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2021
Teacher Resource
Guide for MS
AAAS for
English Language
Arts Grades 3-5

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2021

Teacher Resource Guide for
MS AAAS for
Alternate English Elements III &
English Language Arts Grades 3-5

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The Standards

The different content strands in English address a small number of English Language Arts standards, representing a breadth but not a depth of coverage across the entire standards framework. Teaching strategies for students with significant cognitive disabilities should be based on their individual learning goals as outlined in each student's individualized education program (IEP). The *2021 Mississippi Alternate Academic Achievement Standards (MS AAAS) for English Language Arts Grades 3-5* are comprised of six essential content strands: Reading Literature, Reading Informational Text, Reading Foundational Skills, Writing, Speaking and Listening, and Language.

Remaining Material in the Teacher Resource Guide

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

Introduction

The MDE is dedicated to student success, improving student achievement in English and Language Arts (ELA) and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education ELA framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for English Language Arts Grades K-8* includes course-specific standards for English. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for English Language Arts Grades 3-5* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight, vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this is a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students participating in the Mississippi Academic Assessment Program-Alternate (MAAP-A) may receive academic instruction in mathematics. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for English Language Arts Grades K-8* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the Teacher Resource Guide for MS AAAS for English Language Arts Grades 3-5

The *MS AAAS for English Language Arts Grades 3-5* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as (A) the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says, "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

Teacher Resource Guide for MS AAAS for Alternate English Language Arts Grade 3

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard	Performance Objectives	
A.RL.3.1 Answer who and what questions to demonstrate understanding of details in a text.	A.RL.3.1.a Answer who and what questions about key details in familiar texts.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.RL.3.1.a (A) Answer who and what questions about key details in familiar texts.	A.RL.3.1.a (B) Answer who or what questions about key details in a familiar text.	A.RL.3.1.a (C) Answer 1 or more questions about key details in a familiar text.
Real World Connections: <ul style="list-style-type: none"> • Develop the habit of self-questioning as they read by themselves. • Understand the type of information to look for when reading a story. • Discuss what they read with a peer. 	Vocabulary: <ul style="list-style-type: none"> • Central idea • Characters • Key details/information • Key events • Main characters • Problem • Story • Theme 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Achieve the Core (achievethecore.org) <ul style="list-style-type: none"> ▪ Grade 3 Writing Text Set: Living in Groups ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.3.1 Workbooks, Lesson Plans, and Games ○ K12 Reader (k12reader.com) <ul style="list-style-type: none"> ▪ 3rd Grade CCSS: Reading: Literature ○ K6edu (k6edu.com) <ul style="list-style-type: none"> ▪ Questioning or I Wonder Graphic Organizer ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RL.3.1 ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RL.3.1 Lesson Plans Templates ○ Teacher Vision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> ▪ Reading Comprehension Sequence Chain 		

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- **Activities**

- Have the student select from choices the picture of a character from the story in response to the question, “Who got a new toy?”
- Ask the student questions about the setting of a story, pointing to illustrations in the text to show the answer.
- Allow the student to answer a question by pointing to picture/word.
- After repeated shared readings of a book about a class activity, ask the student to select the correct object when asked, “What did we make?”

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [Literature – Grade 3](#)
- YouTube by Teaching Without Frills
 - [Asking and Answering Questions: Reading Literature](#)
- YouTube by eSparkLearningVideos
 - [Ask and Answer Questions Instructional Video \(3.RI.1\)](#)
- Reading Rockets (readingrockets.org)
 - [Question-Answer Relationship \(QAR\)](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<p>A.RL.3.2 Answer who and what questions to demonstrate understanding of details in a text. Associate details with events in stories from diverse cultures.</p>		<p>A.RL.3.2.a Answer questions about the central message (theme), lesson or moral within a familiar story from a diverse culture (e.g., After reading this story, what happened to the character? What did the character learn? What do you think was the lesson that the author was trying to teach you?).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.RL.3.2.a (A) Answer questions about the central message (theme), lesson or moral within a familiar story from a diverse culture (e.g., After reading this story, what happened to the character? What did the character learn? What do you think was the lesson that the author was trying to teach you?).</p>	<p>A.RL.3.2.a (B) Identify the central message, lesson, or moral of a story from a diverse culture.</p>	<p>A.RL.3.2.a (C) Identify the topic of a familiar story.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Retell a favorite story to a peer. • Use details to tell what happened in a story. • Use the moral of a story to guide personal decisions. • Select reading material from a variety of genres. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Culture • Central message • Diverse • Events • Lesson • Moral • Theme 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Achieve the Core (achievethecore.org) <ul style="list-style-type: none"> ▪ Text Sets: Building Knowledge and Vocabulary ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.3.2 Workbooks, Lesson Plans, and Games ○ Elementary Nest (elementarynest.com) <ul style="list-style-type: none"> ▪ Retelling & Recounting Stories: Exploring ELA ▪ Story Elements - Teaching Tips 			

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DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Big Learners (biglearners.com)
 - [RL.3.2 Third Grade English Language Arts Worksheets](#)
- **Activities**
 - After repeated shared reading of a folktale ask the student to give a recount of the tale including key details in own words.
 - After repeated shared reading from a collection ask the student to recount one or more of the myths or folktales including key details in own words.
 - While looking through the pages of a familiar folktale, ask the student to tell about two or more pages of the book.
 - After repeatedly listening to and shared reading of fairy and folktales, allow the student to use technology to answer questions about them.
- **Videos**
 - YouTube by eSparkLearningVideos
 - [Recounting Stories from Different Cultures Instructional Video \(3.RL.2\)](#)
 - Twinkl - Official Education Partner BBC Children in Need [subscription required] (twinkl.com)
 - [\(RL.3.2\) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [The Stonecutter](#)

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CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.3.3 Identify the feelings of characters in a story.		A.RL.3.3.a Identify the feelings of characters in a story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.3.3.a (A) Identify the feelings of characters in a story.	A.RL.3.3.a (B) Identify the feelings of 1 or more characters in a story.	A.RL.3.3.a (C) Select pictures that illustrate the feelings of a character in a story.	
Real World Connections: <ul style="list-style-type: none">• Understand that feelings are associated with certain situations.• Understand how their actions can affect others' feelings.• Relate the feelings of characters to their own personal experiences.		Vocabulary: <ul style="list-style-type: none">• Actions• Characters• Feelings• Main character• Reactions• Respond	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Achieve the Core (achievethecore.org)<ul style="list-style-type: none">▪ Because of Winn-Dixie by Kate DiCamillo with Mini-assessment○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.3.3 Workbooks, Lesson Plans, and Games○ E-Reading Worksheets (ereadingworksheets.com)<ul style="list-style-type: none">▪ Characterization Lesson○ K12 Reader (k12reader.com)<ul style="list-style-type: none">▪ 3rd Grade Character Traits Worksheets○ K6edu (k6edu.com)<ul style="list-style-type: none">▪ Character Trait Chart – Anchor Chart○ Pinterest Collection by Christina from latitudes.org (pinterest.com)<ul style="list-style-type: none">▪ Printable Feelings & Emotions Charts for Kids ACN Latitudes• Activities<ul style="list-style-type: none">○ Have the student use symbols (happy face, sad face), pictures, or words to identify the feelings of a specific character in a familiar story.○ After shared reading and discussing feelings of a “feeling chart” have the student identify the character’s feelings on the chart with illustrations or pictures.			

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CONCEPT: Integration of Knowledge and Ideas

- Showing the student a set of picture symbols, the teacher asks “The boy is really happy right now, show me happy. Look for the picture that shows someone smiling. We smile when we are happy.”
- **Videos**
 - YouTube by Iowa Department of Education
 - [Character's Feelings and Events | Literacy Strategies for Students with Cognitive Disabilities](#)
 - Khan Academy (khanacademy.org)
 - [Characters' thoughts and feelings | Reading](#)
 - Learn Zillion (learnzillion.com)
 - [Describe a character's feelings instructional video](#)

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CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.3.4 Determine words and phrases that complete sentences in a text.		A.RL.3.4.a Determine words and phrases that complete sentences in a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.3.4.a (A) Determine words and phrases that complete sentences in a text.	A.RL.3.4.a (B) Identify words or phrases that complete sentences in a familiar text.	A.RL.3.4.a (C) Identify words or phrases from a familiar text.	
Real World Connections: <ul style="list-style-type: none"> • Build their vocabulary. • Understand sentence structure. • Differentiate between a sentence fragment and complete sentence. • Write using proper grammar. 		Vocabulary: <ul style="list-style-type: none"> • Complete • End • Finish • Fragment • Phrase • Sentence • Word 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.3.4 Worksheets ▪ Complete Sentences ○ K12 Reader (k12reader.com) <ul style="list-style-type: none"> ▪ 3rd Grade CCSS: Reading: Literature ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RL.3.4 ○ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> ▪ Sentence Quest: Using Parts of Speech to Write Descriptive Sentences ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ Making Sentences ▪ RL.3.4 Lesson Plan Templates ○ Teacher Vision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> ▪ Finish the Sentences • Activities 			

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CONCEPT: Integration of Knowledge and Ideas

- Have the student use graphic organizers to sort words and phrases from a text.
- After reading a variety of silly stories, identify phrases from the stories that could be true (literal).
- Give the student a list of events from a familiar story, then have the student mark yes or no indicating whether he or she has done that before.
- **Videos**
 - YouTube by Iken Edu
 - [Sentences: Phrases and Clauses | English Grammar](#)
 - YouTube by eSparkLearningVideos
 - [Literal v. Nonliteral Words Instructional Video \(RL.3.4\)](#)
 - Lumos Learning (lumoslearning.com)
 - [ELA 3.4 Determine the Meaning of Words in a Text - Free Educational videos for Students in k-12](#)

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CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.3.5 Determine the beginning, middle, and end of a familiar story with a logical order.		A.RL.3.5.a Determine the beginning, middle, and end of a familiar story with a logical order.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.3.5.a (A) Determine the beginning, middle, and end of a familiar story with a logical order.	A.RL.3.5.a (B) Identify the beginning and ending of a familiar story.	A.RL.3.5.a (C) Identify one event that occurred in the beginning, middle, or ending of a familiar story.	
Real World Connections: <ul style="list-style-type: none">• Organize information and ideas efficiently.• Retell a favorite story to a peer in a logical order.• Use details to tell what happened in a story.• Develop problem-solving skills.• Summarize events in a story in their own words.		Vocabulary: <ul style="list-style-type: none">• Actions• Beginning• Characters• End• Events• Happened• Interactions• Introduction• Middle• Plot• Sequence• Setting	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.3.5 Workbooks, Lesson Plans, and Games○ E-Reading Worksheets (ereadingworksheets.com)<ul style="list-style-type: none">▪ Story Structure○ K12 Reader (k12reader.com)<ul style="list-style-type: none">▪ Aesop: Put the Events in Order○ K6edu (k6edu.com)<ul style="list-style-type: none">▪ Story Sequence Charts▪ Retelling the Main Event in Sequence○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard.RL.3.5			

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- Share My Lesson [requires a free account] (sharemylesson.com)
 - [RL.3.5 Lesson Plans Templates](#)
- Teacher Vision [requires a free account] (teachervision.com)
 - [3rd Grade Reading and Literature Resources](#)
- **Activities**
 - Have the students act out a story including the beginning, middle, and end in the correct order.
 - Using picture clues or sentence strips, have the student sequence three or more events in the correct order.
 - Have the student use a story map to fill in the beginning and end of the story.
 - Given an array of pictures, have the student choose one that matches something that happened in the story.
- **Videos**
 - YouTube by Cohesion Education
 - [Identify the Main Topic and Retell Key Details](#)
 - K6edu (k6edu.com)
 - [Retelling the Main Event in Sequence](#)
 - YouTube by Teach for Life
 - [Story Structure: Beginning, Middle and End](#)

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CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.3.6 Identify personal point of view about a text.		A.RL.3.6.a Identify the personal point of view of a character or narrator in a story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.3.6.a (A) Identify the personal point of view of a character or narrator in a story.	A.RL.3.6.a (B) Identify who is telling the story in a text.	A.RL.3.6.a (C) Identify own point of view.	
Real World Connections: <ul style="list-style-type: none">• Understand that someone's point of view determines how they react to certain .• Acknowledge differences in points of view of others.• Understand that others' points of view determine how they describe an event.		Vocabulary: <ul style="list-style-type: none">• Character• Dialogue• Main character• Narrator• Opinion• Perspective• Point of view• Speaker	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.3.6 Workbooks, Lesson Plans, and Games○ Reading Worksheets (ereadingworksheets.com)<ul style="list-style-type: none">▪ Point of View Flash Cards○ K12 Reader (k12reader.com)<ul style="list-style-type: none">▪ Teaching Point of View with Two Bad Ants○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RL.3.6○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.3.6 Lesson Plans Templates○ Teacher Vision [requires a free account] (teachervision.com)<ul style="list-style-type: none">▪ My Journal• Activities<ul style="list-style-type: none">○ Ask the student what they like and do not like about a character or narrator in a story.			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Have the student answer questions to express feelings about a character in the story and indicate why.
- Create a collage to promote a character the student likes.
- Ask the student, “Which characters do you like in the story?” and have them support the answer by selecting from three choices (i.e., I like Mark Brown because: he is funny, he rides a bike,, and he loves his dog.).
- Have the student show feelings about a character using visuals (e.g., happy or sad face).
- **Videos**
 - ThoughtCo. (thoughtco.com)
 - [5 Easy Activities for Teaching Point of View](#)
 - Elementary Nest (elementarynest.com)
 - [Point of View Teaching Activities and Ideas](#)
 - YouTube by Waterford.org
 - [Understanding Point of View: First Person and Third Person" by Waterford.org](#)
 - Khan Academy (khanacademy.org)
 - [A story's point of view | Reading](#)
 - YouTube by Education Galaxy
 - [3rd Grade - Reading - Point of View for Informational Text - Topic Overview](#)
 - We Are Teachers (weareteachers.com)
 - [Our Favorite Videos for Teaching Point of View](#)

