

- 5.2 The student will use effective nonverbal communication skills.
- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- 5.5 The student will read and demonstrate comprehension of fiction.
- 5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.
- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		Play		
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • participate as active listeners in group learning activities by <ul style="list-style-type: none"> ◦ listening for main ideas ◦ listening for sequence of ideas ◦ taking notes • demonstrate appropriate eye contact with listeners • use acceptable posture according to the setting and the audience • use dramatic gestures to support, accentuate, or dramatize the message • use appropriate facial expressions to support, accentuate, or dramatize presentations • use context to infer the correct meanings of unfamiliar words • read familiar text with fluency, accuracy, and expression <ul style="list-style-type: none"> • understand that characters are developed by <ul style="list-style-type: none"> ◦ what is directly stated in the text ◦ their speech and actions ◦ what other characters in the story say or think about them • understand that some characters change during the story or poem and some characters stay the same • understand that the main character has a problem that usually gets resolved • identify the problem of the plot • understand that plot is developed through a series of events • identify the events in sequence that lead to resolution of the conflict • discuss why an author might have used particular words and phrases • discuss the similarities and differences between a text and previously read materials <ul style="list-style-type: none"> • apply knowledge of the writing domains of composing, written expression, and usage/mechanics • create a plan, and organize thoughts before writing • purposefully shape and control language to demonstrate an awareness of the intended audience • select specific information to guide readers more purposefully through the piece • choose precise descriptive vocabulary and information to create tone and voice • clarify writing when revising • include sentences of various lengths and beginnings to create a pleasant, informal rhythm • punctuate correctly <ul style="list-style-type: none"> ◦ apostrophes in contractions, such as <i>isn't</i>, and possessives, such as <i>Jan's</i>. ◦ commas • use adverb comparisons, such as <i>fast, faster, fastest</i> • use adjective comparisons, such as <i>big, bigger, biggest</i> • use adverbs instead of adjectives where appropriate, e.g., "He played <i>really</i> well." instead of "He played <i>real</i> well." • use plural possessives, e.g., "The <i>books'</i> covers are torn." • avoid excessive coordination, e.g., "<i>I opened the door and the dog went out and he chased the cat and then he came back inside.</i>" • use available technology to gather information and aid in writing. 	Reading	<ul style="list-style-type: none"> • Monitor/Clarify <ul style="list-style-type: none"> ➤ Ask yourself if what you are reading makes sense or if you are learning what you want to learn. ➤ If you don't understand something, reread, read ahead, or use • Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) • Writers craft: how the creates humor and suspense; why a character addresses the audience directly; how uses dialogue to show character's personality • Map Graphic Organizer: plot map to record of the problem, events and ending of the plot; story map to record characters, setting, plot (including climax) 	<p>Comprehension Skills</p> <ul style="list-style-type: none"> • drawing conclusions • noting details • visualizing • making inferences • comparing and contrasting • making judgments • recognizing details of fantasy 	<p>Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> • Look carefully at the word. • Look for word parts you know and think about the sounds for the letters. • Blend the sounds to read the word. • Ask yourself: Is it a word I know? Does it make sense in what I am reading? • If not, ask yourself: What else can I try?
	Play Concepts	<ul style="list-style-type: none"> • Compare and contrast a play with a story • Serious or funny story told through words of characters who are having conversations with each other and through characters movements • Plays may be acted out or read aloud; when acted the stage directions tell the actors what to do, where to move, and how to speak; when reading, it's important to read the stage directions in order to better understand the setting and the characters • When the words of a character are read, they should be read the way the character would say them; stage directions my indicate how to read • Format: list of characters appear at beginning of selection; selection pages have name of character speaking in bold print, followed by colon on the left-hand side of the page. The words spoken by the character follow the name. Also has stage directions in distinguishable type. • Genre Vocabulary: play, script, act, scene, setting, actor, cast, characters, dialogue, lines, performance, stage directions, stage • Purpose of scene change: change location, change time, introduce new character, show new event • Play production: director, stage manager, crew, sound technician, light technician, designers, carpenters, seamstresses, prompters 		
	Writing: Play	<ul style="list-style-type: none"> ➤ Prewriting/ Planning <ul style="list-style-type: none"> • Identify the characters (Who will be in the play?) • Select a setting (Keep it simple; what can be created on a stage) • Think of a problem that will interesting to solve • List the activities the character does to solve the problem (May have simple activity turn into humorous disaster. Characters may have misunderstandings that need to be straightened out.) • Use a Planner to map out the story ➤ Drafting/Composing <ul style="list-style-type: none"> • Write a list of characters • Create a conversation between characters: Write the characters' names and what each character says. • The dialogue needs to make the problem clear and show the personalities of the characters. • Stage directions need to be limited and serve a purpose in the story/plot. ➤ Revising <ul style="list-style-type: none"> • Craft the characters' words so that they reveal the characters' traits and feelings. • Check to see that the dialogue sounds natural but that different characters have their own style of talking. ➤ Publishing <ul style="list-style-type: none"> • Ask other student to read the play with you • Read the play to the rest of the class 		