

READING – Extended Grade Band Instructional Examples: 5-6

Model Academic Standard A: Reading

Objective 1: Determine the Meaning of Words and Phrases in Context <i>EXTENDED GRADE BAND OBJECTIVE 1A:</i> Use Picture or Sound Clues to Determine Word Meaning			
<i>Instructional Achievement Descriptors</i>			
Advanced	Proficient	Basic	Minimal
<i>Use clues to identify the meaning of words and phrases in context</i>	<i>Use picture or sound clues to determine word meaning</i>	<i>With prompts use clues to determine word meaning</i>	<i>Communicate basic personal needs and wants</i>
<p>Show the student a word of an object within the building that makes a sound (fire alarm, dismissal bell, etc.). Have the student demonstrate the appropriate action for the sound.</p>	<p>Record sounds from various items within the school environment (fire alarm, dismissal bell, etc.). Play the sound and have student role play the appropriate action for the sound.</p>	<p>Record sounds from various items within the school environment (fire alarm, dismissal bell, etc.). Role play two different actions in response to the sound. Have the student identify the appropriate action for the sound clue.</p>	<p>Record sounds from various items within the school environment (fire alarm, dismissal bell, etc.). Provide pictures of the items that make the sound. Have the student identify the correct item for each sound played.</p>
<p>Provide puzzle pieces that are labeled with either a prefix or a root word. The root word card will contain a picture cue that shows the new word after the prefix has been added. Have the student match each root word with an appropriate prefix to make a word that corresponds to the picture. Use new words to generate a vocabulary list. Have the student generate a sentence with the new word.</p>	<p>Provide puzzle pieces that are labeled with either a prefix or a root word. The root word card will contain a picture cue that shows the new word after the prefix has been added. Have the student match each root word with an appropriate prefix to make a word that corresponds to the picture. Use new words to generate a vocabulary list.</p>	<p>Provide objects for the student to manipulate (i.e., a backpack, a jacket, or shoelaces). Have the student identify the condition of the object that matches the requested word given (e.g., an unzipped backpack or a zipped backpack). Write a sentence using the new word to describe what the student did and read it to the student.</p>	<p>Provide objects for the student to manipulate (e.g. a backpack, a jacket, or shoelaces). Have the student identify object requested, for example, “What do use to carry your notebook and papers home? What do you put on when it is cold? ”</p>
<p>Present the student with two sentences that represent two different meanings for the same word (e.g. ring, fall, or fly) with a blank where the word should be. Provide a word cards that are appropriate matches for the blanks. Have the student fill in the blank with the correct word card.</p>	<p>Present the student with cards depicting two different meanings of a word (e.g. ring, fall, or fly) and two sentences that represent each meaning. Have the student match the picture cards to the appropriate sentences.</p>	<p>Read a short text with a new vocabulary word representing an action. Present two pictures, one depicting new vocabulary word and one that does not. Have the student select the picture that represents the new vocabulary word.</p>	<p>Introduce a new vocabulary. Present two pictures, one depicting new vocabulary word and one that does not. Have the student select the picture that represents the new vocabulary word.</p>