COURSE: Alternate English Language Arts Third Grade

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CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.3.7 Identify parts of illustrations or information that depict a particular setting or event.		A.RL.3.7.a Identify parts of illustrations or information that depict a particular setting or event in a familiar story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.3.7.a (A) Identify parts of illustrations or information that depict a particular setting or event in a familiar story.	A.RL.3.7.a (B) Use illustrations to describe characters or an event in a familiar story.	A.RL.3.7.a (C) identify a character in an illustration from a familiar story.	
Real World Connections: <ul style="list-style-type: none"> Recognize that picture help them to understand text. Use both words and illustrations to gather information about text. Create a mental picture of what they read about. Use illustrations to recognize the tone of a story. 		Vocabulary: <ul style="list-style-type: none"> Characters Events Illustrations Objects Picture Setting 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> RL.3.7 Workbooks, Lesson Plans, and Games Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard.RL.3.7 Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> RL.3.7 Lesson Plans Templates TeacherVision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> DiCamillo and Yoko Tanaka on The Magician's Elephant Activities <ul style="list-style-type: none"> Have the student find the part of the illustration that matches the text after hearing the teacher read a portion of the text. Ask the student to find the part of the illustration that shows that the character is mad (e.g., the face, a fist, red face). Ask the student to find the part of the illustration that shows that the setting is gloomy (e.g., clouds, gray sky, no color). 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Using an illustration of a character from the text, ask the student to identify words from a list that describes how the character looks in the illustration.
- **Videos**
 - YouTube by eSparkLearningVideos
 - [Describing Characters, Setting, and Events Framing Video \(4.RL.3 Quest 2\)](#)
 - YouTube by CI350
 - [Story Elements](#)
 - YouTube by Teaching Independent Learners
 - [Story Elements Setting](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.3.9 Identify common points in two stories in a series.		A.RL.3.9.a Identify common points in two stories in a series.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.3.9.a (A) Identify common points in two stories in a series.	A.RL.3.9.a (B) Recognize that two stories have the same setting.	A.RL.3.9.a (C) identify the setting of a familiar story.	
Real World Connections: <ul style="list-style-type: none">• Make connections with past events to determine outcomes.• Learn to compare and contrast outcomes based on their decisions.• Predict outcomes based on past events.• Apply known information to new situations.		Vocabulary: <ul style="list-style-type: none">• Compare• Connect• Contrast• Different• Familiar• Same• Similar• Theme• Unfamiliar• Versions	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.3.9 Workbooks, Lesson Plans, and Games○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard.RL.3.9○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.3.9 Lesson Plans Templates○ Pinterest Collection by Melanie Brockhaus<ul style="list-style-type: none">▪ RL.3.9 Lessons and Activities• Activities<ul style="list-style-type: none">○ Have the student use a graphic organizer (i.e., Venn diagram) to identify similarities and differences in the setting for stories by the same author by placing the descriptive words in the appropriate position on the graphic organizer.○ Using an illustration of a character from the text, ask the student to identify words from a list that describes how the character looks in the illustration.○ Have the student identify what is alike and what is different between two books by the same author using a T-Chart.			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Given two stories by the same author, have the student identify similar settings and place those settings on a graphic organizer (i.e., Venn diagram). The diagram should illustrate similarities in the setting.
- Have the student describe the setting in two stories and decide if they are the same or different.
- **Videos**
 - YouTube by eSparkLearningVideos
 - [Comparing and Contrasting Series Instructional Video \(3.RL.9\)](#)
 - Flocabulary by Nearpod (flocabulary.com)
 - [Compare and Contrast Video](#)
 - Education Galaxy Videos (egvideos.com)
 - [National - Grade 3 - Reading - Reading: Literature - Comparing Themes, Settings and Plots - RL.3.9](#)
 - [Florida - Grade 3 - Reading - Reading: Literature - Comparing Themes, Settings and Plots - LAFS.3.RL.3.9](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.3.10 Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.		A.RL.3.10.a Actively engage in shared reading of stories, dramas, and poetry.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.3.10.a (A) Describe key events of a story, drama, or poetry in a shared reading.		A.RL.3.10.a (B) Retell 2 or more events of a story, drama or poetry read in a shared reading.	A.RL.3.10.a (C) Identify an event from a story read in a shared reading.
Real World Connections: <ul style="list-style-type: none"> • Learn to listen while others are speaking. • Learn not to interrupt when others are speaking. • Become more engaged and active learners. • Feel successful because they are providing support for others. • Build sight word recognition. 		Vocabulary: <ul style="list-style-type: none"> • Actively engaged • Aloud • Drama • Follow • Group • Listen • Poetry • Read • Retell • Shared reading • Support • Theme 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.3.10 Worksheets ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Shared Reading ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ ELA Lesson Plan Templates for RF.K.4 ○ Big Learners (biglearners.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

▪ [RL.3.10 : Third Grade English Language Arts Worksheets](#)

• **Activities**

- During a shared reading, have the student use a graphic organizer (i.e., Venn diagram) to identify key events in the stories by placing the descriptive words in the appropriate position on the graphic organizer.
- Have the student identify similarities in the setting and place those similarities on a graphic organizer (i.e., Venn diagram). The diagram should illustrate similarities in the setting.
- Have the student answer questions to express feelings about a character in the story and indicate why.
- Have the student describe the setting in two stories and decide if they are the same or different.

• **Videos**

- YouTube by Mindset Teach
 - [Shared Reading Using Poetry](#)
- YouTube by The Balanced Literacy Diet
 - [Chicka, Chicka, Boom, Boom: Shared Reading in Kindergarten](#)
- YouTube by ISD833
 - [Primary Shared Reading](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.3.1 Answer who and what questions to demonstrate understanding of details in a text.		A.RI.3.1.a Answer who questions to demonstrate understanding of details in a familiar informational text. A.RI.3.1.b Answer what questions to demonstrate understanding of details in a familiar informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.1.a (A) Answer who questions to demonstrate understanding of details in a familiar informational text.	A.RI.3.1.a (B) Answer a who question to demonstrate understanding of details in a familiar informational text.	A.RI.3.1.a (C) Identify a single person or character from a familiar informational text.	
Real World Connections: <ul style="list-style-type: none"> • Find the name of the author of a book. • Look up information about careers. • Find ingredients on a product label. 		Vocabulary: <ul style="list-style-type: none"> • Answer • Ask • Character • Detail • Evidence • Idea • Questioning 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ English Language Arts: RI.3.1 ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.3.1 Curriculum Documents ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.3.1 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ Lesson Plan: Reading Charts and Tables – Garden Spiders ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.3.1 Lesson Plans Templates ○ Big Learners (biglearners.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- [RI.3.1: Third Grade English Language Arts Worksheets](#)
- Tutorified (tutorfied.com)
 - [RI.3.1 3rd Grade Reading Informational Text Worksheet – Explaining Informational Text](#)
- **Activities**
 - Comprehension of texts occurs as the students are reading texts. Readers should be asking themselves questions as they read texts to monitor their understanding of the story. Teachers can help facilitate this by asking a series of literal questions during a read aloud that the students will answer. In a small group, or whole classroom setting, ask students a series of literal questions about a particular story.
 - Model asking literal questions (something that readers will need to learn how to do on their own). Read aloud a text. Ask a series of questions before and during the read aloud. Then, as you ask the questions aloud, answer them. This will model for children how to self-question.
- **Videos**
 - EG Videos (egvideos.com)
 - [Reading: Informational Text Instructional Video – Comparing Texts – RI.3.1](#)
 - LearnZillion [requires a free account] (learnzillion.com)
 - [Understanding a constructed response question](#)
 - [Use text features and clue words to find evidence in a text](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.3.1 Reading Informational Text Instructional Videos](#)
 - YouTube by GSD Instructional Programs
 - [ELA Grade 3 RI.3.1 Ask and Answer Questions in a Nonfiction Text](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.3.2 Identify details in a text.		A.RI.3.2.a Identify details in a familiar informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.2.a (A) Identify details in a familiar informational text.	A.RI.3.2.a (B) Identify a detail in a familiar informational text.	A.RI.3.2.a (C) Match a detail from a familiar informational text to the text.	
Real World Connections: <ul style="list-style-type: none"> Find the name of the author of a book. Look up information about careers. Find ingredients on a product label. 		Vocabulary: <ul style="list-style-type: none"> Answer Ask Character Detail Evidence Idea Questioning 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> RI.3.2 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.3.2 Curriculum Documents Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RI.3.2 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> Lesson Plan: Analyzing Information – Can Pigs be Pets? Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> RI.3.2 Lesson Plans Templates Big Learners (biglearners.com) <ul style="list-style-type: none"> RI.3.2: Third Grade English Language Arts Worksheets Tutorified (tutorified.com) <ul style="list-style-type: none"> RI.3.2 3rd Grade Reading Informational Text Worksheet -Main Idea Activities <ul style="list-style-type: none"> Have students capture the details through drawing. After the students have completed reading a story, they can draw or create (e.g., by pasting illustrations) a visual representation about the central message the author is trying to convey. They can use examples and details 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

from the text to inform their drawings.

- Identify a few key features in an informational text that you would like your students to find while reading. (ex. captions, diagrams, subheadings, table of contents, glossary, etc.) List those features on the board and have students write down the examples they find of each as in a scavenger hunt.
- After reading a piece of informational text, identify the main idea of the text and then have students decide whether or not a fact belongs within that text. You can also ask students to write one sentence each, choosing to either write a fact from the text or something completely random. You then read aloud their responses and as a class they decide where to sort the sentences.
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [MRI.3.2 Instructional Video – Main Idea](#)
 - LearnZillion [requires a free account] (learnzillion.com)
 - [Determine the main idea of an article](#)
 - You Tube by eSparkLearningVideos
 - [Reading Informational Texts Instructional Video - Main Idea Instructional Video - RI.3.2](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.3.2 Reading Informational Text Instructional Videos](#)
 - You Tube by Engage^{ny}
 - [Grade 3 ELA: Key Details in a Non-Fiction Text RI 3.2](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.3.3 Order two events from a text as “first” and “next.”		A.RI.3.3.a Order two events from a text as “first” and “next.”	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.3.a (A) Order two events from a text as “first” and “next.”	A.RI.3.3.a (B) Describe what it means to be first.	A.RI.3.3.a (C) Match the words “first” and “next” to their definitions or illustrations.	
Real World Connections: <ul style="list-style-type: none"> • Follow instructions when playing a game. • Follow instructions to open an app on a mobile device. • Follow instructions for putting together a model. List items in alphabetical order. • List items in alphabetical order. 		Vocabulary: <ul style="list-style-type: none"> • Describe • Events • First • Illustrations • Next • Order 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RI.3.3 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.3.3 Curriculum Documents ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.3.3 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.3.3 Lesson Plans Templates ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.3.3: Third Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

▪ [RI.3.3 3rd Grade Reading Informational Text Worksheet - Cause and Effects](#)

• **Activities**

- During and after reading a text aloud, create a story map on an interactive whiteboard. The story map should contain the essential elements of the story (characters, setting, major plot points, resolution). The elements can be written or drawn. After the completion of the story and the story map, work collaboratively with the students to create a summary of the story.
- Create a graphic organizer to determine the sequence of a story.
- Create a timeline with pictures from the text.

• **Videos**

- You Tube by eSparkLearningVideos
 - [Cause and Effect Instructional Video \(RI.3.3\)](#)
- You Tube by GSD Instructional Programs
 - [ELA Grade 3 RI.3.3 Sequencing](#)
- LearnZillion [requires a free account] (learnzillion.com)
 - [Make Mental pictures as you read](#)
- EG Videos (egvideos.com)
 - [Time, Sequence, and Cause/Effect - RI.3.3](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.3.4 Determine words and phrases that complete sentences in a text.		A.RI.3.4.a Determine words and phrases that complete sentences in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.4.a (A) Determine words and phrases that complete sentences in an informational text.	A.RI.3.4.a (B) Determine phrases that complete sentences in an informational text.	A.RI.3.4.a (C) Determine words that complete sentences in an informational text.	
Real World Connections: <ul style="list-style-type: none"> • Fill out a form. • Select rhyming words for a song or poem. • Locate bolded words to find answers to questions at the end of a chapter in a textbook. 		Vocabulary: <ul style="list-style-type: none"> • Complete sentences • Context Clues • Phrase • Word 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RI.3.4 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.3.4 Curriculum Documents ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.3.4 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area (Documents). ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.3.4 Lesson Plans Templates ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.3.4: Third Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.3.4 3rd Grade Reading Informational Texts Worksheet -Words and Phrases 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- **Activities**

- Have student create a word web, with a vocabulary word in the center, listing boxes around it with categories such as: draw a picture, example, definition, what it is NOT, use in a sentence, words that mean about the same.
- List the two or three key terms from the text. Ask students to explain what each word means and where in the reading can they show this to be true. Students are to justify their answers.
- Allow students to exchange their word web and evaluate each other's work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.

- **Videos**

- EG Videos (egvideos.com)
 - [Academic and Domain Specific Words – RI.3.4](#)
- You Tube by RHES Social Media
 - [ELA 3.4 Determine the Meaning of Words in a Text](#)
- LearnZillion [requires a free account] (learnzillion.com)
 - [Use vocabulary in a text to deepen your understanding](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area \(Videos\).](#)
- YouTube by eSparkLearningVideos
 - [Learning: Unknown Words](#)
 - [Context Clues Instructional Video - 2.RI.4](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.3.5 Identify text features including headings and key words.		A.RI.3.5.a Identify text features including headings and key words in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.5.a (A) Identify text features including headings and key words in an informational text.	A.RI.3.5.a (B) Identify headings in an informational text.	A.RI.3.5.a (C) Identify key words in an informational text.	
Real World Connections: <ul style="list-style-type: none"> • Locate bolded words to find answers to questions at the end of a chapter in a textbook. • Use the table of contents to find a chapter in a book. • Use the index in the back of a book to find information about a topic. 		Vocabulary: <ul style="list-style-type: none"> • Headings • Informational text • Key words • Text features 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RI.3.5 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.3.5 Curriculum Documents ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.3.5 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ Reading and Understanding Informational Text with T-Rex Lesson Plan ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.3.5: Third Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- [RI.3.5 3rd Grade Reading Informational Text Worksheet – Text and Search Feature - I.3.5](#)

- **Activities**

- Give students sticky notes. Have them mark in their text what text features are found on the page and how they are useful. Another option would be to list several features and have the students put the sticky note by the feature and explain how it would be helpful.
- Remove the text from a science or social studies article, leaving only the text features, such as keywords, sidebars, pictures, and captions. Have the students complete a quick draw with words and illustrations or briefly write a summary about the topic.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Text Features and Search Tools](#)
- C'Monee Wilkins YouTube Channel (youtube.com/channel/UCECJUW2HRvH2AnU4GXsnlQ)
 - [Breaking down the essential question \(RI 3.5\)](#)
- Gulfport School District YouTube Channel (youtube.com/channel/UC_3QMKC5eEUrpBD_Sy3oJRA)
 - [RI.3.5 - Text Features in Informational Text, Part 1](#)
 - [RI.3.5 - Text Features in Informational Text, Part 2](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.3.6 Identify personal point of view about a text.		A.RI.3.6.a Identify a personal point of view about a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.6.a (A) Identify a personal point of view about a text.	A.RI.3.6.a (B) Identify personal point of view about the topic.	A.RI.3.6.a (C) Express point of view about a topic (e.g., respond with gestures or facial expressions to topic.)	
Real World Connections: <ul style="list-style-type: none"> Follow the golden rule. Tell their personal experiences in first-person narrative. Give others credit for a team project. 		Vocabulary: <ul style="list-style-type: none"> Facial expressions Gestures Personal point of view 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.3.6 Distinguish their own point of view from that of the author of a text. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.3.6 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.3.6 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ELA Standard for RI.3.6 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RI.3.6 Distinguish their own point of view from that of the author of a text. Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.3.6 Lesson Plans Templates Big Learners (biglearners.com) <ul style="list-style-type: none"> RI.3.6: Third Grade English Language Arts Worksheets Tutorified (tutorified.com) <ul style="list-style-type: none"> RI.3.6 3rd Grade Reading Informational Text Worksheet – Cause and Effect Activities <ul style="list-style-type: none"> To encourage students to think more about the author’s purpose of the text, including what question the author is answering, explaining, 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

or describing, teachers can lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about the author's purpose. Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.

