



## Year at a Glance



# Planning and Scheduling Timelines

## 2009 • 2010

**Arlene C. Ackerman, Ed.D.**  
SUPERINTENDENT OF SCHOOLS

**Maria Pitre-Martin, Ph.D.**  
CHIEF ACADEMIC OFFICER

**The School District of Philadelphia  
School Reform Commission**

---

Robert L. Archie Jr., Esq., Chairman  
Denise McGregor Armbrister  
Johnny Irizarry  
Heidi A. Ramirez, Ph.D.



# THE SCHOOL DISTRICT OF PHILADELPHIA

440 NORTH BROAD STREET  
PHILADELPHIA, PENNSYLVANIA 19130

September 2009


Dear Colleagues,

As we embark on the new academic year, we invite you to review the 2009-2010 *Planning and Scheduling Timelines (PST)*. This year's PST reflects only essential revisions, based on feedback from classroom teachers with extensive expertise in teaching the core curriculum. The PST is designed to guide your instruction and to ensure that the curriculum is aligned to the Pennsylvania content standards. The PST references many School District of Philadelphia resources, such as the *Core Curriculum* documents and *Access to the Core Curriculum Strategies Guide*, as well as textbooks; web-based resources are referenced to engage all learners in relevant content and to develop 21st century skills. PSTs are available in both published and electronic formats; live links to web-based resources are available in SchoolNet.

The *Year-at-a-Glance (YAG)* looks noticeably different in some content areas and at some grade levels. For example, in the literacy *YAG*, teaching goals and objectives replace story titles; we believe this change better communicates the instructional intent. We encourage teachers to look at the big picture. We urge teachers to make learning more comprehensible by building on what students already know, and by providing multiple opportunities for students to practice and apply new learning.

We wish you and your students a successful school year and we hope that this document, as well as those documents referenced in this guide, will help you plan and implement the best possible learning experiences for your students.

Sincerely,

A handwritten signature in black ink, appearing to read "Linda Chen". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Linda Chen, Deputy  
Office of Teaching and Learning



## ASSESSMENT ANCHORS

The State Department of Education recently released a set of Assessment Anchors for grades 3 to 11. The Assessment anchors detail and clarify which Reading Standards will be assessed on the PSSA. The Assessment Anchors are:

■ **CLEAR** – The anchors clarify which standards are assessed on the PSSA. They are easy to read.

■ **FOCUSED** – The anchors identify a core set of standards that could be reasonably assessed.

■ **ALIGNED** – The anchors directly align to the Pennsylvania State reading standards.

■ **GRADE APPROPRIATE** – The anchors provide clear examples of skills and knowledge that should be learned at each grade level.

■ **RIGOROUS** – Performance tasks will still be used to assess higher order reasoning and problem solving skills.

■ **MANAGEABLE** – The anchors identify content that could be taught in a manageable way before the Spring administration of the PSSA.

On the Planning and Scheduling Timeline there is an asterisk next to each content descriptor that is aligned to an assessment anchor. In the Core Curriculum there are teaching suggestions to insure proficient teaching and learning of the specific content.

The State Department of Education is also identifying the eligible content for each assessment anchor. This identifies the content you must teach to best prepare students for the PSSA. As the eligible content is released, it will be shared with you in specially designed teaching packets to help you embed the skills and content in your daily instruction.

## OVERVIEW OF READING ASSESSMENT ANCHORS FOR GRADE 5

### R5.A. Comprehension and Reading Skills

R5.A.1 Understand Fiction Appropriate to Grade Level

R5.A.2 Understand Nonfiction Appropriate to Grade Level

### R5.B. Interpretation and Analysis of Literature

R5.B.1 Understand Components Within and Between Texts

R5.B.2 Understand Literary Devices in Fictional and Nonfictional Text

R5.B.3 Understand Concepts and Organization of Nonfictional Text



**FIRST CYCLE** TEXT THEME: AUTHORS REVEAL THE UNIQUENESS OF THEIR CHARACTERS IN WORDS AND ACTIONS

WK.	DATES	NO. OF DAYS	ASSESSMENT	INTENDED LEARNING OUTCOMES
1	9/08-9/11	4		Students will: <ul style="list-style-type: none"> <li>Analyze narrative elements</li> <li>Interpret sound techniques</li> <li>Interpret text structure</li> <li>Use various word forms to decode</li> <li>Write an organized narrative</li> </ul>
2	9/14-9/18	5		
3	9/21-10/02	9	<i>Predictive 1</i>	
4	10/05-10/09	5		
5	10/13-10/16	4	<i>Benchmark 1</i>	
6	10/19-10/23	5		

**SECOND CYCLE** TEXT THEMES: PEOPLE AND ANIMALS WORK TOGETHER TO ACCOMPLISH GOALS

1	10/26-10/30	5		Students will: <ul style="list-style-type: none"> <li>Draw conclusions about characters</li> <li>Interpret the figurative language</li> <li>Use word-learning strategies</li> <li>Summarize key details and events</li> <li>Write in the informational mode</li> </ul>
2	11/02-11/06	4		
3	11/09-11/13	4		
4	11/16-11/20	5		
5	11/23-12/04	8	<i>Benchmark 2</i>	
6	12/07-12/11	5	<i>Report Card Cycle Closes 12/17</i>	

**THIRD CYCLE** TEXT THEMES: NATURE SHAPES AND RESHAPES EARTH AND ITS INHABITANTS

1	12/14-12/18	5	<i>Report Card Conferences</i>	Students will: <ul style="list-style-type: none"> <li>Create mental images</li> <li>Interpret figurative language</li> <li>Interpret graphic aids</li> <li>Identify the main idea</li> <li>Summarize while reading</li> <li>Writing an informational piece</li> </ul>
2	12/21-1/08	8		
3	1/11-1/15	5		
4	1/19-1/22	4		
5	1/25-2/05	10	<i>Predictive 2</i>	
6	2/08-2/12	5		

**FOURTH CYCLE** TEXT THEME: CREATIVITY COMES IN MANY FORMS; CREATIVE CHILDREN BECOME CREATIVE ADULTS

1	2/16-2/19	4		Students will: <ul style="list-style-type: none"> <li>Interpret and analyze characters</li> <li>Distinguish between fact and opinion</li> <li>Determine the author's purpose</li> <li>Summarize key details</li> <li>Writing a persuasive piece</li> </ul>
2	2/22-2/26	5		
3	3/01-3/05	5		
4	3/08-3/12	5		
5	3/15-3/19	5	<i>Benchmark 3 • Report Card Cycle Closes 3/17</i>	
6	3/22-3/26	5	<i>Report Card Conferences</i>	

**FIFTH CYCLE** PSSA • TEXT THEME: SCHOOL COMMUNITIES CONNECT WHEN LEARNING LESSONS FROM TEXTS AND FROM LIFE

1	4/05-4/09	5		Students will: <ul style="list-style-type: none"> <li>Draw conclusions characters</li> <li>Interpret text structure to identify the main idea</li> <li>Determine the author's purpose</li> <li>Summarize key details and events</li> <li>Write an informational piece</li> </ul>
2	4/12-4/16	5	<i>PSSA/PSSA Modified Math • PSSA Reading</i>	
3	4/19-4/23	5	<i>PSSA Writing (Grades 5 &amp; 8)</i>	
4	4/26-4/30	5	<i>PSSA Science (Grades 4 &amp; 8)</i>	
5	5/03-5/07	5	<i>PSSA Make-ups • All Subjects &amp; All Grades</i>	
ONLY 5 WEEKS IN THIS CYCLE				

**SIXTH CYCLE** TEXT THEME: SCHOOL COMMUNITIES CONNECT WHEN LEARNING LESSONS FROM TEXTS AND FROM LIFE

1	5/10-5/14	4		Students will: <ul style="list-style-type: none"> <li>Make predictions /draw conclusions.</li> <li>Interpret text structure to determine the author's purpose</li> <li>Summarize key details and events</li> <li>Write in the narrative mode</li> </ul>
2	5/17-5/21	5	<i>Predictive 3</i>	
3	5/24-5/28	5		
4	6/01-6/04	4		
5	6/07-6/11	5		
6	6/14-6/17	4	<i>Report Cards Issued</i>	