<p>Develop a BINGO game with the words of body parts (e.g. ears, mouth, heart, etc.). Give the function of the body part, and the student must find the corresponding picture/word.</p>	<p>Develop a BINGO game illustrating body parts paired with the word (e.g. ears, mouth, heart, etc.). Give the function of the body part, and the student must find the corresponding picture/word. (resource: Board Maker 6 - Bingo Maker).</p>	<p>Develop a BINGO game illustrating body parts paired with the word (e.g. ears, mouth, heart, etc.). Give the function of the body part and a picture clue. The student must find the corresponding picture/word.</p>	<p>Develop a BINGO game illustrating body parts paired with the word (e.g. ears, mouth, heart, etc.). Give the function of the body part and a picture clue. With assistance from the teacher, the student must find the corresponding picture.</p>
<p>Read a short text about the United States. Introduce the words country, state, capital, and city. Present visual representations of each word. After reading the text have the student identify the appropriate word when shown a visual clue. Have the student use each word in a sentence.</p>	<p>Read a short text about the United States. Introduce the words country, state, capital, and city. Present visual representations of each word. After reading the text have the student identify the appropriate word when shown a visual clue.</p>	<p>Read a short text about the United States. Introduce the words country, state, and city. Present visual representations of each word. After reading the text, have the student identify the appropriate visual when the word is given.</p>	<p>Read a short text about the United States. Introduce the words city and state. Have the student identify their city or state from a choice of two.</p>
<p>Read a book on the simple machines (inclined plane, wheel, pulley, lever, wedge, and screw). Provide word cards paired with a picture for the student to complete fill in the blank sentences (e.g. The_____ makes it easier to lift things.).</p>	<p>Read a book on simple machines (inclined plane, wheel, pulley, lever, wedge, and screw). Provide simple picture representing each of the simple machine. Have the student identify the correct picture when presented with the name and word card for each of the simple machines.</p>	<p>Read a book on simple machines (inclined plane, wheel, pulley, lever, wedge, and screw). Have the student identify a simple machine in the book.</p>	<p>Read a book on simple machines (inclined plane, wheel, pulley, lever, wedge, and screw). Have the student match a picture of a wheel to an actual object (on a wheel chair, wedge in physical therapy etc.).</p>
<p>Provide the student with a copy of a weather forecast from the newspaper that contains both weather words and symbols. Have the student identify what the weather is predicted to be for the next day. Identify how they would dress for the weather.</p>	<p>Provide the student with a copy of a weather forecast from the newspaper that contains both weather words and symbols. Have the student identify what the weather is predicted to be for the next day.</p>	<p>Provide the student with a variety of weather words (snow, rain, sun, hot, cold) along with a variety of weather symbols. Have the student match the word to the symbol.</p>	<p>Provide the student with a variety of weather words (snow, rain, sun, hot, cold) along with a variety of weather symbols. Have the student match the word to the symbol from a choice of two.</p>

Objective 2: Understand Text

EXTENDED GRADE BAND OBJECTIVE: 2A

Identify the Story Elements of Characters (Who), Setting (Where/When), and Sequence of Events (What Happened) Within a Story

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Identify the story elements of main characters (who), setting (where/when), events (what happened), and problem solution</i>	<i>Identify the story elements of main characters (who) setting (where/when), events (what happened) within a story</i>	<i>Identify the story elements of main characters (who), and one event (what happened) within a story</i>	<i>Instructional Achievement Descriptor not identified at this level</i>
Read a short story. Display pictures depicting main character, setting, and set of events from the story on a felt board. Have the student identify picture of the main character, setting, or an event in response to Who, What, Where or When questions. Display pictures depicting a problem and two solutions from the story. Have the student identify the correct solution.	Read a short story. Display pictures depicting main character, setting, and set of events from the story on a felt board. Have the student identify picture of the main character, setting, or an event in response to Who, What, Where or When questions.	Read a short story. Display a picture of the main character and one event on a felt board. Have the student identify picture depicting the main character or the picture depicting the event in response to a Who or What happened question.	Read a short story. Display a picture of the two characters (one from the story and other not from the story) on a felt board. Have the student identify the main character when asked Who the story was about.
Read a short story. Have the student complete a visual story map using pictures/words (e.g. Kidspiration, graphic organizer, etc.) including who, where/when, what happened, and the problem and solution within the story.	Read a short story. Have the student complete a visual story map using pictures/words (e.g. Kidspiration, graphic organizer, etc.) including who, where/when, and what happened.	Read a short story. Have the student complete a visual story map using pictures/words (e.g. Kidspiration, graphic organizer, etc.) including the main characters and one event that happened.	Read a short story. Have the student choose a visual depicting the main character in the story. (Kid Pix).