- Ask students to think individually about the author's purpose, then meet with a peer to discuss their answers. After they have had time to discuss with a peer, they can share their thoughts with the rest of the class.
- Write a question about the author's purpose in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "What was the author's purpose in this report about volcanoes?" in the middle of the web. Then, on extended lines students can offer responses to the question. They may respond with, "To teach us something," "To help us better understand volcanoes," "To warn us," "To scare us," etc.

- **Videos**

- EG Videos (egvideos.com)
 - [Point of View for Informational Text](#)
- You Tube by GSD Instructional Programs
 - [ELA Grade 3 RI.3.6 Point of View](#)
- YouTube by eSparkLearningVideos
 - [Distinguishing Points of View Instructional Video](#)
 - [Point of View Instructional Video](#)
- YouTube by Channel (youtube.com/channel/UCjkyI430oJbqd82iCSm2pSw)
 - [Practicing Point of View RI.2.6](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
<p>A.RI.3.7. Use information gained from illustrations (e.g., maps, photographs, drawings) and words in the text to answer who and what questions.</p>		<p>A.RI.3.7.a Use information gained from illustrations (e.g., maps, photographs, drawings) and words in an informational text to answer who questions.</p> <p>A.RI.3.7.b Use information gained from illustrations (e.g., maps, photographs, drawings) and words in an informational text to answer what questions.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.RI.3.7.a (A) Use information gained from illustrations (e.g., maps, photographs, drawings) and words in an informational text to answer who questions.</p>	<p>A.RI.3.7.a (B) Use information gained from illustrations (e.g., maps, photographs, drawings) and words in an informational text to answer a who question.</p>	<p>A.RI.3.7.a (C) Match illustrations (e.g., maps, photographs, drawings) to a person or character in an informational text.</p>	
<p>A.RI.3.7.b (A) Use information gained from illustrations (e.g., maps, photographs, drawings) and words in an informational text to answer what questions.</p>	<p>A.RI.3.7.b (B) Use information gained from illustrations (e.g., maps, photographs, drawings) and words in an informational text to answer a what question.</p>	<p>A.RI.3.7.b (C) Match illustrations (e.g., maps, photographs, drawings) to a detail or idea in an informational text.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Use a legend to interpret a chart. • Use the directory in a mall to find a store. • Find Mississippi on a map of the United States. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Answers • Charts • Diagrams • Graphs • Illustrations • Maps • Photographs • Questions • Timelines 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.3.7 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- [RI.3.7 Curriculum Documents](#)
- Nearpod [requires a free account](nearpod.com)
 - [ELA Standard for RI.3.7](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.3.7 Use information gained from illustrations \(e.g., maps, photographs\) and the words in a text to demonstrate understanding of the text \(e.g., where, when, why, and how key events occur\).](#)
- Share My Lesson [requires a free account](sharemylesson.com)
 - [RI.3.7 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
 - [RI.3.7: Third Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [RI.3.7 3rd Grade Reading Informational Text Worksheet – Text and Illustration](#)
- **Activities**
 - Have students study a map. Then from just the information on the map, write three facts about the area on the map and one fib. Each student then shows his/her map and the four statements with another student. It is the task of the other student to figure out which is the fib. This could be completed with pairs of students working together.
 - Analyzing photographs from a time in history, have students create a compare and contrast chart, depicting similarities and differences between the past and present. When speaking or writing, each student will defend his/her thinking.
 - Challenge students to retell the biography of someone well known by just showing artifacts, maps, and illustrations. They may NOT use a photo of the famous person. They must be able to defend their choice of artifacts, maps, and illustrations.
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [Text Illustrations \(Info\)](#)
 - You Tube by eSparkLearningVideos
 - [Using Illustrations to Understand Texts Instructional Video \(3.RI.7\)](#)
 - LearnZillion [requires a free account] (learnzillion.com)
 - [Use information from text and illustrations to understand a topic](#)
 - You Tube by Melanie Meza
 - [Text Features](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.3.8. Identify two related points the author makes in an informational text.		A.RI.3.8.a Identify two related points the author makes in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.8.a (A) Identify two related points the author makes in an informational text.	A.RI.3.8.a (B) Identify two points the author makes in an informational text.	A.RI.3.8.a (C) Identify one point the author makes in an informational text.	
Real World Connections: <ul style="list-style-type: none"> • Refer to two sources to find the population of a state. • Research information about careers. • Find the expiration date on a product. 		Vocabulary: <ul style="list-style-type: none"> • Compare • Contrast • Connection • Relationship 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.3.8 Worksheets ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.3.8 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ ELA Standard for RI.3.8 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.3.8: Third Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.3.8 3rd Grade Reading Informational Texts Worksheet – Connecting sentences • Activities 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Cut apart three to five sentence strips with events from a historical event or steps to make or build an object. Challenge students to arrange the strips in the correct order. After they have selected the sequence, have them explain/defend the sequence.
- Have students create a chart with cause at the top of one column and effect on the other. As they read an informational text on a subject such as a scientific discovery or an historical event, students will point out cause and effect situations.
- Present students with an invalid cause and effect. They will then explain why it is an invalid effect relating to the cause and create a valid effect.
- **Videos**
 - You Tube by eSparkLearningVideos
 - [Supporting Details Instructional Video \(1.RI.8\)](#)
 - [Finding Support for an Author's Point Instructional Video \(2.RI.8\)](#)
 - [Learning Sequencing Instructional Video](#)
 - LearnZillion [requires a free account] (learnzillion.com)
 - [Lesson Plan: Day 2: "Camouflage Wizards"](#)
 - [Lesson Plan: Day 3: "Small Solution, Big Change"](#)
 - [Lesson Plan: Day 4: Camouflage Wizards](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.3.9. Identify similarities between two texts on the same topic.		A.RI.3.9.a Identify similarities between two informational texts on the same topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.9.a (A) Identify similarities between two informational texts on the same topic.	A.RI.3.9.a (B) Identify any point(s) in two informational texts on the same topic.	A.RI.3.9.a (C) Recognize two things as being similar.	
Real World Connections: <ul style="list-style-type: none"> • Compare the table of contents of two books to find information on a topic. • Find Mississippi on a wall map and in an atlas. • Recognize that yellow means caution. • Pick out the generic brand of a favorite cereal. • Pick out snacks in the grocery store that are sugar-free. 		Vocabulary: <ul style="list-style-type: none"> • Connection • Different • Relationship • Same • Similarities • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.3.9 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.3.9 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ ELA Standard for RI.3.9 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.3.9: Third Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.3.9 3rd Grade Reading Informational Texts Worksheet- Compare and Contrast • Activities 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Have students read two texts about the same event from different points of view. They then use a compare and contrast chart to record five or more details that are the same in both texts and at least five details that are different.
- Have students create a diagram of the key details from two texts on the same topic. In the diagram they indicate key ideas in the center, and then along the sides address the details from each text.
- Have students read two texts on the same topic, such as homework from the point of view of a student and a parent without knowledge about the authors. They then predict which was written by the student and the adult, defending their opinion with details from the text
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [Compare and Contrast Key Details - RI.3.9](#)
 - You Tube by eSparkLearningVideos
 - [Comparing Texts on the Same Topic](#)
 - You Tube by Miss Brant's Tube!
 - [Comparing and Contrasting Two Texts on the Same Topic, RI 2.9](#)
 - YouTube by GSD Instructional Programs
 - [Comparing and Contrasting 2 Texts](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
A.RI.3.10. Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.		A.RI.3.10.a Illustrate what happened in an informational text from shared reading.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.3.10.a (A) Illustrate what happened in an informational text from shared reading.	A.RI.3.10.a (B) Recall what happened in an informational text from shared reading.	A.RI.3.10.a (C) Listen to the shared reading of an informational text.	
Real World Connections: <ul style="list-style-type: none"> • Draw a picture of an event in history. • Put together a puzzle of the United States. • Use illustrations in a book to identify leaves collected in their yard. 		Vocabulary: <ul style="list-style-type: none"> • Engage • Illustrate • Listen • Recall 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RI.3.10 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ ELA Standard for RI.3.10 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.3.10 Lesson Plans Templates ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.3.10: Third Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.3.10 3rd Grade Reading Informational Text Worksheet - Content • Activities 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Informational Text

CONCEPT: Range of Reading and Level of Text Complexity

- Students are given a challenging grade level text. They read it independently and then create either a piece of writing, graphic organizer, or Wordle explaining the key ideas and details of the piece.
- Students read multiple texts on a single topic. They then create a written or graphic organizer demonstrating how the two pieces are alike and different. (Compare and Contrast)
- **Videos**
 - You Tube by eSparkLearningVideos
 - [Comparing Texts on the Same Topic](#)
 - [Supporting Details Instructional Video \(1.RI.8\)](#)
 - [Finding Support for an Author's Point Instructional Video \(2.RI.8\)](#)
 - [Learning Sequencing Instructional Video](#)
 - Sarah Bryant YouTube Channel (youtube.com/channel/UCjkyI430oJbqd82iCSm2pSw)
 - [Practicing Point of View RI.2.6](#)
 - Melanie Meza YouTube Channel (youtube.com/channel/UCw2l8P-cSn9Ip64afIADTqw)
 - [Text Features](#)
 - LearnZillion [requires a free account] (learnzillion.com)
 - [Preview a text's title, photo, and caption](#)
 - [Check understanding of a nonfiction article by retelling information](#)
 - [Have a conversation in your head as you read](#)
 - [Use descriptive words and imagery to help you visualize as you read](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Foundational Skills
 CONCEPT: Phonics and Word Recognition

Standard		Performance Objectives	
A.RF.3.3. Use letter-sound knowledge to read words.		A.RF.3.3.a In context, demonstrate basic knowledge of letter-sound correspondences. A.RF.3.3.b Sort long and short vowel words A.RF.3.3.c With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rhymes). A.RF.3.3.d Decode two-syllable words. A.RF.3.3.e Recognize 40 or more written words.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RF.3.3.a (A) In context, demonstrate basic knowledge of letter-sound correspondences.	A.RF.3.3.a (B) Match sounds with letters.	A.RF.3.3.a (C) Identify a letter sound.	
A.RF.3.3.b (A) Sort long and short vowel words.	A.RF.3.3.b (B) Sort short vowel words.	A.RF.3.3.b (C) Recognize long vowel words.	
A.RF.3.3.c (A) With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rhymes).	A.RF.3.3.c (B) With models and supports, recognize single-syllable words.	A.RF.3.3.c (C) Recognize a single-syllable word.	
A.RF.3.3.d (A) Decode two-syllable words.	A.RF.3.3.d (B) Match two-syllable words.	A.RF.3.3.d (C) Repeat a two syllable word.	
A.RF.3.3.e (A) Recognize 40 or more written words.	A.RF.3.3.e (B) Recognize 20 or more written words.	A.RF.3.3.e (C) Recognize 1 or more written words.	
Real World Connections: <ul style="list-style-type: none"> • Improve written and oral communication. • Develop ability to decode. • Learn the connection between letters and sounds. • Learn that the sounds in spoken words relate to the patterns of letters in written words in predictable ways. • Combine their knowledge of print and sounds with their knowledge of language to read with meaning and enjoyment. 		Vocabulary: <ul style="list-style-type: none"> • Letter • Long Vowel • Rhyme • Short Vowel • Sound • Spelling 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Foundational Skills

CONCEPT: Phonics and Word Recognition

- [RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.](#)
- Core Knowledge (coreknowledge.org)
 - [Knowledge for Literacy](#)
- Education.com [requires a free account] (education.com)
 - [RF.3.3 Workbooks, Lesson Plans, and Games](#)
- K12 Reader (k12reader.com)
 - [Vocabulary Worksheets](#)
- K6EDU (k6edu.com)
 - [Friendly Letter Template](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard RF.3.3](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [RF 3.3 Lesson Plans Templates](#)
- **Activities**
 - Given a sound spoken by an adult during a shared writing activity, have the student say or point to the corresponding letter.
 - Have the student Indicate the sound of the initial letter of own and peer's names.
 - During a shared writing activity of an alphabet book, have the student indicate the letter or letter that matches the sound produced by the teacher.
 - During a shared reading or writing activity, the teacher points to a letter A and has the student say the associated sound “/a/”.
 - Given two different letter-sounds, identify the ___ letter.
- **Videos**
 - YouTube by Rock 'N Learn
 - [Letter Sounds - Phonics for Beginners - Rock 'N Learn Complete Program](#)
 - YouTube by Preschool Prep Company
 - [Meet the Phonics – Letter Sounds \(FREE\)](#)
 - YouTube by Jack Hartmann Kids Music Channel
 - [Learning Letter Sounds | Version 2 | Alphabet Song for Kids | Phonics for Kids](#)
 - YouTube by Lotty Learns
 - [Letter Blending + sight words + Phonics | READING LESSONS for Kids](#)

COURSE: Alternate English Language Arts Third Grade
 DOMAIN: Reading Foundational Skills
 CONCEPT: Fluency

Standard		Performance Objectives	
A.RF.3.4. Read words in text.		A.RF.3.4.a Read familiar text A.RF.3.4.b Not applicable A.RF.3.4.c Use context to determine missing words in familiar texts.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RF.3.4.a (A) Read familiar text.	A.RF.3.4.a (B) Find words in familiar text.	A.RF.3.4.a (C) Find a word in a familiar text.	
A.RF.3.4.c (A) Use context to determine missing words in familiar texts.	A.RF.3.4.c (B) Match words with a familiar text.	A.RF.3.4.c (C) Recall a word from a familiar text.	
Real World Connections: <ul style="list-style-type: none"> Determine the context of familiar words in written print. Follow written directions. Follow a recipe. Follow directions for assembling Legos. 		Vocabulary: <ul style="list-style-type: none"> Familiar Match Missing Read Text 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Twinkl - Official Education Partner BBC Children in Need [subscription required] (twinkl.com) <ul style="list-style-type: none"> (RF.3.4) Read with sufficient accuracy and fluency to support comprehension. Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RF.3.4 Read with sufficient accuracy and fluency to support comprehension. Core Knowledge (coreknowledge.org) <ul style="list-style-type: none"> Core Knowledge Language Arts Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> RF.3.4 Workbooks, Lesson Plans, and Games K12 Reader (k12reader.com) <ul style="list-style-type: none"> 3rd Grade Reading Comprehension Worksheets Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RF.3.4 Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> RF 3.4 Lesson Plans Templates Activities 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Reading Foundational Skills

