

VALLEY STREAM DISTRICT 13



Taking the Standards Home

An English Language Arts
Enrichment Guide for Parents and Care Givers

Grades 5-6

Dear Parents,

The development of strong literary skills is essential for success both in school and in our rapidly changing world. Children must possess good reading, writing, listening and speaking skills in order to communicate and interact effectively with others. District Thirteen has always placed our children in the center of the learning process as we develop new and exciting programs designed to promote strong literary skills.

We recently developed a new language arts curriculum based on the needs of children in District Thirteen that is closely aligned with the New York State Learning Standards. This parent guide, ***Taking the Standards Home***, was created as a “companion” to the language arts curriculum, and is designed to compliment this curriculum to enable parents and children to engage in activities in the home that support that which is being taught in school.

Taking the Standards Home is organized conveniently for parents, and contains four segments: the standards in each language arts area, resources that can be used to address a particular standard, performance indicators, or, simply put, what children should know and be able to do in a particular grade relative to a particular standard, and, finally suggested family activities that support the standards.

It has been demonstrated that children learn best when home and school work closely together. ***Taking the Standards Home*** was written with this in mind. It is hoped that you will enjoy and utilize this resource as we prepare our children for success in meeting the many challenges that lie ahead.

Sincerely,

The Administration and Staff of District 13

*A very special thanks must be given to Jessica Bayer, who created ***Taking the Standards Home***. Ms. Bayer has been involved in developing standards with the State Education Department for the past several years, and we are fortunate, indeed, to share in her professional expertise.*

HOW TO USE THIS GUIDE

This guide is based on the District 13 Draft English Language Arts Curriculum that was developed during the summer of 1999. The curriculum and this guide are based on and drawn from the New York State Standards and the *Teacher Resource Guide*.

Reading, writing, speaking and listening appear on separate pages. The first column on the left hand page in each area contains the Standards. These remain the same for all students, in all grades, Pre-K through 12.

Continuing across, each column is written to reflect a continuum of learning, from basic to mastery. The column labeled Resources contains the suggested references and materials that students can begin with and progress to.

The next column, Performance Indicators, lists descriptors of what students should know and be able to do—what competency in the standard “looks like.” These Performance Indicators are based on the student’s grade and developmental level, and change from Pre-K to grade 12.

The extreme right hand column is a list of suggested activities created by district faculty. They are arranged by degree of difficulty and represent a range of activities that parents and care givers can engage in with children to enrich learning in English Language Arts.

The last pages of each guide include lists of reading material and software that are appropriate for students at that grade level. Thanks to Carol Anne Weik for providing this information.

Content based on:
The New York State Standards for English Language Arts
The New York State Teacher Resource Guides for English Language Arts
District 13 Faculty Grade Level Meetings

Concept and design:
Jessica Bayer

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READING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will read a minimum of 25 books.

WHAT STUDENTS READ FOR INFORMATION AND UNDERSTANDING

Read from informational texts, such as:

- textbooks related to all school subjects
- reference materials • primary sources
- biographies and autobiographies • essays
- newspapers and magazines • age appropriate online and electronic databases and Web sites.

WHAT STUDENTS READ FOR LITERARY RESPONSE AND EXPRESSION

Read and view imaginative texts and performances, such as:

- stories • poems and songs • folk tales and fables • plays • film and video productions
- electronic books.

WHAT STUDENTS READ FOR CRITICAL ANALYSIS AND EVALUATION

Read to analyze and evaluate information, ideas, and experiences from resources, such as:

- children's books • children's articles • editorials in student newspapers • advertisements
- electronic resources.

WHAT STUDENTS READ FOR SOCIAL INTERACTION

Read the following to establish, maintain, and enhance personal relationships:

- friendly letters, notes, cards, and messages
- published diaries and journals

Grades 5 and 6

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Grade 5-6 students *demonstrate* as they learn to read include to:

- Identify purpose for reading.
- Adjust reading rate according to purpose for reading.
- Use word recognition and context clues to read fluently.
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or glossary.
- Identify signal words (finally or in addition) that provide clues to organizational formats such as time order.
- Use knowledge of punctuation to assist in comprehension.
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/care givers).
- Read aloud using inflection and intonation appropriate to text read and audience.
- Maintain a personal reading list to reflect reading goals and accomplishments.

