



9/07

## READING

- Make/revise predictions with longer text, using less pictures and captions
- Question and think when reading
  - (1) create mental pictures
  - (2) stop/think about what is read
  - (3) make connections based on personal experience/other text
- Use strategies to unlock words (pictures, read and come back, sense making, word families, phonics, base words—prefixes/suffixes, grammar)
- Participate in small/large group discussions
- Read orally and silently with fluency
  - (1) Build sight vocabulary
  - (2) Expand concept vocabulary (multi-meaning words/homophones/ synonyms)
  - (3) Use simple dictionaries/glossaries
- Respond critically
  - (1) Evaluate based on personal opinion
  - (2) Extend knowledge: retell reflecting basic story elements, make beginning generalizations and connections, compare/contrast; point of view, fact/opinion, summarize (main idea/details)
  - (3) Use knowledge: begin to make decision, investigate, inquire, invent, problem solve, in response to information (teacher directed across curriculum)
- Read for a variety of purposes
  - (1) Enjoy: begin to select appropriate books, read for class project (Readers Theatre, buddy reading)
  - (2) Inform
  - (3) Analyze: identify story elements, patterns/theme, literary devices, classify, compare based on criteria
  - (4) Evaluate: decisions based on personal experience, other texts, established criteria
  - (5) Synthesize: expand and create patterns and themes from text
- Develop study skills

GENRES: Non-fiction, Realistic Fiction, Poetry

## WRITING

- Write narrative and informational pieces
  - (1) Simple pieces based on personal experience
  - (2) Description of familiar places/ persons/ objects
  - (3) Reflection on personal experiences
  - (4) Fictional character with a problem/solution
  - (5) Response to teacher prompt
  - (6) Informational piece with main idea and details (report/letter/opinion)
- Use the writing process
  - (1) Think of and choose an idea
  - (2) Draft to convey basic ideas
  - (3) Revise: remove or add words or idea; self-assess and seek advice through peer/teacher conferences
  - (4) Edit: use simple grammar rules
  - (5) Share finished piece
- Develop writing traits: ideas with support, organization, word choice, grammar rules and proper spelling (McDougal-Littell and writer's vocabulary)

## LISTENING

- Follow simple directions
- Recognize/ react to gestures/body language
- Use strategies to remember a message (repeat or restate message; take notes)
- Exhibit eye contact
- Question at appropriate time
- Focus on message
- Avoid interrupting another speaker

## SPEAKING

- Use different vocabulary/mannerisms for different audiences
- Make eye contact
- Use appropriate posture
- Speak clearly to a group or another
- Become aware of speed and volume

## HANDWRITING

- Control of lower and upper case cursive letters (Zaner-Bloser)
- Control of manuscript letters; use capital/lower case letters appropriately

## MATHEMATICS

### Numbers, Number Systems, Number Relations

- Counting to 10,000 (1's, 2's, 3's, 5's, 10's, 25's, and 100's)
- Apply place value concepts to counting, ordering and grouping
- Inverse relationship for addition and subtraction
- Demonstrate knowledge of basic facts in four basic operations

### Computation and Estimation

- Explain algorithms with regrouping
- Addition and subtraction with regrouping
- Repeated addition and subtraction to demonstrate multiplication and division

### Measurement and Estimation

- Standard and non-standard units of measure
- Area, perimeter, time, temperature, and weight
- Compare measures
- Elapsed time to the minute

### Mathematical Reasoning and Connections

- Verify and explain predictions of quantity, size, and shape
- Use measurements in everyday situations

### Problem Solving and Communication

- Select appropriate problem solving strategies
- Choose and explain correct strategies
- Determine sufficient information

### Statistics and Data Analysis

- Gather, organize, display data on bar graph/pictograph/tallies/charts
- Form opinion based on data
- Interpret information on a graph

### Probability and Predictions

- Explain likelihood of chance events
- Identify a spinner that is fair or unfair

### Algebra and Functions

- Gather, sort, count and display data
- Create and solve story problems using number sentences
- Missing addends
- Identify, describe, and replicate patterns
- Demonstrate simple function rules

### Geometry

- Identify, label, and draw two-dimensional and three-dimensional shapes
- Identify and create lines of symmetry
- Identify smaller shapes within given shapes
- Build geometric shapes using manipulatives
- Reflection about a line

### Trigonometry

- Identify the number of sides and angles in a square, triangle, and rectangle
- Identify a right triangle and angle

### Concepts of Calculus

- Least and greatest values in graphs
- Patterns of objects to infinity
- Rates of change

## SCIENCE

- Watersheds and Wetlands – wetland environments
- Forces and Simple and Machines
- Animals and Ecosystems
- Agriculture and Society – nature providing for our needs

## SOCIAL STUDIES

### Focus on the Lehigh Valley

- Local history and culture
- Map skills: intermediate directions/longitude, latitude and hemispheres
- Geography: movement of settlers/conflict
- Laws, local government
- Lehigh Valley jobs: historical and current
- *Talk-it-Out/Conflict Resolution*

## ART

- Refinement of skill in drawing and painting techniques
- Explore other media

## MUSIC

- Elements of music
- Part-singing
- Tonal and rhythm reading skills
- Instrumental option: string instruction
- Recorder skills

## PHYSICAL EDUCATION

- Physical fitness
- Individual skills in team sports