly stated.
---	--

<b>Grade 3 Essential Element EE.RI.3.2:</b> <ul style="list-style-type: none"> <li>Identify details in a text.</li> </ul>	<b>Grade 5 Essential Element EE.RI.5.2:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a text when it is not explicitly stated.</li> </ul>
---	--

<b>I Can Statements for EE.RI.4.2:</b> <ul style="list-style-type: none"> <li>I can recognize information related to a text.</li> <li>I can recognize the main idea of a text.</li> <li>I can determine the main idea of a text.</li> <li>I can, when given a text, generate a representation of the main idea.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>poster</li> <li>diorama</li> <li>informational text</li> </ul>	<ul style="list-style-type: none"> <li>visual image</li> <li>main idea</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Pictures (photos, clip art, magazines)</li> <li>Materials to create a poster or diorama</li> </ul>
--	---	--

<b>Instructional Examples for RI.4.1:</b> <ul style="list-style-type: none"> <li>Given two pictures, pick one that is related to the text.</li> <li>When asked if the text is about swimming or baseball, indicate which is the main idea of the text.</li> <li>Choose a visual image (magazine pictures, clip art, etc.) that represents the main idea of a text.</li> <li>After reading or listening to a selection, create a product (poster, diorama, etc.) that communicates the central idea.</li> </ul>
--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand the main idea when reading for recreation.</li> <li>Locate information from newspaper or online resources.</li> <li>Select important information from invitations, e-mails, or social media.</li> <li>Recognize information for following simple steps of a recipe.</li> </ul>
---

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.google.com">http://www.google.com</a></li> <li><a href="http://www.toonuniversity.com/reading.asp">http://www.toonuniversity.com/reading.asp</a></li> </ul>
--

<p><b>Standard RI.4.3:</b> Explain events, procedures, ideas, or concepts in an historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p><b>Essential Element EE.RI.4.3:</b> Identify an explicit detail that is related to an individual, event, or idea in an historical, scientific, or technical text.</p>
--	--

<p><b>Grade 3 Essential Element EE.RI.3.3:</b></p> <ul style="list-style-type: none"> <li>Order two events from a text as “first” and “next.”</li> </ul>	<p><b>Grade 5 Essential Element EE.RI.5.3:</b></p> <ul style="list-style-type: none"> <li>Compare two individuals, events, or ideas in a text.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify a familiar step from the text.</li> <li>I can label the next step when given part of a text.</li> <li>I can use details from a text to describe what happened.</li> <li>I can use details from a text to predict upcoming events based on cause/effect understanding.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>events</li> <li>procedures</li> <li>scientific text</li> <li>technical text</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li>Text on the active board or other visual device</li> <li>Graphic organizers</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Point to a familiar next step on a classroom picture schedule for familiar routines when asked, “What do we do next?”</li> <li>When given two pictures and told one event that happened in a text, points to or uses eye gaze to identify the picture that happened next.</li> <li>Sequence sentence strips or pictures to show what happened in a text.</li> <li>When given two picture choices of what may happen next, or what the next step is in an informational text, use eye gaze or pointing to indicate the illustration that represents their prediction.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Follow daily schedules or routines at home and school.</li> <li>Predict what to do next in a social activity.</li> <li>Make choices.</li> <li>Select or verbalize in order to communicate a story to a friend or parent.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_fourth_4th_grade.htm">http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_fourth_4th_grade.htm</a></li> <li><a href="http://www.quia.com/rd/42274.html">http://www.quia.com/rd/42274.html</a></li> <li><a href="http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502">http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502</a></li> </ul>	
--	--

<b>Standard RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<b>Essential Element EE.RI.4.4:</b> Determine meaning of words in text.
---	---

<b>Grade 3 Essential Element EE.RI.3.4:</b> <ul style="list-style-type: none"> <li>Determine words and phrases that complete literal sentences in a text.</li> </ul>	<b>Grade 5 Essential Element EE.RI.5.4:</b> <ul style="list-style-type: none"> <li>Determine the meanings of domain-specific words and phrases.</li> </ul>
--	--

<b>I Can Statements for EE.RI.4.4:</b> <ul style="list-style-type: none"> <li>I can touch or look at a picture, object, or other representation that represents the word when given a word.</li> <li>I can identify two or more words that are related to one another.</li> <li>I can determine the meaning of words in context.</li> <li>I can use context to determine a missing word from a sentence.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>definition</li> <li>text</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Pictures or other visual materials</li> <li>Prediction/sequence cards/strips</li> <li>Word association map worksheets (e.g., synonyms/antonyms)</li> <li>Sentences using words about the student</li> </ul>
---	---

<b>Instructional Examples for EE.RI.4.4:</b> <ul style="list-style-type: none"> <li>Touch a picture that represents a given word when given a choice of two (one related and one unrelated).</li> <li>Identify two or more related words from a list provided by the teacher given a word from the text.</li> <li>Create or locate a picture of a word based on descriptions in the text after reading text.</li> <li>Find a Google image appropriate to its context (e.g., For full moon, find picture of a full moon.) when given a domain-specific word.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Show understanding and appreciation of words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others read.</li> <li>Show interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>Show interest in digital and print stories and information by choosing to listen to favorite ones during appropriate times during the school day.</li> <li>Complete simple applications (e.g., a club such as Boy Scouts)</li> <li>Develop understanding of places and/or items in their surrounding environment (e.g., store – department store, hardware store, grocery store).</li> </ul>	
--	--

- Create background knowledge for world events.

**Resources:**

- <http://images.google.com/>
- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard RI.4.5:</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p><b>Essential Element EE.RI.4.5:</b> Identify elements that are characteristic of informational texts.</p>
--	--

<p><b>Grade 3 Essential Element EE.RI.3.5:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support, use text features including headings and key words to locate information in a text.</li> </ul>	<p><b>Grade 5 Essential Element EE.RI.5.5:</b></p> <ul style="list-style-type: none"> <li>• Determine if a text tells about events, gives directions, or provides information on a topic.</li> </ul>
---	--

<p><b>I Can Statements for EE.RI.4.5:</b></p> <ul style="list-style-type: none"> <li>• I can identify text that demonstrates chronology.</li> <li>• I can complete missing parts, given the chronology of a text.</li> <li>• I can identify the chronological structure of a text (first, then, next).</li> <li>• I can use the structure of a text to find information about the sequence of events.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• chronological</li> <li>• first, then, next, before, after, now</li> <li>• sequence</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Pre-programmed digital auditory output device to use for responses</li> <li>• Picture and/or sentence strips for sequencing</li> </ul>
--	---

<p><b>Instructional Examples for EE.RI.4.5:</b></p> <ul style="list-style-type: none"> <li>• Touch icons that show the order of what happens and/or use eye gaze to identify the end of the story in informational text.</li> <li>• Given a visual or verbal reminder of one thing that happened in a text, point to what happened next from two choices.</li> <li>• Place images of events from a text in correct chronological order (e.g., first, then, next).</li> <li>• Use text to label a graphic representation of the information (e.g., create a timeline of images).</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Communicate order of events in all settings (e.g., class schedule, lunch, etc.).</li> <li>• Show interest in digital and print information by choosing to listen to favorite ones during appropriate times during the school day and identify sequence of events in this information.</li> <li>• Follow a simple recipe.</li> <li>• Complete steps to engage in technology (e.g., go on the internet, engage in a video game, etc.).</li> </ul>	
--	--

**Resources:**

- [http://www.internet4classrooms.com/grade\\_level\\_help/determine\\_sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_fourth_4th_grade.htm)
- <http://www.quia.com/rd/42274.html>
- <http://www.watchknowlearn.org/Video.aspx?VideoID=36335&CategoryID=10502>

<b>Standard RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>Essential Element EE.RI.4.6:</b> Compare own experience with a written account of the experience.
---	--

<b>Grade 3 Essential Element EE.RI.3.6:</b> <ul style="list-style-type: none"> <li>Identify personal point of view about a text.</li> </ul>	<b>Grade 5 Essential Element EE.RI.5.6:</b> <ul style="list-style-type: none"> <li>Compare two books on the same topic.</li> </ul>
---	--

<b>I Can Statements for EE.RI.4.6:</b> <ul style="list-style-type: none"> <li>I can respond to a personal account of an event or topic.</li> <li>I can recognize a firsthand account of something the students have done.</li> <li>I can identify a firsthand account of an event.</li> <li>I can compare how a firsthand account is different from a secondhand account.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>narrator/story teller</li> <li>point of view</li> <li>character</li> <li>first-person</li> <li>third-person</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Stories with a narrator</li> </ul>
--	--

<b>Instructional Examples for EE.RI.4.1:</b> <ul style="list-style-type: none"> <li>Demonstrate attention to a personal account of an event shared by the teacher or other student, or use a single switch to communicate a personal account of an event.</li> <li>After “reading” to classmates about themselves (e.g., “This summer, I ...”), the student will respond to the question, “Who is this story about?” by indicating his/her own picture from a choice of own picture and the picture of a classmate.</li> <li>Choose between a class-created text and a commercially available text.</li> <li>Given two versions of an event, one firsthand “I” account and one secondhand “he/she” account, identify the differences.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Be able to tell who is speaking in a movie or story.</li> <li>Be able to tell who is speaking during a conversation.</li> <li>Identify the location where events take place.</li> <li>Identify people in an individual social circle.</li> </ul>	
--	--

**Resources:**

- <http://www.apples4theteacher.com/short-stories.html>
- <http://images.google.com/>
- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

## Grade 4 ELA

### Strand: Reading Informational Text

### Cluster: Integration of Knowledge and Ideas

<b>Standard RI.4.7:</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>Essential Element: EE.RI.4.7:</b> Answer questions about information presented visually, orally, or quantitatively.
--	--

<b>Grade 3 Essential Element EE.RI.3.7:</b> <ul style="list-style-type: none"><li>Use information gained from visual elements and words in the text to answer explicit who and what questions.</li></ul>	<b>Grade 5 Essential Element EE.RI.5.7:</b> <ul style="list-style-type: none"><li>Locate information in print or digital sources.</li></ul>
--	---

<b>I Can Statements:</b> <ul style="list-style-type: none"><li>I can identify information that is presented visually or orally.</li><li>I can identify information presented in a singular format.</li><li>I can interpret information presented visually and orally.</li><li>I can interpret information presented visually, orally, or quantitatively.</li></ul>
--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>chart</li><li>graph</li><li>diagram</li><li>time line</li><li>animation</li></ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"><li>Text on active board or other device</li><li>Pictures, picture/word cards, or objects related to the text</li><li>Graphic organizers</li></ul>
--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"><li>When viewing a personal picture schedule, point to or use eye gaze to indicate the next activity when asked, "What's next?"</li><li>Select a word from picture/word card choices to describe an illustration in the text.</li><li>Choose from picture/word cards with eye gaze or pointing to answer questions about a simple timeline about what happened last.</li><li>Use eye gaze or pointing to answer questions about a chart.</li></ul>
---

<b>Real World Connections:</b> <ul style="list-style-type: none"><li>Find an item from a picture in an advertisement when shopping in the store.</li><li>Talk about (with preferred communication system) information in the environment.</li><li>Locate pictures or graphics on internet sources.</li></ul>
--

**Resources:**

- [http://www.readinga-z.com/more/reading\\_strat.html](http://www.readinga-z.com/more/reading_strat.html)
- <http://images.google.com/>
- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<b>Standard RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.	<b>Essential Element EE.RI.4.8:</b> Identify one or more reasons supporting a specific point in an informational text.
---	--

<b>Grade 3 Essential Element EE.RI.3.8:</b> <ul style="list-style-type: none"> <li>Identify two related points the author makes in an informational text.</li> </ul>	<b>Grade 5 Essential Element EE.RI.5.8:</b> <ul style="list-style-type: none"> <li>Identify the relationship between a specific point and supporting reasons in an informational text.</li> </ul>
--	---

<b>I Can Statements for EE.RI.4.8:</b> <ul style="list-style-type: none"> <li>I can identify the title of a book and tell what the book is about with prompts and support.</li> <li>I can identify, from choices, a point the author makes with prompts and support.</li> <li>I can identify the author’s point.</li> <li>I can recognize how the author uses reasons to support points in a text.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>reason</li> <li>title</li> <li>author’s point</li> </ul>	<ul style="list-style-type: none"> <li>key details</li> <li>idea</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Informational text on whiteboard or digital device</li> <li>Graphic organizers</li> </ul>
--	---	---

<b>Instructional Examples for EE.RI.4.8:</b> <ul style="list-style-type: none"> <li>Select a picture from two choices, one related and one unrelated, to indicate what the book is about.</li> <li>Identify a point the author makes when given the title and several key details from a story about science.</li> <li>Choose from options a point the author makes in the text.</li> <li>Match a reason the author gives for a point in the text.</li> </ul>	
---	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Find the purpose of events and solve the purpose of a statement to carry on a conversation.</li> <li>Know how to respond in conversation.</li> <li>Understand and/or acknowledge others’ points of view.</li> </ul>	
---	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html">http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html</a></li> </ul>	
---	--

<b>Standard RI.4.9:</b> Integrate information from two texts on the same topic in order to write or speak about a subject knowledgeably.	<b>Essential Element EE.RI.4.9:</b> Compare details presented in two texts on the same topic
--	--

<b>Grade 3 Essential Element EE.RI.3.9:</b> <ul style="list-style-type: none"> <li>Identify similarities between two texts on the same topic.</li> </ul>	<b>Grade 5 Essential Element EE.RI.5.9:</b> <ul style="list-style-type: none"> <li>Compare and contrast details gained from two texts on the same topic.</li> </ul>
--	---

<b>I Can Statements for EE.RI.4.9:</b> <ul style="list-style-type: none"> <li>I can identify one resource on a favorite topic.</li> <li>I can identify two resources on the same topic.</li> <li>I can identify similarities of two resources on the same topic.</li> <li>I can describe the similarities of two resources on the same topic.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>compare/contrast</li> <li>myths</li> <li>story</li> </ul>	<ul style="list-style-type: none"> <li>fairytale/folktales</li> <li>culture</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Multiple pictures of events</li> <li>Stories, myths, folktales, and fairytales in a variety of formats</li> </ul>
---	--	---

<b>Instructional Examples for EE.RI.4.9:</b> <ul style="list-style-type: none"> <li>Select from two resources on a topic of interest (e.g., “Which book would you like, the one on puppies or kittens?”) or state (using preferred communication device) a topic of interest.</li> <li>After listening to two informational texts on the same topic, identify/select the topic, given visual choices or pictures from text (scientist, rock, animals).</li> <li>Identify what is the same in a picture book, or identify what is the same in a video and a text on fire safety.</li> <li>Find images that are similar in two texts, or state facts that are similar in two texts on historical events.</li> </ul>
---

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Be able to determine the pros and cons of products when shopping.</li> <li>Compare and contrast differences in housing, transportation, etc.</li> </ul>
---

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.readingquest.org/strat/compare.html">http://www.readingquest.org/strat/compare.html</a></li> <li><a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm</a></li> </ul>
--

## Grade 4 ELA

**Strand:** Reading Informational Text

**Cluster:** Range of Reading and Level of Text Complexity

<b>Standard RI.4.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>Essential Element EE.RI.4.10:</b> Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.
<b>Grade 3 Essential Element EE.RI.3.10:</b> <ul style="list-style-type: none"><li>Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</li></ul>	<b>Grade 5 Essential Element EE.RI.5.10:</b> <ul style="list-style-type: none"><li>Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</li></ul>
<b>I Can Statements:</b> <ul style="list-style-type: none"><li>I can comprehend content of my general education textbooks or other classroom materials.</li></ul>	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>text</li></ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"><li>Textbooks on active board or other digital device</li></ul>
<b>Instructional Examples:</b> <ul style="list-style-type: none"><li>The student listens to or reads core content text and answers questions with their preprogrammed communication system.</li></ul>	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>Read safety signs.</li></ul>	
<b>Resources:</b>	

<p><b>Standard RF.4.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p><b>Essential Element EE.RF.4.3:</b> Use letter-sound knowledge to read words.</p> <ul style="list-style-type: none"> <li>a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.</li> <li>b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).</li> </ul>
--	---

<p><b>Grade 3 Essential Element EE.RF.3.3:</b></p> <ul style="list-style-type: none"> <li>• Use letter-sound knowledge to read words. <ul style="list-style-type: none"> <li>a. In context, demonstrate basic knowledge of letter-sound correspondences.</li> <li>b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high frequency rimes).</li> <li>c. Not applicable</li> <li>d. Recognize 40 or more written words.</li> </ul> </li> </ul>	<p><b>Grade 5 Essential Element EE.RF.5.3:</b></p> <ul style="list-style-type: none"> <li>• Use letter-sound knowledge to read words. <ul style="list-style-type: none"> <li>a. Read common sight words and decode single syllable words.</li> </ul> </li> </ul>
--	--

<p><b>I Can Statements for EE.RF.4.3.a:</b></p> <ul style="list-style-type: none"> <li>• I can identify a missing word from a sentence presented orally.</li> <li>• I can identify the sound of the initial letter in familiar words.</li> <li>• I can apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.</li> <li>• I can apply letter-sound and word length knowledge to use first letter, plus word length, plus context to identify unfamiliar words.</li> </ul> <p><b>I Can Statements for EE.RF.4.3.b:</b></p> <ul style="list-style-type: none"> <li>• I can repeat letter-sounds.</li> <li>• I can recognize words that rhyme with single-syllable words with common spelling patterns (rimes).</li> <li>• I can decode single-syllable words with common spelling patterns (CVC or high frequency rimes).</li> <li>• I can decode single-syllable words with complex spelling patterns.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• syllable</li> <li>• root word</li> <li>• affix</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Pictures of initial sounds/letters</li> <li>• Copies of single- and multi-syllable words with common spelling patterns [CVC] or high-frequency rhyming words</li> <li>• Initial sounds and letters on the active board or other visual device with voice output</li> <li>• Single-syllable words with common spelling patterns [CVC] or high-frequency rhyming words on an active board or other visual device with voice output</li> <li>• Picture/word cards (print or interactive)</li> <li>• Objects illustrating signs or letters</li> </ul>
<p><b>Instructional Examples for EE.RF.4.3.a:</b></p> <ul style="list-style-type: none"> <li>• Indicate choice (e.g., with eye gaze, switch, or pointing) between two picture/word cards to choose a word to complete an orally presented sentence.</li> <li>• Indicate which word from two picture/word cards (dog and cat) begins with the /d/ sound.</li> <li>• When reading a new book, the student will identify an unfamiliar word by choosing the first letter (and its sound) from a letter/letter-sound/picture card plus context.</li> <li>• Given a sentence with an unfamiliar word, the student will attend to the first letter, the length of the word, and the context of the sentence to identify the word by choosing between two picture/word cards.</li> </ul> <p><b>Instructional Examples for EE.RF.4.3.b:</b></p> <ul style="list-style-type: none"> <li>• Repeat a letter-sound with communication system after repeated presentations of the letter and sound together.</li> <li>• Given three words (hop, top, and cow), identify (with eye gaze, switch, or pointing) the word that does not match the CVC pattern.</li> <li>• Given a printed word or picture/word card with a common spelling pattern (e.g., cat), use that word to decode a word with the same spelling pattern or vowel sound.</li> <li>• Given words that have blends or digraphs such as stack or speed, student will use communication system to decode the word.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of sounds, letters, and words by emoting (e.g., smiling, laughing), identifying, recognizing, and matching them.</li> <li>• Show interest in sounds, letters, and words by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>• Make choices in any environment.</li> <li>• Participate in recreation-leisure activities (e.g., flipping pages in a book, communicating “more” to continue, etc.).</li> <li>• Participate in games.</li> <li>• Communicate with picture or word symbols.</li> </ul>	

**Resources:**

- <http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA>
- <http://learningfarm.com/contentTree.cfm?contentID=30>
- <http://www.learninga-z.com/commoncore/foundational-skills.html>
- <http://treasures.macmillanmh.com/national/teachers/great-books-to-share/grade-4-reading-list>

<p><b>Standard RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>Essential Element EE.RF.4.4:</b> Read words in text.</p> <ul style="list-style-type: none"> <li>a. Read text comprised of familiar words with accuracy and understanding.</li> <li>b. Not applicable</li> <li>c. Use letter knowledge and context to support word recognition when reading.</li> </ul>
<p><b>Grade 3 Essential Element EE.RF.3.4:</b></p> <ul style="list-style-type: none"> <li>• Read words in text. <ul style="list-style-type: none"> <li>a. Read familiar text comprised of known words.</li> <li>b. Not applicable</li> <li>c. Use context to determine missing words in familiar texts.</li> </ul> </li> </ul>	<p><b>Grade 5 Essential Element EE.RF.5.4:</b></p> <ul style="list-style-type: none"> <li>• Read words in text. <ul style="list-style-type: none"> <li>a. Read text comprised of familiar words with accuracy and understanding.</li> <li>b. Not applicable</li> <li>c. Use context to confirm or self-correct word recognition when reading.</li> </ul> </li> </ul>
<p><b>I Can Statements for EE.RF.4.4.a-c:</b></p> <ul style="list-style-type: none"> <li>• I can identify familiar words or pictures with guidance and support.</li> <li>• I can identify text of familiar words when read to me.</li> <li>• I can read text comprised of familiar words with accuracy and understanding.</li> <li>• I can read text comprised of familiar and unfamiliar words with accuracy and understanding.</li> </ul>	
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• accuracy</li> <li>• purpose</li> <li>• expression/inflection</li> <li>• inference</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Manipulative and visual materials</li> <li>• Leveled and/or high interest reading materials</li> <li>• Prediction or sequence cards/strips</li> </ul>

**Instructional Examples for EE.RF.4.4.a-c:**

- Attend to the reader with acknowledgment or eye gaze to track the reader in a shared reading activity.
- Match a book cover from choices with the cover of the same book being read.
- The student answers three comprehension questions related to the details of the story after reading the text.
- The student answers comprehension questions based on the story when given age-appropriate text that includes both familiar and unfamiliar words.