SUGGESTIONS FOR FAMILIES TO FACILITATE READING ACROSS THE STANDARDS GRADES 5- 6

- Visit the library frequently.
- Model good reading behavior by reading newspapers, books and magazines yourself. Research information that you need.
- Read the newspaper everyday—scan headlines and ask Who?, What? and Where questions about articles of interest.
- Read books, newspapers and magazines together to find out more information about topics the family is interested in.
- Use the dictionary together.
- Read road maps to prepare for trips. Write travel directions. Create itineraries based on research.
- Read bus or train schedules.
- Discuss what you are reading with your child. Have a family “book group.”
- Read cards and letters that come into the household.
- Read recipes and cook together.
- Allow children to read assembly directions and help you put things together.
- Ask older children to read to younger siblings.
- View Web sites together and judge their accuracy and relevance.
- Read work done in class, read homework.
- Read books that have been made into movies before seeing the film. Compare and contrast the book to the movie.
- Compare and contrast advertising to find items family has to buy.
- Attend meet the author events at bookstores.
- Keep a family reading log.

WRITING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will write on a daily basis across all content areas and standards.

Students will write an average of 1000 words per month across all content areas and standards.

WHAT STUDENTS WRITE FOR INFORMATION AND UNDERSTANDING

Write the following in order to begin to transmit information:

- short reports of several paragraphs to two pages
- brief summaries
- graphs and charts
- concept maps and semantic webs
- simple outlines
- formal letters
- simple directions.

WHAT STUDENTS WRITE FOR LITERARY RESPONSE AND EXPRESSION

- Write original imaginative texts, such as:
 - stories
 - poems and songs
 - plays.
- Write interpretive and responsive essays.

WHAT STUDENTS WRITE FOR CRITICAL ANALYSIS AND EVALUATION

- Write the following analyze and evaluate ideas, information, and experiences:
 - expository essay
 - persuasive texts
 - movie and book reviews
 - advertisements.

WHAT STUDENTS WRITE FOR SOCIAL INTERACTION

- Write the following to establish, maintain, and enhance personal relationships:
 - friendly letters, notes, and cards to friends, relatives and pen pals
 - personal journals.

Grades 5 and 6

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Grade 5 and 6 students *demonstrate* as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings.
- Determine the intended audience before writing.
- Use tone and language appropriate for audience and purpose.
- Use prewriting activities; for example, brainstorming, rewriting, note taking, and outlining.
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing).
- Use teacher conferences and peer review to revise written work.
- Observe rules of punctuation, capitalization, and spelling:
 - punctuation of simple and compound sentences, of dialogue, of titles of articles
 - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
 - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
 - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents.
- Use signal words to provide clues to the organizational format; *for example, in addition, finally, as a result, similarly, on the the other hand.*
- Use dictionaries, thesauruses, and style manuals.
- Use word processing skills.

SUGGESTIONS FOR FAMILIES TO FACILITATE WRITING ACROSS THE STANDARDS

- Make sure there is a dictionary in the house for the whole family to use.
- Write a family newsletter to send friends and relatives.
- Write directions for appliances, setting the VCR, logging on line, etc.
- Create organizers to help schedule and structure family time and activities.
- Write movie or book reviews.
- Write business letters to manufacturers of appliances, games, etc. to talk about any difficulties.
- Send for information required for research on school report topics.
- Write persuasive essays for raises in allowance, etc. detailing reasons.
- Keep journals of family trips and travel.
- Write to an elected official about a community concern.
- Create posters and signs.
- Answer and send email together.
- Write diaries and journals.
- Discuss your child’s ideas for stories and other writing.
- Encourage your child to use the “5 W’s” when writing—who, what, when, where and why.
- Check your child’s homework daily. If there is a writing assignment, focus gently on one area that can be improved ie: spelling; sentence structure, punctuation, details, descriptive language, etc. Suggest that your child reread to make corrections. After your child has made corrections, celebrate the improved writing.
- Create poetry or stories by having one member of the family begin, and having each member add to it.
- Answer and send email together.
- Encourage your child to use the computer or word processor for writing assignments.