## **Planning and Scheduling Timeline**

**FIRST CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will develop their individual strengths and abilities while working in dynamic partnerships and groups as well as alone. Students will analyze narrative elements including point of view. They will learn to interpret sound techniques such as alliteration. Students will interpret text structure to understand essential content and summarize key details while reading. They will use various word forms to decode unfamiliar words and expand their vocabulary by associating new words with known concepts. Students will learn how to write an organized narrative, rich in description and details.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Introducing the Book</b> p. xxxiv  <b>Using Reading Strategies</b> p. xxxix, 16, 17  <b>Theme Project:</b> p. 18J  <b>Provide students with opportunities to present/share activities related to their summer reading</b>  <b>Address 21st Century Applied Skills</b>                      • Lifelong Learning/Self Direction • Professionalism/Work Ethic  <b>*Establish routines for Literacy Block</b></p>			<p><b>HARCOURT TROPHIES: THEME 1</b>                      Poster Books                      Class Sets of Books                      Daily Read Alouds including Summer Books (see C&amp;I website for complete Book Lists)                      Use additional resources if needed</p>
<p><b>Reading</b>                      • Review prefixes, suffixes, and roots                      • Review making and confirming predictions                      • Review characterization                      • Interpret effectiveness of point of view p. 45A  <b>Vocabulary Power/Extend Word Knowledge:</b> p. 20  <b>Making Connections/Theme:</b> p. 42  <b>Word Study/Phonics:</b> Syllables p.45C; foreign words, antonyms p. 45K  <b>Grammar:</b> Declarative/interrogative sentences p. 45G  <b>Writing: Narrative:</b> Point of view p. 45E  <b>Address 21st Century Applied Skills</b>                      • Teamwork/Collaboration • Leadership  <b>*Establish routines for Literacy Block</b></p>	<ul style="list-style-type: none"> <li>• Use knowledge of phonics to decode words*</li> <li>• Identify basic ideas in text</li> <li>• Compare and contrast use of literary elements within/among texts including point of view*</li> <li>• Acquire a reading vocabulary*</li> <li>• Use phonics, syllabication to understand new words*</li> <li>• Identify words from other languages that are commonly used English words</li> <li>• Use complete sentences</li> <li>• Develop and maintain a consistent voice</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.1C p. 22</b>  <b>1.1D p. 24</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.7A p. 84</b>  <b>1.5F p. 68</b>  <b>1.5D p. 64</b>  <b>1.4A p. 52</b></p>	<p>Read Aloud  <i>The New Kid</i> p. 20G    <i>The Hot and Cold Summer</i> p. 22                      Meet the Author</p>
<p><b>Reading</b>                      • Interpret/compare/describe/analyze narrative elements                      • Create mental images                      • Interpret/describe intentional use of alliteration p. 55                      • Identify literary forms p. 69A  <b>Vocabulary Power/Extend Word Knowledge:</b> p. 46  <b>Reading Across Texts:</b> p. 64  <b>Making Connections/Theme:</b> p. 66  <b>Word Study/Phonics:</b> Syllables 69C; homographs, homophones p. 69K  <b>Grammar:</b> Imperative/exclamatory sentences p. 69G  <b>Writing: Narrative:</b> Sensory and descriptive details p. 69E  <b>Address 21st Century Applied Skills</b>                      • Lifelong Learning/Self Direction                      • Understanding Diversity • Teamwork/Collaboration  <b>*Establish routines for Literacy Block</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast literary elements*</li> <li>• Identify ideas and facts in text using strategies*</li> <li>• Describe sound techniques*</li> <li>• Identify effects of sound and structure*</li> <li>• Acquire a reading vocabulary*</li> <li>• Use phonics, syllabication to understand new words*</li> <li>• Use complete sentences</li> <li>• Develop and maintain a consistent voice</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.3B p. 42</b>  <b>1.1D p. 24</b>  <b>1.3C p. 44</b>  <b>1.3D p. 46</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5F p. 68</b>  <b>1.5D p. 64</b>  <b>1.4A p. 52</b></p>	<p>Read Aloud  <i>Seth of the Lion People</i> p. 46G    <i>Sees Behind Trees</i> p. 48                      Meet the Author</p>
<p><b>Reading</b>                      • Identify and apply prefixes, suffixes and roots                      • Use self-questioning strategies                      • Interpret/compare/describe/analyze narrative elements  <b>Vocabulary Power/Extend Word Knowledge:</b> p. 70  <b>Making Connections/Theme:</b> p. 86  <b>Word Study/Phonics:</b> Syllables p. 89A; word origins/analogy p. 89I  <b>Grammar:</b> Complete and simple subjects p. 89E  <b>Writing: Narrative:</b> Vivid descriptions and details p. 89C  <b>Address 21st Century Applied Skills</b>                      • Creativity/Innovation • Understanding Diversity</p>	<ul style="list-style-type: none"> <li>• Use phonics, syllabication, prefixes, suffixes to decode*</li> <li>• Identify ideas and facts in text using strategies*</li> <li>• Compare and contrast use of literary elements*</li> <li>• Acquire a reading vocabulary*</li> <li>• Identify words from other languages that are commonly used English words</li> <li>• Use complete sentences</li> <li>• Develop and maintain a consistent voice</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.1C p. 22</b>  <b>1.1D p. 24</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.7A p. 84</b>  <b>1.5F p. 68</b>  <b>1.5D p. 64</b>  <b>1.4A p. 52</b></p>	<p>Read Aloud  <i>Sebastian's Violin</i> p. 70G    <i>Yang the Third and Her Impossible Family</i> p. 72                      Meet the Author</p>
<p><b>Reading</b>                      • Make judgments                      • Interpret text structure and format                      • Interpret point of view p. 113B  <b>Vocabulary Power/Extend Word Knowledge:</b> p. 90  <b>Reading Across Texts:</b> p. 106  <b>Making Connections/Theme:</b> p. 110  <b>Word Study/Phonics:</b> Letter patterns p. 113A; word origins/familiar patterns p. 113I  <b>Grammar:</b> Complete and simple predicates p. 113E  <b>Writing: Narrative:</b> Beginning, middle, and end p. 113C  <b>Address 21st Century Applied Skills</b>                      • Ethics/Social Responsibility • Leadership</p>	<ul style="list-style-type: none"> <li>• Make responsible assertions about ideas in text*</li> <li>• Select texts for a particular purpose using format*</li> <li>• Compare literary elements including point of view*</li> <li>• Acquire a reading vocabulary*</li> <li>• Use phonics, syllabication, prefixes, suffixes to decode*</li> <li>• Identify word meanings that have changed</li> <li>• Use complete sentences</li> <li>• Write with a controlled organization</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.1G p. 30</b>  <b>1.1B p. 20</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.7C p. 88</b>  <b>1.5F p. 68</b>  <b>1.5C p. 62</b>  <b>1.4A p. 52</b></p>	<p>Read Aloud  <i>I Have a Dream</i> p. 90G    <i>Dear Mrs. Parks</i> p. 92</p>
<p><b>Student Ownership: Examining Data and Setting Goals</b>                      • Reteach review, accelerate, enhance understanding as needed                      • Best practices/multicultural connections in Core Curriculum  <b>Address 21st Century Applied Skills</b>                      • Lifelong Learning/Self Direction                      • Information Technology/Application</p>			<ul style="list-style-type: none"> <li>• Theme Resources, Additional Resources</li> <li>• Theme Wrap-Up and Review p. 135O</li> </ul>

By the end of this cycle, students are able to demonstrate new thinking and learning individually and as part of an effective partnership or team. Students can construct meaning and respond critically using the information from narrative elements including point of view. Students can summarize important information as they respond critically to text. They practice decoding unfamiliar words by applying various word forms and they continue to build a robust vocabulary. They have written a well organized narrative, rich in description and details.

**FIRST CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** People discover their individual strengths and abilities by examining their own unique characteristics.  
Notice how the authors reveal the uniqueness of their characters.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p><b>Cycle 1</b> <b>Week 1</b></p> <p>4 days</p> <p><b>Sept. 8</b> to <b>Sept. 11</b></p>	<p><b>Idea(s) for Investigation</b> Characterization <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> </ul>	<p><b>PSSA Multiple Choice</b> Which word best describes (<i>insert character</i>)?</p>	<p><b>Introducing the Book</b> See Core Curriculum <b>page 18</b> for more strategies to teach purposes for reading.</p> <p><b>Theme Project</b> See Core Curriculum <b>page 90</b> for more strategies to teach research reports.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 2 pages 6-7, 27</b> for Establishing Routines/Procedures for Literacy Block.</p>
<p><b>Cycle 1</b> <b>Week 2</b></p> <p>5 days</p> <p><b>Sept. 14</b> to <b>Sept. 18</b></p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Developing New Friendships <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Leadership</li> </ul>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> Explain how Derek's attitude toward Bolivia changes from the beginning to the end of the passage. Give at least two examples from the passage to support your response.</p>	<p><b>Review Characterization</b> See Core Curriculum <b>page 42</b> for more strategies to teach characterization.</p> <p><b>Prefixes/Suffixes/Roots</b> See Core Curriculum <b>page 26</b> for more strategies to teach word study.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p>
<p><b>Cycle 1</b> <b>Week 3</b></p> <p>9 days</p> <p><b>Sept. 21</b> to <b>Oct. 2</b></p> <p>Predictive 1</p>	<p><b>Idea(s) for Investigation</b> Making Decisions <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Teamwork/Collaboration</li> <li>• Lifelong Learning</li> </ul>	<p><b>PSSA Multiple Choice</b> Read the following sentence from the passage <i>...she spoke in the slow, booming voice she saves for the most solemn moments.</i> As used in the sentence, what do the words "slow" and "booming" mean?</p>	<p><b>Author's Craft</b> See Core Curriculum <b>page 52</b> for more strategies to teach sensory details</p> <p><b>Sound in Poetry (alliteration)</b> See Core Curriculum <b>page 46</b> for more strategies to teach sound in poetry.</p>
<p><b>Cycle 1</b> <b>Week 4</b></p> <p>5 days</p> <p><b>Oct. 5</b> to <b>Oct. 9</b></p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Culture Diversity/Global Change <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Understanding Diversity</li> </ul>	<p><b>PSSA ✓ Point Question</b> <b>Constructed Response</b> Explain Yang 's feelings about her family. Give two examples from the passage to support your response.</p>	<p><b>Vocabulary</b> See Core Curriculum <b>page 28</b> for more strategies to teach new vocabulary</p> <p><b>Conventions</b> See Core Curriculum <b>page 68</b> for more strategies to teach conventions of language.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 2 page 37</b> for Students That Do Not Work in Groups.</p>
<p><b>Cycle 1</b> <b>Week 5</b></p> <p>4 days</p> <p><b>Oct. 13</b> to <b>Oct. 16</b></p> <p>Benchmark 1</p>	<p><b>Idea(s) for Investigation</b> Peer Pressure Famous Women <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Leadership</li> </ul>	<p><b>PSSA Multiple Choice</b> Which statement <b>best</b> summarizes the passage?</p>	<p><b>Text Structure/Format</b> See Core Curriculum <b>page 34</b> for more strategies to teach text organization.</p> <p><b>Writing</b> See Core Curriculum <b>page 62</b> for more strategies to teach organization.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 63</b> for Sequencing Events.</p>
<p><b>Cycle 1</b> <b>Week 6</b></p> <p>5 days</p> <p><b>Oct. 19</b> to <b>Oct. 23</b></p>	<p><b>Idea(s) for Investigation</b> Compare and Contrast <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Informational Technology</li> </ul>	<p><b>PSSA ✓ Point Question</b> <b>COMPARE TEXTS</b> <b>Constructed Response</b> Describe two differences and at least one similarity between <i>Aesop's Fables</i> and <i>Dear Mrs. Parks</i>. Give examples from the passages to support your response.</p>	<p><b>Develop</b>, with the class, charts to teach <b>prefixes, suffixes, roots, and antonyms</b>. When students find new words, they add the words to the appropriate charts.</p> <p><b>Analyzing and Extending Text</b> See Core Curriculum <b>page 50</b> for more strategies to teach responding to text.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p>

