

PASS Skills Taught In The 3rd – 5th Grade **a Week of Hope Unit**

3rd Grade **Language Arts**

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.

Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - d. Show understanding by asking questions and supporting answers with literal information from the text.
2. Inferences and Interpretation
 - a. Make inferences by connecting prior knowledge and experience with information from the text.
 - *c. Participate in creative response to text (e.g., art, drama, and oral presentations).
3. Summary and Generalization
 - a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
 - b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
 - c. Produce summaries of text selections.
4. Analysis and Evaluation
 - a. Analyze characters including their traits, relationships, feelings, and changes in text.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

***Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.**

1. Communicate through a variety of written forms for various audiences and purposes to inform, entertain, instruct, describe, and to reflect.
2. Write simple narrative, descriptive, and persuasive paragraphs.
3. Write descriptive pieces about people, places, things, or experiences that:
 - a. develop a main idea.
 - b. use details to support the main idea.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

***Standard 1: Listening: The student will listen for information and for pleasure.**

1. Listen critically for information and incorporate the information into other activities.
2. Listen actively for pleasure and respond appropriately.

***Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

Example: Create visual messages to communicate ideas (e.g., developing a product advertisement, creating cartoons to share information, or designing book posters).

Social Studies

Standard 3: The student will analyze the human characteristics of communities.

4. Examine the rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.

4th grade

Language Arts

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety texts.

Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.

Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

- a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).

2. Inferences and Interpretation

- a. Use prior knowledge and experience to make inferences and support them with information presented in text.
- b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
- c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
- *d. Participate in creative responses to text (i.e., art, drama, and oral presentation).

3. Summary and Generalization

- a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
- b. Support ideas, arguments, and generalizations by reference to evidence in the text.
 - b. Represent text information in different ways such as in outline, timeline, or graphic organizer.

Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - c. Identify themes that occur across literary works.
 - d. Use knowledge of the situation, setting, a character's traits, motivations, feelings and to determine the causes for that character's actions.

Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

***Standard 1: Writing Process - The student will use the writing process to write coherently.**

5. Share writing with peers and adults.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

***Standard 1: Listening: The student will listen for information and for pleasure.**

1. Listen to directions and questions and respond appropriately.
2. Listen critically and respond appropriately to oral communication.
3. Listen and respond to teacher-read stories.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

***Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas (e.g., book posters, multimedia projects, books, or advertisements).

Social Studies

Standard 1: The student will develop and practice the process skills of social studies.

2. Identify and give examples of different perspectives and points of view (e.g., in the media, political commercials, advertisements, and literature).

5th Grade

Language Arts

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

1. Literal Understanding
 - a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).
 - b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.
 - c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.
 - d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.
2. Inferences and Interpretation
 - a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.
 - b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
 - c. Describe elements of character development in written works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme).
 - d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
 - *e. Participate in creative response to text (e.g., art, drama, and oral presentation).
3. Summary and Generalization
 - a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
 - b. Make generalizations with information gleaned from text.

- c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.
4. Analysis and Evaluation
- d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.

Standard 4: Literature - The student will read to contrast meaning and respond to a wide variety of literary forms.

2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
- c. Identify the author's purpose (persuade, inform, or entertain).

Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.

7. Write responses to literature that:
- a. demonstrate an understanding of a designated literary work.
 - b. support judgments through references to the text and connections to prior knowledge.
 - d. develop interpretations and evaluations that exhibit careful reading and understanding.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

***Standard 1: Listening: The student will listen for information and for pleasure.**

- 1. Interpret a speaker's verbal and nonverbal message, purpose, and perspective.
- 3. Listen critically and respond appropriately to oral communication to seek information not already discussed.

***Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

- 1. Show respect and consideration for others in verbal and physical communication.
- 2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a written or oral report that conveys ideas clearly and relates to the background and interest of the audience.

Social Studies

Standard 2: The student will describe the early exploration of America.

- 1. Examine the reasons for, the problems faced in, and the results of key expeditions of Portugal, Spain, France, the Netherlands, and England (e.g., Columbus, Ponce de León, Magellan, Coronado, Cortés, Hudson, Raleigh, and La Salle) and the competition for control of North America.
- 2. Identify the impact of the encounter between Native Americans and Europeans.