CONCEPT: Fluency

- Allow the student to read a book that is at the same grade-level difficulty as previously read.
- Ask the student to answer questions about a novel text to demonstrate understanding.
- Give the student a familiar text and have them listen to a familiar passage read aloud and then answer comprehension questions about the text.
- Have the student listen while an adult reads a novel text and then ask the student to provide an appropriate word when the teacher provides an exaggerated pause.
- **Videos**
 - LearnZillion [requires a free account] (learnzillion.com)
 - [Instructional Video: Read fluently by asking, "What does the author want me to know?"](#)
 - [Read by pausing at colons](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [Listen for Sounds and Review Short A, M, S, & T | Let's Learn](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.3.1. With guidance and support, write opinions about topics or text.		A.W.3.1.a Select a text and write an opinion about it. A.W.3.1.b Provide one reason to support an opinion about a text. A.W.3.1.c Not applicable A.W.3.1.d Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.3.1.a (A) Select a text and write an opinion about it.	A.W.3.1.a (B) Select a text and illustrate an opinion about it.	A.W.3.1.a (C) Select a text.	
A.W.3.1.b (A) Provide one reason to support an opinion about a text.	A.W.3.1.b (B) Identify and opinion about a text.	A.W.3.1.b (C) Illustrate an opinion about a text.	
Real World Connections: <ul style="list-style-type: none"> • Make decisions based upon their point of view. • Understand that other people have opinions that may differ from their own. • Embrace other people’s differences. • Advocate for themselves. 		Vocabulary: <ul style="list-style-type: none"> • Illustrate • Opinion • Text • Select • Write 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Professor Garfield Fact or Opinion ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ▪ W.3.1.b Provide reasons that support the opinion. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ Forming an Opinion with Organizational Elements - Cats, Yesterday and Today ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.3.1 Worksheets, Workbooks, Lesson Plans, and Games ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.3.1 Lesson Plan Templates 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- K12 Reader (k12reader.com)
 - [Opinion/Persuasive Writing Prompts](#)
- Nearpod [requires a free account] [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard W.3.1.a](#)
 - [Resource Library for Mississippi Standard W.3.1.b](#)
- **Activities**
 - Allow the student to select a book from the library, then use a computer-based word bank to write *It's the best*, and then refer to the book to find two or more examples of what makes it the best and write about them.
 - Have the student select a text and write a word to express an opinion about it.
 - Ask the student to listen to a digital text, rate it, and type two or more reasons why they like it or dislike it.
 - Have the student select a book from a collection of recently read books, then asks the student to communicate an opinion about the book and follow up questions to narrow down the student's opinion.
- **Videos**
 - YouTube by Teaching Without Frills
 - [Opinion Writing for Kids | Episode 1 | What Is It?](#)
 - YouTube by Nancy Fetzner
 - [Opinion Writing Lesson Second Grade](#)
 - YouTube by Kimberly Stapf
 - [Opinion Writing Sentence Starters](#)
 - YouTube by Kathryn Clancy
 - [What is Opinion Writing](#)
 - [How Do We Support Our Opinions?](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.3.2. With guidance and support, write to share information supported by details.		A.W.3.2.a Select a topic and provide one fact or detail. A.W.3.2.b Not applicable A.W.3.2.c Not applicable A.W.3.2.d Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.3.2.a (A) Select a topic and provide one fact or detail.		A.W.3.2.a (B) Select a topic and provide one fact.	A.W.3.2.a (C) Select a topic.
Real World Connections: <ul style="list-style-type: none"> • Provide information about a topic. • Discover topics of interest. • Write about favorite topics • Select books based on topic. • Understand that oral language is translated into written language. 		Vocabulary: <ul style="list-style-type: none"> • Detail • Fact • Select • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Primary Learning (primarylearning.org) <ul style="list-style-type: none"> ▪ W.3.2 Worksheets and Pintables ○ Pinterest by heather Gentry (pinterest.com) <ul style="list-style-type: none"> ▪ 105 Pins for W.3.2-Informative/Explanatory Writing ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ How to Teach Expository Text Structure to Facilitate Reading Comprehension ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ Writing: Text Types and Purposes - Grades 2-3 ○ Education.com [requires a free account] education.com) <ul style="list-style-type: none"> ▪ W.3.2 Worksheets, Workbooks, Lesson Plans, and Games ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.3.2 Lesson Plan Templates 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Nearpod [requires a free account] [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard W.3.2.a](#)
- **Activities**
 - Have the student select a topic by looking through a class photo album and then write labels for the people and objects in the photo.
 - Allow the student to select a topic from a book used during shared reading and then writes facts from the book.
 - Ask the student to select a topic from a class chart of recent activities and then write a remembered detail with an alternative keyboard.
 - During shared reading, read a short text, then ask the student to suggest one idea to add to the class's list of details which the teacher writes and adds to the class's list.
- **Videos**
 - YouTube by EngageNY
 - [Grade 3 ELA: Key Details in a Non-Fiction Text RI 3.2](#)
 - YouTube by Teaching Without Frills
 - [Informational Writing for Kids Playlist Episodes 1 - 8](#)
 - YouTube by Massachusetts DESE
 - [3rd Grade Main Idea Lesson](#)
 - YouTube by Educational Jar
 - [Main Idea and Supporting Details](#)
 - YouTube by Kindergarten Smes
 - [Writing a Story Using Picture Prompts](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p>A.W.3.3. With guidance and support, write about events or personal experiences.</p>		<p>A.W.3.3.a Select an event or personal experience and provide information about it including the names of people involved. A.W.3.3.b Not applicable A.W.3.3.c Not applicable A.W.3.3.d Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.W.3.3.a (A) Select an event or personal experience and provide information about it including the names of people involved.</p>	<p>A.W.3.3.a (B) Select an event or personal experience and recall the names of people involved.</p>	<p>A.W.3.3.a (C) Select an event and identify the person involved.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Retell detailed events to friends. • Recall the names of people that they meet. • Recall the names of people who have inspired them. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Event • Experience • Identify • Name • People • Personal 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.3.3.A Third Grade English Language Arts Worksheets ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.3.3 Worksheets, Workbooks, Lesson Plans, and Games ○ Goal Book Pathways [requires an account] (goalbookapp.com) <ul style="list-style-type: none"> ▪ W.3.3 Narrative Writing ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ○ E-Reading Worksheets (ereadingworksheets.com) <ul style="list-style-type: none"> ▪ Narrative Essay Topics and Story Ideas ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ Writing :Texts, Types, and Purposes Grades 2-3 ○ Share My Lesson [requires a free account] (sharemylesson.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [W.3.3 Lesson Plan Templates](#)
- Teacher Vision [requires a free account] (teachervision.com)
 - [My Friend Writing Printable](#)
- Nearpod [requires a free account] [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard W.3.3](#)
- **Activities**
 - Have the student write about their own birthday.
 - Have the student write about going to visit a relative.
 - Ask the student to express a reaction to a personal experience to be shared which the teacher will write down and reread aloud.
 - Ask the student to choose by looking, pointing, or touching, an event from two choices presented by the teacher which the teacher then writes in the group's shared text.
- **Videos**
 - YouTube by eSparkLearningVideos
 - [Describing Characters, Setting, and Events Framing Video \(4.RL.3 Quest 2\)](#)
 - YouTube by Teaching Without Frills
 - [Writing a Personal Narrative: Brainstorming a Story for Kids](#)
 - YouTube by Kindergarten Smes
 - [Writing a Story Using Picture Prompts](#)
 - YouTube by Nancy Fetzer
 - [Nancy Fetzer Third Grade Narrative Writing Lesson](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.3.4. With guidance and support, produce writing that expresses more than one idea.		A.W.3.4.a Produce writing that expresses more than one idea.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.3.4.a (A) Produce writing that expresses more than one idea.	A.W.3.4.a (B) Produce writing that expresses one idea.	A.W.3.4.a (C) Match writing that expresses one idea.	
Real World Connections: <ul style="list-style-type: none"> Organize thoughts on paper. Write in a journal. Write in their own words. 		Vocabulary: <ul style="list-style-type: none"> Idea Match Write 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Big Learners (biglearners.com) <ul style="list-style-type: none"> W.3.4: Third Grade English Language Arts Worksheets Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> W.3.4 Worksheets, Workbooks, Lesson Plans, and Games Goal Book Pathways [requires an account] (goalbookapp.com) <ul style="list-style-type: none"> W.3.4 Task and Purpose Better Lesson (betterlesson.com) <ul style="list-style-type: none"> W.3.4 Produce writing in which the development and organization are appropriate to task and purpose. E-Reading Worksheets (ereadingworksheets.com) <ul style="list-style-type: none"> Narrative Essay Topics and Story Ideas PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> Writing :Texts, Types, and Purposes Grades 2-3 Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> W.3.4 Lesson Plan Templates Teacher Vision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> 3rd Grade Writing Resources - Expressing Ideas Nearpod [requires a free account] [requires a free account] (nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard W.3.4 Activities 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- Have the student working with peers, write one fact about a group project, talk with peers about the fact, and then write two more things with peer support.
- Working with the teacher and a group of peers, have the student to contribute to a shared reading product that includes multiple ideas related to a selected topic.
- Allow the student to work with a peer to contribute a written idea to a shared writing project.
- **Videos**
 - YouTube by Read Charlotte
 - [Show Your Third Grader How to Write and Excellent Paragraph](#)
 - YouTube by Nessy
 - [Improve your Writing: Show, Not Tell](#)
 - YouTube by Big Think
 - [3 Ways to Express Your Thoughts So That Everyone Will Understand You | Alan Alda | Big Think](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.3.5. With guidance and support, revise their own writing.		A.W.3.5.a Revise their own writing.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.3.5.a (A) Revise their own writing.	A.W.3.5.a (B) Create their own writing.	A.W.3.5.a (C) Illustrate writing.	
Real World Connections: <ul style="list-style-type: none"> • Revise a draft of a story that they have written. • Revise an assignment based on feedback. • Proofread their writing. 		Vocabulary: <ul style="list-style-type: none"> • Create • Illustrate • Revise • Write 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Goal Book Pathways [requires an account] (goalbookapp.com) <ul style="list-style-type: none"> ▪ W.3.5 Revising Drafted Writing ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.3.5 Third Grade English Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.3.5 Develop and strengthen writing as needed by planning, revising, and editing. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.3.5 Worksheets, Workbooks, Lesson Plans, and Games ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.3.5 Lesson Plan Templates ○ Teachers Pay Teachers (teacherspayteachers.com) <ul style="list-style-type: none"> ▪ Writing Traits: Ideas and Details Brainstorming Graphic Organizer (free) • Activities <ul style="list-style-type: none"> ○ Have the student select writing from his or her own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers and elaborating details of existing information (e.g., color, size, shape of and object, etc.) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- After writing about a favorite story and being directed by the teacher to look in the book for more details, ask the student to add additional facts.
- Ask the student to dictate a sentence for the teacher to write. When the teacher asks for clarification (e.g., “Tell me when that happened.”), have the student dictate more to clarify.
- Allow the student to add information to a drawing with peer assistance.
- **Videos**
 - YouTube by Bo Tie Guy and Wife
 - [What Does Good Writing Look Like – Educational Video for Elementary Students in Writing Instruction](#)
 - YouTube Video by Teaching Without Frills
 - [Writing a Personal narrative: Editing for Kids](#)
 - [Editing Your Writing for Kids - Video for Elementary Students](#)
 - YouTube by Audra Kahne
 - [CUPS Editing](#)
 - [ARMS Revising](#)
 - YouTube by Mallory Unsell
 - [Revising & Editing 101](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
<p>A.W.3.6. With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.</p>		<p>A.W.3.6.a Use technology to produce writing while interacting and collaborating with others. A.W.3.6.b A.W.3.6.c</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.W.3.6.a (A) Use technology to produce writing while interacting and collaborating with others.</p>		<p>A.W.3.6.a (B) Use technology to produce writing.</p>	<p>A.W.3.6.a (C) Use technology to illustrate writing.</p>
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Explore tools for drawing, writing, and self-expression. • Do homework on a computer. • Use Google Docs for group writing. • Enhance or emphasize text when writing (e.g., fonts, bold, italicized). • Spell-check a document. • Insert clipart into documents. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Collaborating • Desktop • iPad • Laptop • Produce • Smart Television • Technology • Write 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.3.6 Printable Worksheets ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Dictation ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ○ Teach Thought (teachthought.com) <ul style="list-style-type: none"> ▪ 10 Ideas for Using Technology to Teach Writing 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.3.6 With guidance and support from adults, use technology to produce and publish writing \(using keyboarding skills\) as well as to interact and collaborate with others.](#)
- Education.com [requires a free account] (education.com)
 - [W.3.6 Worksheets, Workbooks, Lesson Plans, and Games](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [To Be a Drum Read by James Earl Jones Storyline Online](#)
- YouTube by USATestprep Channel
 - [Digital Tools](#)
- KQED [requires a free account] (kqed.org)
 - [18 Digital Tools and Strategies That Support Students' Reading and Writing](#)
- Goal Book Pathway (goalbookapp.com)
 - [W.3.6 Use Technology to Collaborate and Publish](#)
- **Activities**
 - Have the student use an alternative keyboard or standard keyboard to work with a peer to produce a collaborative writing project.
 - Using a talking word processor with word prediction software, have the student write words and phrases about himself or herself for inclusion in a class book.
 - Have the student use assistive technology to write back and forth with another student in a digital written conversation environment (e.g., e-mail, text message).
 - Allow the student to write using an alternative keyboard preprogrammed by the teacher with words and phrases to write a response to a book to publish in the class' book of book reviews.
 - Have the student work with an adult and word prediction software to select a letter on the keyboard, scan through the choices that are produced by the word prediction software and select a word to produce writing.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [Videos - ELA Writing Using Technology to Produce and Publish](#)
 - YouTube by Cambridge English
 - [Teach with digital – using digital tools to improve writing](#)
 - YouTube by Next Level Writing
 - [Top Five Tips for Editing Writing](#)
 - YouTube by Teaching without Frills
 - [Writing a Personal Narrative: Publishing for Kids](#)

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.3.7. With guidance and support, identify information about a topic for a research project.		A.W.3.7.a Identify information about a topic for a research project.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.3.7.a (A) Identify information about a topic for a research project.	A.W.3.7.a (B) Gather information about a topic from one source for a group research project.	A.W.3.7.a (C) Explore one information source while writing.	
Real World Connections: <ul style="list-style-type: none"> • Research information about a topic of interest. • Translate what is learned into text. • Participate in group work. • Share information with others. • Learn how to use research tools. 		Vocabulary: <ul style="list-style-type: none"> • Draw • Illustrate • Locate • Participate • Project • Research • Share • Shared • Write 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.3.7 Conduct short research projects that build knowledge about a topic ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ Writing Lessons – Grade 3: Research to Build and Present Knowledge ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.3.7 Worksheets, Workbooks, Lesson Plans, and Games ○ Teacher Vision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> ▪ 3rd Grade Writing Research Papers Activities Resources ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.3.7 Lesson Plan Templates • Activities <ul style="list-style-type: none"> ○ Given a text displayed on an interactive whiteboard, allow the student to select one piece of information to include in a group research activity. ○ Have the student select the topic of the research project and choose words or ideas to include. ○ Given a text displayed on an interactive whiteboard, have the student work with a peer to identify one piece of information to include in a group research project. 			