**Real World Connections:**

- Read survival signs.
- Practice consumer skills.
- Respond to questions.
- Interact with video games.

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Essential Element EE.W.4.1:</b> Write opinions about topics or text.</p> <ol style="list-style-type: none"> <li>Select a topic or text and write an opinion about it.</li> <li>List reasons to support the opinion.</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 3 Essential Element EE.W.3.1:</b></p> <ul style="list-style-type: none"> <li>Write opinions about topics or text.       <ol style="list-style-type: none"> <li>Select a text and write an opinion about it.</li> <li>Write one reason to support an opinion about a text.</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 5 Essential Element EE.W.5.1:</b></p> <ul style="list-style-type: none"> <li>Write opinions about topics or text.       <ol style="list-style-type: none"> <li>Introduce a topic or text and write an opinion about it.</li> <li>Provide reasons to support the opinion.</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
--	---

<p><b>I Can Statements for EE.W.4.1.a:</b></p> <ul style="list-style-type: none"> <li>I can communicate a preference for a text or topic.</li> <li>I can write an opinion about a given topic or text.</li> <li>I can select a topic or text and write an opinion about it.</li> <li>I can recall a topic or text and write an opinion about it.</li> </ul> <p><b>I Can Statements for EE.W.4.1.b-c:</b></p> <ul style="list-style-type: none"> <li>I can express agreement or disagreement with an opinion stated by another.</li> <li>I can identify a reason to support an opinion.</li> <li>I can list reasons to support an opinion.</li> <li>I can write reasons to support an opinion using short phrases or sentence stems.</li> </ul> <p><b>I Can Statements for EE.W.4.1.d:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• opinion</li> <li>• agree, disagree</li> <li>• support</li> <li>• important</li> <li>• like, don't like</li> <li>• good, not good</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Variety of pictures or other images to support activities</li> </ul>
<p><b>Instructional Examples for EE.W.4.1.a:</b></p> <ul style="list-style-type: none"> <li>• Look, touch, or point to identify a preferred book from two presented by an adult or peer tutor, who then writes <i>&lt;student's name&gt; likes it.</i></li> <li>• After the adult or peer total shows the student a book recently read in class and then shows two picture symbols, <i>like</i> and <i>don't like</i>, point to the <i>like</i> symbol and then uses a keyboard to indicate <i>like</i>.</li> <li>• Choose from recently read books and write or indicate, <i>"I like it."</i></li> <li>• During journal writing time, select a topic (e.g., a trip to the state fair) and write, <i>"Most fun ever."</i></li> </ul> <p><b>Instructional Examples for EE.W.4.1.b-c:</b></p> <ul style="list-style-type: none"> <li>• After student says, "I like apples. Do you like apples?" indicate <i>yes</i> or <i>no</i>, and the adult or peer tutor writes on the chart, <i>&lt;student's name&gt; likes apples.</i> <i>&lt;student's name&gt; (does not) like(s) apples.</i></li> <li>• After selecting a book from a selection presented by the teacher and stating an opinion (e.g., <i>good</i>) identify reasons on a book review form created by the teacher (e.g., The student points to, stamps, or circles characters, pictures, and funny.), which the teacher writes on lines at the bottom of the page.</li> <li>• After selecting dogs as the topic and stating an opinion (e.g., <i>Dogs are good pets.</i>), list reasons that make them good pets (e.g., <i>walk, play</i>).</li> <li>• After writing an opinion about dogs (e.g., <i>Dogs are good pets.</i>), write two reasons that support the opinion (e.g., <i>Walk with you. Learn tricks. Get paper</i>).</li> </ul> <p><b>Instructional Examples for EE.W.4.1.d:</b></p> <ul style="list-style-type: none"> <li>• Not applicable.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of and appreciation for words, phrases, sentences, and stories by attending to and emoting (e.g., smiling, laughing) while others are talking or reading.</li> <li>• Express opinions about daily living events (e.g., food and snack choices, activity preferences, selecting preferred clothing).</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm">http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm</a></li> <li>• <a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> <li>• <a href="http://jc-schools.net/tutorials/interactive.htm">http://jc-schools.net/tutorials/interactive.htm</a></li> </ul>	

**Standard W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

**Essential Element EE.W.4.2:** Write to share information supported by details.

- a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.
- b. List words, facts, or details related to the topic.
- c. Not applicable
- d. Not applicable
- e. Not applicable

**Grade 3 Essential Element EE.W.3.2:**

- Write to share information supported by details.
  - a. Select a topic and write about it including one fact or detail.
  - b. Not applicable
  - c. Not applicable
  - d. Not applicable

**Grade 5 Essential Element EE.W.5.2:**

- Write to share information supported by details.
  - a. Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.
  - b. Provide facts, details, or other information related to the topic.
  - c. Not applicable
  - d. Not applicable
  - e. Not applicable

**I Can Statements for EE.W.4.2.a:**

- I can select a topic and related visual, tactual, or multimedia information that relates to a familiar topic with guidance and support.
- I can select a topic and related visual, tactual, or multimedia information with guidance and support.
- I can select a topic or related visual, tactual or, multimedia information.
- I can generate a topic and gather related visual, tactual, or multimedia information.

**I Can Statements for EE.W.4.2.b:**

- I can identify symbols that relate to a topic with guidance and support.
- I can select words, facts, or details related to a topic.
- I can list words, facts, or details related to a topic.
- I can write phrases and sentences that convey facts or details related to a topic.

**I Can Statements for EE.W.4.2.c:**

- Not applicable

**I Can Statements for EE.W.4.2.d:**

- Not applicable

**I Can Statements for EE.W.4.2.e:**

- Not applicable

**Key Vocabulary:**

- |                      |                          |
|----------------------|--------------------------|
| • topic              | • multimedia information |
| • visual information | • tactual information    |

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- List of writing topics
- Objects or artifacts to provide inspiration for a writing topic

**Instructional Examples for EE.W.4.2.a:**

- With help from peers who support physically, interact with objects and artifacts at a science display, eye gaze, touch, or look to indicate a response when offered two and asked, “Which one is a <topic>?”
- Working with the teacher who names and points to each option, choose a topic from a list of three, and then choose from a variety of objects or artifacts to use in a writing project.
- Choose a topic from a list of three offered by the teacher and choose from a variety of objects and artifacts to use in a writing project.
- Decide on a topic related to books read and locate related information on the internet (e.g., The student decides to write about the series of favorite books. He writes the name of the author and then uses the internet to locate pictures of the covers of books the author has written.).

**Instructional Examples for EE.W.4.2.b:**

- Working with the teacher who has gathered an assortment of picture communication symbols, identify symbols that relate to a stated topic (e.g., food), which the teacher then writes as words or reads aloud while pointing.
- After working with the teacher to choose a topic and three object or artifacts, select appropriate pictures (presented on index cards) that go with each of the objects and artifacts and then use assistive technology to write about the pictures.
- Write words that relate to the topic (e.g., After choosing a topic from a list of three and choosing from a variety of objects and artifacts to use in a writing project, the student writes words that label or describe the objects.).
- Write captions for pictures related to a topic (e.g., After the student decides to write about the author of a series of favorite books and selects pictures of the covers of books the author has written, the student writes captions for each picture.).

**Instructional Examples for EE.W.4.2.c:**

- Not applicable

**Instructional Examples for EE.W.4.2.d:**

- Not applicable

**Instructional Examples for EE.W.4.2.e:**

- Not applicable

**Real World Connections:**

- Write thank you notes.
- Write letters to request information (e.g., tourism department).

**Resources:**

- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.4.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>Essential Element EE.W.4.3:</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Write about a personal experience including two events in sequence.</li> <li>List words that describe an event or personal experience to use when writing about it.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
--	---

<p><b>Grade 3 Essential Element EE.W.3.3:</b></p> <ul style="list-style-type: none"> <li>Write about events or personal experiences.       <ol style="list-style-type: none"> <li>Select an event or personal experience and write about it including the names of people involved.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 5 Essential Element EE.W.5.3:</b></p> <ul style="list-style-type: none"> <li>Write about events or personal experiences.       <ol style="list-style-type: none"> <li>Write about an experience or event including three or more events in sequence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
--	---

<p><b>I Can Statements for EE.W.4.3.a:</b></p> <ul style="list-style-type: none"> <li>I can communicate about an event or personal experience with guidance and support.</li> <li>I can write about an event or personal experience.</li> <li>I can write about two events in sequence related to a personal experience.</li> <li>I can select an event or personal experience and write about it including three events in sequence.</li> </ul> <p><b>I Can Statements for EE.W.4.3.b:</b></p> <ul style="list-style-type: none"> <li>I can select a word that describes him/her with guidance and support.</li> <li>I can select words that describe an event or personal experience when writing about it.</li> <li>I can list words that describe an event or personal experience to use when writing about it.</li> <li>I can write about an event or personal experience using describing words and phrases.</li> </ul> <p><b>I Can Statements for EE.W.4.3.c-e:</b></p>	
--	--

<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>• event</li> <li>• sequence of events</li> </ul>		<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> </ul>
<b>Instructional Examples for EE.W.4.3.a:</b> <ul style="list-style-type: none"> <li>• With help in navigating to the correct page, select a message from a multiple message voice output device to report on a personal experience for use in a shared writing activity and use assistive technology to type letters and/or words on the topic.</li> <li>• Put pictures of two events in the order they occurred in the story and write a caption for each after listening to a story (e.g., Fell in river, Got out on log).</li> <li>• Write about two events in sequence that happened during the school day (e.g., Go to gym, Do math).</li> <li>• Write a short narrative beginning by writing what the event was (e.g., Go shopping with Mom), and including three events (e.g., Go to mall. Buy phone. Eat.).</li> </ul>		
<b>Instructional Examples for EE.W.4.3.b:</b> <ul style="list-style-type: none"> <li>• Choose the correct word for describing oneself (e.g., boy or girl, happy or sad) on message voice output device.</li> <li>• Use a page of adjectives programmed in a voice output communication device to select words that describe the event (e.g., fun, good).</li> <li>• Before doing an activity (e.g., going shopping, going out to eat), list words that describe the event (e.g., fun, good) with the use of a communication device.</li> <li>• Write about going shopping or going out to eat with a communication device to describe the experience (e.g., Go to <b>big</b> mall. Buy <b>great</b> phone. Eat <b>yummy</b> ice cream.).</li> </ul>		
<b>Instructional Examples for EE.W.4.c-e:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>• Communicate with peers and adults about activities in one’s life.</li> <li>• Indicate activity preferences and choices in all settings.</li> </ul>		
<b>Resources:</b> <ul style="list-style-type: none"> <li>• <a href="http://jc-schools.net/tutorials/interactive.htm">http://jc-schools.net/tutorials/interactive.htm</a></li> <li>• <a href="http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm">http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm</a></li> <li>• <a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> </ul>		

<p><b>Standard W.4.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>Essential Element EE.W.4.4:</b> Produce writing that expresses more than one idea.</p>
--	--

<p><b>Grade 3 Essential Element EE.W.3.4:</b></p> <ul style="list-style-type: none"> <li>With guidance and support, produce writing that expresses more than one idea.</li> </ul>	<p><b>Grade 5 Essential Element EE.W.5.4:</b></p> <ul style="list-style-type: none"> <li>Produce writing that is appropriate for an explicitly stated task or purpose.</li> </ul>
---	---

<p><b>I Can Statements for EE.W.4.4:</b></p> <ul style="list-style-type: none"> <li>I can recognize a first-then sequence with guidance and support.</li> <li>I can produce writing that expresses more than one idea with a logical organization with guidance and support.</li> <li>I can produce writing that expresses more than one idea with a logical organization.</li> <li>I can produce writing that expresses multiple ideas with a logical organization.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>idea</li> <li>organize</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---

<p><b>Instructional Examples for EE.W.4.4:</b></p> <ul style="list-style-type: none"> <li>While working on putting together a visual schedule for the day, the teacher shows the student a symbol for an activity and says, “First, we have reading. Then, what do we do?” she holds up two symbols and the student selects the next activity, and the teacher writes each on a personal schedule (e.g., <i>First, reading. Then, math.</i>).</li> <li>Recall two events from a personal experience, write them, and then work with the teacher to determine which happened first.</li> <li>Write about a personal experience and include a first-then sequence.</li> <li>Write about a personal experience and include a beginning, middle, and end.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Sequence tasks.</li> <li>Identify beginning and ending points for transportation needs.</li> <li>Express him/herself through journaling.</li> <li>Follow daily routines.</li> </ul>	
--	--

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<b>Standard W.4.5:</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing.	<b>Essential Element EE.W.4.5:</b> With guidance and support from adults and peers, plan before writing and revise own writing.
--	---

<b>Grade 3 Essential Element EE.W.3.5:</b> <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, revise own writing.</li> </ul>	<b>Grade 5 Essential Element EE.W.5.5:</b> <ul style="list-style-type: none"> <li>With guidance and support from adults and peers, plan before writing and revise own writing.</li> </ul>
---	---

<b>I Can Statements for EE.W.4.5:</b> <ul style="list-style-type: none"> <li>I can participate in group brainstorming of words to include in writing with guidance and support from peers.</li> <li>I can brainstorm words to include in own writing with guidance and support from adults and peers.</li> <li>I can plan by brainstorming and revise own writing by adding more information with guidance and support from adults and peers.</li> <li>I can plan by brainstorming and revise own writing by adding more information with materials and peer supports.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>brainstorm</li> <li>write, read</li> <li>add</li> <li>change, revise</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Large print version of words and pictures used in writing</li> </ul>
---	---

<b>Instructional Examples for EE.W.4.5:</b> <ul style="list-style-type: none"> <li>Given a preprogrammed multiple message voice output device, select words to contribute to the group brainstorming session, and working with teacher, contribute to the group text (e.g., <i>BD FI</i> [bird fly]).</li> <li>With an adult who models how to navigate a multiple message voice output device and selects words to model, select words to contribute to the group brainstorm about a topic.</li> <li>Working with a group of peers, brainstorm a list of words to use in own writing, write a draft, and after receiving peer feedback, use more of the words in the draft.</li> <li>Use a simple checklist, 1. Brainstorm, 2. Write e-mail, 3. Read, 4. Add one related question, 5. Spell Check.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Show understanding and appreciation of words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others speaking.</li> <li>Show interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>Write thank you notes.</li> <li>Write e-mails.</li> </ul>	
---	--

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.4.6:</b> With some guidance and support from adults, use technology, including the Internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>Essential Element EE.W.4.6:</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>
---	--

<p><b>Grade 3 Essential Element EE.W.3.6:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</li> </ul>	<p><b>Grade 5 Essential Element EE.W.5.6:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</li> </ul>
---	--

<p><b>I Can Statements for EE.W.4.6:</b></p> <ul style="list-style-type: none"> <li>• I can use technology to communicate with guidance and support from adults.</li> <li>• I can use technology to produce writing with guidance and support from adults.</li> <li>• I can use technology, including the Internet, to produce writing while interacting and collaborating with others with guidance and support from adults.</li> <li>• I can use technology, including the Internet, to produce and publish writing while interacting and collaborating with others.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• technology</li> <li>• interaction</li> <li>• collaboration</li> <li>• produce</li> <li>• publish</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Internet access</li> </ul>
--	--

<p><b>Instructional Examples for EE.W.4.6:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from an adult, use a multiple message voice output device to make a choice, which the teacher adds to a small group repeated line text (e.g., John likes pizza. Kate likes French fries.).</li> <li>• With an adult and working with a peer, use a PECS book with symbols to create a sentence (e.g., “I want _____.” or “I see _____.”) for a collaborative, repeated line text.</li> <li>• With guidance and support from adults, use a communication device to compose a message and then print it off or have another person write it down.</li> <li>• Use a word processor with word prediction software to compose and respond to text messages or blog entries.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Read and answer texts and accessing social media sites.</li> <li>• Make needs and wants known through writing.</li> <li>• Appropriately express him/herself.</li> </ul>	
--	--

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<b>Standard W.4.7:</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Essential Element EE.W.4.7:</b> Gather information about a topic from two or more sources for a group research project.
--	--

<b>Grade 3 Essential Element EE.W.3.7:</b> <ul style="list-style-type: none"> <li>Identify information about a topic for a research project.</li> </ul>	<b>Grade 5 Essential Element EE.W.5.7:</b> <ul style="list-style-type: none"> <li>Conduct short research projects using two or more sources.</li> </ul>
---	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can explore one source of information for a group project with guidance and support.</li> <li>I can gather information about a topic from one source for a group research project with guidance and support.</li> <li>I can gather information about a topic from two or more sources for a group research project.</li> <li>I can gather information about a topic from multiple sources for a group research project.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>nonfiction</li> <li>evidence</li> <li>research project</li> <li>editing</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Variety of pictures or other images to support activities</li> <li>Resource options for group research project</li> </ul>
--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Use a switch to advance through the pages of a digitized text, choose a page, type letters about the page, and have the teacher write one relevant detail in a partner text (e.g., The teacher says, “I could take your C right there and write CATS and your N and write NAP. CATS NAP.”).</li> <li>Use a screen reading software to read text on a webpage and work with peers to identify information to include in a group research project, or use text displayed on an interactive whiteboard and work with a peer to identify one piece of information to include in a group research project.</li> <li>Given screen reading software that reads the text on a webpage, read from two or more websites and identify information to include in a group research project.</li> <li>Given screen reading software that reads the text on a webpage, explore two or more websites to identify relevant information, and then include that information in a group research project.</li> </ul>
--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Show understanding of and appreciation for words, phrases, sentences, and stories by attending to and emoting (e.g., smiling, laughing) while others are talking or reading.</li> <li>Express opinions about daily living events (e.g., food and snack choices, activity preferences, selecting preferred clothing).</li> <li>Research best buys (e.g., product reviews, restaurant reviews, etc.).</li> </ul>
--

**Resources:**

- <http://www.bbc.co.uk/bitesize/ks2/english/>
- <http://kids.britannica.com/>
- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.4.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>Essential Element EE.W.4.8:</b> Recall and sort information from personal experiences or a topic into given categories.</p>
---	---

<p><b>Grade 3 Essential Element EE.W.3.8:</b></p> <ul style="list-style-type: none"> <li>Sort information on a topic or personal experience into two provided categories and write about each one.</li> </ul>	<p><b>Grade 5 Essential Element EE.W.5.8:</b></p> <ul style="list-style-type: none"> <li>Gather and sort relevant information on a topic from print or digital sources into given categories.</li> </ul>
---	--

<p><b>I Can Statements for EE.W.4.8:</b></p> <ul style="list-style-type: none"> <li>I can select photos, symbols, or other artifacts from personal experiences and use assistive technology to type letters to go with the artifacts with guidance and support from an adult.</li> <li>I can recall information from personal experiences and sort into provided categories with guidance and support.</li> <li>I can recall information from personal experiences and sort into provided categories.</li> <li>I can recall and record information from personal experiences or gather relevant information from print and digital sources, and sort into categories.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>recall</li> <li>sort</li> <li>categorize</li> <li>personal experience</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Access to digital media</li> </ul>
---	--

<p><b>Instructional Examples for EE.W.4.8:</b></p> <ul style="list-style-type: none"> <li>Identify photos of himself/herself at a recent event and type letters to go with the photo or observe as the teacher writes what is said while working with an adult.</li> <li>Recall things the group did in completing a science project and as the teacher rereads each item, indicate whether they did it or someone else did it while working with the teacher.</li> <li>Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two categories provided by the teacher, <i>Things I did</i> and <i>Things someone else did</i>.</li> <li>Recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two self-selected categories (e.g., <i>things the student did</i> and <i>things others did</i>). Then, copy each category into a short list.</li> </ul>	
--	--

**Real World Connections:**

- Discuss school field trips and family events.
- Create a scrapbook.
- Organize a collection of photos from a family trip or school event.
- Use imaging tabs from search engines.
- Categorize or organize materials in the environment.
- Make connections with the environment to tell about himself/herself.