**SECOND CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will build collaborative relationships with classmates who recognize the importance of working together to accomplish their goals. Students will draw conclusions about characters using information from narrative elements and interpret the figurative language in text. They will learn to use various word-learning strategies to decode unknown words. Students will learn how to summarize key details and events to keep track of important information. Students will continue to enrich their vocabulary by associating new words with known concepts. Students will learn how to write in the informational mode with an emphasis on topic sentences, details and organization.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS <small>REFER TO THE COORDINATING DOCUMENT</small>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret/compare/describe/analyze narrative elements</li> <li>Read ahead</li> <li>Interpret figurative language: metaphors p. 121</li> <li>Identify/interpret/describe point of view p. 135B</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 114</p> <p><b>Making Connections/Theme:</b> p. 132</p> <p><b>Word Study/Phonics:</b> Syllables p. 135A; suffixes, antonyms p. 135I</p> <p><b>Grammar:</b> Compound subjects and predicates p. 135E</p> <p><b>Writing: Narrative:</b> Topic sentences and details p. 135C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast use of literary elements including point of view*</li> <li>Identify ideas and facts in text strategies*</li> <li>Describe figurative language*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to decode new words*</li> <li>Use precise language</li> <li>Write using well-developed content</li> <li>Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.3B p. 42</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3C p. 44</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.5B p. 60</b></p> <p><b>1.4A p. 52</b></p>	<p><i>HARCOURT TROPHIES: THEME 2</i></p> <p>Read Aloud <i>A Nation of Immigrants</i> p. 114G</p> <p><i>Elena</i> p. 116 Meet the Author and Illustrator</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Drawing conclusions and/or make inferences</li> <li>Adjust reading rate</li> <li>Identify/interpret text structure: headings, captions p. 147</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 138</p> <p><b>Reading Across Texts:</b> p.154</p> <p><b>Making Connections/Theme:</b> p. 158</p> <p><b>Word Study/Phonics:</b> Letter patterns p. 161A; multiple-meaning words, compound words p. 161I</p> <p><b>Grammar:</b> Simple/compound sentences p. 161E</p> <p><b>Writing: Informational:</b> Topic sentences/details p. 161C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Leadership</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences/draw conclusions about similar concepts*</li> <li>Identify basic facts in text using strategies*</li> <li>Select and use format of the text as a guide*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics*</li> <li>Use different types and lengths of sentences</li> <li>Write paragraphs that have a topic sentence and supporting details</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.1B p. 20</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.5B p. 60</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>Casey at the Bat</i> p. 138G</p> <p><i>We'll Never Forget You, Roberto Clemente</i> p. 140</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Summarize key details/events and paraphrase</li> <li>Use context to confirm meaning</li> <li>Interpret/describe figurative language pp. 173,183A</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p.162</p> <p><b>Making Connections/Theme:</b> p.180</p> <p><b>Word Study/Phonics:</b> Word structure p. 183C; synonyms and antonyms, descriptive words p. 183K</p> <p><b>Grammar:</b> Independent and dependent clauses p. 183G</p> <p><b>Writing: Informational:</b> Order ideas/sequence words p.183E</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Understanding Diversity</li> <li>Creativity/Innovation</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the main ideas and themes*</li> <li>Identify basic facts in text using strategies*</li> <li>Describe figurative language*</li> <li>Acquire a reading vocabulary*</li> <li>Identify, understand the meaning of words*</li> <li>Use knowledge of phonics*</li> <li>Use precise language</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.1G p. 30</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3C p. 44</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1F p. 28</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>The Bundle of Sticks</i> <i>The Ant and the Dove</i> p. 162G</p> <p><i>Folk Tales from Asia</i> p. 164 Meet the Illustrator</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Draw conclusions</li> <li>Read ahead</li> <li>Summarize key details/events and paraphrase p. 201D</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 184</p> <p><b>Making Connections/Theme:</b> p.198</p> <p><b>Word Study/Phonics:</b> Multiple-meaning words, homographs p. 201K</p> <p><b>Grammar:</b> Complex sentences p. 201G</p> <p><b>Writing: Informational:</b> Summarization p. 201E</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Teamwork/Collaboration</li> <li>Information Technology/Application</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences/draw conclusions about similar concepts*</li> <li>Identify the basic facts in text using strategies*</li> <li>Summarize the main ideas and themes*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics*</li> <li>Use complete sentences</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>The Wolf and the Dog</i> p. 184G</p> <p><i>Iditarod Dream</i> p. 186 Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Summarize key details/events and paraphrase</li> <li>Reread to clarify</li> <li>Interpret author's craft/figurative language</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 202</p> <p><b>Reading Across Texts:</b> p. 216</p> <p><b>Making Connections/Theme:</b> p. 220</p> <p><b>Word Study/Phonics:</b> Syllable patterns p. 223A; analogies, antonyms p. 223I</p> <p><b>Grammar:</b> Abbrev. for common/proper nouns p. 223E</p> <p><b>Writing: Informational:</b> Order ideas/sequence words p. 223C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> <li>Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Summarize the major ideas, themes*</li> <li>Identify the basic facts in text using strategies*</li> <li>Describe how the author uses figurative language*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to decode new words*</li> <li>Use nouns, pronouns, verbs correctly</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.1G p. 30</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3C p. 44</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>A Dog's Body</i> p. 202G</p> <p><i>Woodson</i> p. 204 Meet the Author</p>
<p><b>Student Ownership: Examining Data and Setting Goals</b></p> <ul style="list-style-type: none"> <li>Reteach review, accelerate, enhance understanding as needed</li> <li>Best practices/multicultural connections in Core Curriculum</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> </ul>			<p><b>*Note: Use alternative texts to address the noted objectives.</b></p> <ul style="list-style-type: none"> <li>Theme/ Add. Resources</li> <li>Theme Wrap-Up and Review p. 343Q</li> </ul>

By the end of this cycle, students are able to demonstrate skills and understandings through team projects, as well as group and individual performance tasks, assignments and presentations. Students can construct meaning and respond critically by drawing conclusions as they continue to analyze narrative elements and figurative language in text. Students can summarize important information as they respond critically to text. They are able to decode unfamiliar words by applying various word-learning strategies. Students are continuing to increase their vocabulary. Students are writing a well organized informational piece.