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Allow the student to select the topic of the research project, invite a peer to join in the research, gather three books on the selected topic from the library, read and listen to them together, and write one or two ideas learned.
- Given a premade set-up by the teacher on an alternative keyboard or onscreen keyboard, allow the student to select words and pictures to add to a shared research and writing project.
- Given screen reading software that reads the text on a webpage, have the student work with peers to identify information to include in a group research project
- **Videos**
 - YouTube by Teaching Without Frills
 - [How to Write a Research Paper for Kids | Episodes 1 – 5 Playlist](#)
 - YouTube by The EdTech Show with Dan Spada
 - [Teaching Students How to Research](#)
 - YouTube by Siraj Raval
 - [How to Write a Research Paper](#)

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.3.8. Sort information on a topic or personal experience into two provided categories about each one.		A.W.3.8.a Sort information on a topic or personal experience into two provided categories about each one.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.3.8.a (A) Sort information on a topic or personal experience into two provided categories about each one.	A.W.3.8.a (B) Sort information into provided categories and label the categories.	A.W.3.8.a (C) Identify information related to a given topic and write about it.	
Real World Connections: <ul style="list-style-type: none">Recall information from experiences to answer questions.Write about experiences in the order in which they occurred.Generate ideas through object writing.		Vocabulary: <ul style="list-style-type: none">CategoryInformationLabelPersonal experienceSortTopic	
Resources: <ul style="list-style-type: none">Websites, articles, and other collections<ul style="list-style-type: none">Better Lesson (betterlesson.com)<ul style="list-style-type: none">W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">Writing Lessons – Grade 3: Research to Build and Present KnowledgeEducation.com [requires a free account] (education.com)<ul style="list-style-type: none">W.3.8 Worksheets, Workbooks, Lesson Plans, and GamesTeacher Vision [requires a free account] (teachervision.com)<ul style="list-style-type: none">3rd Grade Writing Research Papers Activities ResourcesShare My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">W.3.8 Lesson Plan TemplatesActivities<ul style="list-style-type: none">Given pictures and words from a unit of study about living things, have the student separate into piles the information about birds, fish, and reptiles, and write down one thing learned about each.Given three characters' names, following reading or listening to a story, use assistive technology to write one characteristic of each (e.g., Jane - timid, Charlie Brown - nice, Snoopy-funny).			

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Give the student a list of adjectives that describe people, have the student sort them into words that are nice and not nice, then write a summary statement about one or both categories. (i.e., Nice people help. Bad people hurt others.).
- **Videos**
 - YouTube by Rock 2 the Core
 - [Categories Word Categories](#)
 - YouTube by hand2mind
 - [Sorting Words into Categories Literacy Lesson, Grade 1, Week 9, Day 3](#)
 - YouTube by AxelsonAcademy
 - [Categorizing](#)

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Writing

CONCEPT: Range of Writing

Standard		Performance Objectives	
A.W.3.10. With guidance and support, write routinely for a variety of tasks, purposes, and audiences.		A.W.3.10.a Write routinely for a variety of tasks, purposes, and audiences.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.3.10.a (A) Write routinely for a variety of tasks, purposes, and audiences.	A.W.3.10.a (B) Communicate routinely for a variety of purposes and audiences.	A.W.3.10.a (C) Make comments during shared reading, which are written into a group comments page.	
Real World Connections: <ul style="list-style-type: none"> • Write name and date in classroom journal each day. • Make a list of supplies • Write their name on their personal items. 		Vocabulary: <ul style="list-style-type: none"> • Audiences • Purposes • Routinely • Variety • Tasks 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ○ Twinkl - Official Education Partner BBC Children in Need [subscription required] (twinkl.com) <ul style="list-style-type: none"> ▪ (W.3.10) Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ Writing Lessons – Grade 3: Research to Build and Present Knowledge ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.3.10 Worksheets, Workbooks, Lesson Plans, and Games ○ Teacher Vision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> ▪ 3rd Grade Writing Research Papers Activities Resources ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.3.10 Lesson Plan Templates • Activities <ul style="list-style-type: none"> ○ Have student write a note providing basic details about a favorite activity to include in the home-school notebook. ○ Allow student to send an e-mail to a friend about a recent activity and ask a question of the friend. ○ Have students work together to collaboratively author a poem with classmates. 			

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Writing

CONCEPT: Range of Writing

- Have student write labels to go with a display for a group research project.
- Have the student engage in written dialogue with a classmate (e.g., instant messaging or passing paper notes).
- **Videos**
 - YouTube by Teaching Without Frills
 - [How to Write for Your Audience – Writing Video for Kids](#)
 - YouTube by Ace Study Guides
 - [How to Create an Outline for Kids](#)
 - YouTube by Tony DeFilippo
 - [Writing with Your Audience in Mind](#)

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- [SL.3.1 Worksheets, Workbooks, Lesson Plans, and Games](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard SL.3.1.a](#)
 - [Resource Library for Mississippi Standard SL.3.1.b](#)
 - [Resource Library for Mississippi Standard SL.3.1.c](#)
 - [Resource Library for Mississippi Standard SL.3.1.d](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [SL.3.1 Engage effectively in a range of collaborative discussions \(one-on-one, in groups, and teacher-led\) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [SL.3.1 Lesson Plan Templates](#)
- **Activities**
 - Practice conversations with supportive adults in the school building.
 - Tell about a special event.
 - Have the student pick from choices to answer questions about key details presented in a story read aloud (“What did Jimmy want to do?”) and follow by asking a question.
 - Ask the student to select the picture symbol from an array to answer a question about a video clip the teacher shared with the class.
- **Videos**
 - YouTube by Jack Hartmann
 - [Be a Whole Body Listener](#)
 - YouTube by Susan Jones Teaching
 - [Speaking and Listening Skills for Kindergarten, First, and Second Grades](#)
 - YouTube by FCPS ISD Language Arts
 - [Focus Lesson on Talk Moves in First Grade](#)

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.3.2. Identify details in a text read aloud or information presented orally or through other media.		A.SL.3.2.a Collect details from a story read aloud. A.SL.3.2.b Recognize details from a story read aloud.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.3.2.a (A) Collect details from a story read aloud.	A.SL.3.2.a (B) Collect a detail from a story read aloud.	A.SL.3.2.a (C) Recall a detail from a story read aloud.	
A.SL.3.2.b (A) Recognize details from a story read aloud.	A.SL.3.2.b (B) Recognize a detail from a story read aloud.	A.SL.3.2.b (C) Select a detail from a story read aloud.	
Real World Connections: <ul style="list-style-type: none"> • Following oral directions. • Recall details of a story told by a classmate. • Recall conversations with a friend of family. 		Vocabulary: <ul style="list-style-type: none"> • Aloud • Detail • Identify • Read • Recall • Story 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ <i>This is Not My Hat</i> by Jon Klassen ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ SL.3.2 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard SL.3.2 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ SL.3.2 Lesson Plan Templates ○ Scholastic Parents (www.scholastic.com) <ul style="list-style-type: none"> ▪ 7 Important Questions to Ask Your Child During Story Time • Activities 			

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- Provide students with opportunities to hear stories or directions read aloud.
- Ask students questions after reading aloud.
- Share videos of read-a-louds and have students ask and answer questions about what they heard.
- After listening to a teacher explain a new topic, ask the student to answer a direct question about the topic and then have them ask a question.
- **Videos**
 - YouTube by Teaching Without Frills
 - [Asking and Answering Questions](#)
 - YouTube by eSparkLearningVideos
 - [Asking and Answering Questions Instructional Video](#)
 - YouTube by Education Galaxy
 - [Reading - Ask and Answer Questions](#)

COURSE: Alternate English Language Arts Second Grade
 DOMAIN: Speaking and Listening
 CONCEPT: Comprehension and Collaboration

Standard	Performance Objectives	
A.SL.3.3. Ask or answer questions about the details provided by the speaker.	A.SL.3.3.a After listening to a speaker, ask questions about the topic. A.SL.3.3.b After listening to a speaker, respond to questions about the topic.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.SL.3.3.a (A) After listening to a speaker, ask questions about the topic.	A.SL.3.3.a (B) After listening to a speaker, ask a question about the topic.	A.SL.3.3.a (C) After listening to a speaker, select a detail provided by the speaker
A.SL.3.3.b (A) After listening to a speaker, respond to questions about the topic.	A.SL.3.3.b (B) After listening to a speaker, respond to a question about the topic.	A.SL.3.3.b (C) After listening to a speaker, repeat the answer to a question about the topic.
Real World Connections: <ul style="list-style-type: none"> • Listen to teachers, families, or friends talk about a topic. • Engage in conversations with classmates. 	Vocabulary: <ul style="list-style-type: none"> • Ask • Answer • Details • Listen • Question • Speaker • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Scholastic Parents (www.sholastic.com) <ul style="list-style-type: none"> ▪ 7 Important Questions to Ask Your Child During Story Time. ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Speaking and Listening in Content Area Learning ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ SL.3.3 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard W.K.2 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ SL.3.3 Lesson Plan Templates 		

COURSE: Alternate English Language Arts Second Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- **Activities**

- Provide students with opportunities to hear stories or directions read aloud.
- Ask questions after reading aloud.
- Share videos of read-a-louds and have students ask and answer questions about what they heard.

- **Videos**

- YouTube by Education Galaxy
 - [Reading - Ask and Answer Questions](#)
- YouTube by Teaching Without Frills
 - [Asking and Answering Questions](#)
- YouTube by eSparkLearningVideos
 - [Asking and Answering Questions Instructional Video](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.3.4. Recount a personal experience, story, or topic including details.		A.SL.3.4.a Share a personal experience, story, or topic using multiple details.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.3.4.a (A) Share a personal experience, story, or topic using multiple details.	A.SL.3.4.a (B) Share a personal experience, story, or topic using at least two details.	A.SL.3.4.a (C) Repeat a detail from a story or topic.	
Real World Connections: <ul style="list-style-type: none"> • Sharing new information learned in a research project. • Telling friends about the weekend. • Sharing a story. 		Vocabulary: <ul style="list-style-type: none"> • Experience • Details • Share • Story • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Visual Imagery ▪ Revisiting Read Alouds: Instructional Strategies that Encourage Students' Engagement with Text ○ Edutopia (Edutopia.org) <ul style="list-style-type: none"> ▪ Brain Movies: When Readers Can Picture It, They Understand It ○ Nancy Bailey's Education Website (nancybailey.com) <ul style="list-style-type: none"> ▪ Helping Students with Self-Expression ○ LD Resources Foundations, Inc. (www.ldrfa.org) <ul style="list-style-type: none"> ▪ How Art Therapy Helps People with ADHD, LD, and Autism ○ Firstcry Parenting (parenting.firstcry.org) <ul style="list-style-type: none"> ▪ Tips for Encouraging Young Children to Express Verbally ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ SL.3.4 Worksheets, Workbooks, Lesson Plans, and Games ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. ○ PBS Learning Media (mpb.pbslearningmedia.org) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [W.3.4 Lesson Plan Templates](#)
- Nearpod [requires a free account] [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard SL.3.4](#)
- **Activities**
 - Have students retell a story read during class.
 - Ask students to share a personal experience and provide as many details as they can remember.
 - Have students draw a recollection of a personal experience and include as many details as possible.
 - Set up Listening stations in which students can participate in shared listening to digital recordings of the teacher reading a complex informational text aloud, then have the student discuss with their peer the questions the teacher poses at the end of the recording.
- **Videos**
 - YouTube by The Balanced Literacy Diet
 - [Visualize It!: Improving Comprehension through Visualizing Comparisons](#)
 - Study.com (study.com)
 - [Clarifying While Reading: Lesson for Kids](#)
 - YouTube by Ms. Walsh's 3rd Grade
 - [How to Find the Main Idea and Key Details](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.3.5. Create a multimedia presentation of a story or poem.		<p>A.SL.3.5.a Create a presentation using more than one media to share a story or poem.</p> <p>A.SL.3.5.b Present a story or poem using more than one form of media.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.3.5.a (A) Create a presentation using more than one media to share a story or poem.	A.SL.3.5.a (B) Create a presentation using at least one form of media to share a story or poem.	A.SL.3.5.a (C) Draw or otherwise describe a story or poem.	
A.SL.3.5.b (A) Present a story or poem using more than one form of media.	A.SL.3.5.b (B) Present a story or poem using more at least one form of media.	A.SL.3.5.b (C) Repeat details from a story or poem.	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Share details of something learned. • Retell a story to family or friends. • Relay new information to others. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Create • Media • Multimedia • Poem • Present • Presentation • Story 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> ▪ Students as Creators: Exploring Multimedia ○ Common Sense Education (commonsense.org) <ul style="list-style-type: none"> ▪ Best Classroom Tools for Presentations and Slideshows ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ SL.3.5 Lesson Plan Templates ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ SL.3.5 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [Resource Library for Mississippi Standard SL.3.5](#)

- **Activities**

- Have students present using PowerPoint or other multimedia presentation software.
- Ask students to bring collectables or souvenirs to share as part of an oral presentation.

- **Videos**

- YouTube by athenan98
 - [How to Create a Simple Student PowerPoint Presentation](#)
- YouTube by Wanna Know
 - [Power Point Tutorial for Kids](#)
- YouTube by l8ybugmom
 - [How to Create a PowerPoint Presentation](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.3.6. Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.		A.SL.3.6.a Describe thoughts, feelings, and ideas with multiple words.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.3.6.a (A) Describe thoughts, feelings, and ideas with multiple words.	A.SL.3.6.a (B) Describe thoughts, feelings, and ideas with at least two words.	A.SL.3.6.a (C) Relate thoughts, feelings, and ideas with non-verbal communication.	
Real World Connections: <ul style="list-style-type: none"> Express feelings of hunger, pain, thirst, or another need. Share feelings on a given topic. Convey emotions to a supportive adult. Share ideas with classmates. 		Vocabulary: <ul style="list-style-type: none"> Clarify Communication Feelings Ideas Thoughts 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Nancy Bailey’s Education Website (nancybailey.com) <ul style="list-style-type: none"> Helping Students with Self-Expression LD Resources Foundations, Inc. (www.ldrfa.org) <ul style="list-style-type: none"> How Art Therapy Helps People with ADHD, LD, and Autism Firstcry Parenting (parenting.firstcry.com) <ul style="list-style-type: none"> Tips for Encouraging Young Children to Express Verbally Teacher Boards (teacherboards.co.uk) <ul style="list-style-type: none"> Classroom Activities to Help Children Express Themselves Sunshine House Early Learning Academy (sunshinehouse.com) <ul style="list-style-type: none"> 5 Ways to Help Your Children Express Themselves Mom Junction (momjunction.com) <ul style="list-style-type: none"> 10 Interesting Communication Activities and Games for Kids PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> SL.3.6 Lesson Plan Templates Better Lesson (betterlesson.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.](#)
- Education.com [requires a free account] (education.com)
 - [SL.3.6 Workbooks, Lesson Plans, and Games](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard SL.3.6](#)
- **Activities**
 - The teacher prompts by saying to the student, “You look happy. Why are you happy?,” the student says, “I like cookie!”
 - Have the student practice good communication habits by greeting people before initiating a conversation. A warm smile and polite tone can strike the right note. For example, when the student meets someone, guide them to smile, and say, “Hello, how are you?” or “Hi, it’s been a long time since we met. Hope you are well!”
 - Teach you student to never leave a conversation without reaching a closure. Doing so shows your interest and respect towards the conversation that happened. You student can watch non-verbal cues such as – acting distracted, packing up things, standing up when they were previously sitting, as indicators that it is time for their conversation to reach closure.
- **Videos**
 - Read Write Think (readwritethink.org)
 - [Students as Creators: Exploring Multimedia](#)
 - Common Sense Education (commonsense.org)
 - [Best Classroom Tools for Presentations and Slideshows](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.L.3.1. Demonstrate standard English grammar and usage when communicating.		A.L.3.1.a Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. A.L.3.1.b Use regular plural nouns in communication. A.L.3.1.c Not applicable A.L.3.1.d Use present and past tense verbs. A.L.3.1.e Not applicable A.L.3.1.f Not applicable A.L.3.1.g Use common adjectives. A.L.3.1.h Not applicable A.L.3.1.i Ask simple questions.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.3.1.a (A) Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.	A.L.3.1.a (B) Use noun + verb , noun + adjective spontaneously when speaking.	A.L.3.1.a (C) Use noun + verb spontaneously when speaking.	
A.L.3.1.b (A) Use regular plural nouns in communication.	A.L.3.1.b (B) Choose the correct regular plural noun when given three choices.	A.L.3.1.b (C) Select the correct regular plural noun when given two choices.	
A.L.3.1.d (A) Use present and past tense verbs.	A.L.3.1.d (B) 3. Use present tense verbs correctly when communicating.	A.L.3.1.d (C) 2. Select a picture that matches a present tense verb given.	
A.L.3.1.g (A) Use common adjectives.	A.L.3.1.g (B) Choose the common adjective when given three choices.	A.L.3.1.g (C) Select the common adjective when given two choices.	
A.L.3.1.i (A) Ask simple questions.	A.L.3.1.i (B) Use my words to ask for something.	A.L.3.1.i (C) Use two or more words or gesture to ask for something.	
Real World Connections: <ul style="list-style-type: none"> Better understand products when reading advertisements. Communicate more effectively (i.e., writing and speaking). Understand directions on a map. Understand the meaning of a written document. Produce grammatically correct writing. Use correct grammar when speaking. 		Vocabulary: <ul style="list-style-type: none"> Common adjectives English grammar Usage Noun Past tense Plural noun Present tense Question Subject Verb 	
Resources:			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- **Websites, articles, and other collections**