LISTENING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will listen on a daily basis.

WHAT STUDENTS LISTEN TO FOR INFORMATION AND UNDERSTANDING

•Listen for data, facts and ideas in, for example:

•small and large group discussions •conferences with teachers •school assemblies •student presentations •multimedia presentations •oral readings.

WHAT STUDENTS LISTEN TO FOR INFORMATION AND UNDERSTANDING

Listen to comprehend, interpret, and respond to imaginative texts and performances such as:

•stories •plays •poems and songs •films and video productions.

WHAT STUDENTS LISTEN TO FOR CRITICAL ANALYSIS AND EVALUATION

•Listen to analyze and evaluate ideas, information, and experiences in, for example:

•discussions in small and large group settings •speeches in class and group settings such as assemblies •reviews of books, films, and stage plays •panel presentations •multimedia presentations.

WHAT STUDENTS LISTEN TO FOR SOCIAL INTERACTION

•Listen to establish, maintain, and enhance personal relationships, for example:

•conversations •small and large group discussions •conference with teacher.

Grades 5 and 6

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Grades 5-6 students *demonstrate* as they learn to listen include to:

- Listen respectfully and responsively.
- Identify own purposes for listening.
- Recognize content-specific vocabulary or terminology.
- Listen for unfamiliar words and learn their meaning.

SUGGESTIONS FOR FAMILIES TO FACILITATE LISTENING ACROSS THE STANDARDS GRADES 5-6

- Model good listening skills by avoiding interruptions and maintaining eye contact.
- Participate in conversations with questions that are open ended and require a response.
- Begin with 4 or 5 step directions and expect children to follow them without repeating them.
- Have your child retell in his or her own words something that they've heard.
- Read a newspaper article aloud and ask children to recall details.
- Ask questions about something you and your child have read.
- Encourage family discussions around the dinner table or during car trips.
- Employ conflict resolution strategies to settle arguments between siblings.
- Attend a play or performance.
- Discuss song lyrics.
- Listen to books on tape.
- Rehearse oral presentations at home.
- Play board games together, reading direction cards out loud, and following them.

SPEAKING

THE STANDARDS

Standard 1

Students will read, write, listen and speak for information and understanding.

Standard 2

Students will read, write, listen and speak for literary response and expression.

Standard 3

Students will read, write, listen and speak for critical analysis and evaluation.

Standard 4

Students will read, write, listen and speak for social interaction.

RESOURCES

Students will speak on a daily basis.

WHEN STUDENTS SPEAK FOR INFORMATION AND UNDERSTANDING

Speak to share data, facts and ideas in, for example:

- small and large group discussions
- presentations to classmates and other students
- school assemblies.

WHEN STUDENTS SPEAK FOR LITERARY RESPONSE AND EXPRESSION

Speak to present interpretations and responses to imaginative texts in, for example:

- class and small group discussions
- formal presentations to classmates
- group and individual conferences with teachers
- school assemblies.

WHEN STUDENTS SPEAK FOR CRITICAL ANALYSIS AND EVALUATION

Speak to express opinions and judgments in, for example:

- class and group discussions
- formal presentations to classmates
- individual/group conferences with teachers
- presentations at school assemblies.

WHEN STUDENTS SPEAK FOR SOCIAL INTERACTION

Speak to establish, maintain, and enhance personal relationships in, for example:

- conversations
- small and large group activities
- conferences with teacher.

Grades 5 and 6

PERFORMANCE INDICATORS

What students should know and be able to do.