**SECOND CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Teamwork accomplishes goals, and the stories in this cycle illustrate how different kinds of teams worked to meet their goals.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p><b>Cycle 2 Week 1</b> 5 days Oct. 26 to Oct. 30</p>	<p><b>Idea(s) for Investigation</b> Immigration to America <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Understanding Diversity</li> </ul>	<p><b>PSSA Multiple Choice</b> Which statement reflects the author's point of view?</p>	<p><b>Point of View</b> See Core Curriculum page 42 for more strategies to teach point of view.</p> <p><b>Fluency</b> See Core Curriculum page 32 for more strategies to teach fluency.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 64 for Listening Passage Overviews.</p>
<p><b>Cycle 2 Week 2</b> 4 days Nov. 2 to Nov. 6</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> History of Baseball <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Leadership</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> Explain why Roberto Clemente was called "the great one". Give two examples from the story to support your answer.</p>	<p><b>Draw Conclusions</b> See Core Curriculum page 34 for more strategies to teach drawing conclusions.</p> <p><b>Writing</b> See Core Curriculum page 52 for more strategies to teach about writing detailed descriptions.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 68 for Reluctant Writers Strategies.</p>
<p><b>Cycle 2 Week 3</b> 4 days Nov. 9 to Nov. 13</p>	<p><b>Idea(s) for Investigation</b> Chinese Games, Crafts and Recipes <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Creativity/Innovation</li> </ul>	<p><b>PSSA Multiple Choice</b> Which sentence contains a simile?</p>	<p><b>Simile</b> See Core Curriculum page 44 for more strategies to teach figurative language.</p> <p><b>Summarize</b> See Core Curriculum page 30 for more strategies to teach summarization.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 63 for Beginning, Middle, End.</p>
<p><b>Cycle 2 Week 4</b> 4 days Nov. 16 to Nov. 20</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Dog Sled Racing <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Teamwork/Collaboration</li> <li>• Information Technology</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> How does Dusty take good care of his dogs? Give three examples from the passage to support your response.</p>	<p><b>Comprehension</b> See Core Curriculum page 40 for more strategies to teach comprehension.</p> <p><b>Writing</b> See Core Curriculum page 54 for more strategies to teach informational writing.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 66 for Writing Accommodations.</p>
<p><b>Cycle 2 Week 5</b> 8 days Nov. 23 to Dec. 4</p> <p>Benchmark 2</p>	<p><b>Idea(s) for Investigation</b> Community with Animals <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA Multiple Choice</b> Which statement <b>best</b> summarizes the selection?</p>	<p><b>Comprehension</b> See Core Curriculum page 50 for more strategies to teach comprehension.</p> <p><b>Writing</b> See Core Curriculum page 62 for more strategies to teach sustaining a logical organization.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 50 for Subject Matter Organizers.</p>
<p><b>Cycle 2 Week 6</b> 5 days Dec. 7 to Dec. 11</p>	<p><b>Idea(s) for Investigation</b> Teamwork and Collaboration <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA ✓ Point Question COMPARE TEXTS Constructed Response</b> Compare the challenges that the main characters faced in the stories <i>We'll Never Forget You</i>, <i>Roberto Clemente</i> and <i>Iditarod Dream</i>. Give one way they are similar and one way they are different. Use examples from the texts to support your response.</p>	<p><b>Develop</b>, with the class, charts to teach <b>synonyms, antonyms, and homographs</b>. When students find new words, they add the words to the appropriate charts.</p> <p><b>Vocabulary</b> See Core Curriculum page 26 for interactive strategies to develop vocabulary.</p>

**THIRD CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will learn the critical role of individual ethical behavior in our communities as they investigate forces of nature that impact the Earth. Students will make inferences, create mental images and interpret figurative language in text. Students will continue to use various word-learning strategies to decode unknown words. Students will interpret text structure and graphic aids, identify the main idea and summarize while reading. Students will continue to enrich their vocabulary by associating new words with known concepts. They will continue writing an informational piece and begin to write in the persuasive mode.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret/compare narrative elements</li> <li>Summarize key details/events</li> <li>Make inferences p. 243A</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 224  <b>Reading Across Texts:</b> p. 238  <b>Making Connections/Theme:</b> p. 240  <b>Word Study/Phonics:</b> Endings p. 243C; synonyms, analogies p. 243K  <b>Grammar:</b> Singular/plural nouns p. 243G  <b>Writing: Informational:</b> Essay that explains p. 243E  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Ethics/Social Responsibility</li> <li>Information Technology/Application</li> </ul>	<ul style="list-style-type: none"> <li>Compare the use of literary elements*</li> <li>Summarize the main ideas and themes in text*</li> <li>Make inferences about similar concepts*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics*</li> <li>Use nouns properly</li> <li>Sustain a logical order within sentences and between paragraphs using meaningful transitions</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.3B p. 42</b>  <b>1.1G p. 30</b>  <b>1.2A p. 34</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5F p. 68</b>  <b>1.5C p. 62</b>  <b>1.4B p. 54</b></p>	<p><i>HARCOURT TROPHIES: THEME 3</i>  Read Aloud  <i>Sea Slant</i>  <i>Long Trip</i>  p. 224G    <i>Island of the Blue Dolphins</i> p. 226  Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Identify/interpret prefixes, suffixes and roots</li> <li>Create mental images</li> <li>Interpret figurative language: similes and metaphors</li> <li>Use research and information skills p. 273A</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 246  <b>Making Connections/Theme:</b> p. 270  <b>Word Study/Phonics:</b> Letter patterns p. 273C; synonyms, analogies p. 273K  <b>Grammar:</b> Possessives of singular/plural nouns p. 273G  <b>Writing: Persuasive:</b> Developing focus and details p. 273  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of phonics to decode new words*</li> <li>Identify the basic ideas and facts in text using strategies*</li> <li>Describe how the author uses literary devices*</li> <li>Use traditional and electronic search tools</li> <li>Acquire a reading vocabulary*</li> <li>Use nouns properly</li> <li>Write with a sharp, distinct focus</li> <li>Write persuasive pieces with a clearly stated position or opinion</li> </ul>	<p><b>1.1C p. 22</b>  <b>1.1D p. 24</b>  <b>1.3C p. 44</b>  <b>1.8B p. 92</b>  <b>1.1E p. 26</b>  <b>1.5F p. 68</b>  <b>1.5A p. 58</b>  <b>1.4C p. 56</b></p>	<p>Read Aloud  <i>"Some Rivers"</i>  <i>"Safe At Last"</i>  p. 246G    <i>Everglades</i> p. 248  Meet the Author/Illustrator</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret graphic aids</li> <li>Interpret text structure and format including p. 295A</li> <li>Interpret author's craft</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 274  <b>Reading Across Texts:</b> p. 288  <b>Making Connections/Theme:</b> p. 292  <b>Word Study/Phonics:</b> Compound words p. 295C; multiple-meaning words, synonyms p. 295K  <b>Grammar:</b> Pronouns and antecedent p. 295G  <b>Writing: Persuasive:</b> Supporting details p. 295E  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Select texts for a purpose using the format</li> <li>Evaluate text organization and content to determine the author's purpose and effectiveness*</li> <li>Describe how the author uses literary devices*</li> <li>Acquire a reading vocabulary*</li> <li>Evaluate text organization and content to determine author's purpose*</li> <li>Use knowledge of phonics to decode*</li> <li>Use nouns, pronouns, verbs etc. properly</li> <li>Write persuasive pieces with a stated position or opinion</li> </ul>	<p><b>1.1B p. 20</b>  <b>1.2A p. 34</b>  <b>1.3C p. 44</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5F p. 68</b>  <b>1.4C p. 56</b></p>	<p>Read Aloud  <i>Should We Put Out Fires?</i> p. 274G    <i>Summer of Fire</i> p. 276  Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret text structure: main idea and details p. 347D</li> <li>Adjust reading rate</li> <li>Interpret graphic aids including p. 319B</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 296  <b>Reading Across Texts:</b> p. 312  <b>Making Connections/Theme:</b> p. 316  <b>Word Study/Phonics:</b> Letter patterns p. 319A; multiple-meaning words p. 319D; antonyms p. 319K  <b>Grammar:</b> Replacing nouns with pronouns p. 319G  <b>Writing: Persuasive:</b> Opinion/ main idea and supporting details p. 319  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Information Technology/Application</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate text organization and content to determine the author's purpose and effectiveness*</li> <li>Identify the basic ideas and facts in text using strategies*</li> <li>Select texts for a purpose using the format</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to understand and read words*</li> <li>Use nouns, pronouns, verbs etc. properly</li> <li>Write persuasive pieces with a clearly stated position or opinion and supporting details</li> </ul>	<p><b>1.2A p. 34</b>  <b>1.1D p. 24</b>  <b>1.1B p. 20</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5F p. 68</b>  <b>1.4C p. 56</b></p>	<p>Read Aloud  <i>The Drop in My Drink</i> p. 296G    <i>Oceans</i> p. 298  Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret graphics aids</li> <li>Reread to clarify</li> <li>Identify/explain main idea and details</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 320  <b>Reading Across Texts:</b> p. 340  <b>Making Connections/Theme:</b> p. 344  <b>Word Study/Phonics:</b> Roots and suffixes p. 347C; analogies, synonyms p. 347K  <b>Grammar:</b> Possessive pronouns p. 347G  <b>Writing: Persuasive:</b> Introduction, problem/solution, conclusion p. 347E  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Teamwork/Collaboration</li> <li>Information Technology/Application</li> </ul>	<ul style="list-style-type: none"> <li>Select texts for a purpose using the format</li> <li>Identify the basic ideas and facts in text using strategies*</li> <li>Retell or summarize the major ideas, themes in text*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to decode and understand words*</li> <li>Use nouns, pronouns, and verbs properly</li> <li>Write persuasive pieces with a clearly stated position and supporting details</li> </ul>	<p><b>1.1B p. 20</b>  <b>1.1D p. 24</b>  <b>1.1G p. 30</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5F p. 68</b>  <b>1.4C p. 56</b></p>	<p>Read Aloud  <i>Too Much Sky</i> p. 320G    <i>Seeing Earth from Space</i> p. 322  Meet the Author</p>
<p><b>Student Ownership: Examining Data and Setting Goals</b></p> <ul style="list-style-type: none"> <li>Reteach review, accelerate, enhance understanding as needed</li> <li>Best practices/multicultural connections in Core Curriculum</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Ethics/Social Responsibility</li> <li>Information Technology/Application</li> </ul>			<p><b>*Note: Use alternative texts to address the noted objectives.</b></p> <ul style="list-style-type: none"> <li>Theme Resources</li> <li>Additional Resources</li> <li>Theme Wrap-Up and Review p. 365Q</li> </ul>

By the end of this cycle, students are able to construct meaning and respond critically as responsible members of the school community as they make inferences and interpret figurative language in texts. Students can summarize important information and interpret text structure and graphic aids as they respond critically to text. They are able to decode and correctly use new words by applying various word-learning strategies. Students are continuing to build their vocabulary. Students are writing a persuasive piece.