<p>View a short expository video. Have the students identify story elements (e.g. character, setting, sequence of events). For example; <i>The Magic School Bus Goes Into Space</i>. Have the student identify: 1.) Character/s-Miss Frizzle and her class, 2.) Setting- space, 3.) Sequence of events- the class took a trip, they learned and they came back, 4.) Problem and Solution-how will they get back to school?</p>	<p>View a short expository video. Have the student identify story elements (e.g. character, setting, sequence of events). For example; <i>The Magic School Bus Goes Into Space</i>. Have the student identify: 1.) Character/s-Miss Frizzle and her class, 2.) Setting- space, 3.) Sequence of events- the class took a trip, they learned and they came back.</p>	<p>View a short expository video. Have the student identify story elements (e.g. character, setting, sequence of events). For example; <i>The Magic School Bus Goes Into Space</i>. Have the student identify: 1.) Character/s-Miss Frizzle and her class, 2.) One event- the class took a trip.</p>	<p>View a short expository video. Have the student identify bus when asked what the video was about.</p>
<p>Present the student with a book that the class is reading and a second book covered with a book jacket. Discuss the purpose of a book jacket. Have the student make a book jacket for the book the class is reading by choosing photocopied pictures to paste on the book jacket. Student will present his or her book jacket focusing on the setting, characters, events, and problem.</p>	<p>Present the student with a book that the class is reading and a second book covered with a book jacket. Discuss the purpose of a book jacket. Have the student make a book jacket for the book the class is reading by choosing photocopied pictures to paste on the book jacket. Student will present his or her book jacket focusing on the setting, characters, and events.</p>	<p>Present the student with a book that the class is reading and a second book covered with a book jacket. Discuss the purpose of a book jacket. Have the student make a book jacket for the book the class is reading by choosing photocopied pictures to paste on the book jacket. Student will present his or her book jacket focusing on the main character and one event.</p>	<p>Present the students with a book that the class is reading and a second book covered with a book jacket. Discuss the purpose of a book jacket. Have the student make a book jacket for the book the class is reading by pasting a photocopied picture of the main character on the book jacket.</p>
<p>After a school field trip, have the student develop sentence strips depicting events of the day including where did you go, who was in your group, the sequence of events, and a problem and solution. (Ex: We got on the bus. We saw monkeys. We ate lunch. We went back to school.). Have the student sequence sentence strips in correct order.</p>	<p>After a school field trip, have the student develop sentence strips depicting events of the day including: where did you go, who was in your group, and the sequence of events. (Ex: We got on the bus. We saw monkeys. We ate lunch. We went back to school.). Have the student sequence sentence strips in correct order.</p>	<p>After a school field trip, develop sentence strips with student's input depicting events of the day including who was in your group, and one event. (Ex: We got on the bus. We saw monkeys. We ate lunch. We went back to school.). Have the student sequence sentence strips in correct order.</p>	<p>Take digital photos while on a field trip. After the trip have the student identify the picture of where they went on the field trip.</p>

<p>Develop a BINGO game with story related words in the boxes (e.g. character, setting, events, problems and solution, etc.). After reading a story, describe story elements and have the student put marker on corresponding element (e.g. Miss Frizzle-(character), space (setting)).</p>	<p>Develop a BINGO game with story related words in the boxes (e.g. character, setting, events). Read a story, describe story elements. Have the student put marker on corresponding element (e.g. Miss Frizzle-(character), space (setting)).</p>	<p>Develop a BINGO game with story related words in the boxes (e.g. characters and events). After reading a story, describe story elements and have the student put marker on corresponding element (e.g. Miss Frizzle-(character), ride the bus (event)).</p>	<p>Have the student hold up a picture of the main character every time the character is described or mentioned during the BINGO game.</p>
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Objective 2: Understand Text
EXTENDED GRADE BAND OBJECTIVE 2B:
Follow Steps in a Process

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Follow a multi-step process</i>	<i>Follow steps in a process</i>	<i>Follow basic steps in a process</i>	<i>Participate in steps of a daily routine</i>
<p>Read text about Mexico and some of their traditions (piñata). Discuss the process used to create a piñata as described in the text. Provide student with pictures and words (e.g. first, next, then, last) that represent the steps in the process. Have the student develop a set of directions using sentence strips to demonstrate their understanding of the process used to make a piñata. For example, first, build an object out of paper mâche, next, paint the piñata, last, stuff the piñata with treats.</p>	<p>Read text about Mexico and some of their traditions (piñata). Discuss the process used to create a piñata as described in the text. Provide the student with pictures and words (e.g. first, next, then, last) that represent the steps in the process. Have the student develop a set of directions using print and pictures to demonstrate their understanding of the process used to make a piñata. For example, first, build an object out of paper mâche, next, paint the piñata, and, last stuff the piñata with treats.</p>	<p>Read text about Mexico and some of their traditions (piñata). Discuss the process used to create a piñata. Provide pictures representing the various steps in the process. Have the student create a visual that demonstrate their understanding of the process used to make a piñata. For example, arrange pictures in order, paint the piñata, let it dry, and stuff the piñata with treats.</p>	<p>Read text about Mexico and some of their traditions (piñata). Discuss the process used to create a piñata. Provide a visual that represents the steps in the process. Have the student identify a specific step in the process on request (e.g. Which picture shows the piñata being painted?).</p>
<p>Provide the student with pictures and a set of sentence strips on how to make a peanut butter and jelly sandwich. Have the student create a picture recipe and then follow the recipe to make a peanut butter and jelly sandwich.</p>	<p>Provide the student with a picture recipe with sentences on how to make a peanut butter and jelly sandwich. Have the student follow the recipe to make a peanut butter and jelly sandwich.</p>	<p>Provide the student with a picture recipe on how to make a jelly sandwich. Have the student follow the picture recipe to make a jelly sandwich.</p>	<p>Provide the student with a picture recipe on how to make a jelly sandwich. Have student observe the process until the last step (put the top slice of bread on). Reference the picture recipe at each step. Demonstrate placing the slice of bread on top of other piece of bread then have the student complete making sandwich.</p>