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.4.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply <i>Grade 4 Reading Standards</i> to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</li> <li>Apply <i>Grade 4 Reading Standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</li> </ol>	<p><b>Essential Element EE.W.4.9:</b> Recall information from literary and informational text to support writing.</p> <ol style="list-style-type: none"> <li>Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”).</li> <li>Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational texts (e.g., “Use reasons and evidence supporting point in an informational text.”).</li> </ol>
---	---

<p><b>Grade 3 Essential Element EE W.3.9:</b></p> <ul style="list-style-type: none"> <li>Begins in Grade 4</li> </ul>	<p><b>Grade 5 Essential Element EE W.5.9:</b></p> <ul style="list-style-type: none"> <li>Use information from literary and informational text to support writing. <ol style="list-style-type: none"> <li>Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story.”)</li> <li>Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”).</li> </ol> </li> </ul>
---	---

<p><b>I Can Statements for EE.W.4.9.a:</b></p> <ul style="list-style-type: none"> <li>I can participate in writing tasks that follow shared reading of literary text with guidance and support.</li> <li>I can apply <i>Essential Elements of Grade 4 Reading Standard</i> to literature (e.g., “Use details from text to describe a character in a story.”) with guidance and support.</li> <li>I can apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”).</li> <li>I can apply <i>Essential Elements of Grade 4 Reading Standards</i> in depth to literature (e.g., “Use details from text to describe a character in a story.”).</li> </ul> <p><b>I Can Statements for EE.W.4.9.b:</b></p> <ul style="list-style-type: none"> <li>I can participate in writing tasks that follow shared reading of informational text with guidance and support.</li> <li>I can apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g., “Use details from the text to recount what the text says.”) with guidance and support.</li> <li>I can apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational text (e.g., “Use details from the text to recount what the text says.”).</li> <li>I can apply <i>Essential Elements of Grade 4 Reading Standards</i> in depth to informational text (e.g., “Use multiple details from the text to recount what the text says.”).</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• detail</li> <li>• remember</li> <li>• story</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Selected literary texts of interest to the students</li> </ul>
<p><b>Instructional Examples for EE. W.4.9.a:</b></p> <ul style="list-style-type: none"> <li>• After participating in a shared reading of a book, indicate “yes” or “no” to a list of adjectives describing the setting (e.g., <i>hot, warm, cold, windy, wet, dry</i>), which the teacher then writes down (e.g., <i>This story takes place in the desert. It is hot. It is dry.</i>).</li> <li>• After working with the teacher to list character actions and words, with guidance and support, complete a template description (e.g., &lt;Character’s name&gt; is &lt;descriptor&gt; because in this story he &lt;action supporting descriptor choice&gt;. He is &lt;same descriptor&gt; when he says &lt;quote&gt; and when he &lt;another action&gt;.).</li> <li>• After selecting correct details from the story to tell about a character, write about him/her/it.</li> <li>• After selecting two or more details from the story to describe a character’s words and actions, write about them.</li> </ul> <p><b>Instructional Examples for EE. W.4.9.b:</b></p> <ul style="list-style-type: none"> <li>• After participating in shared reading of a book, use a single message voice output device to contribute an idea to a shared writing project.</li> <li>• With guidance and support to read a text and identify details to recount the text, work with an adult to write about it.</li> <li>• After using text projected on an interactive whiteboard to underline details and then using those underlined details in recounting the text, write a recount of the text.</li> <li>• After selecting multiple (two or more) details from the story to recount the text, write a summary.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Show understanding of and appreciation of words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others read.</li> <li>• Show interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>• Show interest in digital and print stories and information by choosing to listen to favorite ones during appropriate times during the school day.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm">http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm</a></li> <li>• <a href="http://jc-schools.net/tutorials/interactive.htm">http://jc-schools.net/tutorials/interactive.htm</a></li> <li>• <a href="http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm">http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm</a></li> <li>• <a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> </ul>	

<p><b>Standard W.4.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Essential Element EE.W.4.10:</b> Write routinely for a variety of tasks, purposes, and audiences.</p>
--	---

<p><b>Grade 3 Essential Element EE.W.3.10:</b></p> <ul style="list-style-type: none"> <li>Write routinely for a variety of tasks, purposes, and audiences.</li> </ul>	<p><b>Grade 5 Essential Element EE.W.5.10:</b></p> <ul style="list-style-type: none"> <li>Write routinely for a variety of tasks, purposes, and audiences.</li> </ul>
---	---

<p><b>I Can Statements for EE.W.4.10:</b></p> <ul style="list-style-type: none"> <li>I can communicate routinely for a variety of purposes and audiences with guidance and support.</li> <li>I can write routinely for a variety of tasks, purposes, and audiences with guidance and support.</li> <li>I can write routinely for a variety of tasks, purposes, and audiences.</li> <li>I can write routinely with elaboration for a variety of tasks, purposes, and audiences.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>tasks</li> <li>purposes</li> <li>audiences</li> <li>routinely</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Computer with word prediction software</li> </ul>
---	---

<p><b>Instructional Examples for E.W.4.10:</b></p> <ul style="list-style-type: none"> <li>Use a multiple message voice output device as the teacher writes the message and rereads it aloud as the student observes and listens.</li> <li>Using a template with steps to follow, send an e-mail to a friend.</li> <li>Write a note to include in the home-school notebook.</li> <li>Send an e-mail to a friend that includes descriptive adjectives or other details about a recent activity.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Write emails, texts, tweets and use other social media.</li> <li>Write notes and lists.</li> <li>Write letters and cards.</li> </ul>	
---	--

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

**Standard SL.4.1:** Engage effectively in a range of collaborative discussions (on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**Essential Element EE.SL.4.1:** Engage in collaborative discussions.

- a. Contribute ideas from prior knowledge of a text during discussions about the same text.
- b. With guidance and support, carry out assigned role in a discussion.
- c. Answer specific questions related to information in a discussion.
- d. Identify the key ideas in a discussion.

**Grade 3 Essential Element EE.SL.3.1:**

- Engage in collaborative discussions.
  - a. Engage in collaborative interactions about texts.
  - b. Listen to others' ideas before responding.
  - c. Indicate confusion or lack of understanding about information presented.
  - d. Express ideas clearly.

**Grade 5 Essential Element EE.SL.5.1:**

- Engage in collaborative discussions.
  - a. Come to discussion prepared to share information.
  - b. Carry out assigned role in a discussion.
  - c. Ask questions related to information in a discussion.
  - d. Make comments that contribute to the discussion and link to the remarks of others.

**I Can Statements for EE.SL.4.1.a:**

- I can contribute ideas in a teacher-led discussion with guidance and support.
- I can contribute an idea in discussions from prior experience with guidance and support.
- I can contribute ideas from prior knowledge and experience during discussions about text.
- I can initiate conversations about text, drawing upon prior knowledge and experience.

**I Can Statements for EE.SL.4.1.b:**

- I can participate in discussions.
- I can take turns in structured discussions with others with guidance and support.
- I can take turns in discussions with others.
- I can take turns in a range of collaborative discussions with others (e.g., one-on-one, large and small groups, and teacher-led.).

**I Can Statements for EE.SL.4.1.c:**

- I can answer questions about the topic with guidance and support.
- I can ask and answer questions about a topic.
- I can ask and answer questions about information presented by others.
- I can ask and answer questions about information presented by others and to clarify points in the discussion.

**I Can Statements for EE.SL.4.1.d:**

- I can identify the topic of the discussion with guidance and support.
- I can identify one idea presented in the discussion.
- I can identify the key ideas of the discussion.
- I can identify and respond to the key ideas of the discussion and explain own ideas.

**Key Vocabulary**

- question(s)
- discussion
- structured discussion
- key ideas
- clarify

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Audio output device/preferred communication system the student enjoys using
- Graphic organizers
- Visuals
- Selective student grouping

**Instructional Examples for EE.SL.4.1.a:**

- When teacher says, “Today, we are going to talk about healthy foods. Fruit is a healthy food. What healthy food do you eat?” With guidance and support and preferred communication system, the student selects a fruit from an array of fruit choices.
- When teacher says, “Today, we are going to talk about healthy foods. Fruit is a healthy food. What fruit did you pick for lunch today?” the student responds, “apple” in a conversation using preferred communication system.
- Recalls an idea from class when asked, “What did you learn in school today?” by using preferred communication device.
- While working with a group on a project, points to an illustration in the text and uses preferred communication system to respond (e.g., “I see it. Museum. It is big.”).

**Instructional Examples for EE.SL.4.1.b:**

- Respond to peers’ communications by looking in the direction of the speaker and nodding, or using a preferred communication device to say, “Who has more to say?” during a group discussion.
- When the teacher is the partner and reminds students, “Wait until I am finished,” waits to add comments until after the teacher is finished.
- Waits for a peer to finish speaking before adding comments through two cycles of turns.
- Attend to another member of a small group until peer is finished; then, add own comments and wait for another peer to finish before adding more.

**Instructional Examples for EE.SL.4.1.c:**

- While looking at a picture from a peer's class presentation about a state hero such as a fire fighter, points to the picture of the hose when asked, "Where is the hero's tools/equipment?" or uses communication tool to indicate choice between two pictures to show hero's tool.
- While looking at a picture from a peer's presentation on tomatoes, uses communication tool to ask, "Can you eat it?"
- Responds to teacher's questions about a peer's presentation, "Are most tomatoes bigger than a basketball?" uses communication device to answer "No". When teacher asks, "What do you want to know?" the student uses communication device to ask another question about tomatoes.
- After a peer tells a story about a tomato that is bigger than a basketball, the student uses preferred communication device to ask, "Did that really happen?" When peer says, "No, but do you think it could?" the student responds.

**Instructional Examples for EE.SL.4.1.d:**

- Using communication system, selects from two illustrations showing topic of the discussion.
- Use multiple message voice output system to select a symbol that represents one idea in a discussion.
- Points to an illustration in a science book, or uses communication device to choose a picture to identify the topic of the discussion.
- Uses communication system to identify the topic when asked, "What are we talking about?" and then responds, "Tell me more."

**Real World Connections:**

- In conversational settings with peers, the student adds to or supports others' ideas with/without guidance and support.
- The student listens to others' (families and friends) ideas in non-school settings before responding with communication device (with/without guidance and support).
- Participate in discussions.
- Make choices.

**Resources:**

- Books on tape or CD from school media center or local and state library: <http://www.library.nd.gov/>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard SL.4.2:</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Essential Element EE.SL.4.2:</b> Ask and answer questions about details from a text read aloud or information presented orally or through other media.</p>
--	--

<p><b>Grade 3 Essential Element EE.SL.3.2:</b></p> <ul style="list-style-type: none"> <li>Identify details in a text read aloud or information presented orally or through other media.</li> </ul>	<p><b>Grade 5 Essential Element EE.SL.5.2:</b></p> <ul style="list-style-type: none"> <li>Identify the explicitly stated main idea of a text presented orally or through other media.</li> </ul>
--	--

<p><b>I Can Statements for EE.SL.4.2:</b></p> <ul style="list-style-type: none"> <li>I can identify the topic of a text presented through diverse media with guidance and support.</li> <li>I can identify details from a text presented through diverse media.</li> <li>I can identify the main idea of a text presented through diverse media.</li> <li>I can identify the main idea and supporting details of a text presented through diverse media.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>media</li> <li>diverse</li> <li>identify</li> <li>details</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Text presented on active board or other digital device</li> </ul>
---	---

<p><b>Instructional Examples for EE.SL.4.2:</b></p> <ul style="list-style-type: none"> <li>After watching with focused attention to a video clip of showing a pumpkin growing in slow motion, point to a picture of a pumpkin from an array of choices when asked, “What was the movie about?”</li> <li>After seeing a video clip of a pumpkin growing in slow motion, identify details from the video (e.g., seed, stem, leaves, pumpkin).</li> <li>After seeing a video clip of a pumpkin growing in slow motion, state main idea, “A pumpkin grows in stages.”</li> <li>After seeing a video clip of a pumpkin growing in slow motion, state main idea, “A pumpkin grows in stages” and supporting details (e.g., seed, stem, roots, flower, pumpkin).</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Interact with media.</li> <li>Read/review information from the newspaper, on-line sources, or printed text.</li> </ul>	
---	--

**Resources:**

- <http://www.rubybridges.com/>
- <http://vimeo.com/23637047> video clip of a pumpkin growing
- <http://images.google.com/>
- <http://udltechtoolkit.wikispaces.com>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<b>Standard SL.4.3:</b> Identify the reasons and evidence a speaker provides to support particular points.	<b>Essential Element EE.SL.4.3:</b> Identify a point that the speaker makes.
--	--

<b>Grade 3 Essential Element EE.SL.3.3:</b> <ul style="list-style-type: none"> <li>Ask or answer questions about the details provided by the speaker.</li> </ul>	<b>Grade 5 Essential Element EE.SL.5.3:</b> <ul style="list-style-type: none"> <li>Identify the reasons and evidence supporting a specific point.</li> </ul>
--	--

<b>I Can Statements for EE.SL.4.3:</b> <ul style="list-style-type: none"> <li>I can recognize the speaker.</li> <li>I can repeat one point a speaker makes with guidance and support.</li> <li>I can identify a point that the speaker makes.</li> <li>I can identify points that the speaker makes.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>yes, no</li> <li>“Show me your answer.”</li> </ul>	<ul style="list-style-type: none"> <li>look</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	--	--

<b>Instructional Examples for EE.SL.4.3:</b> <ul style="list-style-type: none"> <li>Establish eye gaze with speaker, or face toward the speaker, or nod or otherwise acknowledge the speaker.</li> <li>Select a pre-stored message from an array of choices to repeat a point the speaker makes.</li> <li>After listening to a peer present to the class, identify two things the peer said from a list presented with partner-assisted scanning (e.g., The peer reads each item in the list and the student says, “Yes” or “No” to indicate if the item was part of what peer said in presentation).</li> <li>Given a list of points with symbol support as needed, highlight each of the points the speaker makes while the speaker is speaking.</li> </ul>		
---	--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Attend to individuals who are speaking with, or in the presence of the student.</li> <li>Show interest in what friends and family say to the student.</li> </ul>		
--	--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li>YouTube videos of topics of interest to the student recorded on his/her preprogrammed digital auditory output device.</li> </ul>		
---	--	--

<p><b>Standard SL.4.4:</b> Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>Essential Element EE.SL.4.4:</b> Retell a story or personal experience or recount a topic with supporting details.</p>
---	--

<p><b>Grade 3 Essential Element EE.SL.3.4:</b></p> <ul style="list-style-type: none"> <li>• Recount a personal experience, story, or topic including details.</li> </ul>	<p><b>Grade 5 Essential Element EE.SL.5.4:</b></p> <ul style="list-style-type: none"> <li>• Report on a familiar topic or text or present an opinion including related facts.</li> </ul>
--	--

<p><b>I Can Statements for EE.SL.4.4:</b></p> <ul style="list-style-type: none"> <li>• I can identify a picture, object, or other artifact from a personal experience.</li> <li>• I can recount a personal experience including details.</li> <li>• I can tell a story about a personal experience with supporting details.</li> <li>• I can tell a story about a personal experience with descriptive supporting details.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• personal experience</li> <li>• supporting details</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> </ul>
---	---

<p><b>Instructional Examples for EE.SL.4.4:</b></p> <ul style="list-style-type: none"> <li>• Identify a picture, object, or other artifact from a personal experience.</li> <li>• Using a multiple voice output device, select three symbols to show how he or she made the cookies (e.g., mix, cook, oven).</li> <li>• Using signs or symbols, tell about the puppy arriving home, including details about the first encounter with the puppy (e.g., “We got a puppy at the store. He rode next to me in the car. He jumped on me. We played a lot.”).</li> <li>• Tell a story about getting a new puppy, including what kind of dog it is and where they got it (e.g., “We got a puppy, Lots of puppies at the pound. Little black puppy. He licked me! We took him home in a box.”).</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Recount and share events that happened in their life.</li> <li>• Listen and relate to similar experiences from other classmates.</li> <li>• Understand others’ perspectives.</li> </ul>	
--	--

**Resources:**

- [http://hickman.k12.ca.us/e-green/personal narrative 10-11.pdf](http://hickman.k12.ca.us/e-green/personal%20narrative%2010-11.pdf)
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard SL.4.5:</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>Essential Element EE.SL.4.5:</b> Add audio recordings or visuals to a presentation about a personally relevant topic.</p>
--	---

<p><b>Grade 3 Essential Element EE.SL.3.5:</b></p> <ul style="list-style-type: none"> <li>• Create a multimedia presentation of a story or poem.</li> </ul>	<p><b>Grade 5 Essential Element EE.SL.5.5:</b></p> <ul style="list-style-type: none"> <li>• Select or create audio recordings and visual/tactile displays to enhance a presentation.</li> </ul>
---	---

<p><b>I Can Statements for EE.SL.4.5:</b></p> <ul style="list-style-type: none"> <li>• I can select a picture, object, or artifact from an array of options to add to a class-created presentation about a personally relevant topic.</li> <li>• Select pictures, objects, or artifacts or label pictures, objects, or artifacts to contribute to a simple presentation about a personally relevant topic.</li> <li>• Add audio recordings or visuals to a presentation about a personally relevant topic.</li> <li>• Create a simple presentation about a curriculum-based topic.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• story</li> <li>• poem</li> <li>• picture(s)</li> <li>• fact</li> <li>• detail</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Access to hardware and software for creating multimedia presentations (e.g., PowerPoint and functioning internet connection)</li> <li>• Personnel or peer supports able to use hardware and software for creating multimedia presentations</li> </ul>
---	---

<p><b>Instructional Examples for EE.SL.4.5:</b></p> <ul style="list-style-type: none"> <li>• Select a favorite picture of a pet to add to the presentation <u>Our Pets</u> created by the class, or select a favorite food item from a picture array to add to a class presentation <u>Our Favorite Things</u>.</li> <li>• Working with family members, select pictures of members of the family to show during a presentation about family.</li> <li>• Select objects from a collection (e.g., toys, rocks, videos) and select words from a multi-message communication device to label each object to use in a presentation.</li> <li>• Select items that reflect the topic being studied in Science, write labels for each (with communication device), and arrange them in a visual display to talk about (using preferred communication device) during the school Science Fair.</li> </ul>	
---	--

**Real World Connections:**

- Create a multimedia presentation about a school field trip.
- Create a multimedia presentation about a vacation or weekend outing with family and friends.
- Create a scrapbook or family photo album.

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.library.nd.gov/>

<b>Standard SL.4.6:</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<b>Essential Element EE.SL.4.6:</b> Differentiate between communication partners and contexts that call for formal and informal communication.
---	--

<b>Grade 3 Essential Element EE.SL.3.6:</b> <ul style="list-style-type: none"> <li>Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.</li> </ul>	<b>Grade 5 Essential Element EE.SL.5.6:</b> <ul style="list-style-type: none"> <li>Differentiate between contexts that require formal and informal communication.</li> </ul>
---	--

<b>I Can Statements for EE.SL.4.6:</b> <ul style="list-style-type: none"> <li>I can communicate informally with others.</li> <li>I can expand upon or clarify informal language when asked to use more formal language.</li> <li>I can differentiate between communication partners and contexts that call for formal and informal communication.</li> <li>I can use formal and informal language as appropriate.</li> </ul>
--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>differentiate</li> <li>formal/informal communication</li> <li>expand</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Communication partner(s)</li> </ul>
---	--

<b>Instructional Examples for EE.SL.4.6:</b> <ul style="list-style-type: none"> <li>Gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway.</li> <li>Restate a greeting using more formal language when asked (e.g., When asked to greet a new person, the student says, “Hi.” When the teacher says, “How else could you say that?” the student says, “Morning.”)</li> <li>When asked, “Should you answer with one word right now?” the student respond appropriately, “Yes” or “No.”</li> <li>Upon entering the classroom, greets peers informally (e.g., “Hey”) and teachers formally (e.g., “Good morning.”).</li> </ul>
---

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Communicate in various environments.</li> <li>Respond to questions.</li> </ul>
--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.symbolworld.org/">http://www.symbolworld.org/</a></li> </ul>
---

**Standard L.4.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

**Essential Element EE.L.4.1:** Demonstrate Standard English grammar and usage when communicating.

- a. Use possessive pronouns.
- b. Combine common nouns with verbs, nouns, or pronouns in communication.
- c. Not applicable
- d. Use comparative and superlative adjectives to describe people or objects.
- e. Use common prepositions (e.g., *to, from, in out, on, off, by, with*).
- f. Combine three or more words in communication.
- g. Not applicable

**Grade 3 Essential Element EE.L.3.1:**

- Demonstrate Standard English grammar and usage when communicating
  - a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.
  - b. Use regular plural nouns in communication.
  - c. Not applicable
  - d. Use present and past tense verbs.
  - e. Not applicable
  - f. Not applicable
  - g. Use common adjectives.
  - h. Not applicable (see EE.L.3.1.a)
  - i. Ask simple questions.

**Grade 5 Essential Element EE.L.5.1:**

- Demonstrate Standard English grammar and usage when communicating
  - a. Not applicable
  - b. Form and use the past tense of frequently occurring irregular verbs (e.g., *went, sat, ate, told*).
  - c. Not applicable
  - d. Not applicable
  - e. Use frequently occurring conjunctions: *and, but, or, for, because*.

**I Can Statements for EE.L.4.1.a:**

- I can dictate possession.
- I can locate a picture or object representation related to possessive pronouns.
- I can use possessive pronouns.
- I can communicate using Standard English with appropriate pronouns.

**I Can Statements for EE.L.4.1.b-c:**

- Not applicable

**I Can Statements for EE.L.4.1.d:**

- I can recognize objects based on simple descriptions.
- I can use adjectives to describe familiar objects.
- I can use comparative and superlative adjectives to describe people or objects.
- I can use comparative and superlative adjectives to compare two or more objects or people.

**I Can Statements for EE.L.4.1.e:**

- I can follow simple directions that include prepositions with guidance and support.
- I can demonstrate understanding of common prepositions.
- I can use common prepositions (e.g., *to, from, in, out, on, off, by, with*).
- I can use common prepositions (e.g., *to, from, in, out, on, off, by, with*) in phrases and sentences.

**I Can Statements for EE.L.4.1.f:**

- I can communicate choices.
- I can link two or more words together in communication.
- I can communicate using grammatically complete utterances.
- I can communicate using complete simple sentences.

**I Can Statements for EE.L.4.1.g:**

- Not applicable

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>to, from, in, out, on, off, by, with</li> <li>describe = tell me about</li> <li>tell me more</li> <li>show me</li> <li>mine, my, your, his, her, or, their</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Toys and other manipulatives that the student enjoys and has had previous experiences with</li> <li>Pictures of classmates and other friends</li> </ul>
<p><b>Instructional Examples for EE.L.4.1.a:</b></p> <ul style="list-style-type: none"> <li>Reach for or indicate their own toy when given two choices.</li> <li>Select a picture of a truck when asked, “What is your favorite toy?”</li> <li>Respond to questions about who owns an item with a possessive pronoun.</li> <li>Use possessive pronouns (e.g., <i>mine, my, your, his, her, or, their</i>).</li> </ul> <p><b>Instructional Examples for EE.L.4.1.b-c:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>Instructional Examples for EE.L.4.1.d:</b></p> <ul style="list-style-type: none"> <li>Sit in the big chair when asked.</li> <li>Point to the color blue to describe a backpack.</li> <li>Describe a snack and say, “This one is the best” using a digital output device as needed.</li> <li>Identify the tallest and shortest person in the classroom.</li> </ul> <p><b>Instructional Examples for EE.L.4.1.e:</b></p> <ul style="list-style-type: none"> <li>Put a book <i>in</i> the bag when asked.</li> <li>Turns <i>off</i> the light when asked.</li> <li>When asked to clarify if the card is from a friend or to a friend, respond with the appropriate preposition.</li> <li>Direct someone to put something in his backpack saying, “Put it in my bag.”</li> </ul> <p><b>Instructional Examples for EE.L.4.1.f:</b></p> <ul style="list-style-type: none"> <li>Presented with two choices and asked, “Which would you like?” say “That” or indicate choice.</li> <li>Communicate a desire using two words together (e.g., “Go home” or “Want more.”).</li> <li>Communicate the answers to questions using grammatically complete utterances (e.g., “Go to school.”).</li> <li>Communicate a preference using a complete sentence (e.g., “I like to go to school.”).</li> </ul>	

**Instructional Examples for EE.L.4.1.g:**

- Not applicable

**Real World Connections:**

- Be actively involved with friends and family in daily activities such as getting ready for school, putting clean dishes away, putting folded laundry in appropriate places in drawers and closets.
- Show interest in daily activities such as food choices in the lunch line at school or after school snacks and indicating his/her preferences.