**THIRD CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Forces of nature shape and reshape our planet. These changes impact the Earth and its inhabitants.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p><b>Cycle 3 Week 1 5 days</b></p> <p><b>Dec. 14 to Dec. 18</b></p> <p>Report Card Conferences</p>	<p><b>Idea(s) for Investigation</b> Islands <i>See SchoolNet for updated internet links</i></p> <p><b>21<sup>st</sup> Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Information Technology</li> </ul>	<p><b>PSSA Multiple Choice</b> Which sentence <b>best</b> describes Karana's problem in the passage?</p>	<p><b>Summarize</b> See Core Curriculum <b>page 40</b> for more strategies to teach summarizing</p> <p><b>Inferences</b> See Core Curriculum <b>page 24</b> for more strategies to teach inferences.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 56</b> for 150 Ways to Present Information.</p>
<p><b>Cycle 3 Week 2 8 days</b></p> <p><b>Dec. 21 to Jan. 8</b></p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Everglades <i>See SchoolNet for updated internet links</i></p> <p><b>21<sup>st</sup> Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Ethics/Social Responsibility</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response Aligned TerraNova Objectives</b> Using your own words, summarize the passage including at least three important details.</p>	<p><b>Prefixes, Suffixes, Roots</b> See Core Curriculum <b>page 22</b> for more strategies to teach word study.</p> <p><b>Writing</b> See Core Curriculum <b>page 58</b> for strategies to teach maintaining a sharp, distinct focus.</p>
<p><b>Cycle 3 Week 3 5 days</b></p> <p><b>Jan. 11 to Jan. 15</b></p>	<p><b>Idea(s) for Investigation</b> Forest Fires <i>See SchoolNet for updated internet links</i></p> <p><b>21<sup>st</sup> Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Ethics/Social Responsibility</li> </ul>	<p><b>PSSA Multiple Choice</b> Which of these events happened <b>after</b> the fire started near Shoshone Lake?</p>	<p><b>Text Structure</b> See Core Curriculum <b>page 34</b> for more strategies to teach text structure</p> <p><b>Writing</b> See Core Curriculum <b>page 56</b> for more strategies to teach supporting details in persuasive pieces.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p>
<p><b>Cycle 3 Week 4 4 days</b></p> <p><b>Jan. 19 to Jan. 22</b></p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Exploring Oceans <i>See SchoolNet for updated internet links</i></p> <p><b>21<sup>st</sup> Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Information Technology</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> How do ocean currents affect weather? Give at least two examples from the text to support your response.</p>	<p><b>Main Idea/Details</b> See Core Curriculum <b>page 30</b> for more strategies to teach main idea and supporting details.</p> <p><b>Grammar</b> See Core Curriculum <b>page 68</b> for more strategies to teach grammar (pronouns)</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 1 page 22</b> for Cognitively Guided Instruction.</p>
<p><b>Cycle 3 Week 5 10 days</b></p> <p><b>Jan. 25 to Feb. 5</b></p> <p>Predictive 2</p>	<p><b>Idea(s) for Investigation</b> Land Mass Formation <i>See SchoolNet for updated internet links</i></p> <p><b>21<sup>st</sup> Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Information Technology</li> </ul>	<p><b>PSSA Multiple Choice</b> The first section of the passage is mainly about...</p>	<p><b>Graphic Aids</b> See Core Curriculum <b>page 20</b> for more strategies to teach text format.</p> <p><b>Writing</b> See Core Curriculum <b>page 62</b> for more strategies to teach organization.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p>
<p><b>Cycle 3 Week 6 5 days</b></p> <p><b>Feb. 8 to Feb. 12</b></p>	<p><b>Idea(s) for Investigation</b> Solar System <i>See SchoolNet for updated internet links</i></p> <p><b>21<sup>st</sup> Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Ethics/Social Responsibility</li> <li>• Information Technology</li> </ul>	<p><b>PSSA ✓ Point Question COMPARE TEXTS Constructed Response</b> What word or phrase describes both selections <i>Oceans</i> and <i>Seeing Earth from Space</i>? Give at least one example from each passage to support your response.</p>	<p><b>Develop</b>, with the class, charts to teach Narrative Elements (character, setting, plot, point of view). When students find examples, they add them to the appropriate charts.</p> <p><b>Analyzing and Extending Text</b> See Core Curriculum <b>page 50</b> for more strategies to teach responding to text.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 1 page 22</b> for Cognitively Guided Instruction.</p>

**FOURTH CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will explore the many forms creative expression can take and begin to tap into their own originality and inventiveness. Students will interpret and analyze characters using information from narrative elements. Students will distinguish between fact and opinion and evaluate text structure and format to determine the author's purpose and effectiveness. Students will summarize key details while reading. They will continue to enrich their vocabulary by associating new words with known concepts. Students will continue writing a persuasive piece and write in the informational mode.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Evaluate text structure: main idea and details/sequence p. 365D</li> <li>Use decoding/phonics</li> <li>Interpret/describe/analyze character emotions/traits</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 348</p> <p><b>Making Connections/Theme:</b> p.362</p> <p><b>Word Study/Phonics:</b> Letter patterns p. 365C; multiple-meaning words, analogies p. 365K</p> <p><b>Grammar:</b> Case 365G</p> <p><b>Writing: Persuasive:</b> p. 365E</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate text organization and content to determine the author's purpose and effectiveness*</li> <li>Retell or summarize the major ideas in text*</li> <li>Use knowledge of phonics to understand new words*</li> <li>Acquire a reading vocabulary*</li> <li>Edit using the conventions of language</li> <li>Write persuasive pieces with a clearly stated position and supporting details</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.3B p. 42</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.4C p. 56</b></p>	<p><b>HARCOURT TROPHIES: THEMES 3 &amp; 4</b></p> <p>Read Aloud <i>A Giant Leap for Mankind</i> p. 348G</p> <p><i>The Case of the Flying Saucer People</i> p. 350</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Define and apply word relationships to determine context</li> <li>Use self-questioning strategies</li> <li>Interpret character's emotions, motivations, traits</li> <li>Make inferences p. 389B</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p.368</p> <p><b>Reading Across Texts:</b> p. 382</p> <p><b>Making Connections/Theme:</b> p. 386</p> <p><b>Word Study/Phonics:</b> Suffixes and roots p. 389A; similes, homographs p. 389I</p> <p><b>Grammar:</b> Reflective Pronouns p. 389E</p> <p><b>Writing: Informational:</b> Comparison paragraph p. 389C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Use knowledge of phonics and context clues to decode*</li> <li>Identify the basic ideas in text using strategies*</li> <li>Compare the use of literary elements*</li> <li>Make inferences about similar concepts*</li> <li>Acquire a reading vocabulary*</li> <li>Describe how the author uses literary devices*</li> <li>Edit using the conventions of language</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.1C p. 22</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3B p. 42</b></p> <p><b>1.2A p. 34</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.3A p. 44</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>The Perils of the Plain</i> p. 368G</p> <p><i>Hattie's Birthday Box</i> p.370</p> <p>Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Distinguish/interpret between fact and opinion</li> <li>Adjust reading rate</li> <li>Interpret text structure: compare/contrast</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 390</p> <p><b>Reading Across Texts:</b> p. 414</p> <p><b>Making Connections/Theme:</b> p. 418</p> <p><b>Word Study/Phonics:</b> Letter patterns 421C, word relationships p. 421D ; prefixes and slang p. 421K</p> <p><b>Grammar:</b> Adjectives and articles p. 421G</p> <p><b>Writing: Informational:</b> Sentences p. 421E</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> <li>Teamwork/Collaboration</li> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate fact from opinion*</li> <li>Identify the basic ideas in text using strategies*</li> <li>Evaluate text organization*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to understand new words*</li> <li>Identify differences in formal and informal speech</li> <li>Use precise language</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>Elizabeth I</i> p. 624G</p> <p><i>William Shakespeare and the Globe</i> p. 392</p> <p>Meet the Author/Illustrator</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Define and apply word relationships</li> <li>Interpret text structure and format</li> <li>Identify author's purpose</li> <li>Distinguish between fact and opinion p. 439B</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 422</p> <p><b>Making Connections/Theme:</b> p. 426</p> <p><b>Word Study/Phonics:</b> Prefixes, roots p. 439A; slang, antonyms p. 439K</p> <p><b>Grammar:</b> Proper adjectives p. 439G</p> <p><b>Writing: Informational:</b> Compare/contrast sent. p. 439E</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> <li>Information Technology/Application</li> </ul>	<ul style="list-style-type: none"> <li>Acquire a reading vocabulary by correctly using words*</li> <li>Evaluate text organization and content to determine the author's purpose and effectiveness*</li> <li>Differentiate fact from opinion across texts*</li> <li>Identify differences in formal and informal speech</li> <li>Use knowledge of phonics to understand new words*</li> <li>Use precise language</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.1E p. 26</b></p> <p><b>1.2A p. 34</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.7B p. 86</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>The Artist</i> p. 422G</p> <p><i>The World of William Joyce Scrapbook</i> p. 424</p> <p>Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Distinguish/interpret between fact and opinion</li> <li>Read ahead</li> <li>Interpret/analyze character motivations and traits</li> <li>Interpret figurative language p. 463B</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 440</p> <p><b>Reading Across Texts:</b> p. 458</p> <p><b>Making Connections/Theme:</b> p. 460</p> <p><b>Word Study/Phonics:</b> Letter patterns p. 463A; exact words, homographs p. 463I</p> <p><b>Grammar:</b> Comparative adjectives p. 463E</p> <p><b>Writing: Informational:</b> Effective sentences p. 463C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> <li>Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>Differentiate fact from opinion*</li> <li>Identify the basic ideas in text using strategies*</li> <li>Compare the use of literary elements*</li> <li>Describe how the author uses literary devices*</li> <li>Acquire a reading vocabulary by correctly using words*</li> <li>Use knowledge of phonics to understand new words*</li> <li>Use precise language</li> <li>Use complete sentences*</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3B p. 42</b></p> <p><b>1.3C p. 44</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.4B p. 54</b></p>	<p>Read Aloud <i>Lewis Has a Trumpet</i> p. 440G</p> <p><i>Satchmo's Blues</i> p. 442</p> <p>Meet the Author and Illustrator</p>
<p><b>Student Ownership: Examining Data and Setting Goals</b></p> <ul style="list-style-type: none"> <li>Reteach review, accelerate, enhance understanding as needed</li> <li>Best practices/multicultural connections in Core Curriculum</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> <li>Information Technology/Application</li> </ul>			<p><b>*Note: Use alternative texts to address the noted objectives.</b></p> <ul style="list-style-type: none"> <li>Theme Resources</li> <li>Additional Resources</li> <li>Theme Wrap-Up and Review p. 487Q</li> </ul>