<p>Provide the student with a blank time line. Read a short story. After reading the story have the student identify major events that occurred in the story. Record the student's responses on individual cards. Pick cards at random and have the student place the card on the time line in the appropriate place.</p>	<p>Provide the student with a blank time line with titles of "beginning," "middle," and "end." Read a short story and stop periodically to have the students identify major events that occurred. Record the student's responses on individual cards. After the text is completed, the student will place each card on the time line in the appropriate place.</p>	<p>Read a short text based on a student's real life experience. Stop periodically to have student identify major events that occurred. After reading the text, have the student choose an event that happened at the "beginning," "middle," and "end" from a list of two or more options.</p>	<p>Read a short text based on a student's real life experience. After reading the text, have the student choose the event that happened last from a list of two or more options.</p>
<p>Read "Thunder Cake" by Patricia Polacco or other book that has a recognizable set of events. Provide the student with sentence strips paired with a picture of key object. After the story is read, have the student place sentence strips in the correct sequence of the story. For example, milk the cow, climb trellis for tomato, churn the butter, get the eggs, and bake the cake.</p>	<p>Read "Thunder Cake" by Patricia Polacco or other book that has a recognizable set of events. Provide the student with a set pictures paired with phrases. Have the student place pictures and text in the correct sequence of the story as it is reread. For example, milk the cow, climb trellis for tomato, churn the butter, get the eggs, and bake the cake.</p>	<p>Read "Thunder Cake" by Patricia Polacco or other book that has a recognizable set of events. Provide the student with a set pictures that represent the key events in the story. Have the student place pictures in correct sequence as the story is reread. Use illustrations from the story as cues. For example, milk the cow (cow), churn the butter (butter), get the eggs (eggs), and bake the cake (cake).</p>	<p>Read "Thunder Cake" by Patricia Polacco or other book that has a recognizable set of events. Provide student with a set of pictures of key objects that match the illustrations in the book. Have the student match pictures to the illustrations in the book as the book is reread. For example, milk the cow (picture of a cow), get the eggs (picture of eggs), and bake the cake (picture of cake).</p>
<p>Invite building custodian into the classroom to discuss his/her job duties. After the visit, have the student identify the different tasks involved in completing one of the duties (cleaning the cafeteria after lunch: spray tables, wipe tables, put tables away, sweep the floor, take garbage out.). Write each job on chart paper. Have the student sequence the task and create a checklist for cleaning the cafeteria.</p>	<p>Invite building custodian into the classroom to discuss his/her job duties. After the visit, have the students identify the different tasks involved in completing one of the duties (cleaning the cafeteria after lunch: spray tables, wipe tables, put tables away, sweep the floor, take garbage out.). Write each job on chart paper. Cut the chart apart into each task and attach a picture to the words. Have the student arrange the task in the order they should be completed. (use digital photos)</p>	<p>Invite building custodian into the classroom to discuss his/her job duties. After the visit, have the students identify the different tasks involved in completing one of the duties (cleaning the cafeteria after lunch: wipe tables, put tables away, sweep the floor, take garbage out.). Provide picture cards of the three main tasks (wipe tables, sweep floor, take garbage out). Have the student sequence the pictures in the correct order. (use digital camera for pictures)</p>	<p>Invite building custodian into the classroom to discuss his/her job duties. After the visit, have the students identify the different tasks involved in completing one of the duties (cleaning the cafeteria after lunch: spray tables, wipe tables, put tables away, sweep the floor, take garbage out). Provide picture cards of the three main tasks (wipe tables, sweep floor, take the garbage out). Have the student identify picture of each task. (use digital camera for pictures)</p>
<p>Discuss and read books related to the food chain. Have student correctly sequence text to demonstrate understanding of the food chain. For example, a bird eats a bug, a fox eats a bird, a lion eats the fox, and the lion dies and returns to the earth.</p>	<p>Discuss and read books related to the food chain. Have student correctly sequence pictures and text to demonstrate understanding of the food chain. For example, a bird eats a bug, a fox eats a bird, a lion eats the fox, and the lion dies and returns to the earth.</p>	<p>Discuss and read books related to the food chain. Have student correctly sequence pictures to demonstrate understanding of the food chain. For example, a bird eats a bug, a fox eats a bird, a lion eats the fox, and the lion dies and returns to the earth.</p>	<p>Discuss and read books related to the food chain. Provide a model of the correct sequence of the food chain. Have student match the correct pictures to the model.</p>