**Resources:**

- <http://www.widgit.com/international/usa/index.htm>

<p><b>Standard L.4.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p><b>Essential Element EE.L.4.2:</b> Demonstrate understanding of conventions of Standard English.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.</li> </ol>
--	--

<p><b>Grade 3 Essential Element EE.L.3.2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of conventions of Standard English. <ol style="list-style-type: none"> <li>Capitalize the first letter of familiar names.</li> <li>During shared writing, indicate the need to add a period at the end of a sentence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Use resources as needed to spell common high-frequency words accurately.</li> <li>Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</li> <li>Consult print in the environment to support reading and spelling.</li> </ol> </li> </ul>	<p><b>Grade 5 Essential Element EE.L.5.2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of conventions of Standard English. <ol style="list-style-type: none"> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.</li> </ol> </li> </ul>
--	--

<p><b>I Can Statements for EE.L.4.2.a:</b></p> <ul style="list-style-type: none"> <li>I can indicate a letter is capitalized, with guidance and support.</li> <li>I can indicate that the first word in a sentence must be capitalized, with guidance and support.</li> <li>I can capitalize the first word in a sentence.</li> <li>I can capitalize the first word in a sentence in own writing.</li> </ul> <p><b>I Can Statements for EE.L.4.2.b:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>I Can Statements for EE.L.4.2.c:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
--

**I Can Statements for EE.L.4.2.d:**

- I can identify letter names.
- I can identify the consonant to represent the initial phoneme in familiar words.
- I can spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.
- I can spell most words correctly with full phonetic representations of misspelled words.

**Key Vocabulary:**

- capitalize
- phonetic representation
- consonant

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Preprogrammed digital auditory output device to use for responses

**Instructional Examples for EE.L.4.2.a:**

- Given two choices, identify (pointing, eye gaze, etc.) the capital letter.
- The teacher is writing the morning message and stops to ask, “What do I need to do to the first word in a sentence?” The student responds, “Capital.”
- The teacher is writing the morning message and stops to ask, “How do I start?” The student responds, “Start with a capital letter.”
- Use shift or caps lock to capitalize the first letter in a sentence in own writing.

**Instructional Examples for EE.L.4.2.b:**

- Not applicable

**Instructional Examples for EE.L.4.2.c:**

- Not applicable

**Instructional Examples for EE.L.4.2.d:**

- Not applicable

**Instructional Examples for EE.L.4.2.e:**

- Use letter tiles to indicate the beginning consonant of a familiar word.
- Use letter tiles to spell words phonetically.
- Write a short message with 8/10 words spelled correctly and the remaining two words spelled phonetically with all sounds represented.

**Real World Connections:**

- Identify capital letters in signs.
- Use grammar and spell check in keyboarding.

**Resources:**

- <http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf>
- <http://bogglesworldesl.com/dolch/lists.htm>
- <http://tinyurl.com/l4thxpw> Frye List of high frequency words
- <http://interventioncentral.org>

<p><b>Standard L.4.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases to convey ideas precisely.</li> <li>Choose punctuation for effect.</li> <li>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ol>	<p><b>Essential Element EE.L.4.3:</b> Use language to achieve desired outcomes when communicating.</p> <ol style="list-style-type: none"> <li>Use language to express emotion.</li> <li>Not applicable</li> <li>Communicate effectively with peers and adults.</li> </ol>
<p><b>Grade 3 Essential Element EE.L.3.3:</b></p> <ul style="list-style-type: none"> <li>Use language to achieve desired outcomes when communicating. <ol style="list-style-type: none"> <li>Use language to make simple requests, comment, or share information.</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 5 Essential Element EE.L.5.3:</b></p> <ul style="list-style-type: none"> <li>Use language to achieve desired meaning when communicating. <ol style="list-style-type: none"> <li>Communicate using complete sentences when asked.</li> <li>Not applicable</li> </ol> </li> </ul>
<p><b>I Can Statements for EE.L.4.3.a:</b></p> <ul style="list-style-type: none"> <li>I can identify words, pictures, or symbols that communicate emotions.</li> <li>I can use words, pictures, or symbols to communicate.</li> <li>I can use language to express emotion.</li> <li>I can use specific words to communicate ideas or feelings.</li> </ul> <p><b>I Can Statements for EE.L.4.3.b:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>I Can Statements for EE.L.4.3.c:</b></p> <ul style="list-style-type: none"> <li>I can use words, pictures, symbols, or signs to communicate.</li> <li>I can communicate with adults.</li> <li>I can communicate effectively with peers and adults.</li> <li>I can initiate effective communications with peers and adults.</li> </ul>	
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>communicate</li> <li>initiate</li> <li>request</li> <li>“What do you want?”</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Visual aids of current activities</li> </ul>

**Instructional Examples for EE.L.4.3.a:**

- Identify a picture or symbol that is used to indicate *happy, sad, etc.*
- Given a choice of two photographs, select one to communicate an emotion. When asked a question by the teacher, “How does that make you feel, happy, sad, or scared?” the student responds with one of the choices by pointing or gazing to a symbol or uses a preferred communication system (e.g., pointing, switch, eye gaze, etc.) to answer.
- Uses communication device to choose appropriate words to communicate an emotion (e.g., mad, sad, happy).
- Uses communication device to choose specific words to communicate feelings (e.g., cool/cold, excited/happy, disappointed/sad).

**Instructional Examples for EE.L.4.3.b:**

- Not applicable

**Instructional Examples for EE.L.4.3.c:**

- Use pictures, symbols, or signs to answer questions from adults about self or current activity.
- Using a preferred communication system, answer questions from peers and adults about self or joint activities.
- Communicate (with preferred communication system) reactions to statements made by others.
- Use preprogrammed communication device to start a conversation with a peer or adult by addressing them with a question or comment.

**Real World Connections:**

- Make requests for items, activities, and actions that are preferences when involved in family activities such as eating meals and shopping.
- Make appropriate comments or share information on items, activities, and actions (e.g., “I want pepperoni pizza.” “I do not want supreme pizza.”)
- Communicate with peers and adults in all social settings.

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard L.4.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>	<p><b>Essential Element EE.L.4.4:</b> Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> <li>Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</li> <li>Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 3 Essential Element EE.L.3.4:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of word meanings.       <ol style="list-style-type: none"> <li>With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.</li> <li>With guidance and support, identify the temporal meaning of words when common affixes (<i>-ing</i>, <i>-ed</i>) are added to common verbs.</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 5 Essential Element EE.L.5.4:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of word meanings.       <ol style="list-style-type: none"> <li>Use sentence level context to determine which word is missing from a content area text.</li> <li>Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</li> <li>Not applicable</li> </ol> </li> </ul>
--	--

<p><b>I Can Statements for EE.L.4.4.a:</b></p> <ul style="list-style-type: none"> <li>I can make choices among familiar words to complete familiar sentences.</li> <li>I can use context as a clue to guide selection of a word that completes a familiar sentence read aloud by an adult.</li> <li>I can use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</li> <li>I can use context as a clue to provide a word that completes a sentence read aloud by an adult.</li> </ul> <p><b>I Can Statements for EE.L.4.4.b:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate an understanding of common nouns.</li> <li>I can demonstrate an understanding of the plural form of common nouns.</li> <li>I can use frequently occurring root words (e.g., <i>talk</i>) and words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</li> <li>I can use the correct version of words, adding the ending as appropriate.</li> </ul>	
--	--

**I Can Statements for EE.L.4.4.c:**

- Not Applicable

**Key Vocabulary:**

- root words
- one, one more
- word endings

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Preprogrammed digital auditory output device to use for responses
- Toys and/or other manipulative materials

**Instructional Examples for EE.L.4.4.a:**

- Choose a contextually correct picture to represent an answer to a question about a familiar passage.
- Select an appropriate word from choices (e.g., The teacher pauses and offers choices of words that will complete the sentence. Student selects the appropriate word.), while listening to a familiar text read aloud.
- Select from choices a word to complete a sentence (e.g., The teacher reads a sentence aloud skipping one word and asks to select the missing word from an array of choices.).
- Provide a word to complete a sentence (e.g., The teacher reads a sentence aloud, skipping one word, and asks students to provide a word that completes the sentence.).

**Instructional Examples for EE.L.4.4.b:**

- Select an object, picture, or symbol that matches a common noun named by the teacher.
- Select from two plates at snack time, finding the one that has *crackers* versus *one cracker*.
- Use root word with ending to answer a question (e.g., The teacher says, “What about Ava?” The student says, “She likes it.”).
- The teacher presents pages of a book they are going to write together. Each page of the book shows a picture of a boy running, but the text differs slightly on each page. The student selects the missing word for the teacher to add:  
“The boy is (run, runs, running).”  
“The boy can (run, runs, running).”  
“The boy (run, runs, running).”

**Instructional Examples for EE.L.4.4.c:**

- Not Applicable

**Real World Connections:**

- Make snack time choices.
- Determine quantity to purchase when shopping for groceries.
- Select appropriate materials for leisure time activities or classroom activities.
- Communicate in all settings.

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>

<p><b>Standard L.4.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol>	<p><b>Essential Element EE.L.4.5:</b> Demonstrate understanding of word relationships and use.</p> <ol style="list-style-type: none"> <li>Not applicable</li> <li>Use common idioms (e.g., <i>no way, not a chance, you bet</i>).</li> <li>Demonstrate understanding of opposites.</li> </ol>
--	---

<p><b>Grade 3 Essential Element EE.L.3.5:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word relationships and use.       <ol style="list-style-type: none"> <li>Determine the literal meaning of words and phrases in context.</li> <li>Identify real-life connections between words and their use (e.g., <i>happy: "I am happy."</i>).</li> <li>Identify words that describe personal emotional states.</li> </ol> </li> </ul>	<p><b>Grade 5 Essential Element EE.L.5.5:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word relationship and use.       <ol style="list-style-type: none"> <li>Use simple, common idioms (e.g., <i>You bet! It's a deal, We're cool.</i>)</li> <li>Not Applicable</li> <li>Demonstrate understanding of words that have similar meanings.</li> </ol> </li> </ul>
--	---

<p><b>I Can Statements for EE.L.4.5.a:</b></p> <ul style="list-style-type: none"> <li>Not Applicable</li> </ul> <p><b>I Can Statements for EE.L.4.5.b:</b></p> <ul style="list-style-type: none"> <li>I can understand common phrases.</li> <li>I can use common phrases.</li> <li>I can use common idioms (e.g., <i>no way, not a chance, you bet</i>).</li> <li>I can explain the meaning of common idioms and use them appropriately.</li> </ul> <p><b>I Can Statements for EE.L.4.5.c:</b></p> <ul style="list-style-type: none"> <li>I can identify an opposite with guidance and support.</li> <li>I can demonstrate understanding of opposites with guidance and support.</li> <li>I can demonstrate understanding of opposites.</li> <li>I can say words that are opposites.</li> </ul>
---

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• idiom</li> <li>• opposite</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Manipulative materials for comparison</li> </ul>
<p><b>Instructional Examples for EE.L.4.5.a:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <p><b>Instructional Examples for EE.L.4.5.b:</b></p> <ul style="list-style-type: none"> <li>• Responds appropriately when someone says phrases such as: <i>your turn, take one, look at that.</i></li> <li>• Combines words to produce phrases such as: <i>I do it, I want it, my turn, look at me.</i></li> <li>• During a game in P.E., raise his/her hand and tell another child, “High Five!” in response to a good turn.</li> <li>• During a shared reading activity, reply “No way.” in response to a repeated question in the text.</li> </ul> <p><b>Instructional Examples for EE.L.4.5.c:</b></p> <ul style="list-style-type: none"> <li>• Choose the little ball when shown a big ball and a little ball and asked to indicate the little ball.</li> <li>• During snack, the teacher asks the student to show which cookie is big and which is little.</li> <li>• Match words that are opposites (e.g., hot/cold, big/little, tall/short, dirty/clean).</li> <li>• Provide opposites during a shared writing activity using the repeated sentence, “The opposite of &lt;teacher inserts word&gt; is &lt;student provides word&gt;.”</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Play games in school and in the home and community.</li> <li>• Make comparisons and decisions when shopping.</li> <li>• Respond appropriately when interacting with others.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.symbolworld.org/">http://www.symbolworld.org/</a></li> <li>• <a href="http://www.widgit.com/resources/index.htm">http://www.widgit.com/resources/index.htm</a></li> <li>• <a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> <li>• <a href="http://interventioncentral.org">http://interventioncentral.org</a></li> </ul>	

<p><b>Standard L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p><b>Essential Element EE.L.4.6:</b> Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</p>
---	--

<p><b>Grade 3 Essential Element EE.L.3.6:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of words that signal spatial and temporal relationships (e.g., <i>behind</i>, <i>under</i>, <i>after</i>, <i>soon</i>, <i>next</i>, <i>later</i>).</li> </ul>	<p><b>Grade 5 Essential Element EE.L.5.6:</b></p> <ul style="list-style-type: none"> <li>Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can select a domain-specific word.</li> <li>I can match domain-specific words.</li> <li>I can use domain-specific words.</li> <li>I can use domain-specific words and phrases.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>spatial relationship</li> <li>conversation</li> <li>temporal relationship</li> </ul>	<p><b>Supports (specific to student):</b> (e.g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Student’s preferred communication system</li> <li>Visual examples representing spatial and temporal relationships</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Using a preferred communication device, point to or indicate words or pictures related to the topic of discussion.</li> <li>Match a picture or word to informational text (e.g., activity on personal schedule, weather chart symbol for rain to the word rain, etc.).</li> <li>Use a symbol for <i>reading</i> or <i>book</i> to signal a desire or time for a reading activity.</li> <li>When asked to find the little ball and shown a picture of a little ball and a big ball, use preferred communication system (e.g., pointing, eye gaze, etc.) to indicate the little ball.</li> <li>Choose domain-specific words or phrases (e.g., wildlife, endangered, etc.) on pre-programmed communication device.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Choose preferred activities in all settings.</li> <li>Initiate or respond to communication on topics of interest with peers and adults.</li> </ul>	
---	--

**Resources:**

- <http://pbskids.org/lions/stories/>
- <http://tarheelreader.org>
- <http://interventioncentral.org>

# Resources:

ELA Grades 3, 4, 5

<http://www.mes-english.com/flashcards/school.php>  
settings flash cards

<http://www.bbc.co.uk/bitesize/ks2/english/>  
ideas for reading, writing, and spelling/grammar

[http://teacher.scholastic.com/clifford1/flash/story\\_4.htm](http://teacher.scholastic.com/clifford1/flash/story_4.htm)  
interactive stories

<http://feelingfacescards.com/>  
feeling face cards

<http://www.storylineonline.net/>  
On line stories read to you

<http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm>  
compare and contrast

<http://www.readwritethink.org/files/resources/interactives/comcontrast/>  
compare and contrast

<http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/>  
compare and contrast worksheets

<http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm>  
point of view

[http://www.internet4classrooms.com/grade\\_level\\_help/determine\\_sequence\\_language\\_arts\\_third\\_3rd\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_third_3rd_grade.htm)  
sequence of events

<http://www.watchknowlearn.org/Video.aspx?VideoID=36335&CategoryID=10502>  
From Seed to Plant story video

<http://www.quia.com/rd/42274.html>  
From seed to plant games

<http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf>

common proper nouns flash cards

[http://dme.kcsdschools.com/www/kcsdschools\\_dme/site/hosting/PDF%20files/2008 %20FRYE %20List %20of %20High %20Frequency %20Words.pdf](http://dme.kcsdschools.com/www/kcsdschools_dme/site/hosting/PDF%20files/2008%20FRYE%20List%20of%20High%20Frequency%20Words.pdf)

Fry List

<http://bogglesworldesl.com/dolch/lists.htm>

Dolch List

<http://www.familyfriendpoems.com/famous/>

famous poems for kids

<http://www.americanliterature.com/short-story-collections>

famous short stories

[http://www.bedtime.com/html/children s short stories.html](http://www.bedtime.com/html/children_s_short_stories.html)

short stories for kids

<http://www.worldoftales.com/>

different culture folktales

<http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html>

Informational text for kids

[http://star.spsk12.net/english/english\\_04.htm](http://star.spsk12.net/english/english_04.htm)

teaching activities and resources

<http://vimeo.com/23637047>

video of a pumpkin growing (time Lapse)

<http://udltechtoolkit.wikispaces.com/>

UDL great site!

<http://jc-schools.net/tutorials/interactive.htm>

Interactive Websites

<http://nancykeane.com/rl/265.htm>

Grade 3 Chapter books

<http://bestcoloringpages.com/my-first-picture-dictionary-alphabet-s-11d3431.html>

Color work sheets

<http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html>

On-line informational Texts

<http://nancykeane.com/>

Children's literature

<http://www.twiducate.com/>

twitter for classroom teachers and kids

<http://www.eduplace.com/graphicorganizer/>

Graphic Organizers

<http://www.k12reader.com/>

Reading and instruction resources for teachers and parents

[http://www.adaptedmind.com/Math-Worksheets.html?gclid=CL20zI\\_71LgCFY1FMgodJUoAgQ](http://www.adaptedmind.com/Math-Worksheets.html?gclid=CL20zI_71LgCFY1FMgodJUoAgQ)

Math curriculum

<http://childrenwithspecialneeds.com/>

downloads: picture and photo symbols

<http://www.bestappsforkids.org/>

Apps for Ipads and Ipods

<http://etc.usf.edu/lit2go/>

audio books

# English Language Arts



Reading, Writing, Speaking, and Listening

## Grade Five

<b>Standard RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Essential Element EE.RL.5.1:</b> Identify words in the text to answer a question about explicit information.
---	---

<b>Grade 4 Essential Element EE.RL.4.1:</b> <ul style="list-style-type: none"> <li>Use details from the text to recount what the text says.</li> </ul>	<b>Grade 6 Essential Element EE.RL.6.1:</b> <ul style="list-style-type: none"> <li>Determine what a text says explicitly as well as what simple inferences must be drawn.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can answer explicit questions about a familiar text with guidance and support.</li> <li>I can identify words in the text to answer a question about explicit information with guidance and support.</li> <li>I can identify words in the text to answer a question about explicit information.</li> <li>I can select words from the text to support an inference.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>detail</li> <li>explicit</li> </ul>	<ul style="list-style-type: none"> <li>text</li> <li>inference</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Pre-programmed digital auditory output device to use for responses</li> <li>Text on active board or digital device</li> </ul>
---	---	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>After shared reading and review of details from the story, choose (using preferred communication device) which of two details, one related and one unrelated, came from the story.</li> <li>Select the main idea of a familiar story from choices (verbal or visual).</li> <li>After repeated reading of a story, drama, or poem, identify the central idea or theme from an array of choices.</li> <li>After the first or second reading of a story, drama, or poem, identify the central idea of theme from an array of choices.</li> </ul>
---

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Recount specific details of the day or tasks to family and friends.</li> <li>Summarize or paraphrase information with explicit detail.</li> <li>Distinguish or determine differences.</li> </ul>
--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>
--

<p><b>Standard RL.5.2:</b> Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>Essential Element EE.RL.5.2:</b> Identify the central idea or theme of a story, drama, or poem.</p>
--	---

<p><b>Grade 4 Essential Element EE.RL.4.2:</b></p> <ul style="list-style-type: none"> <li>Identify the theme or central idea of a familiar story, drama, or poem.</li> </ul>	<p><b>Grade 6 Essential Element EE.RL.6.2:</b></p> <ul style="list-style-type: none"> <li>Identify details in a text that are related to the theme or central idea.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify details from a familiar story with guidance and support.</li> <li>I can identify the main idea of a familiar story.</li> <li>I can identify the central idea or theme of a familiar story, drama, or poem.</li> <li>I can identify the central idea or theme of a story, drama, or poem.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>details</li> <li>theme</li> <li>main idea</li> <li>central idea</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Point to one of two choices, one related and one unrelated, to identify a detail from a familiar story using a communication device or picture choice.</li> <li>Select from choices, the main idea of a story.</li> <li>Identify the central idea or theme from an array of choices after repeated readings of a story, drama, or poem.</li> <li>Identify the central idea or theme from an array of choices after the first or second reading of a story, drama, or poem.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Communicate details and main ideas.</li> <li>Communicating through writing.</li> <li>Classify groups of pictures.</li> <li>Perform on-line shopping.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	
---	--

<p><b>Standard RL.5.3:</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>Essential Element EE.RL.5.3:</b> Compare two characters in a familiar story.</p>
---	--

<p><b>Grade 4 Essential Element EE.RL.4.3:</b></p> <ul style="list-style-type: none"> <li>• Use details from the text to describe characters in the story.</li> </ul>	<p><b>Grade 6 Essential Element EE.RL.6.3:</b></p> <ul style="list-style-type: none"> <li>• Can identify how a character responds to a challenge in a story.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify words that describe a main character from a familiar story.</li> <li>• I can compare two characters in a familiar story.</li> <li>• I can compare and contrast two characters in a familiar story.</li> <li>• I can compare and contrast two characters in a story.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• main character</li> <li>• compare</li> <li>• contrast</li> <li>• identify</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Text on active board or digital device</li> <li>• Feelings chart</li> <li>• Venn diagram</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Match a character with a feeling chart or picture.</li> <li>• Choose from options, a word that describes two characters in a familiar story.</li> <li>• Complete a Venn diagram with likes and differences of two characters.</li> <li>• Create character playing cards with details and descriptions.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Comparison shopping.</li> <li>• Making choices.</li> <li>• Relate to printed information.</li> </ul>	
---	--