The competencies that Grade 5-6 students *demonstrate* as they learn to speak include to:

- Respond respectfully.
- Initiate communication with peers, teachers, and others in the school community.
- Use language and grammar appropriate to purpose for speaking.
- Use facial expressions and gestures which enhance communication.
- Establish eye contact during presentations and group discussions.
- Use audible voice and pacing appropriate to content and audience.
- Use visual aids to support the presentation.

SUGGESTIONS FOR FAMILIES TO FACILITATE SPEAKING ACROSS THE STANDARDS GRADES 5- 6

- Have meaningful conversations.
- Have dinner table discussions about family members' day.
- Model good speaking behavior. Answer questions in complete sentences. Use correct grammatical structure. Take turns speaking and listening.
- Model polite conversation by saying please and thank you whenever appropriate.
- Expose children to higher vocabulary words, look new words up in the dictionary.
- Use specific vocabulary when working on a task such as cooking or making home repairs. Using proper words for tools and techniques builds vocabulary.
- Verbally sequence the day.
- Ask questions and then ask for further details.
- Interview someone.
- Record a tape of family news and mail it to friends and relatives.
- Tell or make up a story based on picture prompts.
- Recapture an event by looking at photos and describing what happened.
- Choose and research a topic and have a family debate.
- Ask children to explain the steps in doing a task.
- Encourage your child to have phone conversations with relatives and friends.
- Teach children to give travel directions to your home over the phone.
- Listen to stories on tape. Retell stories. Elaborate on details.
- Put on plays.
- Play "Twenty Questions."
- Gently correct any language errors by repeating language correctly.

**Contemporary Books
for Intermediate Readers
(Children's Book Council)**

The Adventures of Captain Underpants: Dav Pikey
Billy the Ghost and Me: Gery Greer & Bob Ruddick
Buddy: William Joyce
The Case of the Crooked Candles: Jonathan V. Cann
Cinderella Bigfoot: Mike Thaler
Dribble, Shoot, Score!...Joe Layden
Elizabeth, who Is Not a Saint: Kathleen C. Szaj
Hanzel and Pretzel: Mike Thaler
Hoops: Robert Burleigh
I Met a Dinosaur: Jan Wahl
Jacob's Collection: Brian Mundt
The Kind's Beard Tish Rabe: Adapted by Joe Mathieu
A Knock at the Door: Eric Sonderlin
Lightning: Seymour Simon
Mouse's Halloween: Alan Baker
The Mystery of the Treasure Map: Andrew Richardson
NBA Action From A to Z: James Prella
The Princess and the Peaano: Jared Lee
Rattlesnake Dance: True Tales, Mysteries,...:
 Jennifer Owings Dewey
Schmoe White and the Seven Dorfs: Mike Thaler
The Secret of the Eagle Feathers: Maura Elizabeth Keleher McKinley
A Song for Cecilia Fantini: Cynthia Astor
Trucks: Darlene Stille
What's Bugging You?: James Preller
What's Wrong With This Book?: Richard McGuire
Wild, Wet and Windy: Claire Llewellyn

Additional titles available at:

<http://www.ala.org/alsc/nquick.html>

**Contemporary Books
for Advanced Readers
(Children's Book Council)**

The Analite's Gift: Megamorphs #1: K. A. Applegate
Angela and Diabola: Lynne Reid Banks
Chasing Redbird: Sharon Creech
The Chicago Bulls Basketball Team: Thomas S. Owens
The Dallas Cowboys Football Team: William W. Lace
Dawn (California Diaries series #1): Ann M. Martin
Discovering the Iceman: Shelley Tanaka
Emily In Love: Susan Goldman Rubin
How I Survived Being a Girl: Wendelin Van Draanen
Jackie Robinson: Baseball's Civil Rights Legend:
 Karen Mueller Coombs
Jaguar: RolandSmith
Julie's Wolf Pack: Jean Craighead George
The Kid Who Invented the Popsicle: Don. L. Wulfson
Love Stories: Ann Pilling
Oops! The Manners Guide for Girls: Nancy Holyoke
Pop-O-Mania: How to Create Your Own Pop-Ups:
 Barbara Valenta
Roughnecks: Thomas Cochran
Seedfolks: Paul Fleischman
Seussisms (Wise and Witty Prescriptions...): Dr. Seuss
Snowboarding: Larry Dane Brimmer
Snowboarding: A complete Guide...: George Sullivan
Sports Great Muggsy Bogues: George Rekela
Super Slumber Parties...: Brooks Whitney
Top 10 Baseball Home Run Hitters: Bill Deane