Objective 3: Analyze Text
EXTENDED GRADE BAND OBJECTIVE 3A:
Identify the Topic of Written Content

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Identify the topic sentence of written content</i>	<i>Identify the topic of written content</i>	<i>Given choices, identify the topic of the content</i>	<i>Choose a book on a given topic</i>
Read a book about a sport (basketball, baseball, football). Give the student three choices for the topic sentence. Have the student pick the correct topic sentence for the book.	Read a book about a sport (basketball, baseball, football). Give the student three printed word choices for the topic. Have the student pick the correct word that describes the topic of the book.	Read a book about a sport (basketball, baseball, football). Give the student three pictures or objects. Have the student choose the correct picture or object that represents the topic.	Give the student two book choices. When directed, student correctly chooses the topic book that the teacher requested.
Read and listen to audio of, “Wonders of the Seasons”. Do not tell the title of the book. After listening to the tape have the student identify the main ideas and visual information from the book. Have the student choose a title for the book from a choice of three. Justify their choice.	Read and listen to audio of, “Wonders of the Seasons”. Do not tell the title of the book. After listening to the tape have the student identify the main ideas and visual information from the book. Have the student choose a title for the book from a choice of three.	Read and listen to audio of, “Wonders of the Seasons”. Give the student three pictures or objects. Have the student choose the correct picture or object that represents the topic.	Show student two books about two different seasons. One about winter and one about summer. Have the student look through the books. Have the student identify the book about winter.
Read a short poem. Identify the theme of the poem. Ask the student to identify the topic of the poem.	Read a short poem. Give the student three choices for the topic sentence. Have the student pick the correct topic sentence for the poem.	Read a short poem. Give the student three pictures or objects. Have the student choose the correct picture or object that represents the topic.	Give the student two choices of poems. When directed, student correctly chooses the topic poem that the teacher requested.
Play “What Am I” game with the students. For example, Teacher: “I am capsule-shaped. I go very fast. Astronauts ride in me. I travel to outer space. What am I?” Student: “A rocket.” Give three choices of a possible topic sentence for these clues. Have the student pick the correct topic sentence.	Play “What Am I” game with the students. For example, Teacher: “I am capsule-shaped. I go very fast. Astronauts ride in me. I travel to outer space. What am I?” Student: “A rocket.”	Play “What Am I” game with the students. Give student 3 picture cues with verbal clues. For example, Teacher: “I am capsule-shaped. I go very fast. Astronauts ride in me. I travel to outer space. What am I?” Student: “A rocket.”	Play “What Am I” game with the students. Give student two picture cues with verbal clues. For example, Teacher: “I am capsule-shaped. I go very fast. Astronauts ride in me. I travel to outer space. What am I?” Student: “A rocket.” Give the student two picture choices and have them select the correct object.

<p>Have student generate sentences about the events that happened that day. Write sentences on sentence strips. Have student choose most important details from the strips and organize ideas to generate a summary of the events. Assist student in forming a paragraph.</p>	<p>Have students discuss events that happened during a day using the class schedule as a reference. Guide student in generating sentences about the events and record them onto sentence strips. Have student add a title to the group of sentences that summarizes the events.</p>	<p>Have student place a visual representation paired with words onto his schedule board to summarize the morning. Read a summary of the information the student places on the board. As student completes each event have him remove the visual. When all visuals are removed student knows all morning tasks are completed.</p>	<p>Place visual/tactile representations onto student schedule board. Have student identify various events on request.</p>
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Objective 4: Evaluate and Extend Text

Extended Grade Band Objective 4A:

Make Connections to Text: Text-To-Self, Make Predictions, and Distinguish Between Fact and Fantasy

