

READING

Independent Reading Intermediate – Grades 3 - 5

Statement of Expectation

The student will:

- Develop a positive attitude toward reading
- Choose suitable books
- Explore a variety of genres
- Respond to literature orally and in writing
- Recognize and incorporate new vocabulary
- Read strategically
 - Preview text
 - Make predictions (before, during, after)
 - Set purposes for reading
 - Clarify for phonics and word meaning
 - Clarify for understanding
 - Self question
 - Summarize what was read (during and after)
- Read independently
- Keep a record of books read
- Reread books for pleasure and to enhance fluency

Teaching Practices

The teacher will:

- Demonstrate the value of reading by reading along with students daily
- Share personal reading selections with students
- Read aloud to students daily for a variety of purposes
- Provide a wide range of reading materials
- Encourage reading beyond the classroom and for many purposes
- Model independent reading
- Level and label 1/3 of classroom library
- Provide opportunities for students to discuss reading with peers and others
- Provide opportunities for students to reflect on reading habits
- Provide opportunities for students to write about
- Instruct parents to monitor student's reading for at least 20 minutes per night for reading

Evaluation/Assessment Options

- Reading log
- Reading response journal
- Teacher observation
- Anecdotal records
- Oral/written retell
- Book talks
- Teacher -student interviews and conferences
- Discussion

Reading Workshop Intermediate – Grades 3 – 5

Statement of Expectation

The student will:

- Read independently
- Participate in literature circles
- Participate in guided comprehension groups
- Work together to read and discuss literature
- Work at his/her own pace
- Have personal choice
- Respond to literature in writing
- Explore new words from reading

Teaching Practices

The teacher will:

- Conduct mini-lessons
- Interact with small group or individuals
- Observe, note, and conduct ongoing assessments
- Guide students in decision making
- Structure the environment and learning opportunities
- Design instruction based on individual needs (differentiated instruction)
- Facilitate literature circles and guided comprehension groups
- Facilitate vocabulary development

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Running records
- Teacher-student interviews and conferences
- Discussion/sharing
- Journals

Reading
Intermediate – Grades 3 – 5
(Before Reading)
Preview

Statement of Expectations

The student will:

- Preview the text to determine genre
- Activate prior knowledge
- Use the strategies appropriate for particular genre

Teaching Practices

The teacher will:

- Guide students through a text preview
- Provide time for students to practice skills with reading partner
- Encourage students to reflect further in reading response journals
- Facilitate flexible grouping

Evaluation/Assessment Options

- Reading log
- Reading response journal
- Teacher observation
- Anecdotal records

Predict

Statement of Expectations

The student will:

- Make logical predictions
 - Before reading: use background knowledge and information gained during the text preview

Teaching Practices

The teacher will:

- Provide opportunities for students to activate prior knowledge through class discussion and journaling
- Build background knowledge as needed through discussion
- Model a variety of strategies to prompt thinking for making predictions
- Model how to revise thinking as new information is gained.

Evaluation/Assessment Options

- Reading response journal
- Teacher observation
- Anecdotal records
- Reading log

**Reading
Intermediate – Grades 3 – 5
(Before Reading continued)**

Set Purpose

Statement of Expectation

The student will:

- Set a purpose for reading

**(During Reading)
*Clarify/Verify/Question***

Statement of Expectation

The student will:

- Apply strategies to decode and clarify phonics structure
- Use strategies to clarify word meaning
- Read text using self-monitoring comprehension strategies
- Make inferences based on what was read and readjust predictions as new information is obtained

Teaching Practice

The teacher will:

- Ask questions that will encourage students to seek areas of interest
- Provide opportunities for students to reflect upon their reading purposes (i.e. journals, discussions)
- Model self-monitoring comprehension strategies

Teaching Practices

The teacher will:

- Model decoding/clarifying strategies
- Display reading strategies
- Model and practice strategies for clarifying meaning
- Model and practice self-monitoring comprehension strategies

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Checklists
- Reading response journal
- Student interviews and conferences

Reading
Intermediate – Grades 3 – 5
(After Reading)
Retell

Statement of Expectations

The student will:

- **Retell**
 - Identify topic, events in sequence, and important details
 - Continue to clarify, question, and verify
- **Summarize**
 - Relate main ideas of the text
 - Form judgments and opinions with reason and evidence
 - Explain and support opinions with reason and evidence
- **Connect**
 - Relate text to other text, life, prior knowledge, and other subjects
 - Make inferences and draw conclusions
 - Reflect on/predict what might happen next and ask self questions that go unanswered
 - Form judgments and support opinions with reasons and evidence

Teaching Practices

The teacher will:

- Respond to individual student reflections
- Ask questions to check for comprehension
- Model strategies to enhance understanding through text analysis of fiction/nonfiction
- Give book talks on similar texts to encourage further reading

Evaluation/Assessment Options

- Reading/response journal entries
- Book talks
- Teacher observation/oral response
- Graphic organizers
- Dramatic presentations
- Research

WRITING

Writing Process Intermediate – Grades 3 – 5

Statement of Expectations

Student will:

- Develop the writing process
- Write in various stages of the writing process daily

Teaching Practices

The teacher will:

- Develop the strategies of the writing process
- Post visual aids of the writing process
- Reinforce the writing process strategies

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Student writing
- Teacher-student interviews and conferences
- Rubrics
- Discussion/sharing

Writing Workshop Intermediate – Grades 3 – 5

Statement of Expectations

The student will:

- Develop, explore, use, and refine the writing process daily
- Follow writing workshop guidelines established by teacher
- Write on both self-selected and teacher directed topics
- Work at various stages within the writing process
- Conference with peers and teacher on a regular, on-going basis
- Write for a variety of purposes using the following criteria:

Teaching Practices

The teacher will:

- Establish workshop rules and procedures
- Allow students to work on various assignments
- Conduct mini-lessons
- Monitor student progress and provide feedback based on PSSA Writing Rubric

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Checklists
- Student progress
- Student interview/conference
- Discussion/sharing

Writing Workshop (Criteria) Intermediate – Grades 3 – 5

Criteria for Grade 3:

- Narrative pieces such as stories, poems, and plays that include:
 - Detailed descriptions
 - Strong voice
 - Literary elements
 - Relevant illustrations
- Informational pieces:
 - Descriptions
 - Letters
 - Reports
 - Instructions
- Opinion and persuasive piece
 - Supporting facts
 - Strong voice

Criteria for Grade 4:

- Narrative pieces such as stories, poems, and plays that include:
 - Detailed descriptions of people, places, and things
 - Strong voice
 - Literary elements
 - Dialogue
 - Literary devices
- Multi-paragraph pieces:
 - Descriptions
 - Letters (friendly and persuasive)
 - Reports (research, I search)
 - Essays (explanatory and persuasive) that include:
 - Cause and effect
 - Comparison and contrast
 - Problem and solution
 - Relevant illustrations

Criteria for Grade 5:

- Narrative pieces such as poems, plays, and multi-paragraph stories that include:
 - Detailed descriptions of people, places, and things
 - Strong voice
 - Literary elements
 - Relevant illustrations
 - Dialogue
 - Literary devices
- Multi-paragraph informational pieces:
 - Descriptions
 - Letters (friendly or persuasive)
 - Reports (research, I search)
 - Instructions and essays (explanatory) that include:
 - Cause and effect
 - Comparison and contrast
 - Problem and solution
 - Relevant graphics

Writing
Intermediate – Grades 3 – 5
(Grammar and Conventions)

Statement of Expectations

The student will:

- Conference with teacher and peers to improve grammar and conventions
- Edit with attention to grammar, usage, punctuation, capitalization, and spelling

Teaching Practices

The teacher will:

- Conduct mini-lessons and scribing to reinforce conventions of grammar, usage, punctuation, capitalization, and spelling
- Conference with individuals and small groups

Evaluation/Assessment Options

- Student's writing samples
- Teacher-student conferences

SPEAKING AND LISTENING

Intermediate – Grades 3 – 5

Statement of Expectations

The student will:

- Participate in everyday conversations
- Participate in class discussions
- Participate in literature discussions
- Listen actively
- Select, develop, and use a variety of visual aids (charts, maps, photos, and multimedia) to clarify and illustrate topics and ideas

Presentation (*Informal*)

Statement of Expectations

The student will:

- Speak informally in a variety of settings to share, discuss, and inform
- Develop and demonstrate characteristics of good speaking and listening

Teaching Practices

The teacher will:

- Model appropriate and effective listening and speaking
- Provide students with opportunities to speak informally
- Foster a supportive atmosphere
- Work with the librarian in developing appropriate visual aids

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Rubrics
- Student assessments
- Teacher-student interview/conference

Teaching Practices

The teacher will:

- Model appropriate and effective listening and speaking
- Provide students with opportunities to speak informally
- Foster a supportive atmosphere

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Rubrics
- Student assessments
- Teacher-student interview/conference

Presentation -Continued *(Formal)*

Statement of Expectations

The student will:

- Prepare and present at least four formal presentations
- Listen actively and ask relevant questions

Teaching Practices

The teacher will:

- Model formal speaking
- Provide evaluation rubrics for students to use as guides
- Deliver mini-lessons on effective formal speaking practices
- Allow time for students to practice formal oral presentations

Evaluation/Assessment Options

- Teacher observations
- Rubrics
- Student assessment/reflections

RESEARCH

Intermediate – Grades 3 – 5

Statement of Expectation

The student will:

- Utilize a variety of resources to conduct research
- Follow the guidelines established in the *Big Six* to complete research

Teaching Practices

The teacher/librarian will:

- Teach the *Big Six* and provide students with an outline of the guidelines for the research project
- Provide at least one opportunity per quarter for students to research various topics using print and electronic media
- Guide and model the procedures for locating and accessing information
- Guide and model how to skim information for note-taking
- Provide a structured note-taking format
- Set up criteria for citing sources (if appropriate) and teach students how to document information

Evaluation/Assessment Options

- Teacher observation
- Anecdotal records
- Checklists
- Rubrics
- Student reflections
- Teacher interview/conference