Suggested Software Titles

Eyewitness Children's Encyclopedia—The essential multimedia children's encyclopedia.
World Book Multimedia Encyclopedia—Parent's Choice Award.
Major League Reading—Reading comprehension, spelling and vocabulary are strengthened through the use of baseball facts.
Big Science Comics—Teaches essential thinking skills for children, including observation.
Mighty Math Series and Math Workshop—Provides instruction in basic math concepts and helps users master the thinking skills necessary for problem solving.
Sharks—Learn about the world of sharks.

Caldecott Medal Winners Award Winning Books

- 1999—Snowflake Bentley: Jacqueline Briggs Martin
1998—Rapunzel: Paul O. Zelinsky
1997—Golem: David Wisniewski
1996—Officer Buckle and Gloria: Peggy Ratham
1995—Smoky Night: Eve Bunting
1994—Grandfather's Journey—Allen Say
1993—Mirette on the High Wire: Emily Arnold
1992—Tuesday: David Wiesner
1991—Black and White: David Macaulay
1990—Lon Po Po: A Red Riding Hood Story from China: Ed Young
1989—Song and Dance Man: Karen Ackerman
1988—Owl Moon: Jane Yolen
1987—Hey, Al: Arthur Yorinks
1986—The Polar Express: Chris Van Allsburg
1985—Saint George and the Dragon: retold by Margaret Hodges
1984—The Glorious Flight: Across the Channel with Louis Bleriot: Alice and Martin Provensen
1983—Shadow: Traslated by Marcia Brown
1982—Jumanji—Chris Van Allsburg
1981—Fables: Arnold Lobel
1980—Ox-Cart Man: Donald Hall
1979—The Girl Who Loved Wild Horses: Paul Goble
1978—Noah's Ark: Peter Spier
1977—Ashanti to Zulu: African Traditions: Margaret Musgrove
1976—Why Mosquitoes Buzz in People's Ears: retold by Verna Aardema
1975—Arrow to the Sun: Gerald McDermott
1974—Duffy and the Devil: retold by Harve Zemack
1973—The Funny Little Woman: Retold by Arlene Mosel

Newbery Medal Winners

- 1999—Holes: Louis Sachar
1998—Out of the Dust: Karen Hesse
1997—The View from Saturday: E.L. Konigsburg
1996—The Midwife's Apprentice: Karen Cushman
1995—Walk Two Moons: Sharon Creech
1994—The Giver: Lois Lowry
1993—Missing May: Cynthia Rylant
1992—Shiloh: Phyllis Reynolds Naylor
1991—Maniac Magee: Jerry Spinelli
1990—Number the Stars: Lois Lowry
1989—Joyful Noise: Poems for Two Voices: Paul Fleischman
1988—Lincoln: A Photobiography: Russel Freedman
1987—The Whipping Boy: Sid Fleischman
1986—Sarah, Plain and Tall: Patricia MacLachlan
1985—The Hero and the Crown: Robin McKinley
1984—Dear Mr. Henshaw: Beverly Cleary
1983—Dicey's Song: Cynthia Voigt
1982—A Visit to William Blake's Inn...: Nancy Willard
1981—Jacob Have I Loved: Katherine Paterson
1980—A Gathering of Days: A New England Girl's Journal...Joan W. Blos
1979—The Westing Game: Ellen Raskin
1978—Bridge to Terabithia: Katerine Paterson
1977—Roll of Thunder, Hear My Cry: Mildred D. Taylor
1976—The Grey King: Susan Cooper
1975—M. C. Higgins, the Great: Virginia Hamilton

Additional titles available at:

<http://www.ala.org/alsc/nquick.html>



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