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Make connections to text: text-to-self, and text-to text</i>	<i>Make connections to text: text and self</i>	<i>Answer questions about connections to text: text to self</i>	<i>Indicate like or dislike of a book</i>
Read the story “Up North at the Cabin.” After reading have the student identify activities from the book. Record the activities on a chart. Have the student come up to the chart and put a check by activities they have done. Have the student find another book or internet article about their favorite activity.	Read the story “Up North at the Cabin.” After reading have the student identify activities from the book. Record the activities on a chart. Have the student come up to the chart and put a check by activities they have done.	Read the story “Up North at the Cabin.” After reading have the students identify activities from the book. Record the activities on a chart. Choose most common activities on list and have the student respond yes or no when asked about participation.	Read the story “Up North at the Cabin.” After reading have the student identify activities from the book. Have the student identify their favorite activity.
Share something you are afraid of and how you deal with it. Read “Thunder Cake” by Patricia Polacco. While reading, point out things the main character is afraid of. Write them on word cards. After reading the story, have the student identify one word card that represents something they are afraid of. Have the student share how they deal with it. Identify if it was the same or different from the story.	Share something you are afraid of and how you deal with it. Read “Thunder Cake” by Patricia Polacco. While reading, point out things the main character is afraid of. Write them on word cards. After reading the story, have the student identify one word card that represents something they are afraid of. Have the student share how they deal with it.	Share something you are afraid of and how you deal with it. Read “Thunder Cake” by Patricia Polacco. While reading, point out things the main character is afraid of. Record them on word cards. After reading the story, hold up each word card and have the student do thumbs up or down in response to the question, “are you afraid of this?”	Share something you are afraid of and how you deal with it. Read “Thunder Cake” by Patricia Polacco. While reading, identify two things the character is afraid of and represent them with a picture or object. Have the student point to the object they like or dislike.

<p>Read a short sample book review on a familiar book. Discuss the book review with the class. Read a different book to the class. Have the students write a short book review by completing a template using a choice board of options (for example, "I like/disliked the book because ____"). Have the student share their book reviews with the class.</p>	<p>Read a short sample book review on a familiar book. Discuss the book review with the class. Read a different book to the class. Have the student write a short book review by completing a template using a choice board of options (for example, "I like/disliked the book because ____").</p>	<p>Read a short sample book review on a familiar book. Discuss the book review with the class. Read book to the student again. Ask the student if they agree or disagree with the book review.</p>	<p>Read through a book with the student. While reading through the book, have the student indicate parts they like or dislike.</p>
<p>Read a story about friendship. As a group, make a list of what makes a good friend. Have the student identify if they are a good friend and someone who is a good friend. Using a thesaurus have the student find other words that describe a friend.</p>	<p>Read a story about friendship. As a group, make a list of what makes a good friend. Have the student identify if they are a good friend and someone who is a good friend.</p>	<p>Read a story about friendship. As a group, make a list of what makes a good friend. Have the student identify someone who is their friend.</p>	<p>Read a story about friendship. As a group, make a list of what makes a good friend. Have the student identify someone they like.</p>
<p>Read several articles from a Weekly Reader. Student will take a Post-it note and place it on their favorite story. Have them tell why. Using the computer, have the student find another article on the subject of their favorite story.</p>	<p>Read several articles from a Weekly Reader. Students will take a Post-it note and place it on their favorite story. Have them tell why.</p>	<p>Read two articles from a Weekly Reader. Ask student, "Which story did you like best?" Have the student place Post-it note on the story they liked best.</p>	<p>Read an article from a Weekly Reader. After reading the article, ask student if they liked the story.</p>
<p>Watch a video on school bullying and read a book on bullying. Have the student identify words or actions from the video and book that describe a bully. Record on chart paper as they are given. Ask student if they have ever been bullied. Have the student identify what they should do if they are bullied. Make a poster on how to stop bullying.</p>	<p>Watch a video on school bullying and read a book on bullying. Have the student identify words or actions from the video and book that describe a bully. Record on chart paper as they are given. Ask student if they have ever been bullied. Have the student identify what they should do if they are bullied.</p>	<p>After watching a video on school bullying, student will be asked to share one experience that they have had involving bullying.</p>	<p>After watching a video on school bullying, ask the student to tell you if bullying is a bad thing or a good thing.</p>

Objective 4: Evaluate and Extend Text
EXTENDED GRADE BAND OBJECTIVE 4A:

Make Connections between Text and Self, Make Simple Predictions, and Distinguish Between Fact and Fantasy