**Resources:**

- <http://www.readwritethink.org/files/resources/interactives/compcontrast/>
- <http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm>
- <http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/>

<b>Standard RL.5.4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>Essential Element EE.RL.5.4:</b> Determine the intended meaning of multi-meaning words in a text.
<b>Grade 4 Essential Element EE.RL.4.4:</b> <ul style="list-style-type: none"> <li>Determine the meaning of words in a text.</li> </ul>	<b>Grade 6 Essential Element EE.RL.6.4:</b> <ul style="list-style-type: none"> <li>Determine how word choice changes the meaning in a text</li> </ul>
<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify the meaning of words in a familiar text with prompts and support.</li> <li>I can identify the meanings of words and phrases after listening to or reading a familiar text.</li> <li>I can determine the meanings of words and phrases after listening to or reading a familiar text.</li> <li>Not applicable.</li> </ul>	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>word meaning</li> <li>match</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Match the item with the digital device image and auditory output identifying item (photos and/or other images).</li> <li>After listening to or reading a familiar text, match words in the text with pictures or other visual/tactual representations of the word.</li> <li>Given a familiar text projected on an interactive whiteboard, define words and phrases highlighted by the teacher.</li> </ul>	
<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Show understanding of and appreciation of words and phrases by emoting (e.g., smiling, laughing) when listening to others read or converse.</li> <li>Showing interest in words and phrases by touching them in his/her environment, looking at them, and/or asking about them.</li> </ul>	
<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.widgit.com/international/usa/index.htm">http://www.widgit.com/international/usa/index.htm</a></li> <li><a href="http://udltechtoolkit.wikispaces.com/">http://udltechtoolkit.wikispaces.com/</a></li> </ul>	

<b>Standard RL.5.5:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>Essential Element EE.RL.5.5:</b> Identify a story element that undergoes change from beginning to end.
--	---

<b>Grade 4 Essential Element EE.RL.4.5:</b> <ul style="list-style-type: none"> <li>Identify elements that are characteristic of stories.</li> </ul>	<b>Grade 6 Essential Element EE.RL.6.5:</b> <ul style="list-style-type: none"> <li>Determine the structure of a text (e.g., story, poem, or drama).</li> </ul>
---	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify the beginning of a familiar story.</li> <li>I can arrange the parts into the correct sequence, given three parts from a familiar poem, drama, or story.</li> <li>I can identify the beginning, middle, and end of a poem, drama, or story with a clear sequential structure.</li> <li>I can identify the beginning, middle, and end of a poem, drama, or story.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>prose</li> <li>drama</li> <li>poem</li> <li>cast of characters</li> <li>descriptions</li> <li>stage directions</li> <li>chapter</li> <li>scene</li> <li>verse</li> <li>rhyme</li> <li>meter</li> <li>settings</li> <li>dialogue</li> <li>beginning/middle/end</li> <li>stanza</li> </ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"> <li>Stories, dramas, and poems on active board or other device</li> <li>Pictures and/or other visuals</li> <li>Plot diagram, story map, or other appropriate graphic organizers</li> <li>Student’s communication device</li> </ul>
--	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Identify the beginning of a story using picture clues. Point to the beginning of a story in the text.</li> <li>Arrange pictures that represent the beginning, middle, and end of a familiar story in the order in which they occurred in a story or drama.</li> <li>Using a story map, fill in the beginning, middle, and end of the story. Label the beginning, middle, and end of a story with a clearly sequential structure using a plot diagram.</li> <li>Label the beginning, middle, and end of a story using a plot diagram. Select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a poem using sentence strips.</li> </ul>	
--	--

**Real World Connections:**

- Recognize and follow characters in entertainment.
- Identify who is speaking in a conversation.
- Engage in a conversation with appropriate body language.

**Resources:**

- <http://pbskids.org/lions/stories/>
- <http://learnersedge.rsmart.com/xsl-portal/site>
- <http://tarheelreader.org>
- <http://www.familyfriendpoems.com/famous/>

<b>Standard RL.5.6:</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>Essential Element EE.RL.5.6:</b> Determine the point of view of the narrator.
---	--

<b>Grade 4 Essential Element EE.RL.4.6:</b> <ul style="list-style-type: none"> <li>Identify the narrator of a story.</li> </ul>	<b>Grade 6 Essential Element EE.RL.6.6:</b> <ul style="list-style-type: none"> <li>Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.</li> </ul>
---	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify the speakers in a dialogue.</li> <li>I can identify the narrator in a story with a character as the narrator.</li> <li>I can determine the point of view of the narrator.</li> <li>I can describe the difference between the point of view of the narrator and another character in the story.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>dialogue</li> <li>narrator</li> <li>point of view</li> <li>character</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Touch the picture of the speaker in an illustrated story while reading.</li> <li>Answer the question, “Who is telling the story?”</li> <li>Asked “Was the person telling the story talking about his own experience?” answers yes or no.</li> <li>Determine when a story was told by the main character or by someone who was observing the main character and describe how the story would be different if told by someone else.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Understand point of view of communicative partners in real world settings.</li> <li>Understand plot and point of view in entertainment (e.g., movies, plays).</li> <li>Listen to and engage in conversations.</li> </ul>	
--	--

**Resources:**

- <http://www.readwritethink.org/files/resources/interactives/comcontrast/>
- <http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/>
- <http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm>

<p><b>Standard RL.5.7:</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Essential Element EE.RL.5.7:</b> Identify illustrations, tactual or multimedia elements that add to the understanding of a text.</p>
---	--

<p><b>Grade 4 Essential Element EE.RL.4.7:</b></p> <ul style="list-style-type: none"> <li>• Make connections between the text representation of a story and a visual, tactual, or oral version of a story.</li> </ul>	<p><b>Grade 6 Essential Element EE.RL.6.7:</b></p> <ul style="list-style-type: none"> <li>• Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify the target item in an illustration or other multimedia element.</li> <li>• I can identify illustrations and multimedia elements that show what is happening in the text.</li> <li>• I can identify illustrations and multimedia that add to understanding of the text.</li> <li>• I can provide an example of how an illustration enhances understanding of the text.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• illustration</li> <li>• enhances</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Images, multimedia clips on active board or other digital device</li> </ul>
--	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Shown an illustration from <u>The Other Side</u> by Jacqueline Woodson, point to the girl on the fence.</li> <li>• Point to the part of the illustration in <u>The Other Side</u> where the girl looks sad when reading, “She looked sad sometimes. That girl looked sad.”</li> <li>• Given a multimedia version of a book, point to the animation of an object that plays an important role later in the story.</li> <li>• Select a picture from the text and describe what additional information can be learned from it.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Provide comments on books read at home or at school.</li> <li>• Provide comments on movies seen at home, at school, or at the theater.</li> <li>• Participate in conversations with friends and family members about movies and/or books.</li> <li>• Interact with video games or social media.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=8997">http://www.uen.org/Lessonplan/preview.cgi?LPid=8997</a></li> </ul>	
--	--

<b>Standard RL.5.8:</b> Not applicable to literature	<b>Essential Element EE.RL.5.8:</b> Not applicable to literature
--	--

<b>Grade 4 Essential Element EE.RL.4.8:</b> <ul style="list-style-type: none"> <li>Not applicable to literature</li> </ul>	<b>Grade 6 Essential Element EE.RL.6.8:</b> <ul style="list-style-type: none"> <li>Not applicable to literature</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
---	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
---	--

<b>Resources:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
--	--

<p><b>Standard RL.5.9:</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Essential Element EE.RL.5.9:</b> Compare stories, myths, or texts with similar topics or themes.</p>
---	--

<p><b>Grade 4 Essential Element EE.RL.4.9:</b></p> <ul style="list-style-type: none"> <li>• Compare characters, settings or events in stories, myths or texts from different cultures.</li> </ul>	<p><b>Grade 6 Essential Element EE.RL.6.9:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast stories, myths, or texts with similar topics or themes.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify the topic of a familiar book.</li> <li>• I can locate another story with a similar topic when given a story.</li> <li>• I can compare two stories with similar topics.</li> <li>• I can compare and contrast two stories with similar elements.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> <li>• event</li> <li>• myth</li> <li>• mystery</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Pre-programmed digital auditory output device to use for responses</li> <li>• Digital or print texts representing different cultures</li> <li>• Venn diagram or other appropriate graphic organizers</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Given a choice of animals or vehicles, select animals when asked, “What is <u>Charlotte’s Web</u> by E. B. White about?”</li> <li>• Given a story about a pig (e.g., <u>Charlotte’s Web</u>), find another book about a farm animal.</li> <li>• Given a list of things that happen in one or both stories, identify the things that are the same in both stories.</li> <li>• Using a Venn diagram, place story elements in the location that illustrates what is the same and what is different.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Indicate a favorite story to friends and family.</li> <li>• Create understanding of one’s ethnic heritage and other cultures.</li> <li>• Compare and contrast items, objects, and information.</li> <li>• Create enjoyment for fine arts.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.bedtime.com/html/children_s_short_stories.html">http://www.bedtime.com/html/children_s_short_stories.html</a></li> <li>• <a href="http://www.worldoftales.com/">http://www.worldoftales.com/</a></li> </ul>	
---	--

<p><b>Standard RL.5.10:</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently.</p>	<p><b>Essential Element EE.RL.5.10:</b> Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.</p>
---	---

<p><b>Grade 4 Essential Element EE.RL.4.10:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.</li> </ul>	<p><b>Grade 6 Essential Element EE.RL.6.10:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.</li> </ul>
---	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate understanding of text while listening to group reading of stories, dramas, and poems.</li> <li>I can demonstrate understanding of text while reading stories, dramas, and poems.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>text</li> <li>story</li> <li>drama</li> <li>poem</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Text on active board or other digital device</li> </ul>
--	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li></li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Read for enjoyment.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> <li><a href="http://tarheelreader.org">http://tarheelreader.org</a></li> </ul>	
---	--

<b>Standard RI.5.1:</b> Quote accurately from a text when explaining what the text says explicitly when drawing inferences from the text.	<b>Essential Element EE.RI.5.1:</b> Identify words in the text to answer a question about explicit information.
---	---

<b>Grade 4 Essential Element EE.RI.4.1:</b> <ul style="list-style-type: none"> <li>Identify explicit details in an informational text.</li> </ul>	<b>Grade 6 Essential Element EE.RI.6.1:</b> <ul style="list-style-type: none"> <li>Analyze a text to determine what it says explicitly as well as what inferences should be drawn.</li> </ul>
---	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify what will happen next.</li> <li>I can identify details from the text to support inferences.</li> <li>I can select words or phrases from the text to support inferences.</li> <li>I can explain what the text says to support inferences.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>Inferences</li> <li>phrases</li> <li>supporting details</li> <li>explicit details</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Texts on active board or other digital device</li> </ul>
--	---

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>During a shared reading of a text, identify what they think will happen next in the story given two choices.</li> <li>Answer a question about information from the text by pointing out a detail related to information requested.</li> <li>Given a conclusion/outcome from a science experiment (e.g., plant that wilted and died), select from an array of words or phrases that could explain the outcome (e.g., lack of water, loud music, smells in the classroom).</li> </ul>	
---	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Recount details of the day or tasks to family and friends.</li> <li>Summarize or paraphrase information.</li> <li>Distinguish or determine differences.</li> </ul>	
--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://pbskids.org/lions/stories/">http://pbskids.org/lions/stories/</a></li> </ul>	
---	--

<b>Standard RI.5.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>Essential Element EE.RI.5.2:</b> Identify the main idea of a text when it is not explicitly stated.
---	--

<b>Grade 4 Essential Element EE.RI.4.2:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a text when it is explicitly stated.</li> </ul>	<b>Grade 6 Essential Element EE.RI.6.2:</b> <ul style="list-style-type: none"> <li>Determine the main idea of a passage and details or facts related to it.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can identify details from a familiar story with guidance and support.</li> <li>I can identify one main idea when given simple text and two details.</li> <li>I can identify the main ideas that are supported by the key details.</li> <li>I can generate the main ideas based on details of the text when given a text.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>detail(s)</li> <li>story</li> </ul>	<ul style="list-style-type: none"> <li>main idea</li> <li>support</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Using a communication device or picture choice, point to one of two choices (one related and one unrelated) to identify a detail from a familiar text.</li> <li>Use pictures, symbols, or objects from text to represent the main idea.</li> <li>Read a poster (life cycle of plants) and identify the details that support the main idea (seeds, roots, flower, etc.).</li> <li>After reviewing the details of a text, state the main ideas and restate the related details.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Show choice or preference on communication device.</li> <li>Show interest in digital and print stories and information by choosing to listen to favorite ones during appropriate times during the school day.</li> <li>Reading skills in all settings (e.g., rec/leisure, e-mails, text).</li> </ul>	
--	--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://udltechtoolkit.wikispaces.com/">http://udltechtoolkit.wikispaces.com/</a></li> </ul>	
---	--

<p><b>Standard RI.5.3:</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>Essential Element EE.RI.5.3:</b> Compare two individuals, events, or ideas in a text.</p>
--	---

<p><b>Grade 4 Essential Element EE.RI.4.3:</b></p> <ul style="list-style-type: none"> <li>Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.</li> </ul>	<p><b>Grade 6 Essential Element EE.RI.6.3:</b></p> <ul style="list-style-type: none"> <li>Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can match two pictures showing the same event.</li> <li>I can connect text to different pictures about a single event.</li> <li>I can make connections between two individuals or events/actions in a text.</li> <li>I can make connections between two individuals, events, ideas, or concepts.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>event</li> <li>procedures</li> <li>explicit</li> <li>detail</li> <li>scientific text</li> <li>technical text</li> <li>historical text</li> <li>concept</li> </ul>	<p><b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc.</p> <ul style="list-style-type: none"> <li>Text on the active board or other visual device</li> <li>Graphic organizers</li> <li>Pictures of events</li> </ul>
--	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Match a picture of a student at his birthday party to other students at his birthday party.</li> <li>After reading a biographical passage (Abraham Lincoln), match pictures of incidents significant to a single event (White House, shooting, Civil War, etc.).</li> <li>Determine the relationship of actions or steps in a text (e.g., what to do in a set of directions).</li> <li>Use a T-chart to identify the connections between historical figures (Lincoln and Washington) for events, ideas, or concepts.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Follow directions, daily schedule, or routine at home and school.</li> <li>Predict what to do next in a social activity.</li> <li>Make choices.</li> <li>Select or verbalize in order to communicate a story to a friend or parent.</li> </ul>	
---	--

**Resources:**

- [http://www.internet4classrooms.com/grade\\_level\\_help/determine\\_sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_fourth_4th_grade.htm)
- <http://www.quia.com/rd/42274.html>
- <http://www.watchknowlearn.org/Video.aspx?VideoID=36335&CategoryID=10502>

<b>Standard RI.5.4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>grade 5 topic or subject area</i> .	<b>Essential Element EE.RI.5.4:</b> Determine the meanings of domain-specific words and phrases.
--	--

<b>Grade 4 Essential Element EE.RI.4.4:</b> <ul style="list-style-type: none"> <li>Determine the meaning of words in text.</li> </ul>	<b>Grade 6 Essential Element EE.RI.6.4:</b> <ul style="list-style-type: none"> <li>Determine how word choice changes the meaning of a text.</li> </ul>
---	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can recognize pictures and related words in a text with guidance and support.</li> <li>I can match a word with a picture or object.</li> <li>I can determine the meanings of domain-specific words and phrases after listening to or reading a text.</li> <li>I can use domain-specific words with context cues.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>domain</li> <li>text</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Gaze at a picture related to a word in the text upon request during shared reading of text.</li> <li>Match a picture of a bird to the word <i>bird</i>.</li> <li>Use online graphical dictionaries and technology to determine the meaning of words from a text.</li> <li>On a map, label with pictures the location of the school, church, theater, etc.</li> </ul>
--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Read and understand directions in real world settings.</li> </ul>
---

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_fourth_4th_grade.htm">http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_fourth_4th_grade.htm</a></li> <li><a href="http://www.quia.com/rd/42274.html">http://www.quia.com/rd/42274.html</a></li> <li><a href="http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502">http://www.watchknowlearn.org/Video.aspx?VideoID=36335&amp;CategoryID=10502</a></li> </ul>
---

<p><b>Standard RI.5.5:</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p><b>Essential Element EE. RI.5.5:</b> Determine if the text tells about events, gives directions, or provides information on a topic.</p>
---	---

<p><b>Grade 4 Essential Element EE.RL.4.5:</b></p> <ul style="list-style-type: none"> <li>Identify elements that are characteristic of informational texts.</li> </ul>	<p><b>Grade 6 Essential Element EE.RL.6.5:</b></p> <ul style="list-style-type: none"> <li>Determine how the title fits the structure of the text.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify the beginning of a familiar text.</li> <li>I can arrange parts of text into the correct sequence when given three parts from a text.</li> <li>I can identify the beginning, middle, and end of a text with a clear sequential structure.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>beginning</li> <li>middle</li> <li>end</li> <li>sequential</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Text on active board or other digital device</li> <li>Sequence cards/strips</li> </ul>
--	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>After shared reading of a science text, use picture clues to identify the beginning of the text.</li> <li>Arrange pictures that represent the beginning, middle, and end of a familiar text in the order in which they occurred.</li> <li>Using sentence strips, select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a historical text (e.g., Pilgrims came to America, met Native Americans, and learned to grow corn).</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Communicate order of events in all settings (e.g., class schedule, lunch, etc.).</li> <li>Show interest in digital and print information by choosing to listen to favorite ones during appropriate times during the school day and identify sequence of events in this information.</li> <li>Follow a simple recipe.</li> <li>Complete steps to engage in technology (e.g., go on the internet, engage in a video game, etc.).</li> </ul>	
--	--

**Resources:**

- [http://www.internet4classrooms.com/grade\\_level\\_help/determine\\_sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_fourth_4th_grade.htm)
- <http://www.quia.com/rd/42274.html>
- <http://www.watchknowlearn.org/Video.aspx?VideoID=36335&CategoryID=10502>

<p><b>Standard RI.5.6:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><b>Essential Element EE.RI.5.6:</b> Compare two books on the same topic.</p>
<p><b>Grade 4 Essential Element EE.RI.4.6:</b></p> <ul style="list-style-type: none"> <li>Compare own experience with a written account of the experience.</li> </ul>	<p><b>Grade 6 Essential Element EE.RI.6.6:</b></p> <ul style="list-style-type: none"> <li>Identify words or phrases in the text that describe or show the author’s point of view.</li> </ul>
<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify “same” when shown words or pictures about a topic or event.</li> <li>I can recognize similar aspects in two pieces of information.</li> <li>I can note what is the same when given two pieces of information on the same topic.</li> <li>I can compare and contrast when given two pieces of information with similar topics.</li> </ul>	
<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>same, similar</li> <li>one, two</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Given two photos/images that show the same event and asked “Are these the same?” student indicates the appropriate response.</li> <li>After shared reading of two texts about plants, identify a fact that is the same in both.</li> <li>Given two brief videos about the same event or topic, ask students what was the same.</li> <li>Given two accounts of what happened during a winter storm, categorize what is the same and different about the two accounts.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Show understanding of and appreciation of images of events by emoting (e.g., smiling, laughing) when viewing them.</li> <li>Show interest in digital and printed images and information by choosing to listen to favorite ones during appropriate times during the school day.</li> <li>Showing interest in images and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>YouTube videos with content of interest to students</li> <li><a href="http://udltechtoolkit.wikispaces.com/">http://udltechtoolkit.wikispaces.com/</a></li> </ul>	

## Grade 5 ELA

**Strand:** Reading Informational Text

**Cluster:** Integration of Knowledge and Ideas

<b>Standard RI.5.7:</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>Essential Element: EE.RI.5.7:</b> Locate information in print or digital sources.
<b>Grade 4 Essential Element EE.RI.4.7:</b> <ul style="list-style-type: none"><li>• Answer questions about information presented visually, orally, or quantitatively.</li></ul>	<b>Grade 6 Essential Element EE.RI.6.7:</b> <ul style="list-style-type: none"><li>• Find similarities in information presented in different media or formats as well as in text.</li></ul>
<b>I Can Statements:</b> <ul style="list-style-type: none"><li>• I can use a word or picture to answer a question.</li><li>• I can use words or pictures to answer questions.</li><li>• I can use print or digital sources for information to answer a question.</li><li>• I can use print or digital sources to gather information.</li></ul>	
<b>Key Vocabulary:</b> <ul style="list-style-type: none"><li>• digital sources</li><li>• information</li></ul>	<b>Supports (specific to student):</b> assistive technology, communication system, visual aids, templates, active board, highlighters, etc. <ul style="list-style-type: none"><li>• Text on topics of interest on active board or other device</li><li>• Pictures, picture/word cards, or objects related to the text</li><li>• Graphic organizers</li></ul>
<b>Instructional Examples:</b> <ul style="list-style-type: none"><li>• Use assistive technology to answer a question about informational text.</li><li>• Given three pictures of historical places, identify the one discussed in a recent lesson.</li><li>• Use a weather chart to answer, “What is the weather today?”</li><li>• When asked, “What color is the Japanese Flag?” use multiple print or digital sources to obtain answer.</li></ul>	
<b>Real World Connections:</b> <ul style="list-style-type: none"><li>• Find an item from a picture in an advertisement when shopping in the store.</li><li>• Compare prices when shopping.</li><li>• Talk about (with preferred communication system) information in the environment.</li><li>• Locate pictures or graphics on internet sources.</li></ul>	