- Better Lesson (betterlesson.com)
 - [L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.](#)
 - [L.3.1.b Form and use regular and irregular plural nouns.](#)
 - [L.3.1.d Form and use regular and irregular verbs.](#)
 - [L.3.1.g Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified.](#)
 - [L.3.1.i Produce simple, compound, and complex sentences.](#)
- Education.com (education.com)
 - [L.3.1.a Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.3.1.b Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.3.1.d Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.3.1.g Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.3.1.i Worksheets, Workbooks, Lesson Plans, and Games](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [L.3.1.a Lesson Plans Templates](#)
 - [L.3.1.b Lesson Plans Templates](#)
 - [L.3.1.d Lesson Plans Templates](#)
 - [L.3.1.g Lesson Plans Templates](#)
 - [L.3.1.i Lesson Plans Templates](#)
- Turtle Diary (turtlediary.com)
 - [L.3.1.a Games, Videos, Lessons, Worksheets, and Quizzes](#)
 - [L.3.1.b Games, Videos, Lessons, Worksheets, and Quizzes](#)
 - [L.3.1.d Games, Videos, Lessons, Worksheets, and Quizzes](#)
 - [L.3.1.g Games, Videos, Lessons, Worksheets, and Quizzes](#)
 - [L.3.1.i Games, Videos, Lessons, Worksheets, and Quizzes](#)
- LearnZillion [requires a free account] (learnzillion.com)
 - [Write along for 3rd grade L.3.1](#)
- IXL (ixl.com)
 - [L.3.1 ELA Online Practice](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard L.3.1.a](#)
 - [Resource Library for Mississippi Standard L.3.1.b](#)
 - [Resource Library for Mississippi Standard L.3.1.d](#)
 - [Resource Library for Mississippi Standard L.3.1.g](#)
 - [Resource Library for Mississippi Standard L.3.1.i](#)
- **Activities**
 - Have the student practice using noun + verb, noun + adjective, and subject + verb + object combinations in utterances that are four words and longer (e.g., “Car go fast.” “Mom works.” “Big, red, car”, etc.).
 - Have the student identify common nouns and verbs in symbolic form by pointing to symbols provided by the teacher to identify activity (e.g., When asked, “What do you want to do?” and provided with symbols for possible choices, the student points to the symbol for “drink.”).
 - Have the student practice using regular plural nouns (e.g., Say “dogs” when the teacher shows picture and says, “If this is one dog, these are two . . .”)
 - Ask questions to allow the student to practice using present and past tense verbs with matching nouns (e.g., The teacher asks, “What did you do?” and the student says, “Watched TV.”).
 - Have the student ask questions in simple complete sentences (e.g., “Who is she?”).
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)
 - You Tube by Jacy Campbell
 - [Third Grade English \(Language\) | New York | Conventions of Standard English | No. \(1\) Identify Nouns](#)
 - YouTube by Vito Sandell
 - [Grammar Parts of Speech Common Core Standards ELA Nouns Verbs Adjectives Learn English K6e](#)
 - [Grammar Adjectives Common Core Standards ELA Learn English K6eLearning](#)
 - YouTube by Homeschool Pop
 - [Language Arts Learning Videos for Kids | Nouns, Verbs and More!](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

Standard		Performance Objectives	
<p>A.L.3.2. Demonstrate an understanding of conventions of standard English.</p>		<p>A.L.3.2.a Capitalize the first letter of appropriate words and titles (e.g., Dr., Mrs., Ms., Mr.).</p> <p>A.L.3.2.b During shared writing, indicate the need to add a punctuation at the end of a sentence.</p> <p>A.L.3.2.c Use commas in a series of words.</p> <p>A.L.3.2.d Introduce possessive nouns and pronouns.</p> <p>A.L.3.2.e Use resources as needed to spell common high-frequency words accurately.</p> <p>A.L.3.2.f Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</p> <p>A.L.3.2.g Consult print in the environment to support reading and spelling.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.L.3.2.a (A) Capitalize the first letter of appropriate words and titles (e.g., Dr., Mrs., Ms., Mr.).</p>	<p>A.L.3.2.a (B) Capitalize the first letter of a familiar place (i.e., Given the name of their street, replace lowercase letter with capital letter on the street name).</p>	<p>A.L.3.2.a (C) Capitalize first letter of own name.</p>	
<p>A.L.3.2.b (A) During shared writing, indicate the need to add a punctuation at the end of a sentence.</p>	<p>A.L.3.2.b (B) Given a writing sample, identify punctuation at the end of sentences.</p>	<p>A.L.3.2.b (C) Point to the punctuation at the end of a sentence.</p>	
<p>A.L.3.2.c (A) Use commas in a series of words.</p>	<p>A.L.3.2.c (B) Given a writing sample, select commas in a series of words.</p>	<p>A.L.3.2.c (C) Point to a comma in a series of words.</p>	
<p>A.L.3.2.d (A) Introduce possessive nouns and pronouns.</p>	<p>A.L.3.2.d (B) Identify possessive nouns or pronouns.</p>	<p>A.L.3.2.d (C) Identify a possessive pronoun.</p>	
<p>A.L.3.2.e (A) Use resources as needed to spell common high-frequency words accurately.</p>	<p>A.L.3.2.e (B) Use resources as needed to spell single-syllable words accurately when writing (e.g., Spell words from Dolch lists and/or Frye lists used in own writing, etc.).</p>	<p>A.L.3.2.e (C) Identify the letters in high frequency words.</p>	
<p>A.L.3.2.f (A) Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.</p>	<p>A.L.3.2.f (B) Given a word that represents a common spelling pattern in single-syllable words (e.g., man, stop, pin, etc.), use the word to spell a</p>	<p>A.L.3.2.f (C) Sort words with two different spelling patterns into the correct column or pile (i.e., One column has the word, can, and the</p>	

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

	word that shares the spelling pattern (e.g., can, hop, tin, etc.).	other pile has the word, hid. The student sorts cards with words such as man, fan, ran, tan, kid, lid, hid, and did into the appropriate column).
A.L.3.2.g (A) Consult print in the environment to support reading and spelling.	A.L.3.2.g (B) Identify print and signs in the environment.	A.L.3.2.g (C) Identify signs in the environment.
Real World Connections: <ul style="list-style-type: none">• Read labels when shopping.• Communicate more effectively.• Read a map.• Understand the meaning of a written document.• Produce writing.• Spell frequently used words accurately.• Write down their home address correctly.		Vocabulary: <ul style="list-style-type: none">• Capitalize• Commas• Conventions• Dr.• Environment• High-frequency words• Mr.• Mrs.• Ms.• Possessive noun• Possessive pronoun• Print• Punctuation• Series• Signs• Spelling patterns• Standard English• Titles
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ L.3.2.a Capitalize appropriate words in titles▪ L.3.2.d Form and use possessives.Education.com (education.com)▪ L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).▪ L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.▪ L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.○ Education.com (education.com)<ul style="list-style-type: none">▪ L.3.2.a Worksheets, Workbooks, Lesson Plans, and Games▪ L.3.2.b Worksheets, Workbooks, Lesson Plans, and Games▪ L.3.2.c Worksheets, Workbooks, Lesson Plans, and Games▪ L.3.2.d Worksheets, Workbooks, Lesson Plans, and Games▪ L.3.2.e Worksheets, Workbooks, Lesson Plans, and Games▪ L.3.2.f Worksheets, Workbooks, Lesson Plans, and Games		

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

- [L.3.2.g Worksheets, Workbooks, Lesson Plans, and Games](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [L.3.2.a Lesson Plans Templates](#)
 - [L.3.2.b Lesson Plans Templates](#)
 - [L.3.2.c Lesson Plans Templates](#)
 - [L.3.2.d Lesson Plans Templates](#)
 - [L.3.2.e Lesson Plans Templates](#)
 - [L.3.2.f Lesson Plans Templates](#)
 - [L.3.2.g Lesson Plans Templates](#)
- Turtle Diary (turtlediary.com)
 - [L.3.2.b Games, Videos, Lessons, Worksheets, and Quizzes](#)
 - [L.3.2.c Games, Videos, Lessons, Worksheets, and Quizzes](#)
 - [L.3.2.d Games, Videos, Lessons, Worksheets, and Quizzes](#)
- LearnZillion [requires a free account] (learnzillion.com)
 - [Instructional Video - Use a comma to show dialogue](#)
 - [Instructional Video – Write titles correctly by knowing which words to capitalize](#)
- IXL (ixl.com)
 - [L.3.2 ELA Online Practice](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard L.3.2.c](#)
 - [Resource Library for Mississippi Standard L.3.2.d](#)
- **Activities**
 - Give the student the name of familiar holidays and ask them to change the lowercase letter with capital letters on the holiday name.
 - Give the student the name of the street he or she lives on and ask him or her to replace the lowercase letter with capital letters on the street name.
 - Provide the student with frequently used words and ask them to identify letter names in the familiar words.
 - Prepare cards with words with common spelling patterns and have the student match the cards (e.g., man/can, stop/hop, pin/tin, etc.).
 - Go on a nature walk and have the student identify print and signs in the environment.
- **Videos**
 - You Tube by Jacy Campbell
 - [Third Grade English \(Language\) | New York | Conventions of Standard English | No. \(1\) Identify Nouns.](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

- YouTube by Melanie LiCausi
 - [How to Assess the Language 3.2 Conventions standard for Third Graders](#)
- YouTube by Homeschool Pop
 - [Capitalization Rules | Classroom Language Arts Video](#)
- YouTube by TED-Ed
 - [Does grammar matter?](#)
- Education Galaxy Videos (egvideos.com)
 - [L.3.2 Videos and Practice Questions](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

Standard		Performance Objectives	
A.L.3.3. Use language to achieve desired outcomes when communicating.		A.L.3.3.a Use language to make simple requests, comment, or share information. A.L.3.3.b Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.3.3.a (A) Use language to make simple requests, comment, or share information.	A.L.3.3.a (B) Use language to make simple requests or share information.	A.L.3.3.a (C) Use language to make a simple request.	
Real World Connections: <ul style="list-style-type: none"> • Ask questions to provide specific information • Describe things, people, and ideas, • Inform or persuade others. • Entertain others. • Report sensory information one has taken in. • Draw conclusions based on experiences. 		Vocabulary: <ul style="list-style-type: none"> • Comment • Communicating • Desired • Information • Language • Outcome • Request • Share • Simple 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.3.3.a Choose words and phrases for effect. ○ Education.com (education.com) <ul style="list-style-type: none"> ▪ L.3.3.a Worksheets, Workbooks, Lesson Plans, and Games ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ L.3.3.a Lesson Plans Templates ○ LearnZillion [requires a free account] (learnzillion.com) <ul style="list-style-type: none"> ▪ Use descriptive adjectives ▪ Use strong verbs ○ IXL (ixl.com) <ul style="list-style-type: none"> ▪ L.3.3 ELA Online Practice ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Activities 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

- Have the student use language to make simple requests and to respond to requests from others.
- Make requests and have the student respond to them.
- Develop picture and word cards and have the student match two or more words represented in each picture card.
- Draw the student's attention to something happening outside and encourage them to use words to describe what is happening (e.g., hot outside, stop, go, etc.)
- **Videos**
 - YouTube by Abderrahim Lait: English Mogador
 - [Language Functions | Making and Responding to Requests](#)
 - YouTube by American English
 - [Modal Verbs: making Requests](#)
 - YouTube by Englishing
 - [Making INFORMAL or FORMAL requests & permission / MODAL VERBS \(Can I, May I, Could we.... \)](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.3.4. Demonstrate knowledge of word meanings.		<p>A.L.3.4.a Use sentence level context to determine what word is missing from a sentence read aloud.</p> <p>A.L.3.4.b Identify the temporal meaning of words when common affixes (e.g., -ing, -ed) are added to common verbs.</p> <p>A.L.3.4.c Introduce root words.</p> <p>A.L.3.4.d Demonstrate resources to find meaning of unknown words.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.3.4.a (A) Use sentence level context to determine what word is missing from a sentence read aloud.	A.L.3.4.a (B) Choose the missing word to complete the sentence when given three choices during a read aloud.	A.L.3.4.a (C) Point to the missing word in a sentence from two choices during a read aloud.	
A.L.3.4.b (A) Identify the temporal meaning of words when common affixes (e.g., -ing, -ed) are added to common verbs.	A.L.3.4.b (B) Add <i>-ing</i> to a verb to show it is occurring now.	A.L.3.4.b (C) Repeat a verb with <i>-ing</i> to show it is happening now.	
A.L.3.4.c (A) Introduce root words.	A.L.3.4.c (B) Select a known a root word from examples that matches an unknown word with the same root (i.e., company, companion)	A.L.3.4.c (C) Select an example of a root word.	
A.L.3.4.d (A) Demonstrate resources to find meaning of unknown words.	A.L.3.4.d (B) Use a glossary or beginning dictionary, print or digital, to find the meaning of two unknown words.	A.L.3.4.d (C) Use a glossary, print or digital, to find the meaning of a unknown word.	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Talk about things in the world. • Read and follow instructions. • Express thoughts and feelings. • Read for pleasure. • Read for information. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Common affixes • Common verbs • Meaning • Root words • Resources • Sentence level context • Temporal meaning 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ CPALMS Florida State University (cpalms.org) <ul style="list-style-type: none"> ▪ LAFS.3.L.3.4 Related Resources 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- Better Lesson (betterlesson.com)
 - [L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.](#)
- Lumos Learning (lumoslearning.com)
 - [ELA 3.4 Determine the Meaning of Words in a Text - Free Educational videos for Students in k-12](#)
- Education.com (education.com)
 - [L.3.4.a Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.3.4.b Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.3.4.c Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.3.4.d Worksheets, Workbooks, Lesson Plans, and Games](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [L.3.4.a Lesson Plans Templates](#)
 - [L.3.4.b Lesson Plans Templates](#)
 - [L.3.4.c Lesson Plans Templates](#)
 - [L.3.4.d Lesson Plans Templates](#)
- Turtle Diary (turtlediary.com)
 - [L.3.4.b Games, Videos, Lessons, Worksheets, and Quizzes](#)
 - [L.3.4.c Games, Videos, Lessons, Worksheets, and Quizzes](#)
- LearnZillion [requires a free account] (learnzillion.com)
 - [Grade 3 - 1 - Why Washington, D.C.?](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard L.3.4.a](#)
 - [Resource Library for Mississippi Standard L.3.4.b](#)
 - [Resource Library for Mississippi Standard L.3.4.c](#)
- **Activities**
 - Have the student share comments about things that happened over the weekend. When share make sure that the accurately report that he or she *went* shopping or the he or she *shopped* on the weekend.
 - Encourage the student to share examples of things that happened yesterday or things that are happening today or things that are happening tomorrow to reinforce the concepts.
- **Videos**
 - YouTube by eSparkLearningVideos