By the end of this cycle, students are able to communicate new ideas to others and connect new learning across content areas. Students can construct meaning and respond critically by analyzing the characters in texts. Students can summarize important information, interpret text structure to determine the author's purpose and distinguish fact from opinion. Students continue to develop their vocabulary each day. Students are writing in the informational mode.

**FOURTH CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Creativity comes in many forms. Often people who are creative as children grow to become creative adults.  
As you read, notice how the characters develop their creativity.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p>Cycle 4 Week 1</p> <p>4 days</p> <p>Feb. 16 to Feb. 19</p>	<p><b>Idea(s) for Investigation</b> Aliens <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> </ul>	<p><b>PSSA Multiple Choice</b> What is the author's purpose for writing the passage?</p>	<p><b>Decode/Phonics</b> See Core Curriculum page 22 for more strategies to teach word study.</p> <p><b>Writing</b> See Core Curriculum page 64 for more strategies to teach composition.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 68 for Reluctant Writers Strategies.</p>
<p>Cycle 4 Week 2</p> <p>5 days</p> <p>Feb. 22 to Feb. 26</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Woodcarving Flash Interactive Movie on Carving <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> Explain why the narrator refers to Hattie's box as a "wondrous" wild and lasting hope. Give two examples from the passage to support your response.</p>	<p><b>Vocabulary</b> See Core Curriculum page 26 for more strategies to teach vocabulary</p> <p><b>Monitor Comprehension</b> See Core Curriculum page 24 for more strategies to teach comprehension</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 47 for Self-Monitoring.</p>
<p>Cycle 4 Week 3</p> <p>5 days</p> <p>March 1 to March 5</p>	<p><b>Idea(s) for Investigation</b> Theatre <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Teamwork/Collaboration</li> <li>• Understanding Diversity</li> </ul>	<p><b>PSSA Multiple Choice</b> Which statement from the passage is an opinion?</p>	<p><b>Fact/Opinion</b> See Core Curriculum page 34 for more strategies to teach how to distinguish between fact and opinion.</p> <p><b>Text Format</b> See Core Curriculum page 20 for more strategies to teach graphic features.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 46 for Response Cards.</p>
<p>Cycle 4 Week 4</p> <p>5 days</p> <p>March 8 to March 12</p> <p>PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Animations <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Information Technology</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> What word or phrase describes William Joyce's personality? Give two examples from the selection to support your description.</p>	<p><b>Vocabulary</b> See Core Curriculum page 28 for more strategies to teach vocabulary</p> <p><b>Writing</b> See Core Curriculum page 26 for more strategies to teach informational writing.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 68 for Reluctant Writers Strategies.</p>
<p>Cycle 4 Week 5</p> <p>5 days</p> <p>March 15 to March 19</p> <p>Benchmark 3</p>	<p><b>Idea(s) for Investigation</b> Jazz <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA Multiple Choice</b> Read the incomplete summary of the passage. Which sentence <b>best</b> completes the summary?</p>	<p><b>Characterization</b> See Core Curriculum page 42 for more strategies to teach characterization.</p> <p><b>Writing</b> See Core Curriculum page 60 for more strategies to teach well developed content.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 62 for Retention Problems.</p>
<p>Cycle 4 Week 6</p> <p>5 days</p> <p>March 22 to March 26</p> <p>Report Card Conferences</p>	<p><b>Idea(s) for Investigation</b> Performing Arts <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Information Technology</li> </ul>	<p><b>PSSA ✓ Point Question COMPARE TEXTS Constructed Response</b> Using details from <b>both</b> passages, describe two similarities and one difference between <i>Hattie's Birthday Box</i> and <i>Pandora's Box</i>.</p>	<p><b>Develop</b>, with the class, vocabulary charts to teach <b>content area</b> vocabulary. When students find examples, they add them to the appropriate charts.</p> <p><b>Analyzing and Extending Text</b> See Core Curriculum page 50 for interactive strategies to teach responding to text.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 1 page 22 for Cognitively Guided Instruction.</p>

**FIFTH CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will act as responsible members of a community who uses interpersonal skills for the good of the group. They will draw conclusions by making inferences about characters using information from narrative elements. Students will interpret text structure to identify the main idea, determine the author's purpose and summarize key details and events while reading. They continue to build and enrich their vocabulary. Students will learn how to write an informational piece.