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Predict what might happen in a story including at least 2-3 story elements (who, what, where, and/or when</i>	<i>Make simple predictions</i>	<i>Make predictions when given choices</i>	<i>Achievement Descriptor not identified at this level</i>
Give examples of actions/scenarios and have the student predict answers to who, what, where or when questions. For example, “I put on my snow pants, gloves, hat, boots and scarf. I grab my sled. What am I going to do?” If the student predicts “go sledding” they get a point, if not the teacher gets a point. Student can earn an extra point if they accurately identify where I can go sledding. Gradually move to things less familiar teaching the student how to use clues to predict.	Give examples of actions/scenarios and have the student predict what will happen next. For example, “I put on my snow pants, gloves, hat, boots and scarf. I grab my sled. What am I going to do?” If the student predicts “go sledding” they get a point, if not the teacher gets a point. Continue with examples that are familiar to student. Gradually move to things less familiar teaching the student how to use clues to predict.	Provide a number of pictures of items that are related to an event or action. For example, snow pants, gloves, hat, boots and scarf and sled. Have the student predict what will happen next by identifying the correct picture (sledding) from a choice of two. If the student selects the correct picture they get a point. If not, the teacher gets a point. Continue with examples that are familiar to student.	Have the student match simple cause and effect relationships.
Read a familiar book to the students. Stop reading prior to the ending and present student with two different ending options. Ask the student to select correct ending and justify their choice.	Read a familiar book to the student. Stop reading prior to the ending and present student with two different ending options. Ask the student to select correct ending.	Read a familiar book to the student. Have the student indicate when the page should be turned. Have the student then listen to a computer-based text of the same story. Have the student change page on the screen when appropriate.	Read a familiar book to the student. Have the student turn pages of the book when the reader stops reading indicating the end of the page.
Share book title, character names, bold headings, illustrations and cover of a book etc. Have the student predict what might happen in the book to include at least two - three story elements. Have them identify the clue they used.	Share book title, character names, bold headings, illustrations and cover of a book. Have the student predict what they think the book is about. Have them identify the clue they used.	Share book title, character names, illustrations and cover of a book. Have the student predict what might happen given two options.	Share with student an illustration from a book that depicts the main character of the book. Have the student identify who the book is about.

<p>Before reading an unfamiliar book, have the student participate in a picture walk through the book. Based on the picture clues, have the student predict who the story is about, where it is happening, and what it is about.</p>	<p>Before reading an unfamiliar book, have the student participate in a picture walk through the book. Based on picture clues, have the student predict what will happen in the book.</p>	<p>Before reading a book, have the student participate in a picture walk through the book. Based on picture clues, have the student predict (given two choices) what will happen in the book.</p>	<p>Before reading a book, have the students participate in a picture walk through the book. Have the student identify the main character each time the character is shown on a page.</p>
<p>Provide sentence strips describing the cause and effect of mixing two colors of paint. (For example, "When I mix ___ and ___, I make the color ___." Provide the student with two colors of paint. Have the student predict the effect of mixing the two colors and then mix them. Fill in the blanks with what actually happened. Use sentence strip as a label for each of the mixtures.</p>	<p>Provide sentence strips describing the cause and effect of mixing two colors of paint. (For example, "When I mix ___ and ___, I make the color ___." Provide the student with two colors of paint. Have student predict the effect of mixing the two colors and then mix them. Have the student determine if they were accurate.</p>	<p>Provide sentence strips describing the cause and effect of mixing two colors of paint. (For example, "When I mix ___ and ___, I make the color ___." Provide the student with two colors of paint. Have the student predict the effect of mixing the two colors from two options. Mix the paints. Use dabs of actual paint to fill in the blanks.</p>	<p>Provide the students with two colors of paint. Have the student identify the two colors. Mix the two colors. Have the student identify the new color.</p>
<p>After unit on the Oregon Trail, play <i>The Oregon Trail</i> computer game. Prior to playing the game, student will predict what items they will need to survive the Oregon Trail (e.g. food, oxen, ammunition, wagon wheels, tools, clothing, etc.).</p>	<p>After unit on the Oregon Trail, play <i>The Oregon Trail</i> computer game. Throughout the game, have the student predict what will happen given various scenarios.</p>	<p>After unit on the Oregon Trail, play <i>The Oregon Trail</i> computer game. Choose an item needed to survive from a choice of two.</p>	<p>Participate in playing <i>The Oregon Trail</i> computer game.</p>