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [eSpark Learning: Unknown Words Instructional Video L.3.4](#)
- Education Galaxy Videos (egvideos.com)
 - [Florida Grade 3 Reading Language Context Clues L.3.4](#)
 - [Florida Grade 3 Reading Language Prefixes and Suffixes Part 1 & 2 L.3.4](#)
- YouTube by Jennifer Coldren
 - [L.3.4.a Context Clues](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.3.5. Demonstrate understanding of word relationships and use.		<p>A.L.3.5.a Determine the meaning of words and phrases in context. Use sentence level context to determine what word is missing from a sentence read aloud.</p> <p>A.L.3.5.b Identify real-life connections between words and their use (e.g., happy: “I am happy.”).</p> <p>A.L.3.5.c Identify words that describe personal emotional states.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.3.5.a (A) Determine the meaning of words and phrases in context.	A.L.3.5.a (B) Choose the real meaning of words and phrases in a text from three choices.	A.L.3.5.a (C) Point to the real meaning of a word or phrase in a text from two choices.	
A.L.3.5.b (A) Identify real-life connections between words and their use (e.g., happy: “I am happy.”).	A.L.3.5.b (B) Choose a picture to tell the meaning of a word.	A.L.3.5.b (C) Match a picture to a picture that shows the meaning of a word.	
A.L.3.5.c (A) Identify words that describe personal emotional states.	A.L.3.5.c (B) Choose a word to identify an emotion from three choices.	A.L.3.5.c (C) Match a picture or word to a given emotion from two choices.	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Make comparisons of things. • Sequence events that happen in life. • Making real life connections to stories read in class. • Explains things and events based upon various relationships. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Emotional states • In context • Personal • Phrases • Real-life connections • Sentence level context • Words 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ CPALMS Florida State University (cpalms.org) <ul style="list-style-type: none"> ▪ LAFLS.3.L.3.5 Related Resources ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). ▪ L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). ▪ L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). ○ Share My Lesson [requires a free account] (sharemylesson.com) 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [L.3.5.a Lesson Plan Templates](#)
- [L.3.5.b Lesson Plan Templates](#)
- [L.3.5.c Lesson Plan Templates](#)
- LearnZillion [requires a free account] (learnzillion.com)
 - [Grade 3 - 1 - Why Washington, D.C.?](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard L.3.5.a](#)
 - [Resource Library for Mississippi Standard L.3.5.b](#)
- Education.com (education.com)
 - [L.3.6 Worksheets](#)
- English Worksheets Land (englishworksheetsland.com)
 - [Words We Use in a Conversation Worksheets - Related ELA Standard: L.3.6](#)
- **Activities**
 - Have the student use feeling words to describe reactions to real-life experiences (i.e., The teacher asks, “What makes you frustrated?”)
 - Show the student pictures of different emotional states and ask them to use words to describe each picture (e.g., happy, sad, mad, glad, etc.)
- **Videos**
 - Study.com (study.com)
 - [Making Real-Life Connections Between Words & Their Use: Lesson for Kids](#)
 - YouTube by eSparkLearningVideos
 - [eSpark Learning: Word Relationships Instructional Video \(3.L.5a\)](#)
 - YouTube by Cheyenne Thorton
 - [Word Relationships \(Figurative Language\)](#)

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.3.6. Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).		A.L.3.6.a Use words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.3.6.a (A) Use words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	A.L.3.6.a (B) Give a word to name a spatial or temporal relationship when shown a picture (e.g., behind, under, after, soon, next, later.)	A.L.3.6.a (C) Match a word to name a spatial relationship when shown a picture (e.g., behind, under, below, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Use maps to comprehend spatial relationships. • Relate where you live to nearby towns and/or cities. • Add words or phrases to their writing to connect ideas. • Comprehend sequence of events. 		Vocabulary: <ul style="list-style-type: none"> • After • Before • Behind • Below • Later • Next • Soon • Spatial relationship • Temporal relationship • Under 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard L.3.6 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). ○ Wisewire (wisewire.com) <ul style="list-style-type: none"> ▪ Grade 3 Playlist: Words That Signal Time and Space ○ LearnZillion [requires a free account] (learnzillion.com) <ul style="list-style-type: none"> ▪ Use temporal words to signal the order of events in a narrative story • Activities <ul style="list-style-type: none"> ○ Ask questions that solicit responses concerning spatial relationships (e.g., The teacher asks, “Where is the cat?” and the student responds, “Behind the couch.”). ○ Ask questions that solicit responses concerning temporal relationships (e.g., The teacher asks, “When are we going to read?” and the 			

COURSE: Alternate English Language Arts Third Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

student responds, “Later”.

- Play a game of put in and take out. Ask the student to take a counting cube out of the box (“i.e., Take one out.”). Then ask the student to put a counting cube in the box (i.e., “Put it in.”)

- **Videos**

- YouTube by MrWhitesRaps
 - [Temporal Words Rap Lyric Video](#)
- YouTube by Lizzie Radtke
 - [461 Transition Words Powtoon](#)
- Study.com (study.com)
 - [Using Words & Phrases to Signal Spatial & Temporal Relationships: Lesson for Kids](#)

Teacher Resource Guide for MS AAAS for Alternate English Language Arts Fourth Grade

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.4.1. Use details from the text to recount what the text says.		A.RL.4.1.a Use details from text to recount specific aspects of either the characters, setting, events, or conflicts.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.1.a (A) Use details from text to recount specific aspects of either the characters, setting, events, or conflicts.	A.RL.4.1.a (B) Recount a portion of the text.	A.RL.4.1.a (C) Identify a detail from the text.	
Real World Connections: <ul style="list-style-type: none">Summarize text.Link the meanings of words to the actions of characters in a text.Use characters' emotions to better understand the characters in a text.Develop storytelling skills.		Vocabulary: <ul style="list-style-type: none">ActionsCharacterClose readingConflictDetailsEventsExamplesInferInferencesMeaningQuestioningSetting	
Resources: <ul style="list-style-type: none">Websites, articles, and other collections<ul style="list-style-type: none">Better Lesson (betterlesson.com)<ul style="list-style-type: none">RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.Education.com [requires a free account] (education.com)<ul style="list-style-type: none">RL.4.1 Workbooks, Lesson Plans, and GamesLearnZillion [requires a free account] (learnzillion.com)<ul style="list-style-type: none">Day 1: The Legend of KeeshNearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">Resource Library for Mississippi Standard RL.4.1PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">RL.4.1 Lesson Plans Templates			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- TeacherVision [requires a free account] (teachervision.com)
 - [RL.4.1 Words with Friends Futurefit Project](#)
- **Activities**
 - After reading or listening to a text, ask the student to recount the story referring to details in the text without looking back at the text or other supports.
 - Before the teacher begins a shared reading of a familiar text, ask the students to tell what they remember about the book and have them recount the text including specific details.
 - Provide the student with a picture or verbal choices and ask the student to select correct details from the story and use those details in recounting the text.
 - With the text projected on an interactive whiteboard, ask the student to underline details, and then use those underlined details in recounting the text.
 - Have the student use sticky-note tags to identify details in text and use those tagged to recount the text.
- **Videos**
 - YouTube by eSparkLearningVideos
 - [Framing Video \(RL.4.1\)](#)
 - YouTube by Curriculet Instructional Videos
 - [Making Inferences](#)
 - YouTube by Tiffani Chandler
 - [Anchor Chart Review](#)
- Education Galaxy Videos (egvideos.com)
 - [New York - Grade 4 - Reading - Reading: Literature - Drawing Inferences in Literature - RL.4.1](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.4.2 Identify the central idea of a familiar story, drama or poem.		A.RL.4.2.a Identify the central idea of a familiar story, drama, or poem.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.2.a (A) Identify the central idea of a familiar story, drama, or poem.	A.RL.4.2.a (B) Identify an event from a familiar story, drama, or poem.	A.RL.4.2.a (C) Identify a word from a familiar story, drama, or poem.	
Real World Connections: <ul style="list-style-type: none"> • Suggest a book to a peer. • Use the moral of a story to guide personal decisions. • Select reading material from a variety of genres. 		Vocabulary: <ul style="list-style-type: none"> • Central idea • Determine • Drama • Events • Key details • Lesson • Moral 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.4.2 Workbooks, Lesson Plans, and Games ○ K6edu (k6edu.com) <ul style="list-style-type: none"> ▪ Comprehension Table ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi RL.4.2 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RL.4.2 Central Idea ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. ○ TeacherVision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> ▪ 4th Grade Reading and Literature Resources • Activities <ul style="list-style-type: none"> ○ After determining the main idea, ask the student to identify the theme from an array of choices. ○ Give the student a story that teaches a lesson like “be kind” and ask the student to identify kind as the theme of the story. ○ After a shared reading, ask the students to state the main idea. 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- After hearing a text, ask the student to select an object or picture from choices that goes with the central idea.
- After reading or listening to a text, ask the student to point to a word from the text (e.g., After reading a story about cats, point to the word cat or representation of a cat.).
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [New York - Grade 4 - Reading - Reading: Literature - Determining Theme - RL.4.2](#)
 - YouTube by Sara Lewis
 - [RL.4.2 Using details to find the theme of a story & summarize a story.](#)
 - YouTube by eSparkLearningVideos
 - [Determining Theme Instructional Video \(4.RL.2\)](#)
 - YouTube by West Marion Elementary School
 - [Those Shoes RL.4.2](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.4.3 Use details from the text to describe characters in the story.		A.RL.4.3.a Use details from the text to describe characters in the story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.3.a (A) Use details from the text to describe characters in the story.	A.RL.4.3.a (B) Identify the name of a character in a story.	A.RL.4.3.a (C) Identify details from a familiar story.	
Real World Connections: <ul style="list-style-type: none"> • Describe a friend’s character traits to others. • Think more deeply about the characters in a story. • Understand how characters influence the plot of a story. • Make inferences about characters in a story based on their various traits. 		Vocabulary: <ul style="list-style-type: none"> • Actions • Characters • Climax • Conflict • Describe • Dialogue • Drama • Event • Feelings • Hero • In-depth • Main character • Minor character • Plot • Reactions • Respond • Setting • Thoughts • Turning point • Villain 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.4.3 Workbooks, Lesson Plans, and Games ○ K6edu (k6edu.com) <ul style="list-style-type: none"> ▪ Character Trait Chart ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RL.4.3 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- Share My Lesson [requires a free account] (sharemylesson.com)
 - [RL.4.3 Lesson Plans Templates](#)
- TeacherVision [requires a free account] (teachervision.com)
 - [4th Grade Reading and Literature Resources](#)
- **Activities**
 - Using details from a story, ask the student to create a character “wanted” poster with descriptors like *short, young, kind*, etc.
 - Given the text projected on an interactive whiteboard, have the student underline details in the text that describe the specified character.
 - Given a list of details from the story, ask the student to select the details that describe a character.
 - Asked who is a character in a story, have the student identify the name of one of the characters in the story.
 - Given two or more choices, ask the student to identify the detail that is from the familiar story.
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [National - Grade 4 - Reading - Reading: Literature - Events - RL.4.3](#)
 - YouTube by GSD Instructional Programs
 - [ELA Grade 4 RL.4.3 Describe Characters](#)
 - YouTube by Massachusetts DESE
 - [4th Grade Reading aligned to RL.4.3](#)
 - YouTube by bizauer
 - [RL.4.3 Character and Setting Analysis](#)
 - YouTube by Nebo Elementary School
 - [RL.4.3 Describe in depth a character, setting, or event in a story or drama](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.4.4 Determine the meaning of words in a text.		A.RL.4.4.a Determine the meaning of words as they are used in a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.4.a (A) Determine the meaning of words as they are used in a text.	A.RL.4.4.a (B) Identify two or more words in a text that are related to one another.	A.RL.4.4.a (C) Identify a picture, object, or other symbolic representation of a word from a familiar text.	
Real World Connections: <ul style="list-style-type: none">• Learn new vocabulary words.• Learn the meaning of new words.• Use context clues to determine the meaning of words.• Improve reading comprehension.		Vocabulary: <ul style="list-style-type: none">• Antonym• Clarify• Context clues• Determine• Distinguish• Interpret• Meaning• Synonym• Word choice	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.4.4 Workbooks, Lesson Plans, and Games○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RL.4.4○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.4.4 Lesson Plans Templates○ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none">▪ 4th Grade Reading and Literature Resources• Activities<ul style="list-style-type: none">○ Give the student two or more sentences with a word missing, that have the student use context to identify the missing word from an array of choices.			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- Give the student a word in context and ask them to find a Google image or another search engine to search for an image appropriate to the meaning of the word.
- Ask the student to identify the words in a text that provide clues that help determine the meaning of an unknown word and use them to determine the meaning.
- After reading a text, have the student create a picture of a word or character based on descriptions in the text.
- **Videos**
 - YouTube by eSparkLearningVideos
 - [Using Context Clues to Find the Meaning of Words Instructional Video \(4.RL.4\)](#)
 - YouTube by PGSD Schools
 - [ELA Grade 4 RI 4 3 Technical Texts](#)
 - YouTube by Artistic Educator
 - [How to structure whole group using novels \(4th Grade Novel Based Whole Group Reading Lesson \) RL.4.4](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.4.5 Identify elements in a story (e.g., characters, settings, plot, etc.).		A.RL.4.5.a Identify the characters, setting, plot, and theme of a familiar story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.5.a (A) Identify the characters, setting, plot, and theme of a familiar story.	A.RL.4.5.a (B) Identify 2 or more elements of a familiar story (e.g., characters, setting, plot, or theme).	A.RL.4.5.a (C) Identify an element of a familiar story (e.g., characters, setting, plot, or theme).	
Real World Connections: <ul style="list-style-type: none">• Write a story.• Summarize events in a story in their own words.• Use details to tell what happened in a story.		Vocabulary: <ul style="list-style-type: none">• Characters• Descriptions• Plot• Setting• Story elements• Theme	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.4.5 Workbooks, Lesson Plans, and Games○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RL.4.5○ North Carolina Department of Public Instruction (dpi.nc.gov)<ul style="list-style-type: none">▪ 3-5 Choice Boards○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.4.5 Lesson Plans Templates○ TeacherVision [requires a free account] (teachervision.com)			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- [4th Grade Reading and Literature Resources](#)