**Resources:**

- [http://www.readinga-z.com/more/reading\\_strat.html](http://www.readinga-z.com/more/reading_strat.html)
- <http://images.google.com/>
- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard RI.5.8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>Essential Element EE.RI.5.8:</b> Identify the relationship between a specific point and supporting reasons in an informational text.</p>
---	--

<p><b>Grade 4 Essential Element EE.RI.4.8:</b></p> <ul style="list-style-type: none"> <li>Identify one or more reasons supporting a specific point in an informational text.</li> </ul>	<p><b>Grade 6 Essential Element EE.RI.6.8:</b></p> <ul style="list-style-type: none"> <li>Distinguish claims in a text supported by reason.</li> </ul>
---	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can identify a book about a specific topic with prompts and supports.</li> <li>I can identify an author’s main points.</li> <li>I can identify the evidence the author uses.</li> <li>I can identify more than one piece of evidence that supports the author’s points in a text.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>main points</li> <li>author’s use</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Choose a picture symbol of a bear to read a book about bears.</li> <li>Select the picture or word card that best describes the author’s main point after shared reading of a historical piece.</li> <li>Select from two choices, the evidence that supports a point the author makes in the text (e.g., plants die when they get too dry; plants need water).</li> <li>State a point the author makes and several reasons the author gave.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Reading for a reason.</li> <li>Knowing how to respond in a conversation.</li> <li>Understanding and acknowledge another’s point of view.</li> </ul>	
--	--

**Resources:**

- <http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html>
- [http://www.readinga-z.com/more/reading\\_strat.html](http://www.readinga-z.com/more/reading_strat.html)
- <http://images.google.com/>
- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson

<b>Standard RI.5.9:</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Essential Element EE.RI.5.9:</b> Compare and contrast details gained from two texts on the same topic.
--	---

<b>Grade 4 Essential Element EE.RI.4.9:</b> <ul style="list-style-type: none"> <li>Compare details presented in two texts on the same topic.</li> </ul>	<b>Grade 6 Essential Element EE.RI.6.9:</b> <ul style="list-style-type: none"> <li>Compare and contrast how two texts describe the same event.</li> </ul>
---	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can indicate where information is found in a text with guidance and support.</li> <li>I can collect information from one text to share information about a subject.</li> <li>I can collect information from two or more texts on the same topic to share information about a subject.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>information</li> <li>share information</li> <li>text</li> <li>subject</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Text on active board or other digital device</li> <li>Graphic organizers</li> </ul>
--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Choose between two picture symbols showing a fact from an informational text.</li> <li>After shared reading of an informational text, restate a fact from the text.</li> <li>Select two passages on a topic (e.g., From two books about bears, state one fact about bears.).</li> <li>Select three books on a topic (e.g., fossils, bears) and share one fact from the passages.</li> </ul>
---

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Determine the pros and cons of products when shopping.</li> <li>Compare and contrast differences in housing, transportation, etc.</li> </ul>
--

<b>Resources:</b> <ul style="list-style-type: none"> <li><a href="http://www.readingquest.org/strat/compare.html">http://www.readingquest.org/strat/compare.html</a></li> <li><a href="http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm">http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm</a></li> </ul>
--

<p><b>Standard RI.5.10:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p><b>Essential Element EE.RI.5.10:</b> Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</p>
---	---

<p><b>Grade 4 Essential Element EE.RI.4.10:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.</li> </ul>	<p><b>Grade 6 Essential Element EE.RI.6.10:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding while actively reading or listening to literary nonfiction.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate understanding of text while listening to shared reading of history/social studies, science, and technical texts.</li> <li>I can demonstrate understanding of text while engaged in shared reading of history/social studies, science, and technical texts.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>text</li> <li>informational text</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>None provided</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Read to find information.</li> </ul>	
---	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html">http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html</a></li> </ul>	
--	--

<p><b>Standard RF.5.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p><b>Essential Element EE.RF.5.3:</b> Use letter-sound knowledge to read words.</p> <ul style="list-style-type: none"> <li>a. Read common sight words and decode single syllable words.</li> </ul>
--	---

<p><b>Grade 4 Essential Element EE.RF.4.3:</b></p> <ul style="list-style-type: none"> <li>• Use letter-sound knowledge to read words. <ul style="list-style-type: none"> <li>a. Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.</li> <li>b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).</li> </ul> </li> </ul>	<p><b>Grade 6 Essential Element EE.RF.6.3:</b></p> <ul style="list-style-type: none"> <li>• Reading Foundational Skills – Fluency does not continue into the 6<sup>th</sup> Grade.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify the initial letter in own name.</li> <li>• I can identify the beginning and ending consonant sounds of familiar words.</li> <li>• I can decode two-syllable words.</li> <li>• I can decode multiple-syllable words.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• syllable</li> <li>• root word</li> <li>• affix</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Pictures of initial sounds/letters</li> <li>• Copies of single- and multi-syllable words with common spelling patterns [CVC] an lists of high-frequency words</li> <li>• Initial sounds and letters on the active board or other visual device with voice output</li> <li>• Single-syllable words with common spelling patterns [CVC] or high-frequency rhyming words on an active board or other visual device with voice output</li> <li>• Picture/word cards (print or interactive)</li> <li>• Objects illustrating signs or letters</li> </ul>
--	---

**Instructional Examples:**

- Selects first letter of own name from an array of letters. States first letter of own name when asked. Given three student names, can pick out own name based on the first letter.
- Given a word card, indicates (points to or uses switch to select) the letter that is at the beginning of the word and the letter at the end of the word.
- When asked what the first and last sound in *mat* is, respond with /m/ and /t/ sound.
- Use decoding skills to match familiar words with picture-based representations of the words.
- Read text comprised of frequently encountered two- and three-syllable words.

**Real World Connections:**

- Show understanding of sounds, letters, and words by emoting (e.g., smiling, laughing), identifying, recognizing, and matching them.
- Showing interest in sounds, letters, and words by touching them in his/her environment, looking at them, and/or asking about them.
- Making choices in any environment.
- Participating in recreation-leisure activities (e.g., flipping pages in a book, communicating “more” to continue, etc.).
- Participating in games.
- Communicating with picture or word symbols.

**Resources:**

- <http://www.learninga-z.com/commoncore/?gclid=CLWKtoz7yrcCFRSVMgodLnUApA>
- <http://learningfarm.com/contentTree.cfm?contentID=30>
- <http://www.learninga-z.com/commoncore/foundational-skills.html>
- <http://treasures.macmillanmh.com/national/teachers/great-books-to-share/grade-4-reading-list>
- <http://bogglesworldes.com/dolch/list.htm>
- <http://interventioncentral.org>
- <http://k12reader.com/fry-word-1000-high-frequency-words/>

<p><b>Standard RF.5.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<p><b>Essential Element EE.RF.5.4:</b> Read words in text.</p> <ol style="list-style-type: none"> <li>Read text comprised of familiar words with accuracy and understanding.</li> <li>Not applicable</li> <li>Use context to confirm or self-correct word recognition when reading.</li> </ol>
--	--

<p><b>Grade 4 Essential Element EE.RF.4.4:</b></p> <ul style="list-style-type: none"> <li>Read words in text. <ol style="list-style-type: none"> <li>Read text comprised of familiar words with accuracy and understanding.</li> <li>Not applicable</li> <li>Use letter knowledge and context to support word recognition when reading.</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.RF.6.4:</b></p> <ul style="list-style-type: none"> <li>Reading Foundational Skills are not addressed in grade 6.</li> </ul>
--	--

<p><b>I Can Statements for EE.RF.5.4.a:</b></p> <ul style="list-style-type: none"> <li>I can attend to reading.</li> <li>I can read single words with understanding.</li> <li>I can read text comprised of familiar words with accuracy and understanding.</li> <li>I can read paragraphs and lengthier text with accuracy and understanding.</li> </ul> <p><b>I Can Statements for EE.RF.5.4.b:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>I Can Statements for EE.RF.5.4.c:</b></p> <ul style="list-style-type: none"> <li>Not provided</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>paragraph</li> <li>context clues</li> <li>understanding</li> <li>comprehension</li> <li>attend</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---

**Instructional Examples for EE.RF.5.4.a:**

- Look at pages when others are reading or indicate attention to readers when others are reading.
- Pair single words with pictures or read a one-word direction and follow it (e.g., *go*, *sit*).
- Read simple sentences and answer questions about them.
- Read a short story and answer questions about it.

**Instructional Examples for EE.RF.5.4.b:**

- Not applicable

**Instructional Examples for EE.RF.5.4.c:**

- None provided

**Real World Connections:**

- Understand and follow directions in all settings.
- Reading survival signs.
- Shopping skills (e.g., reading an advertisement, making and following a list).
- Leisure reading (e.g., magazines, newspapers).

**Resources:**

- <http://bogglesworldes.com/dolch/list.htm>
- <http://interventioncentral.org>
- <http://k12reader.com/fry-word-1000-high-frequency-words/>

<p><b>Standard W.5.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	<p><b>Essential Element EE.W.5.1:</b> Write opinions about topics or text.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text and state an opinion about it.</li> <li>Provide reasons to support the opinion.</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 4 Essential Element EE.W.4.1:</b></p> <ul style="list-style-type: none"> <li>Write opinions about topics or text.       <ol style="list-style-type: none"> <li>Select a topic or text and write an opinion about it.</li> <li>List reasons to support the opinion.</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.1:</b></p> <ul style="list-style-type: none"> <li>Write claims about topics or text.       <ol style="list-style-type: none"> <li>Write a claim about a topic or text.</li> <li>Write one or more reasons to support a claim about a topic or text.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
---	---

<p><b>I Can Statements for EE.W.5.1.a:</b></p> <ul style="list-style-type: none"> <li>I can identify an opinion about a text or topic with guidance and support.</li> <li>I can introduce a topic or text and state an opinion about it with guidance and support.</li> <li>I can introduce a topic or text and state an opinion about it.</li> <li>I can independently introduce a topic or text and state an opinion about it.</li> </ul> <p><b>I Can Statements for EE.W.5.1.b:</b></p> <ul style="list-style-type: none"> <li>I can select from an array of reasons to support the opinion with guidance and support.</li> <li>I can provide reasons to support the opinion with guidance and support.</li> <li>I can logically provide reasons to support the opinion.</li> </ul>
--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>opinion</li> <li>logically</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Text on active board or other digital device</li> </ul>
<p><b>Instructional Examples for EE.W.5.1.a:</b></p> <ul style="list-style-type: none"> <li>While peers are writing, indicate an opinion about the topic (e.g., Peers are writing letters to the cafeteria about the corndogs they serve. The teacher asks the students, “Do you think the corndogs are good or bad?” and shows two picture communication symbols (good, bad). The student looks at, points to, or touches the picture symbol of bad.) Then, the student observes and listens as the teacher models by writing and speaking aloud, “Corndogs are bad.”</li> <li>Use a ready-made set-up in multimedia software to select a book by clicking on a scanned picture of the cover and select an opinion from a bank of words and phrases which is entered in a word document.</li> <li>Given an opinion essay writing assignment, write a topic (e.g., <i>school corndogs</i>) and then state an opinion about it (e.g., <i>school corndogs are bad</i>).</li> <li>Given a double-entry journal, enter information and quote from text in the first column and express opinions about that information in the second column.</li> </ul> <p><b>Instructional Examples for EE.W.5.1.b:</b></p> <ul style="list-style-type: none"> <li>Given an array of words that support the opinion that a book was bad, look at, point to, circle, or otherwise mark words to support the opinion which the teacher adds to the topic sentence and reads aloud as the student listens/observes (e.g., “&lt;Name of student&gt; does not like &lt;Title of book&gt; because it is &lt;boring, scary, too long, not funny&gt;.”).</li> <li>After writing an opinion of a book (so-so), select reasons from a bank of options and alphabet letters in talking word processing software (e.g., <i>characters, boring, too long</i>).</li> <li>After writing an opinion of a text (e.g., not so good), write reasons that support the opinion (e.g., <i>no jokes, no boys, not funny</i>).</li> <li>After writing an opinion about a favorite team in their journal, write reasons to support that opinion in logical order (e.g., <i>Panthers are good. Score points. Tackle hard. Kick far.</i>).</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Show understanding of and appreciation for words, phrases, sentences, and stories by attending to and emoting (e.g., smiling, laughing) while others are talking or reading.</li> <li>Express opinions about daily living events (e.g., food and snack choices, activity preferences, selecting preferred clothing).</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><a href="http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm">http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm</a></li> <li><a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> <li><a href="http://jc-schools.net/tutorials/interactive.htm">http://jc-schools.net/tutorials/interactive.htm</a></li> </ul>	

<p><b>Standard W.5.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol>	<p><b>Essential Element EE.W.5.2:</b> Write to share information supported by details.</p> <ol style="list-style-type: none"> <li>Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.</li> <li>Provide facts, details, or other information related to the topic.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 4 Essential Element EE.W.4.2:</b></p> <ul style="list-style-type: none"> <li>Write to share information supported by details.       <ol style="list-style-type: none"> <li>Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.</li> <li>List words, facts, or details related to the topic.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.2:</b></p> <ul style="list-style-type: none"> <li>Write to share information supported by details.       <ol style="list-style-type: none"> <li>Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.</li> <li>Provide facts, details, or other information related to the topic.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
---	---

<p><b>I Can Statements for EE.W.5.2.a:</b></p> <ul style="list-style-type: none"> <li>I can select illustrations or other multimedia related to a familiar topic.</li> <li>I can introduce a topic and select illustrations or other multimedia related to it.</li> <li>I can introduce a topic and organize illustrations or other multimedia related to it.</li> <li>I can independently introduce a topic and organize illustrations or other multimedia related to it.</li> </ul>
---

**I Can Statements for EE.W.5.2.b:**

- I can identify objects, artifacts, or other information related to the topic with guidance and support.
- I can select facts, details, or other information related to the topic.
- I can provide facts, details, or other information related to the topic.
- I can logically order details to support the topic.

**I Can Statements for EE.W.5.2.c - e:**

- Not applicable.

**Key Vocabulary:**

- select
- choose
- organize
- picture(s)

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Preprogrammed digital auditory output device to use for responses
- Visual examples of topics of interest

**Instructional Examples for EE.W.5.2.a:**

- Watch a selection of videos and then indicate which one is on the stated topic, which the teacher then writes down, and reads aloud for the student while pointing to each word.
- Write the topic, select from a set of illustrations and videos that the teacher has gathered about the topic, and organize them for use in writing.
- Write the topic of the writing at the top of the page and then choose related illustrations about the topic from an image library.
- Enter a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos.

**Instructional Examples for EE.W.5.2.b:**

- While working with a peer on a report about a familiar topic (e.g., *trees*), look at, point to, or touch a choice related to the topic (e.g., a choice of a leaf and an unrelated object).
- Given a ready-made set-up in multimedia presentation software, select facts and details that match the self-selected illustrations on the topic and write additional notes (e.g., Having selected Trees are plants, the student might type with word prediction software, Rocks are not plants).
- After introducing a topic and selecting illustrations to support it, label the illustrations to provide facts about the topic.
- After entering a topic in visual planning software, insert related illustrations, and copy hyperlinks of relevant videos. Then, add related written details and facts.

**Instructional Examples for EE.W.5.2.c- e:**

- Not applicable

**Real World Connections:**

- Show understanding and appreciation of by emoting (e.g., smiling, laughing) when listening to others read.
- Show interest in digital videos and images, as well as information, by choosing to listen to favorites during appropriate times during the school day.

**Resources:**

- YouTube videos
- Videos and image collections from search engines such as Bing and Google

<p><b>Standard W.5.3:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>Provide a conclusion that follows from the narrated experiences or events.</li> </ol>	<p><b>Essential Element EE.W.5.3:</b> Write about events or personal experiences.</p> <ol style="list-style-type: none"> <li>Write about an experience or event including three or more events in sequence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 4 Essential Element EE.W.4.3:</b></p> <ul style="list-style-type: none"> <li>Write about events or personal experiences.       <ol style="list-style-type: none"> <li>Write about a personal experience including two events in sequence.</li> <li>List words that describe an event or personal experience to use when writing about it.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.3:</b></p> <ul style="list-style-type: none"> <li>Write about events or personal experiences.       <ol style="list-style-type: none"> <li>Write a narrative about a real or imagined experience introducing the experience and including two or more events.</li> <li>Not applicable</li> <li>Use words that establish the time frame.</li> <li>Use words that convey specific details about the experience or event.</li> <li>Not applicable</li> </ol> </li> </ul>
--	--

<p><b>I Can Statements for EE.W.5.3.a-b:</b></p> <ul style="list-style-type: none"> <li>I can participate in a shared writing about a personal experience.</li> <li>I can write about an event or personal experience including two events in sequence.</li> <li>I can introduce the experience or situation and follow with three or more events in sequence.</li> <li>I can introduce the experience or situation in one sentence and then follow with sentences that include three or more events in sequence.</li> </ul> <p><b>I Can Statements for EE.W.5.3.c-e:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• event</li> <li>• sequence of events</li> <li>• personal experience</li> <li>• descriptive details</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> </ul>
<p><b>Instructional Examples for EE.W.4.3.a-b:</b></p> <ul style="list-style-type: none"> <li>• Choose from picture symbols to communicate words to add to a shared writing product about a personal experience. Touch a choice in a word bank projected on an interactive whiteboard to fill in the blank on a shared writing project.</li> <li>• Write about an event or personal experience (e.g., <i>bk fr</i> [book fair]) and include two events (e.g., <i>lk bx</i> [look at books] and <i>by bk</i> [buy books]).</li> <li>• Write about an event or personal experience (e.g., <i>bk fr</i> [book fair]) and include three events (e.g., <i>lk bx</i> [look at books], <i>tel</i> [tell] <i>Mom</i>, and <i>by bk</i> [buy books]).</li> <li>• Write about an event or personal experience (e.g., <i>We had bk fr</i> [book fair]) and include three or more events (e.g., <i>lk bx</i> [look at books], <i>I tel</i> [tell] <i>Mom</i>, and <i>I by bk</i> [buy books]).</li> </ul> <p><b>Instructional Examples for EE.W.4.c-e:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Communicating with peers and adults about activities in one’s life.</li> <li>• Indicating activity preferences and choices in all settings.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://jc-schools.net/tutorials/interactive.htm">http://jc-schools.net/tutorials/interactive.htm</a></li> <li>• <a href="http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm">http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm</a></li> <li>• <a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> </ul>	

<p><b>Standard W.5.4:</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Grade-specific expectations for writing types are defined in standards 1-3 above).</p>	<p><b>Essential Element EE.W.5.4:</b> Produce writing that is appropriate for an explicitly stated task or purpose.</p>
---	---

<p><b>Grade 4 Essential Element EE.W.4.4:</b></p> <ul style="list-style-type: none"> <li>• Produce writing that expresses more than one idea.</li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.4:</b></p> <ul style="list-style-type: none"> <li>• Produce writing that is appropriate for the task, purpose, or audience.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can produce group writing that is appropriate to task, purpose, and audience with guidance and support.</li> <li>• I can produce writing that is appropriate to task, purpose, and audience with guidance and support.</li> <li>• I can produce writing that is appropriate to task, purpose, and audience.</li> <li>• I can produce writing that is appropriate to a wide variety of tasks, purposes, and audiences.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• task</li> <li>• purpose</li> <li>• audience</li> <li>• personal experience</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Use a multiple message voice output device to state an opinion (e.g., “I like that!”) that is added to a two-column written opinion chart and read aloud with the other opinion statements as the student observes and listens.</li> <li>• Write about a topic and include facts and illustrations relevant to the topic with guidance and support.</li> <li>• Write an e-mail that is understood by the recipient.</li> <li>• Write a story for a kindergarten class that is understood when read aloud to that class.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Sequence tasks.</li> <li>• Identify beginning and ending points for transportation needs.</li> <li>• Expressing himself/herself through journaling.</li> <li>• Following daily routines.</li> </ul>	
--	--

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.5.5:</b> With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>Essential Element EE.W.5.5:</b> With guidance and support from adults and peers, plan before writing and revise own writing.</p>
--	--

<p><b>Grade 4 Essential Element EE.W.4.5:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, plan before writing and revise own writing.</li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.5:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from adults and peers, plan before writing and revise own writing.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can write with guidance and support from peers and adults.</li> <li>• I can add more information to my writing with guidance and support from peers and adults.</li> <li>• I can plan by brainstorming and revise my own writing by adding more information with guidance and support from peers and adults.</li> <li>• I can write and revise using the editing process with guidance and support from peers and adults.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• edit</li> <li>• revise</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Text on active board or other digital device</li> </ul>
--	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• With guidance and support from peers, select letters on an alternative keyboard to produce writing.</li> <li>• Read own writing about a personal experience (e.g., <i>Go ml</i> [mall]. Eat. <i>By gme</i> [buy game]), and then work with peers to add more (e.g., <i>gme</i> [Game] is for me.).</li> <li>• After working with the teacher to brainstorm ideas for writing that are entered in a word bank for the student to use when writing, add more information to own writing after sharing and getting suggestions from peers.</li> <li>• After working with the teacher to brainstorm ideas for writing, use personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Writing thank you notes.</li> <li>• Writing e-mails, texts, etc.</li> </ul>	
--	--

**Resources:**

- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.5.6:</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>Essential Element EE.W.5.6:</b> With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</p>
---	--

<p><b>Grade 4 Essential Element EE.W.4.6:</b></p> <ul style="list-style-type: none"> <li>With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.6:</b></p> <ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce writing while interacting and collaborating with others.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can use technology to communicate with guidance and support from adults.</li> <li>I can use technology to produce writing with guidance and support from adults.</li> <li>I can use technology, including the Internet, to produce writing while interacting and collaborating with others.</li> <li>I can use technology, including the Internet, to produce writing while interacting and collaborating with others with minimal guidance and support from adults.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>computer</li> <li>internet</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>With guidance and support from an adult, use a multiple message voice output device to state an opinion about a book, which the teacher writes on a class book chart and reads aloud while the student listens and observes.</li> <li>Complete fill-in-the-blank sentences created by an adult in a talking word processor program by clicking on the appropriate words in a word bank.</li> <li>Work with a group of peers to complete a research project selecting images from the Internet and writing about the topic using talking word processors. Peers help stretch out the sounds in words to type words using word prediction software.</li> <li>With minimal guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.</li> </ul>	
---	--

**Real World Connections:**

- Show understanding and appreciation of stories by emoting (e.g., smiling, laughing) when listening to others read.
- Show interest in digital and print stories and information by choosing to listen to favorite ones during appropriate times during the school day.
- Showing interest in Internet content in student's area of interest.