Objective 4: Evaluate and Extend Text

Extended Grade Band Objective 4A:

Make Connections between Text and Self, Make Predictions, and Distinguish Between Fact and Fantasy

Instructional Achievement Descriptors

Advanced	Proficient	Basic	Minimal
<i>Explain why something is fact or fantasy</i>	<i>Distinguish between fact and fantasy</i>	<i>Classify fact and fiction</i>	<i>Instructional Achievement Descriptor not identified at this level</i>
Discuss the difference between fact and fantasy. Read "How I Spent My Summer Vacation," by Mark Teague. After the story, have the student place story components under the corresponding category of fact or fantasy. Have the student identify why they belong in each category.	Discuss the difference between fact and fantasy. Read "How I Spent My Summer Vacation," by Mark Teague. After the story, have student place story components under the corresponding category of fact or fantasy (use pictures, words, technology, etc.).	Discuss the difference between fact and fantasy. Read the story, "How I Spent My Summer Vacation," by Mark Teague. After the story, present one picture (boy capturing cowboys) and ask, "Is this real? Could this be real?"	Show student a picture of a cartoon character and a picture of a real person. Have student identify the cartoon character.
Read advertisements to the class. Read the advertisements to the class a second time. Provide the student with signs that read "fact" and "opinion" to display as the ads are read. After the student has made each choice discuss with the student which is the correct response and why.	Read advertisements to the class. Read the advertisements to the class a second time. Provide the student with signs that read "fact" and "opinion" to display as the ads are read. After the student has made each choice discuss correct response	Have the student look at advertisements that contain pictures of both real and not real objects (e.g. cartoon figures versus real people). Have the student identify the objects that are real and those that are not real.	Show the student a picture of an apple and a real apple. Have the student identify which one can be eaten.

<p>Identify where people live and items found in a person's home and where animals live and items found in animal homes. Provide magazines with pictures from both environments. Have the student create a picture of a home for either an animal or a person. Have the student add 2-3 items that don't belong (stove in animal living space). Switch pictures with another student and have them identify which items don't belong. Tell why.</p>	<p>Identify where people live and items found in a person's home and where animals live and items found in animal homes. Provide magazines with pictures from both environments. Have the student create a picture of a home for either an animal or a person. Have the student add 2-3 items that don't belong (stove in animal living space). Switch pictures with another student and have them identify which items don't belong.</p>	<p>Identify where people live, items found in a person's home and where animals live and items found in animal homes. Have the student look through magazines and identify items found in a person's home and objects an animal would have.</p>	<p>Have the student look through magazines and identify pictures of items found in their home.</p>
<p>Review that a fact is something that can be checked and proved and an opinion is neither true nor false. Identify and print words that are often used in statements of opinion on chart paper. Read a pre-selected short editorial, identifying words that are on the chart. As a class highlight statements of fact and opinion in different colors using the identified words as a reference. After the group activity, have the student highlight words from the chart in a different pre-selected editorial.</p>	<p>Review that a fact is something that can be checked and proved and an opinion is neither true nor false. Identify words that are often used in statements of opinion. Print the words on chart paper. Read a pre-selected short editorial, identifying words that are on the chart. As a class highlight statements of fact and opinion in different colors using the identified words as a reference.</p>	<p>Provide the student with two parts of the newspaper. One with the heading of editorial and one with the title of sports scores. Give the student word cards, one with the word editorial and one with the word scores. Have the student match the words to the section in the paper. Identify that scores are fact, editorials are opinion.</p>	<p>Have the student look through a newspaper and find the cartoons. Discuss with students that cartoons are make believe or pretend.</p>
<p>Read or listen to the story "Jamie O'Rourke and the Big Potato." Student will grow a potato in the school garden to see how big a potato can really grow. Compare story elements to real life event. Have the student identify fact/fantasy elements within the story and explain their reasoning.</p>	<p>Read or listen to the story "Jamie O'Rourke and the Big Potato." Student will grow a potato in the school garden to see how big a potato can really grow. Compare story elements to real life event.</p>	<p>Read or listen to the story "Jamie O'Rourke and the Big Potato." Student will grow a potato in the school garden to see how big a potato can really grow and do a daily journal of its growth (write, draw, pictures). Refer to the fiction piece of the book – size of the potato.</p>	<p>Read or listen to the story "Jamie O'Rourke and the Big Potato." Have the student identify a potato from a picture of the potato in the book.</p>