<b>TEACHING OBJECTIVES: WHAT I WILL TEACH...</b>	<b>CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY</b> <small>*DENOTES ELIGIBLE CONTENT</small>	<b>PA STANDARD STATEMENT(S)</b> <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	<b>TEXTUAL REFERENCES STRUCTURED LESSONS</b> <small>REFER TO THE COORDINATING DOCUMENT</small>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret text structure: main idea and details</li> <li>Summarize key details/events</li> <li>Draw conclusions</li> <li>Interpret/analyze character traits/emotions/motivations</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 464  <b>Reading Across Texts:</b> pp. 482, 483  <b>Making Connections/Theme:</b> p. 484  <b>Word Study/Phonics:</b> Open and closed syllables p. 487A; word origins, word endings p. 487I  <b>Grammar:</b> Main and helping verbs p. 487E  <b>Writing: Informational:</b> Main ideas p. 478  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate text organization and content to determine author's purpose and effectiveness*</li> <li>Summarize major ideas, themes of the text*</li> <li>Make inferences and/or draw conclusions about text*</li> <li>Compare the use of literary elements*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to understand new words*</li> <li>Use precise language</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b>  <b>1.1G p. 30</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5D p. 64</b>  <b>1.4B p. 54</b></p>	<p><b>HARCOURT TROPHIES: THEMES 4 &amp; 5</b></p> <p>Read Aloud  <i>"Ballet Folklorico"</i> p. 464G</p> <p><i>Evelyn Cisneros: Prima Ballerina</i>  p. 466  Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Evaluate text structure: compare and contrast</li> <li>Use context to confirm meaning</li> <li>Interpret/analyze character motivations/traits p.511A</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 490  <b>Making Connections/Theme:</b> p. 508  <b>Word Study/Phonics:</b> Syllables p. 511C, multiple-meaning words p. 511D; foreign words, analogies p. 511K  <b>Grammar:</b> Define and use action linking verbs p. 511G  <b>Writing: Informational:</b> Choosing focus p. 511E  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Information Technology/Application</li> <li>Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate text organization and content*</li> <li>Identify the basic ideas and facts in text using strategies*</li> <li>Compare the use of literary elements*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics*</li> <li>Identify words from other languages</li> <li>Use nouns, pronouns, and verbs properly</li> <li>Select and refine a topic for research</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b>  <b>1.1D p. 24</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.7A p. 84</b>  <b>1.5F p. 68</b>  <b>1.4B p. 54</b></p>	<p>Read Aloud  <i>Class President</i> p. 490G</p> <p><i>Off and Running</i> p. 492  Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret/describe author's purpose and perspective</li> <li>Self-question</li> <li>Interpret/analyze character traits/emotions/motivations</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 512  <b>Reading Across Texts:</b> p. 528  <b>Making Connections/Theme:</b> p. 530  <b>Word Study/Phonics:</b> Syllable pattern p.533A; words in context, homophones p. 533I  <b>Grammar:</b> Present tense – subject verb agreement p. 533E  <b>Writing: Informational:</b> Constructing an outline p. 533C  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Lifelong Learning/Self Direction</li> <li>Understanding Diversity</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate text organization and content to determine author's purpose and effectiveness*</li> <li>Identify the basic ideas and facts in text using strategies*</li> <li>Compare the use of literary elements*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to understand new words*</li> <li>Use nouns, pronouns, and verbs properly</li> <li>Take notes from sources using a structured format</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b>  <b>1.1D p. 24</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5F p. 68</b>  <b>1.8C p. 94</b>  <b>1.4B p. 54</b></p>	<p>Read Aloud  <i>Helen MacKnight</i> p. 512G</p> <p><i>Little by Little</i> p. 514  Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Interpret text structure: compare/contrast, sequence p.563D</li> <li>Make and confirm predictions</li> <li>Interpret character's traits/emotions/motivations p. 563C</li> <li>Interpret/evaluate author's purpose and perspective p. 563B</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 534  <b>Reading Across Texts:</b> p. 556  <b>Making Connections/Theme:</b> p. 560  <b>Word Study/Phonics:</b> Root word and inflections p. 563A; analogies, word meanings p. 563K  <b>Grammar:</b> Past and future tenses p. 563G  <b>Writing: Informational:</b> A first draft p. 563E  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Leadership</li> <li>Lifelong Learning/Self Direction</li> <li>Professional/Work Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate text organization and content to determine author's purpose and effectiveness*</li> <li>Compare the use of literary elements*</li> <li>Identify the basic ideas and facts in text using strategies*</li> <li>Acquire a reading vocabulary*</li> <li>Use knowledge of phonics to understand new words*</li> <li>Use nouns, pronouns, and verbs properly</li> <li>Write paragraphs that have a topic sentence and supporting details</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b>  <b>1.1D p. 24</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.1C p. 22</b>  <b>1.5F p. 68</b>  <b>1.5C p. 62</b>  <b>1.4B p. 54</b></p>	<p>Read Aloud  <i>Thomas Edison</i> p. 534G</p> <p><i>Dear Mr. Henshaw</i> p. 536  Meet the Author</p> <p><b>Use alternative texts to address the noted objectives.</b></p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Evaluate/describe author's purpose and perspective</li> <li>Use decoding/phonics</li> <li>Identify/describe point of view</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 564  <b>Reading Across Texts:</b> p. 576  <b>Making Connections/Theme:</b> p. 578  <b>Word Study/Phonics:</b> Syllables p. 581A; homophones, synonym p. 581K  <b>Grammar:</b> Correct use of principle parts of verbs p. 581G  <b>Writing: Informational:</b> Revise and edit p. 581E  <b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>Creativity/Innovation</li> <li>Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate text organization and content to determine author's purpose and effectiveness*</li> <li>Use knowledge of phonics to understand new words*</li> <li>Compare the use of literary elements *</li> <li>Acquire a reading vocabulary*</li> <li>Use nouns, pronouns, and verbs properly</li> <li>Edit using the conventions of language</li> <li>Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b>  <b>1.1C p. 22</b>  <b>1.3B p. 42</b>  <b>1.1E p. 26</b>  <b>1.5F p. 68</b>  <b>1.4B p. 54</b></p>	<p>Read Aloud  <i>Pens and Pencils</i> p. 564G</p> <p><i>Frindle</i> p. 566  Meet the Author</p>
<p><b>ONLY 5 WEEKS IN THIS CYCLE</b></p>			
<p><b>By the end of this cycle, students are able to</b> achieve common goals by supporting others in partnership and team endeavors that demonstrate their skills and new knowledge. Students can construct meaning and respond critically using the information from narrative elements and interpreting text organization to determine the author's purpose. Students are using available information more effectively when they draw conclusions and summarize in order to respond critically to text. Students are continuing to increase their vocabulary each day. Students are writing an informational piece.</p>			

**FIFTH CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Members of a community are connected. Children in school communities learn information from texts as well as lessons about life.

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p><b>Cycle 5 Week 1</b></p> <p>5 days</p> <p>April 5 to April 9</p>	<p><b>Idea(s) for Investigation</b> Schools of Dance <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Professionalism/Work Ethic</li> <li>• Understanding Diversity</li> </ul>	<p><b>PSSA Multiple Choice</b> Which of these statements is <b>best</b> supported by details from the passage?</p>	<p><b>Main Idea</b> See Core Curriculum <b>page 34</b> for more strategies to teach main idea</p> <p><b>Writing</b> See Core Curriculum <b>page 66</b> for more strategies to teach revision.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 50</b> for Subject Matter Organizers.</p>
<p><b>Cycle 5 Week 2</b></p> <p>5 days</p> <p>April 12 to April 16</p> <p>PSSA/PSSA Modified Math PSSA Reading</p>	<p><b>Idea(s) for Investigation</b> Poles, Surveys Elections <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Ethics/Social Responsibility</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> Explain how Dona Carmen influences Miata's campaign. Give two examples from the passage to support your response.</p>	<p><b>Context Clues</b> See Core Curriculum <b>page 22</b> for more strategies to teach context clues.</p> <p><b>Foreign Words</b> See Core Curriculum <b>page 84</b> for more strategies to teach English words from other languages.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 4 page 64</b> for Listening Passage Overviews.</p>
<p><b>Cycle 5 Week 3</b></p> <p>5 days</p> <p>April 19 to April 23</p> <p>PSSA Writing (Grades 5 &amp; 8)</p>	<p><b>Idea(s) for Investigation</b> Learning Braille <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Lifelong Learning/Self Direction</li> <li>• Understanding Diversity</li> </ul>	<p><b>PSSA Multiple Choice</b> The author's purpose for writing this passage is most likely to...</p>	<p><b>Purpose</b> See Core Curriculum <b>page 18</b> for more strategies to teach author's purpose.</p> <p><b>Writing</b> See Core Curriculum <b>page 90</b> for more strategies to teach writing a research report.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 68</b> for Reluctant Writers Strategies.</p>
<p><b>Cycle 5 Week 4</b></p> <p>5 days</p> <p>April 26 to April 30</p> <p>PSSA Science (Grades 4 &amp; 8)</p>	<p><b>Idea(s) for Investigation</b> Challenges-Doing the Right Thing <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Lifelong Learning/Self Direction</li> <li>• Professionalism/Work Ethic</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> What helped Leigh feel more confident? Give two examples from the selection to support your response.</p>	<p><b>Predictions</b> See Core Curriculum <b>page 24</b> for more strategies to teach making predictions</p> <p><b>Writing</b> See Core Curriculum <b>page 92</b> for more strategies to teach research reports.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 3 page 66</b> for Writing Accommodations.</p>
<p><b>Cycle 5 Week 5</b></p> <p>5 days</p> <p>May 3 to May 7</p> <p>PSSA Make-ups All subjects &amp; All grades</p>	<p><b>Idea(s) for Investigation</b> Storytelling <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity/Innovation</li> <li>• Teamwork/Collaboration</li> </ul>	<p><b>PSSA Multiple Choice</b> As used in this sentence, the word means...</p>	<p><b>Comprehension</b> See Core Curriculum <b>page 30</b> for more strategies to teach comprehension.</p> <p><b>Writing</b> See Core Curriculum <b>page 68</b> for more strategies to teach editing using conventions of language.</p> <p><b>Accessing the Core Strategies Guide</b> See <b>Section 1 page 22</b> for Cognitively Guided Instruction.</p>
	<p><b>ONLY 5 WEEKS IN THIS CYCLE</b></p>		

**SIXTH CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

During this cycle, the goal of my teaching is that students will participate as productive members of diverse, collaborative teams. Students will learn to make predictions and draw conclusions while reading about the leaders that played a part in our country's expansion. Students will interpret text structure to determine the author's purpose and summarize key details and events while reading. Students will continue to enrich their vocabulary. They will write in the narrative mode.