**Resources:**

- <http://www.internet4classrooms.com>
- <http://jc-schools.net/tutorials/interactive.htm>
- <http://udltechtoolkit.wikispaces.com>

<b>Standard W.5.7:</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>Essential Element EE.W.5.7:</b> Conduct short research projects using two or more sources.
---	---

<b>Grade 4 Essential Element EE.W.4.7:</b> <ul style="list-style-type: none"> <li>Gather information about a topic from two or more sources for a research project.</li> </ul>	<b>Grade 6 Essential Element EE.W.6.7:</b> <ul style="list-style-type: none"> <li>Conduct short research projects to answer a question.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can participate with a group in using multiple sources to conduct a short research project.</li> <li>I can gather information about a topic with guidance and support.</li> <li>I can conduct short research projects using two or more sources.</li> <li>I can conduct short research projects using multiple sources.</li> </ul>	
--	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>source</li> <li>evidence</li> <li>research project</li> <li>editing</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Variety of pictures or other images to support activities</li> <li>Resource options for group research project</li> </ul>
--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Work with a group of peers who are working on a research project and select information to include from options offered by peers.</li> <li>Given a text displayed on an interactive whiteboard, work with a peer to identify two facts to include in a group research project.</li> <li>Use a library book with accompanying video to find facts about a research topic (e.g., dinosaurs or fossils) and contribute that information to a group presentation on the topic.</li> <li>Find pictures from the Internet, magazines, newspapers, and catalogs to support a written report about a topic.</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Show understanding of and appreciation for words, phrases, sentences, and stories by attending to and emoting (e.g., smiling, laughing) while others are talking or reading.</li> <li>Express opinions about daily living events (e.g., food and snack choices, activity preferences, selecting preferred clothing).</li> <li>Research best buys (e.g., product reviews, restaurant reviews).</li> <li>Use the Internet to research topics of interest.</li> </ul>	
--	--

**Resources:**

- <http://www.bbc.co.uk/bitesize/ks2/english/>
- <http://kids.britannica.com/>
- [http://www.internet4classrooms.com/skill\\_builders/sequence\\_language\\_arts\\_fourth\\_4th\\_grade.htm](http://www.internet4classrooms.com/skill_builders/sequence_language_arts_fourth_4th_grade.htm)
- <http://jc-schools.net/tutorials/interactive.htm>
- [http://www4.internet4classrooms.com/grade\\_level\\_help/logic\\_support\\_opinions\\_language\\_arts\\_fifth\\_5th\\_grade.htm](http://www4.internet4classrooms.com/grade_level_help/logic_support_opinions_language_arts_fifth_5th_grade.htm)
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.5.8:</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>Essential Element EE.W.5.8:</b> Gather and sort relevant information on a topic from print or digital sources into given categories.</p>
--	--

<p><b>Grade 4 Essential Element EE.W.4.8:</b></p> <ul style="list-style-type: none"> <li>Recall and sort information from personal experiences or a topic into given categories.</li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.8:</b></p> <ul style="list-style-type: none"> <li>Gather information from multiple print and digital sources that relates to a given topic.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can recall personal experiences.</li> <li>I can recall information from personal experiences to include in writing.</li> <li>I can recall information from personal experiences or gather relevant information from print and digital sources to include in writing.</li> <li>I can recall information from personal experiences and gather relevant information from print and digital sources to include in writing.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>personal experience</li> <li>recall</li> <li>relevant</li> <li>source</li> <li>print</li> <li>digital</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Variety of print and digital sources of topics of interest</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Respond “Yes” or “No” when the teacher asks whether or not he or she has done something (e.g., “Did you ever go to the store?” or “Have you ever seen a gorilla?”) and listen/observe as the teacher writes and reads aloud, “&lt;Name&gt; went to the store.” Access pre-stored messages on a dynamic display communication device to report personal experiences and listen/observe as the teacher writes that text in a group repeated line text and reads it aloud.</li> <li>Recall an invent that occurred on a trip to the zoo and write about it (e.g., <i>we sg [sing] bas</i>). Recall information from an interaction with peers and write about it (e.g., <i>fun lunch. Laf [laugh] milk nos [nose]</i>).</li> <li>Look at webpages to learn about the kind of gorillas at the zoo and writes based on what he or she learns. (e.g., <i>gila [Gorilla] eat fruit. Gila [Gorilla] eat ant</i>).</li> <li>Recall information about a trip to the zoo and gather additional information about the animals they saw, and include both in a written product (e.g., <i>I went to zoo. Saw gila [gorilla]. He eat fruit. Also eat ants</i>).</li> </ul>	
--	--

**Real World Connections:**

- Making choices when shopping; shopping skills.
- Finding out more about topics of interest.
- Communication with peers and adults in all environments.

**Resources:**

- <http://www.internet4classrooms.com>
- <http://jc-schools.net/tutorials/interactive.htm>
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard W.5.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points”).</li> </ol>	<p><b>Essential Element EE.W.5.9:</b> Use information from literary and informational text to support writing.</p> <ol style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in a story.”).</li> <li>b. Apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational texts (e.g., “Use specific reasons and evidence for supporting specific points in an informational text.”).</li> </ol>
---	---

<p><b>Grade 4 Essential Element EE.W.4.9:</b></p> <ul style="list-style-type: none"> <li>• Recall information from literary and informational text to support writing.       <ol style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story.”).</li> <li>b. Apply <i>Essential Elements of Grade 4 Reading Standards</i> to informational texts (e.g., “Use reasons and evidence supporting point in an informational text.”).</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.9:</b></p> <ul style="list-style-type: none"> <li>• Use information from literary and informational text to support writing.       <ol style="list-style-type: none"> <li>a. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to literature (e.g., “Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.”).</li> <li>b. Apply <i>Essential Elements of Grade 6 Reading Standards</i> to informational texts (e.g., “Can produce an argument by logically organizing the claims and the supporting reasons and evidence.”).</li> </ol> </li> </ul>
--	--

<p><b>I Can Statements for EE.W.5.9.a:</b></p> <ul style="list-style-type: none"> <li>• I can participate in writing tasks that follow shared reading of poetry, prose, and other forms of literature with guidance and support.</li> <li>• I can apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., Compare and contrast two characters in a story.”) with guidance and support.</li> <li>• I can apply <i>Essential Elements of Grade 5 Reading Standards</i> to literature (e.g., Compare and contrast two characters in a story.”).</li> </ul> <p><b>I Can Statements for EE.W.5.9.b:</b></p> <ul style="list-style-type: none"> <li>• I can participate in writing tasks that follow shared reading of informational texts with guidance and support.</li> <li>• I can apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational texts (e.g., Identify evidence the author uses.”) with guidance and support.</li> <li>• I can apply <i>Essential Elements of Grade 5 Reading Standards</i> to informational texts (e.g., Identify evidence the author uses.”).</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• evidence</li> <li>• compare/contrast</li> <li>• poetry</li> <li>• prose</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Text on active board or other digital device</li> </ul>
<p><b>Instructional Examples for EE.W.5.9.a:</b></p> <ul style="list-style-type: none"> <li>• After participating in a shared reading of a poem, use a ready-made set-up in multimedia software to select words to complete a fill-in-the-blank version of the poem.</li> <li>• Working with the teacher, highlight words in the text that show how two characters are the same and different. Then the student uses highlighted words to write about the characters.</li> <li>• After listening to or reading two related texts, write about which they like best and provide details to explain why.</li> </ul> <p><b>Instructional Examples for EE.W.5.9.b:</b></p> <ul style="list-style-type: none"> <li>• After participating in a shared reading of a book, point to pictures to include in shared research project the group is writing.</li> <li>• Using a ready-made set-up in multimedia software, use the words the group identified about the topic and alphabet access to fill in the blanks on the writing template created by the teacher.</li> <li>• After reading a short history text, identify key events that contributed to our lives and write a summary of the supporting details provided by the author.</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Show understanding and appreciation of words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others read.</li> <li>• Showing interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>• Show interest in digital and print stories and information by choosing to listen to favorite ones during appropriate times during the school day.</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a></li> <li>• <a href="http://jc-schools.net/tutorials/interactive.htm">http://jc-schools.net/tutorials/interactive.htm</a></li> <li>• <a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> </ul>	

<p><b>Standard W.5.10:</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Essential Element EE.W.5.10:</b> Write routinely for a variety of tasks, purposes, and audiences.</p>
--	---

<p><b>Grade 4 Essential Element EE.W.4.10:</b></p> <ul style="list-style-type: none"> <li>• Write routinely for a variety of tasks, purposes, and audiences.</li> </ul>	<p><b>Grade 6 Essential Element EE.W.6.10:</b></p> <ul style="list-style-type: none"> <li>• Write routinely for a variety of tasks, purposes, and audiences.</li> </ul>
---	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can communicate routinely during shared writing for a variety of purposes and audiences.</li> <li>• I can write routinely for a variety of tasks, purposes, and audiences with guidance and support.</li> <li>• I can write routinely for a variety of tasks, purposes, and audiences.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• communicate</li> <li>• purpose</li> <li>• audience</li> <li>• routine</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Using a multiple message voice output device, and given modeling from an adult communication partner, tell about their feelings, which are then written in a class feelings chart and read aloud as the students observe and listen.</li> <li>• Using a preprogrammed word bank on the computer, write a note to include in the home-school (electronic) notebook.</li> <li>• Write a note to include in the home-school (electronic) notebook.</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Showing interest in words, phrases, sentences, and stories by touching them in his/her environment, looking at them, and/or asking about them.</li> <li>• Writing grocery lists, Christmas lists, etc.</li> <li>• Compose, finalize, and send thank you notes.</li> </ul>	
--	--

<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://jc-schools.net/tutorials/interactive.htm">http://jc-schools.net/tutorials/interactive.htm</a></li> <li>• <a href="http://www4.internet4classrooms.com">http://www4.internet4classrooms.com</a></li> <li>• <a href="http://udltechtoolkit.wikispaces.com">http://udltechtoolkit.wikispaces.com</a></li> </ul>	
--	--

<p><b>Standard SL.5.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ol>	<p><b>Essential Element EE.SL.5.1:</b> Engage in collaborative discussions.</p> <ol style="list-style-type: none"> <li>Come to discussion prepared to share information.</li> <li>Carry out assigned role in a discussion.</li> <li>Ask questions related to information in a discussion.</li> <li>Make comments that contribute to the discussion and link to the remarks of others.</li> </ol>
--	--

<p><b>Grade 4 Essential Element EE.SL.4.1:</b></p> <ul style="list-style-type: none"> <li>Engage in collaborative discussions.       <ol style="list-style-type: none"> <li>Contribute ideas from prior knowledge of a text during discussions about the same text.</li> <li>With guidance and support, carry out assigned role in a discussion.</li> <li>Answer specific questions related to information in a discussion.</li> <li>Identify the key ideas in a discussion.</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.SL.6.1:</b></p> <ul style="list-style-type: none"> <li>Engage in collaborative discussions.       <ol style="list-style-type: none"> <li>Come to discussions prepared to share information.</li> <li>With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.</li> <li>Ask and answer questions specific to the topic, text, or issue under discussion.</li> <li>Restate key ideas expressed in the discussion.</li> </ol> </li> </ul>
---	--

<p><b>I Can Statements for EE.SL.5.1.a:</b></p> <ul style="list-style-type: none"> <li>I can, with prompts and support, prepare a comment on the topic prior to the discussion.</li> <li>I can, with support, prepare for discussions.</li> <li>I can prepare for discussions.</li> <li>I can prepare for discussions by completing assignments related to the discussion.</li> </ul> <p><b>I Can Statements for EE.SL.5.1.b:</b></p> <ul style="list-style-type: none"> <li>I can, when prompted, add prepared comment to the discussion.</li> <li>I can, with guidance and support, add information to the discussion on the topic.</li> <li>I can engage in discussions to share information on the topic.</li> <li>I can engage in discussions sharing information on the topic across repeated turns.</li> </ul>
---

**I Can Statements for EE.SL.5.1.c:**

- I can participate in discussions with peers.
- I can communicate directly with peers.
- I can communicate directly with peers in multi-turn exchanges.
- I can initiate multi-turn exchanges with peers.

**I Can Statements for EE.SL.5.1.d:**

- I can answer simple questions related to the topic of the discussion.
- I can answer questions from adult or peer communication partners related to key issues of the discussion.
- I can ask and answer questions of adult or peer communication partners to identify key issues of the discussion.
- I can ask and answer questions of adult or peer communication partners to clarify and elaborate key issues.

**Key Vocabulary**

- question(s)
- discussion
- structured discussion
- key ideas
- clarify

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Audio output device/preferred communication system the student enjoys using
- Graphic organizers
- Visuals
- Selective student grouping

**Instructional Examples for EE.SL.5.1.a:**

- With prompts and support, prepare a comment on the topic prior to the discussion.
- Prepare for a discussion by working with an adult to prepare a list of ideas, words, or information to share with a group of peers.
- Prepare for a discussion by making a list of ideas, words, or information to share.
- Prepare for a discussion with peers by completing a specific assignment on a shared topic.

**Instructional Examples for EE.SL.5.1.b:**

- When prompted, use a single message voice output communication device to share a comment with the group engaged in discussion.
- Given a set of index cards with information on the topic created prior to the discussion, hand one of the cards to a peer who then supports the students in sharing the information with the group.
- Given a multiple message communication device, combine words to share information on the topic.
- Share information about the topic.

**Instructional Examples for EE.SL.5.1.c:**

- Respond to a peers' communications to them by looking at the speaker.
- Communicate directly with peers.
- During group work, communicate with a peer about the task.
- Initiate multi-turn exchanges with peers.

**Instructional Examples for EE.SL.5.1.d:**

- While participating in a small group discussion about a clear topic, choose from two pictures to answer the teacher's questions, "Who are we talking about?"
- Answer questions posed by peers about the key issues of the discussion.
- During a group conversation, ask and answer questions about the topic or a detail of the conversation.
- Select from an array of responses the answer to a question posed by a peer or an adult during a discussion.

**Real World Connections:**

- In conversational settings with peers, the student can add to or support others' ideas with/without guidance and support.
- The student can listen to families' and friends' ideas in non-school settings before responding with communication device (with/without guidance and support).
- Participate in discussions.
- Make choices.

**Resources:**

- Books on tape or CD from school media center or local and state library: <http://www.library.nd.gov/>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard SL.5.2:</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Essential Element EE.SL.5.2:</b> Identify the explicitly stated main idea of a text presented orally or through other media.</p>
---	--

<p><b>Grade 4 Essential Element EE.SL.4.2:</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about details from a text read aloud or information presented orally or through other media.</li> </ul>	<p><b>Grade 6 Essential Element EE.SL.6.2:</b></p> <ul style="list-style-type: none"> <li>• Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.</li> </ul>
--	--

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can identify details from a text presented through diverse media with support.</li> <li>• I can identify the main idea of a text presented through diverse media.</li> <li>• I can identify the main idea and supporting details of a text presented through diverse media.</li> <li>• I can paraphrase the main idea and supporting details of a text presented through diverse media.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• supporting details</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Texts presented on diverse media</li> </ul>
---	---

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>• Circle the parts of pictures that represent details in the text that was read aloud while viewing a presentation on an interactive whiteboard.</li> <li>• Select a statement that best reflects the main idea of a presentation after viewing the presentation.</li> <li>• State the main idea of a video and then recall two or three supporting details after watching the video.</li> <li>• Restate the main idea and key supporting details on the slides of a presentation in own words after viewing a presentation.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• The student can add to or support others' ideas with/without guidance and support in conversational settings.</li> <li>• The student can listen to families' and friends' ideas in non-school settings before responding with communication device (with/without guidance and support).</li> <li>• Participate in discussions.</li> <li>• Make choices.</li> </ul>	
---	--

**Resources:**

- Books on tape or CD from school media center or local and state library: <http://www.library.nd.gov/>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<b>Standard SL.5.3:</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>Essential Element EE.SL.5.3:</b> Identify the reasons and evidence supporting a specific point.
---	--

<b>Grade 4 Essential Element EE.RL.4.3:</b> <ul style="list-style-type: none"> <li>Identify a point that the speaker makes.</li> </ul>	<b>Grade 6 Essential Element EE.RL.6.3:</b> <ul style="list-style-type: none"> <li>Identify the reasons and evidence supporting the claims made by the speaker.</li> </ul>
--	--

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can recognize a speaker.</li> <li>I can identify a point that the speaker makes.</li> <li>I can identify the main point a speaker makes.</li> <li>I can paraphrase the main point and supporting points a speaker makes.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>speaker</li> <li>main point</li> <li>point</li> <li>supporting points</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Establish eye gaze with the speaker.</li> <li>Given a list of three things, listen to a speaker and highlight the one that matches what the speaker says.</li> <li>Restate the main point the speaker makes on a topic.</li> <li>State the main point and list supporting points that a speaker makes.</li> </ul>	
---	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Attend to individuals who are speaking with or in the presence of the student.</li> <li>Show interest in what friends and family say to the student.</li> </ul>	
---	--

<b>Resources:</b> <ul style="list-style-type: none"> <li>YouTube videos of topics of interest to the student recorded on his/her preprogrammed digital auditory output device.</li> </ul>	
---	--

<p><b>Standard W.SL.5.4:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Essential Element EE.SL.5.4:</b> Report on a familiar topic or text or present an opinion including related facts.</p>
--	--

<p><b>Grade 4 Essential Element EE.SL.4.4:</b></p> <ul style="list-style-type: none"> <li>Retell a story or personal experience or recount a topic with supporting details.</li> </ul>	<p><b>Grade 6 Essential Element EE.SL.6.4:</b></p> <ul style="list-style-type: none"> <li>Present findings on a topic including descriptions, facts, or details.</li> </ul>
--	---

<p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>I can select a picture, object, or artifact from an array of options to add to a group-created presentation about a curriculum-based topic.</li> <li>I can create a simple presentation about a personally relevant topic.</li> <li>I can create a simple report or presentation about a curriculum-based topic.</li> <li>I can create a report or presentation about a curriculum-based topic including a statement of own opinion about the topic.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>picture</li> <li>report</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Manipulative resources and collections of related manipulative materials which correlate with student’s interests</li> </ul>
---	--

<p><b>Instructional Examples:</b></p> <ul style="list-style-type: none"> <li>Select a favorite object from a science activity to add to a presentation created by a small group.</li> <li>Select objects from a collection (e.g., toys, rocks, videos) and select words from a multiple message communication device to go with each object to use in a presentation.</li> <li>Select artifacts that reflect the topic being studied in science, write labels for each, and arrange them in a visual display to talk about during the school science fair.</li> <li>Create a report about recycling and include a clear opinion about whether there is a need for a recycling in own town.</li> </ul>	
---	--

**Real World Connections:**

- Show understanding and appreciation of words, phrases, sentences, and stories by emoting (e.g., smiling, laughing) when listening to others talk and read.
- Ability to provide appropriate comments and other contributions (e.g., pointing to related objects, artifacts, labels) to discussions conducted by friends and family.

**Resources:**

- [http://hickman.k12.ca.us/e-green/personal narrative 10-11.pdf](http://hickman.k12.ca.us/e-green/personal%20narrative%2010-11.pdf)
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard SL.5.5:</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Essential Element EE.SL.5.5:</b> Select or create audio recordings and visual/tactile displays to enhance a presentation.</p>
--	---

<p><b>Grade 4 Essential Element EE.SL.4.5:</b></p> <ul style="list-style-type: none"> <li>• Add audio recordings or visuals to a presentation about a personally relevant topic.</li> </ul>	<p><b>Grade 6 Essential Element EE.SL.6.5:</b></p> <ul style="list-style-type: none"> <li>• Select an auditory, visual, or tactual display to clarify the information in presentations.</li> </ul>
---	--

<p><b>I Can Statements for EE.SL.5.5:</b></p> <ul style="list-style-type: none"> <li>• I can match audio recordings, images, photographs, or other visual/tactual displays to portions of a group-constructed report or presentation.</li> <li>• I can select an audio recording, images, photographs, or other visual/tactual displays to enhance a report or presentation.</li> <li>• I can select or create an audio recording, images, photographs, or other visual/tactual displays to enhance a report or presentation.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• story</li> <li>• poem</li> <li>• picture(s)</li> <li>• fact</li> <li>• detail</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> <li>• Access to hardware and software for creating multimedia presentations (e.g., PowerPoint and functioning internet connection)</li> <li>• Personnel or peer supports able to use hardware and software for creating multimedia presentations</li> </ul>
---	---

<p><b>Instructional Examples for EE.SL.5.5:</b></p> <ul style="list-style-type: none"> <li>• Select from two choices a picture to match a portion of a group.</li> <li>• Working with a group to create a report, select photographs from an array to enhance the report.</li> <li>• Given the text of a report, combine tactual materials to add to each page to enhance the overall report.</li> </ul>	
--	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Create a multimedia presentation about a school field trip.</li> <li>• Create a multimedia presentation about a vacation or weekend outing with family and friends.</li> <li>• Create a scrapbook or family photo album.</li> </ul>	
--	--

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.library.nd.gov/>

<b>Standard SL.5.6:</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<b>Essential Element EE.SL.5.6:</b> Differentiate between contexts that require formal and informal communication.
---	--

<b>Grade 4 Essential Element EE.SL.4.6:</b> <ul style="list-style-type: none"> <li>Differentiate between communication partners and contexts that call for formal and informal communication.</li> </ul>	<b>Grade 6 Essential Element EE.SL.6.6:</b> <ul style="list-style-type: none"> <li>Use formal and informal language as appropriate to the communication partner.</li> </ul>
--	---

<b>I Can Statements:</b> <ul style="list-style-type: none"> <li>I can communicate informally with others.</li> <li>I can differentiate between communication partners and contexts that call for formal and informal communication.</li> <li>I can use formal and informal language.</li> <li>I can use formal and informal language as appropriate.</li> </ul>	
---	--

<b>Key Vocabulary:</b> <ul style="list-style-type: none"> <li>formal</li> <li>informal</li> </ul>	<b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters) <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
---	--

<b>Instructional Examples:</b> <ul style="list-style-type: none"> <li>Use a single message voice output device to comment informally during shared reading, “No Way!” or gesture (e.g., wave hand, nod head) to communicate informally with someone in the hallway.</li> <li>When asked, “Should you answer with one word right now?” respond appropriately, “Yes” or “No” based on the situation.</li> <li>Upon joining a group of peers at a lunch table, navigate to the page in a communication device with preprogrammed messages for friends instead of the page with more formal greetings.</li> <li>Upon entering the classroom, greet peers informally (e.g., “Hey!”) and teachers formally (e.g., “Good morning.”).</li> </ul>	
--	--

<b>Real World Connections:</b> <ul style="list-style-type: none"> <li>Engage in communication with peers and adults with appropriate language for the setting.</li> <li>Appropriately express self in all settings.</li> <li>Read and answer text and access social media sites.</li> </ul>	
---	--

**Resources:**

- [http://hickman.k12.ca.us/e-green/personal narrative 10-11.pdf](http://hickman.k12.ca.us/e-green/personal%20narrative%2010-11.pdf)
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>
- Vaughn, S., and Bos, C. (2010). Strategies for teaching students with learning and behavior problems. NY: Pearson.

<p><b>Standard L.5.1:</b> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ol>	<p><b>Essential Element EE.L.5.1:</b> Demonstrate Standard English grammar and usage when communicating.</p> <ol style="list-style-type: none"> <li>Not applicable</li> <li>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>went, sat, ate, told</i>).</li> <li>Not applicable</li> <li>Not applicable</li> <li>Use frequently occurring conjunctions: <i>and, but, or, for, because</i>.</li> </ol>
---	--

<p><b>Grade 4 Essential Element EE.L.4.1:</b></p> <ul style="list-style-type: none"> <li>Demonstrate Standard English grammar and usage when communicating.       <ol style="list-style-type: none"> <li>Use possessive pronouns.</li> <li>Combine common nouns with verbs, nouns, or pronouns in communication.</li> <li>Not applicable</li> <li>Use comparative and superlative adjectives to describe people or objects.</li> <li>Use common prepositions (e.g., <i>to, from, in out, on, off, by, with</i>).</li> <li>Combine three or more words in communication.</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.L.6.1:</b></p> <ul style="list-style-type: none"> <li>Demonstrate Standard English grammar and usage when communicating.       <ol style="list-style-type: none"> <li>Use personal pronouns (e.g., <i>he, she, they</i>) correctly.</li> <li>Use indefinite pronouns.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> </ol> </li> </ul>
--	---

<p><b>I Can Statements for EE.L.5.1.a:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>I Can Statements for EE.L.5.1.b:</b></p> <ul style="list-style-type: none"> <li>I can demonstrate an understanding of common verbs.</li> <li>I can combine nouns and verbs in communication.</li> <li>I can use singular and plural nouns with matching verbs (e.g., <i>Sam eats, dogs eat</i>).</li> <li>I can generate sentences that use singular and plural nouns with matching verbs.</li> </ul>
---

**I Can Statements for E.L.5.1.c:**

- Not applicable

**I Can Statements for E.L.5.1.d:**

- Not applicable

**I Can Statements for E.L.5.1.e:**

- I can participate in lessons focused on using *and* to expand sentences.
- I can use *and* to combine words with guidance and support.
- I can use frequently occurring conjunctions: *and, but, or, for*.
- I can generate a sentence that correctly includes frequently occurring conjunctions: *and, but, or, for, because*.

**Key Vocabulary:**

- topic
- directly
- discussion
- identify and clarify

**Supports (specific to student):** (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)

- Preprogrammed digital auditory output device to use for responses

**Instructional Examples for EE.L.5.1.a:**

- Not applicable

**Instructional Examples for EE.L.5.1.b:**

- Practice repeating a short statement about the topic.
- Prepare for a discussion by working with an adult to prepare a list of ideas, words, or information to share with a group of peers.
- Prepare for a discussion by making lists of ideas, words, or information to share.
- Prepare for a discussion with peers by completing a specific assignment on a shared topic (e.g., Find a fact about rocks.).

**Instructional Examples for EE.L.5.1.c:**

- Not applicable

**Instructional Examples for EE.L.5.1.d:**

- Not applicable

**Instructional Examples for EE.L.5.1.e:**

- Make word choices to complete the sentence with a structure (e.g., *I like to eat <food> and <food>.*).
- Help read the list of items to purchase on a shopping trip by combining each item on the list with *and*.
- Tell the names of two friends to sit between: *Sam and Linda*.
- Complete a sentence combining activities that combine two simple sentences such as *I like pizza. And I like hamburgers.* Into one sentence: *I like pizza and hamburgers.*

**Real World Connections:**

- Involvement with friends and family in daily activities such as getting ready for school, putting clean dishes away, putting folded laundry in appropriate places in drawers and closets.
- Showing interest in daily activities such as food choices in the lunch line at school or after school snacks and indicating his/her preferences.

**Resources:**

- <http://www.widgit.com/international/usa/index.htm>

<p><b>Standard L.5.2:</b> Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag questions from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol>	<p><b>Essential Element EE.L.5.2:</b> Demonstrate understanding of conventions of Standard English.</p> <ol style="list-style-type: none"> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Not applicable</li> <li>Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.</li> </ol>
--	---

<p><b>Grade 4 Essential Element EE.L.4.2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of conventions of Standard English. <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence.</li> <li>Not applicable</li> <li>Not applicable</li> <li>Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.L.6.2:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of conventions of Standard English. <ol style="list-style-type: none"> <li>Use question marks at the end of written questions.</li> <li>Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.</li> </ol> </li> </ul>
---	--

<p><b>I Can Statements for EE.L.5.2.a-d:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <p><b>I Can Statements for EE.L.5.2.e:</b></p> <ul style="list-style-type: none"> <li>I can participate in spelling and alphabet activities.</li> <li>I can identify the consonant to represent the final phoneme in familiar words.</li> <li>I can spell unknown words phonetically, drawing on letter-sound relationships and common spelling patterns.</li> <li>I can spell most words correctly with full phonetic representations of misspelled words.</li> </ul>	
--	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>spell</li> <li>period</li> <li>sentence</li> <li>letter</li> <li>end</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> </ul>
--	---

**Instructional Examples for EE.L.5.2.a-d:**

- Not applicable

**Instructional Examples for EE.L.5.2.e:**

- Select a letter from a choice of two letters when the teacher says, “What letter should I put in front of the word, *at*?” The student indicates the letter *h* and the teacher says, “That’s *h*. When I put it in front of *-at*, I spell *hat*, h-a-t. Let’s try another one.”
- Say or point to the letter *t* when asked, “What letter goes at the end of the word, *hat*?”
- Spell the word, *city* as *site*, if it is an unknown word.
- Write a short message with most of the words spelled correctly and remaining words spelled phonetically with all sounds represented.

**Real World Connections:**

- Identify capital letters in signs.
- Use grammar and spell check in keyboarding.

**Resources:**

- <http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf>
- <http://bogglesworldesl.com/dolch/lists.htm>
- <http://tinyurl.com/l4thxpw> Frye List of high frequency words
- <http://interventioncentral.org>



<p><b>Standard L.5.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Choose words and phrases for effects.</li> <li>Recognize and observe differences between the conventions of spoken and written Standard English.</li> </ol>	<p><b>Essential Element EE.L.5.3:</b> Use language to achieve desired meaning when communicating.</p> <ol style="list-style-type: none"> <li>Communicate using complete sentences when asked.</li> <li>Not applicable</li> </ol>
---	--

<p><b>Grade 4 Essential Element EE.L.4.3:</b></p> <ul style="list-style-type: none"> <li>Use language to achieve desired outcomes when communicating.       <ol style="list-style-type: none"> <li>Use language to express emotion.</li> <li>Not applicable</li> <li>Communicate effectively with peers and adults.</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.L.6.3:</b></p> <ul style="list-style-type: none"> <li>Use language to achieve desired outcomes when communicating.       <ol style="list-style-type: none"> <li>Vary use of language when the listener or reader does not understand the initial attempt.</li> <li>Not applicable</li> </ol> </li> </ul>
--	---

<p><b>I Can Statements for EE.L.5.3.a:</b></p> <ul style="list-style-type: none"> <li>I can express at least two communicative functions that may or may not be in a conventional fashion.</li> <li>I can communicate to achieve three or more communicative functions.</li> <li>I can use language to achieve desired meaning in communicating.</li> <li>I can listen and obtain information to perform a task.</li> </ul> <p><b>I Can Statements for EE.L.5.3.b:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>communicate</li> <li>initiate</li> <li>request</li> <li>“What do you want?”</li> <li>central message</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Visual aids of current activities</li> </ul>
--	--

<p><b>Instructional Examples for EE.L.5.3.a:</b></p> <ul style="list-style-type: none"> <li>Push away an undesired object.</li> <li>Ask a simple question. Use picture exchange to request a preferred item.</li> <li>Ask for help to complete an assigned task.</li> <li>Ask for directions to perform an assigned task.</li> </ul> <p><b>Instructional Examples for EE.L.5.3.b:</b></p>	
---	--

- Not applicable

**Real World Connections:**

- Make requests for items, activities, and actions that are preferences when involved in family activities such as eating meals and shopping.
- Make appropriate comments or share information on items, activities, and actions (e.g., “I want pepperoni pizza.” “I do not want supreme pizza.”).
- Communicate with peers and adults in all social settings.
- Task completion.

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>

<p><b>Standard L.5.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol>	<p><b>Essential Element EE.L.5.4:</b> Demonstrate knowledge of word meanings.</p> <ol style="list-style-type: none"> <li>Use sentence level context to determine which word is missing from a content area text.</li> <li>Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</li> <li>Not applicable</li> </ol>
---	---

<p><b>Grade 4 Essential Element EE.L.4.4:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of word meanings.       <ol style="list-style-type: none"> <li>Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</li> <li>Use frequently occurring root words (e.g., <i>talk</i>) and the words that result when word endings are added (e.g., <i>talked</i>, <i>talking</i>, <i>talks</i>).</li> <li>Not applicable</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.L.6.4:</b></p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of word meanings.       <ol style="list-style-type: none"> <li>Use context to determine which word is missing from a content area text.</li> <li>Use frequently occurring root word (e.g., <i>like</i>) and the words that result when affixes are added (e.g., <i>liked</i>, <i>disliked</i>, <i>liking</i>).</li> <li>Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.</li> <li>Not applicable</li> </ol> </li> </ul>
---	--

<p><b>I Can Statements for EE.L.5.4.a:</b></p> <ul style="list-style-type: none"> <li>I can respond to the meaning of a word in context.</li> <li>I can recognize the meaning of words.</li> <li>I can use context as a clue to determine the meaning of words.</li> <li>Not applicable</li> </ul> <p><b>I Can Statements for EE.L.5.4.b:</b></p> <ul style="list-style-type: none"> <li>I can respond to temporal words in context.</li> <li>I can identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common verbs.</li> <li>I can identify the temporal meaning of words when common affixes (-ing, -ed, -s, -es) are added to common nouns and verbs.</li> </ul> <p><b>I Can Statements for EE.L.5.4.c:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>
---

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• affix</li> <li>• context</li> <li>• clue</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>• Preprogrammed digital auditory output device to use for responses</li> </ul>
<p><b>Instructional Examples for EE.L.5.4.a:</b></p> <ul style="list-style-type: none"> <li>• Follow a one word command.</li> <li>• Follow simple oral or signed directions (e.g., “Clean up your desk.” “Open your book.” “Hand me the red crayon.”).</li> <li>• When given a topic, use words on a multi-message communication device to predict meaning of new vocabulary word. (e.g., The teacher says, “Today, we’re going to read a book about recycling. Here are some pictures from the book. Use your communication device to see if you can find any words that tell what recycling means.” The student selects words, <i>use</i> and <i>more</i> or <i>use</i> and <i>again</i>.)</li> </ul> <p><b>Instructional Examples for EE.L.5.4.b:</b></p> <ul style="list-style-type: none"> <li>• Given the word <i>running</i> and two pictures, one of a boy running and one of a boy sitting, points to the picture of the boy running.</li> <li>• The teacher asks, “Are you running?” and the student answers correctly to describe present activity.</li> <li>• “This month is March. What are the months? Where can we find them in our classroom?”</li> </ul> <p><b>Instructional Examples for EE.L.5.4.c:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>	
<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>• Expressing him/herself in all settings.</li> <li>• Written communication.</li> <li>• Following directions.</li> <li>• Expressing indicators of time (e.g., months of the year).</li> </ul>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf">http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf</a></li> <li>• <a href="http://bogglesworldesl.com/dolch/lists.htm">http://bogglesworldesl.com/dolch/lists.htm</a></li> <li>• <a href="http://tinyurl.com/l4thxpw">http://tinyurl.com/l4thxpw</a> Frye List of high frequency words</li> <li>• <a href="http://interventioncentral.org">http://interventioncentral.org</a></li> </ul>	

<p><b>Standard L.5.5:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	<p><b>Essential Element EE.L.5.5:</b> Demonstrate understanding of word relationship and use.</p> <ol style="list-style-type: none"> <li>Use simple common idioms (e.g., You bet!, It's a deal., We're cool.).</li> <li>Not applicable</li> <li>Demonstrate understanding of words that have similar meaning.</li> </ol>
--	--

<p><b>Grade 4 Essential Element EE.L.4.5:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word relationships and use.       <ol style="list-style-type: none"> <li>Not applicable</li> <li>Use common idioms (e.g., <i>no way</i>, <i>not a chance</i>, <i>you bet</i>).</li> <li>Demonstrate understanding of opposites.</li> </ol> </li> </ul>	<p><b>Grade 6 Essential Element EE.L.6.5:</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word relationships and use.       <ol style="list-style-type: none"> <li>Identify the meaning of simple similes (e.g., The man was as big as a tree.).</li> <li>Demonstrate understanding of words by identifying other words with similar and different meanings.</li> <li>Not applicable.</li> </ol> </li> </ul>
--	--

<p><b>I Can Statements for EE.L.5.5.a:</b></p> <ul style="list-style-type: none"> <li>I can react to a shared interaction in which an idiom is used.</li> <li>I can use an idiom correctly in response to a shared interaction.</li> <li>I can use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).</li> </ul> <p><b>I Can Statements for E.L.5.5.b-c:</b></p> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>idiom</li> <li>shared interaction</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Text on active board or other digital device</li> </ul>
---	---

**Instructional Examples for EE.L.5.5.a:**

- Responds with a smile or sound when a classmate or teacher says “Hey, you’re cool.”
- Respond with an idiom when a classmate or teacher uses an idiom (e.g., When the teacher says, “You’re cool, too.”).
- Use a single switch to say “Hey, you’re cool.” and “You’re cool too.”

**Instructional Examples for EE.L.5.5.b-c:**

- Not applicable

**Real World Connections:**

- Game playing in school and in the home and community.
- Making comparisons and decisions when shopping.
- Responding appropriately when interacting with others.

**Resources:**

- <http://www.symbolworld.org/>
- <http://www.widgit.com/resources/index.htm>
- <http://udltechtoolkit.wikispaces.com>
- <http://interventioncentral.org>

<p><b>Standard L.5.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>Essential Element EE.L.5.6:</b> Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</p>
--	--

<p><b>Grade 4 Essential Element EE.L.4.6:</b></p> <ul style="list-style-type: none"> <li>Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</li> </ul>	<p><b>Grade 6 Essential Element EE.L.6.6:</b></p> <ul style="list-style-type: none"> <li>Use general academic and domain-specific words and phrases across contexts.</li> </ul>
--	---

<p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>I can point to domain-specific words.</li> <li>I can identify domain-specific words.</li> <li>I can use domain-specific words (e.g., <i>if, then, next</i>).</li> <li>I can use domain-specific words and phrases.</li> </ul>	
---	--

<p><b>Key Vocabulary:</b></p> <ul style="list-style-type: none"> <li>if, then, next</li> <li>however, although nevertheless, similarly, moreover, in addition</li> </ul>	<p><b>Supports (specific to student):</b> (e. g., assistive technology, communication system, visual aids, templates, active board, highlighters)</p> <ul style="list-style-type: none"> <li>Preprogrammed digital auditory output device to use for responses</li> <li>Manipulative objects which match the domain-specific words</li> </ul>
--	---

<p><b>Instructional Examples</b></p> <ul style="list-style-type: none"> <li>Point to a highlighted word in an informational text.</li> <li>Match a domain-specific word to a picture or object.</li> <li>Respond appropriately when the teacher asks, “If it rains during recess, what happens?” The student says, “Then, we stay in.”</li> <li>Responds with an if/then sentence when the teacher asks, “What’s the rule?” (e.g., “If it rains, then we stay in.”).</li> </ul>	
---	--

<p><b>Real World Connections:</b></p> <ul style="list-style-type: none"> <li>Choosing preferred activities in all settings.</li> <li>Initiating or responding to communication on student’s topics of interest with peers and adults.</li> <li>Showing interest in words, phrases, sentences, and stories and the relationships between them by touching them in his/her environment, looking at them, and/or asking about them.</li> </ul>	
---	--

**Resources:**

- <http://pbskids.org/lions/stories/>
- <http://tarheelreader.org>
- <http://interventioncentral.org>

# Resources:

## ELA Grades 3, 4, 5

<http://www.mes-english.com/flashcards/school.php>  
settings flash cards

<http://www.bbc.co.uk/bitesize/ks2/english/>  
ideas for reading, writing, and spelling/grammar

[http://teacher.scholastic.com/clifford1/flash/story\\_4.htm](http://teacher.scholastic.com/clifford1/flash/story_4.htm)  
interactive stories

<http://feelingfacescards.com/>  
feeling face cards

<http://www.storylineonline.net/>  
On line stories read to you

<http://www.manatee.k12.fl.us/sites/elementary/samoset/rcccon1.htm>  
compare and contrast

<http://www.readwritethink.org/files/resources/interactives/comcontrast/>  
compare and contrast

<http://havefunteaching.com/worksheets/reading-worksheets/compare-and-contrast-worksheets/>  
compare and contrast worksheets

<http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm>  
point of view

[http://www.internet4classrooms.com/grade\\_level\\_help/determine\\_sequence\\_language\\_arts\\_third\\_3rd\\_grade.htm](http://www.internet4classrooms.com/grade_level_help/determine_sequence_language_arts_third_3rd_grade.htm)  
sequence of events

<http://www.watchknowlearn.org/Video.aspx?VideoID=36335&CategoryID=10502>  
From Seed to Plant story video

<http://www.quia.com/rd/42274.html>  
From seed to plant games

<http://www.havefunteaching.com/flash-cards/language-arts/common-and-proper-noun-flash-cards.pdf>

common proper nouns flash cards

[http://dme.kcsdschools.com/www/kcsdschools\\_dme/site/hosting/PDF%20files/2008 %20FRYE %20List %20of %20High %20Frequency %20Words.pdf](http://dme.kcsdschools.com/www/kcsdschools_dme/site/hosting/PDF%20files/2008%20FRYE%20List%20of%20High%20Frequency%20Words.pdf)

Fry List

<http://bogglesworldesl.com/dolch/lists.htm>

Dolch List

<http://www.familyfriendpoems.com/famous/>

famous poems for kids

<http://www.americanliterature.com/short-story-collections>

famous short stories

[http://www.bedtime.com/html/children s short stories.html](http://www.bedtime.com/html/children_s_short_stories.html)

short stories for kids

<http://www.worldoftales.com/>

different culture folktales

<http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html>

Informational text for kids

[http://star.spsk12.net/english/english\\_04.htm](http://star.spsk12.net/english/english_04.htm)

teaching activities and resources

<http://vimeo.com/23637047>

video of a pumpkin growing (time Lapse)

<http://udltechtoolkit.wikispaces.com/>

UDL great site!

<http://jc-schools.net/tutorials/interactive.htm>

Interactive Websites

<http://nancykeane.com/rl/265.htm>

Grade 3 Chapter books

[http://bestcoloringpages.com/my-first-picture-dictionary-alphabet-s-1\\_1d3431.html](http://bestcoloringpages.com/my-first-picture-dictionary-alphabet-s-1_1d3431.html)

Color work sheets

<http://helloliteracy.blogspot.com/2011/02/sources-of-short-web-based-text.html>

On-line informational Texts

<http://nancykeane.com/>

Children's literature

<http://www.twiducate.com/>

twitter for classroom teachers and kids

<http://www.eduplace.com/graphicorganizer/>

Graphic Organizers

<http://www.k12reader.com/>

Reading and instruction resources for teachers and parents

[http://www.adaptedmind.com/Math-Worksheets.html?gclid=CL20zI\\_71LgCFY1FMgodJUoAgQ](http://www.adaptedmind.com/Math-Worksheets.html?gclid=CL20zI_71LgCFY1FMgodJUoAgQ)

Math curriculum

<http://childrenwithspecialneeds.com/>

downloads: picture and photo symbols

<http://www.bestappsforkids.org/>

Apps for Ipads and Ipods

<http://etc.usf.edu/lit2go/>

audio books