TEACHING OBJECTIVES: WHAT I WILL TEACH...	CONTENT/PERFORMANCE DESCRIPTOR(S): TEACHING TO PROFICIENCY <small>*DENOTES ELIGIBLE CONTENT</small>	PA STANDARD STATEMENT(S) <small>REFER TO PAGE(S) IN CORE CURRICULUM</small>	TEXTUAL REFERENCES STRUCTURED LESSONS
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions and/or make inferences p. 597B</li> <li>• Summarize key details/events</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 582</p> <p><b>Making Connections/Theme:</b> p. 594</p> <p><b>Word Study/Phonics:</b> Syllable patterns p. 597A; synonyms/antonyms, shades of meaning p. 597I</p> <p><b>Grammar:</b> Regular/irregular verbs p. 597E</p> <p><b>Writing: Informational:</b> Publication/presentation of research p. 597C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity • Information Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences and/or draw conclusions about text*</li> <li>• Summarize the major ideas, themes of the text*</li> <li>• Acquire a reading vocabulary*</li> <li>• Use knowledge of phonics to understand new words*</li> <li>• Use nouns, pronouns, and verbs properly</li> <li>• Present and defend written work for publication</li> <li>• Write multi-paragraph informational pieces</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.5G p. 70</b></p> <p><b>1.4B p. 54</b></p>	<p><b>HARCOURT TROPHIES: THEMES 5 &amp; 6</b></p> <p>Read Aloud <i>Frontier Schools</i> p. 582G</p> <p><i>The Fun They Had</i> p. 584 Meet the author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Recognize/interpret connotation/denotation</li> <li>• Create mental images</li> <li>• Draw conclusions and/or make inferences</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 600</p> <p><b>Making Connections/Theme:</b> p. 620</p> <p><b>Word Study/Phonics:</b> Syllable patterns p. 623C; suffixes; analogies p. 623K</p> <p><b>Grammar:</b> Define and use perfect tenses p. 623G</p> <p><b>Writing: Poetry:</b> Usage of vivid and specific words p. 623E</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration • Lifelong Learning/Self Direction</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire a reading vocabulary*</li> <li>• Identify the basic ideas and facts in text using strategies*</li> <li>• Make inferences and draw conclusions about text*</li> <li>• Use knowledge of phonics to understand new words*</li> <li>• Use nouns, pronouns, verbs properly</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.1E p. 26</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.2A p. 34</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.5F p. 68</b></p> <p><b>1.4A p. 52</b></p>	<p>Read Aloud Excerpt from <i>"Pedro's Journal"</i> p. 600G</p> <p><i>Across the Wide Dark Sea</i> p. 602 Meet the Author/Illustrator</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Interpret text structure and format: cause and effect</li> <li>• Make and confirm predictions</li> <li>• Interpret literary devices: alliteration p. 643</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 624</p> <p><b>Reading Across Texts:</b> p. 640</p> <p><b>Making Connections/Theme:</b> p. 644</p> <p><b>Word Study/Phonics:</b> Using word parts p. 647A; homophones, reference sources p. 647K</p> <p><b>Grammar:</b> Correct use of contractions/negatives p. 647G</p> <p><b>Writing: Narrative:</b> Word choice p. 647E</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity • Leadership</li> <li>• Ethics/Social Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate text organization and content to determine the author's purpose and effectiveness*</li> <li>• Establish the purpose for reading for reading*</li> <li>• Describe sound techniques*</li> <li>• Acquire a reading vocabulary*</li> <li>• Use knowledge of phonics to understand new words*</li> <li>• Locate information using appropriate sources</li> <li>• Revise writing to improve organization and word choice</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1D p. 24</b></p> <p><b>1.3C p. 44</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.8B p. 92</b></p> <p><b>1.5E p. 66</b></p> <p><b>1.4A p. 52</b></p>	<p>Read Aloud <i>President's Day</i> <i>The Fourth of July</i> p. 624G</p> <p><i>Name This American</i> p. 626</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Recognize/interpret connotation/denotation</li> <li>• Reread to clarify</li> <li>• Make inferences</li> <li>• Evaluate/describe author's purpose</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 648</p> <p><b>Reading Across Texts:</b> p. 670</p> <p><b>Making Connections/Theme:</b> p. 672</p> <p><b>Word Study/Phonics:</b> Word structure: Greek/Latin roots p. 675A; analyzing a word, word relationships p. 675I</p> <p><b>Grammar:</b> Correct use of adverbs p. 675E</p> <p><b>Writing: Play:</b> Dialogue/stage directions p. 675C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire a reading vocabulary*</li> <li>• Clarify ideas and understandings through rereading and discussion*</li> <li>• Make inferences about similar concepts in multiple texts and draw conclusions*</li> <li>• Evaluate text organization and content to determine the author's purpose and effectiveness*</li> <li>• Use knowledge of phonics to understand new words*</li> <li>• Identify key vocabulary from various subject areas*</li> <li>• Use precise language using adjectives and adverbs</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.1E p. 26</b></p> <p><b>1.1G p. 30</b></p> <p><b>1.2A p. 34</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1F p. 28</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.4A p. 52</b></p>	<p>Read Aloud <i>Franklin the Inventor</i> p. 648G</p> <p><i>What's The Big Idea Ben Franklin?</i> p. 650 Meet the Author</p>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Interpret text structure: cause and effect</li> <li>• Use decoding strategies</li> </ul> <p><b>Vocabulary Power/Extend Word Knowledge:</b> p. 676</p> <p><b>Reading Across Texts:</b> p. 692</p> <p><b>Making Connections/Theme:</b> p. 694</p> <p><b>Word Study/Phonics:</b> Syllables p. 697A; analogies, connotation/denotation p. 697I</p> <p><b>Grammar:</b> Comparing adverbs p. 697E</p> <p><b>Writing: Tall Tale:</b> p. 697C</p> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity • Teamwork/Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate text organization and content to determine the author's purpose and effectiveness*</li> <li>• Use knowledge of phonics*</li> <li>• Acquire a reading vocabulary</li> <li>• Use precise language, including adjectives and adverbs, to convey the author's meaning</li> <li>• Write with a sharp, distinct focus identifying topic task and audience</li> <li>• Write poems, plays and multi-paragraph stories</li> </ul>	<p><b>1.2A p. 34</b></p> <p><b>1.1C p. 22</b></p> <p><b>1.1E p. 26</b></p> <p><b>1.5D p. 64</b></p> <p><b>1.5A p. 58</b></p> <p><b>1.4A p. 52</b></p>	<p>Read Aloud <i>"Adventures"</i> from the <i>Illustrated Book of Great Adventures</i> p. 676G</p> <p><i>Lewis and Clark</i> p. 678</p>
<ul style="list-style-type: none"> <li>• Reteach review, accelerate, enhance understanding as needed</li> <li>• Best practices/multicultural connections in Core Curriculum</li> </ul> <p><b>Address 21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> </ul>			<p><b>* Note: Use alternative texts to address the noted objectives.</b></p> <ul style="list-style-type: none"> <li>• Theme Resources</li> <li>• Additional Resources</li> <li>• Theme Wrap-Up and Review p. 715Q</li> </ul>

By the end of this cycle, students are able to show what they learned through a variety of team projects, assignments and performance tasks. Students can construct meaning and respond critically by confirming predictions and drawing conclusions using information from the text. They can interpret text organization to determine the author's purpose. Students can summarize important information as they respond critically to text. Their vocabulary is continually growing and developing. Students are writing narrative pieces.

**SIXTH CYCLE LITERACY 5 PLANNING AND SCHEDULING TIMELINE**

**2009-2010**

**GOOD INSTRUCTION IS THE BEST TEST PREPARATION**

**Text Theme:** Leaders share certain qualities and characteristics. How do these authors reveal the leadership qualities of their characters?

WEEK DATES	SUPPORTS FOR 21 <sup>ST</sup> CENTURY LEARNING	SAMPLE ASSESSMENT ITEMS	PSSA CONNECTION TO "WHAT I WILL TEACH"
<p>Cycle 6 Week 1  4 days  May 10 to May 14</p>	<p><b>Idea(s) for Investigation</b> Computers and Technology <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Information Technology</li> </ul>	<p><b>PSSA Multiple Choice</b> Which sentence best summarizes the theme of the passage?</p>	<p><b>Comprehension</b> See Core Curriculum page 40 for more strategies to teach comprehension.</p> <p><b>Writing</b> See Core Curriculum page 94 for more strategies to teach research.</p>
<p>Cycle 6 Week 2  5 days  May 17 to May 21  Predictive 3 PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> The Mayflower <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Lifelong Learning/Self Direction</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> Explain how the Mayflower passengers overcame hardships on their journey. Give two details from the passage to support your response.</p>	<p><b>Vocabulary</b> See Core Curriculum page 26 for more strategies to teach word relationships.</p> <p><b>Writing</b> See Core Curriculum page 64 for more strategies to teach use of precise language.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 68 for Reluctant Writers Strategies.</p>
<p>Cycle 6 Week 3  5 days  May 24 to May 28</p>	<p><b>Idea(s) for Investigation</b> American History <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> <li>• Leadership</li> <li>• Ethics/Social Responsibility</li> </ul>	<p><b>PSSA Multiple Choice</b> What two traits do the mystery guests share?</p>	<p><b>Monitor Comprehension</b> See Core Curriculum page 24 for more strategies to teach comprehension.</p> <p><b>Drama</b> See Core Curriculum page 48 for more strategies to teach drama.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 4 page 56 for 150 Ways to Present Information.</p>
<p>Cycle 6 Week 4  4 days  June 1 to June 4  PSSA/ Constructed Response</p>	<p><b>Idea(s) for Investigation</b> Benjamin Franklin American Heroes <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> </ul>	<p><b>PSSA ✓ Point Question Constructed Response</b> How were Ben Franklin's contributions to America valuable? Give at least two examples from the passage to support your response.</p>	<p><b>Roots</b> See Core Curriculum page 22 for more strategies to teach Greek and Latin Roots.</p> <p><b>Inference</b> See Core Curriculum page 30 for more strategies to teach inference.</p>
<p>Cycle 6 Week 5  5 days  June 7 to June 11</p>	<p><b>Idea(s) for Investigation</b> Lewis and Clark <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Teamwork/Collaboration</li> <li>• Information Technology</li> </ul>	<p><b>PSSA Multiple Choice</b> How is the passage organized?</p>	<p><b>Author's Purpose</b> See Core Curriculum page 34 for more strategies to teach author's purpose.</p> <p><b>Writing</b> See Core Curriculum page 52 for more strategies to teach narrative writing.</p> <p><b>Accessing the Core Strategies Guide</b> See Section 3 page 66 for Writing Accommodations.</p>
<p>Cycle 6 Week 6  4 days  June 14 to June 17</p>	<p><b>Idea(s) for Investigation</b> <i>See SchoolNet for updated internet links</i></p> <p><b>21st Century Applied Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding Diversity</li> </ul>	<p><b>PSSA ✓ Point Question COMPARE TEXTS Constructed Response</b> Compare and contrast <i>The Fun They Had</i> and <i>Across the Wide Dark Sea</i> using details from the texts to support your response. Include at least three similarities and differences.</p>	