- **Activities**

- Read the student a story and poem on the same topic (e.g., zebras), ask the student to describe how the poem and story are different.
- Give the student a list of characteristics of the structure of a story and poem and have them match the right characteristics with an exemplar of each.
- When presented with a text, ask the student to label it a poem or a story.
- After reading a story and a poem, have the student identify each as a story or poem.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [New York - Grade 4 - Reading - Reading: Literature - Drama - RL.4.5](#)
 - [New York - Grade 4 - Reading - Reading: Literature - Poetry - RL.4.5](#)
- YouTube by Mind Blooming
 - [Story Elements Part 1: Characters, Setting, and Events | English for Kids](#)
 - [Story Elements Part 2: Problem and Solution | English for Kids](#)
- YouTube by Swick's Classroom
 - [Story Elements Song | Character, Setting and Plot!](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.4.6 Identify the narrator of a story.		A.RL.4.6.a Identify the narrator of a story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.6.a (A) Identify the narrator of a story.	A.RL.4.6.a (B) Identify the narrator in first-person narratives.	A.RL.4.6.a (C) Identify the narrator in a familiar text with a single character who narrates the entire text.	
Real World Connections: <ul style="list-style-type: none"> • Understand that when they talk about themselves, they are talking in first-person. • Understand that when they talk about someone else, they are usually talking third-person. • Understand when the narrative is in first-person, they are watching the story unfold through the eyes of the character. • Understand that others' points of view determine how they describe an event. • 		Vocabulary: <ul style="list-style-type: none"> • First-person • Narration • Narrator • Point of view • Third-person 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.4.6 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for CCSS Standard RL.4.6 ○ North Carolina Department of Public Instruction (dpi.nc.gov) <ul style="list-style-type: none"> ▪ 3-5 Choice Boards ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- Share My Lesson [requires a free account] (sharemylesson.com)
 - [RL.4.6 Lesson Plans Templates](#)
- TeacherVision [requires a free account] (teachervision.com)
 - [4th Grade Reading and Literature Resources](#).
- **Activities**
 - Ask the student to identify is a story was told by the main character or by someone who was observing the main character.
 - Given a choice of the characters in a first-person narrative, ask the student to accurately select the character who was the narrator.
 - Give the student a book with a single character who narrates the entire text, then ask the student to identify that character from an array of choices.
- **Videos**
 - YouTube by GSD Instructional Programs
 - [ELA Grade 4 RL.4.6 Comparing Points of View](#)
 - YouTube by Nina Palazzolo
 - [Point of View](#)
 - YouTube by Marion Elementary Marion, NC
 - [4th Grade – Where the mountain meets the moon CH. 1-RL.4.6](#)
 - YouTube by bizauer
 - [RL.4.6 – First Person Point of View](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.4.7 Make connections between the text representation of a story and a visual, or oral version of a story.		A.RL.4.7.a Compare and contrast a text version of a story with a visual or oral presentation of the same story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.7.a (A) Compare and contrast a text version of a story with a visual or oral representation of the same story.	A.RL.4.7.a (B) Match a text version of a story with a visual or oral representation of the same story.	A.RL.4.7.a (C) Communicate a preference for the text-based, visual, or oral presentation of a story.	
Real World Connections: <ul style="list-style-type: none">• Learn that illustrations on the cover of a book predict what the book might be about.• Use the text and illustrations to understand what they are reading.• Realize that illustrations help deepen their understanding of a text.		Vocabulary: <ul style="list-style-type: none">• Compare• Connections• Contrast• Descriptions• Illustrations• Oral presentation• Story• Version• Visual presentation	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.4.7 Workbooks, Lesson Plans, and Games○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RL.4.7○ North Carolina Department of Public Instruction (dpi.nc.gov)<ul style="list-style-type: none">▪ 3-5 Choice Boards○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.4.7 Lesson Plans Templates○ TeacherVision [requires a free account] (teachervision.com)			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- [4th Grade Reading and Literature Resources](#)

- **Activities**

- After reading or listening to someone read a text-based version of a story, ask the student to identify one or more ways that the video-based version of the story is the same.
- Show the student a video of a story that has been read to them, then ask them to indicate that the two are the same story.
- After watching a video-based presentation of a familiar story, ask the student to select the matching text from an array of choices.
- After watching a play based on a familiar book, have the student indicate preference for the book or the play version.

- **Videos**

- YouTube by eSparkLearningVideos
 - [Making Textual Connections Instructional Video \(4.RL.7\)](#)
- YouTube by bizauer
 - [The Cat & the Old Rat](#)
- YouTube by GSD Instructional Programs
 - [RL.4.7 Connecting Texts](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.4.9 Compare characters, settings, or events in stories, myths, or texts from different cultures.		A.RL.4.9.a Compare characters, settings, or events in stories, myths, or texts from different cultures.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.9.a (A) Compare characters, settings, or events in stories, myths, or texts from different cultures.	A.RL.4.9.a (B) Identify a similar event in two stories.	A.RL.4.9.a © Identify a story event.	
Real World Connections: <ul style="list-style-type: none"> • Notice that stories written by the same author share common elements. • Select books written by a certain author. • Learn that stories can address the same topic in different ways. 		Vocabulary: <ul style="list-style-type: none"> • Author’s purpose • Compare • Conflict • Contrast • Different cultures • Genre • Myths • Pattern of events • Point of view • Quest • Stories • Theme 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.4.9 Workbooks, Lesson Plans, and Games ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. ○ Share My Lesson [requires a free account] (sharemylesson.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- [RL.4.9 Lesson Plans Templates](#)
- TeacherVision [requires a free account] (teachervision.com)
 - [4th Grade Reading and Literature Resources](#)
- **Activities**
 - Have the student create a Venn diagram and include specific examples of the ways that two texts on the same topic are the same and different
 - Ask the student, “What is the same in the two stories from two cultural myths?”
 - After reading a story and making a list of the events in it, have the student read a second book and check off on the list the events that were the same and those that were different.
 - After a shared reading, have the student tell one thing that happened in both stories.
 - Give the student two pictures and ask the student to select the one that depicts an event from a familiar story after shared reading.
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [National – Grade 4 – Reading – Reading: Literature – Compare and Contrast Stories – RL.4.9](#)
 - YouTube by eSparkLearningVideos
 - Comparing and Contrasting Elements Instructional Video (4.RL.9)
 - YouTube by PGSD Schools
 - [RL.4.9 Comparing Patterns of Events in Stories](#)
 - YouTube by Anna Kroon
 - [Cinderella in 5 Cultures](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.4.10 Demonstrate an understanding of text while actively engaging in shared reading of stories, dramas, and poetry.		A.RL.4.10.a Utilize reading comprehension strategies while actively engaged in shared reading of stories, dramas, and poetry.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.4.10.a (A) Utilize comprehension strategies while actively engaged in shared reading of stories, dramas, and poetry.	A.RL.4.10.a (B) Focus on comprehending the text during shared reading of stories, dramas, and poetry.	A.RL.4.10.a (C) Identify an event or character from a shared reading of a story, drama, or poetry.	
Real World Connections: <ul style="list-style-type: none"> • Become more engaged and active learners. • Feel successful because they are providing support for others. • Build sight word recognition. • Know that authors write a variety of literary texts (e.g., stories, dramas, poetry). • Read text from a variety of text genres. • Choose books for independent reading. 		Vocabulary: <ul style="list-style-type: none"> • Activate background knowledge • Ask questions • Comprehension • Determine important ideas • Dramas • Infer • Poetry • Proficiently • Synthesize • Variety of genres • Visualize 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.4.10 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RL.4.10 ○ North Carolina Department of Public Instruction (dpi.nc.gov) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- [3-5 Choice Boards](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.](#)
- TeacherVision [requires a free account] (teachervision.com)
 - [4th Grade Reading and Literature Resources](#)
- **Activities**
 - During a shared reading, have the student use a graphic organizer (i.e., Venn diagram) to identify key events in the stories by placing the descriptive words in the appropriate position on the graphic organizer.
 - Have the student identify similarities in the setting and place those similarities on a graphic organizer (i.e., Venn diagram). The diagram should illustrate similarities in the setting.
 - Have the student answer questions to express feelings about a character in the story and indicate why.
 - Have the student describe the setting in two stories and decide if they are the same or different.
- **Videos**
 - YouTube by Marisa Gaalema
 - [4th Grade Shared Reading Demo](#)
 - YouTube by Mindset Teach
 - [Shared Reading Using Poetry](#)
 - YouTube by The Balanced Literacy Diet
 - [Chicka, Chicka, Boom, Boom: Shared Reading in Kindergarten](#)
 - YouTube by ISD833
 - [Primary Shared Reading](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.4.1 Identify details in an informational text.		A.RI.4.1.a Identify details in a familiar informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.1.a (A) Identify details in a familiar informational text.	A.RI.4.1.a (B) Identify a detail in a familiar informational text.	A.RI.4.1.a (C) Match a detail from a familiar informational text to the text.	
Real World Connections: <ul style="list-style-type: none"> • Use the index in the back of a book to find information about a topic. • Locate the beginning of a new chapter in a book. • Understand that important words or phrases are bolded. • Find their size on a clothing tag. 		Vocabulary: <ul style="list-style-type: none"> • Details • Evidence 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.4.1 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.4.1 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.4.1 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text (Lesson Plans). ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.4.1 Lesson Plans Templates ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.4.1: Fourth Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- [RI.4.1 4th Grade Reading Comprehension Worksheets](#)

- **Activities**

- After reading text about a famous person in history, each student will write a letter posing as that famous person to someone who historically had an impact on his/her life. Students will make explicit references to the text within the details of their writing and will draw inferences based on their reading to determine what to write. NOTE: This should be modeled whole group before students are expected to do this independently or in pairs.
- After reading about a person from history, students will work in pairs or groups to create an alternative history of what might have happened if this person had never been born. They must include explicit details and inferences from the text. They may present this as a reader's theater.
- After reading about a region or a state, students write a Top Ten list of the most important attributes about the region/state. Students should defend their judgments with information from the text.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Drawing Inferences from Text RI.4.1](#)
- YouTube by Engage^{ny}
 - [Grade 4 ELA: Making Inferences Using Details and the Main Idea RI.4.1](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text \(videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.4.2 Identify the main idea of a text when it is explicitly stated.		A.RI.4.2.a Identify the main idea of an informational text when it is explicitly stated.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.2.a (A) Identify the main idea of an informational text when it is explicitly stated.	A.RI.4.2.a (B) Identify ideas in an informational text when they are explicitly stated.	A.RI.4.2.a (C) Identify an idea in an informational text when it is explicitly stated.	
Real World Connections: <ul style="list-style-type: none"> Find the main idea in the title of the book. Locate certain items in the grocery store. Understand that an “open” sign on a door means that a business is open. 		Vocabulary: <ul style="list-style-type: none"> Details Explicitly Key Details Main Idea 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.4.2 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.4.2 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RI.4.2 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text (Lessons) Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.4.2 Lesson Plans Templates Big Learners (biglearners.com) <ul style="list-style-type: none"> RI.4.2: Fourth Grade English Language Arts Worksheets Tutorified (tutorified.com) <ul style="list-style-type: none"> RI.4.2 4th Grade Reading Comprehension Worksheets Activities 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- Students use graphic organizers to identify the main idea and supporting details from a given text. After they complete the task, they meet with a partner or small group and discuss and compare their organizers. Next, they create an organizer together, based on information from all and their discussion. Finally, using the organizer, they write a brief summary of the text. Small group, partner
- After reading a selected text, students create a 3, 2, 1. They provide 3 key details, 2 supporting ideas and the 1 main idea. Partner or individual
- The teacher lists several statements that could be the main idea of the assigned text. Before reading, students predict which statement is the main idea and defend their choice. (Use white boards). Students then read the text and either keep their first choice or change to a different main idea, indicating it on their white board. Students will defend their choices with information from the text. Suggestion: include some key details that are in the story, but not the main idea. Small group

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Main Idea -RI.4.2](#)
- YouTube by eSparkLearningVideos
 - [Determining Main Idea Instructional Video](#)
- YouTube by Bizaur
 - [Main Idea and Details](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text \(Videos\)](#).

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.4.3 Identify a detail that is related to an individual, event, or idea in a historical, scientific, or technical text.		A.RI.4.3.a Identify a detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.3.a (A) Identify a detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	A.RI.4.3.a (B) Match a detail to an individual, event, or idea in a historical, scientific, or technical text.	A.RI.4.3.a (C) Identify a detail in a historical, scientific, or technical text.	
Real World Connections: <ul style="list-style-type: none"> • Draw a picture of an event in history. • Put together a puzzle of the United States. • Use illustrations in a book to identify leaves collected in their yard. 		Vocabulary: <ul style="list-style-type: none"> • Details • Events • Historical • Ideas • Individuals • Scientific • Technical 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.4.3 Workbooks, Lesson Plans, and Games. ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.4.3 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.4.3 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text (Lessons). ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.4.3 Lesson Plans Templates ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.4.3: Fourth Grade English Language Arts Worksheets 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- Tutorified (tutorified.com)
 - [RI.4.3 4th Grade Reading Comprehension Worksheets](#)
 -
- **Activities**
 - As students read a historical text, have them make notes on a bookmark that has the words what and why on it. After completing the reading, each student retells what occurred in the text, using only his/her bookmark as a reference. Partner, individual
 - Have students use a cause and effect chart to record events from a text about a scientific discovery. Students record events that occurred (effect) and the reason they occurred (cause). They may then share their chart with other students and defend their choices, based on information from the text. Small group, partner
 - Have students read a procedural text and then create a quick draw or doodle art showing through illustrations and words, the correct sequence to achieve the task. Students then explain their work to a partner or small group. Small group, partner
- **Videos**
 - YouTube by Grannie Frannie
 - [4th grade Historical Texts](#)
 - YouTube by Gulfport School District
 - [ELA Grade RI.3.4 Historical Text](#)
 - YouTube by Bookworm Bonny
 - [“A Picture Book of Benjamin Franklin” By David Adler](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text \(Videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.4.4 Determine meaning of words in text.		A.RI.4.4.a Determine the meaning of words in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.4.a (A) Determine the meaning of words in an informational text.	A.RI.4.4.a (B) Match words from an informational text to their meanings.	A.RI.4.4.a (C) Determine the meaning of a word in an informational text.	
Real World Connections: <ul style="list-style-type: none"> Place a game piece on the “start” position when playing a board game. Find the exit in a building. Avoid walking in an area with a yellow sign indicating that the floor may be slippery. 		Vocabulary: <ul style="list-style-type: none"> Context Clues Figurative Language Informational text Text 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.4.4 Workbooks, Lesson Plans, and Games. Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.4.4 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RI.4.4 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area (Documents). Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.4.4 Lesson Plans Templates Big Learners (biglearners.com) <ul style="list-style-type: none"> RI.4.4: Fourth Grade English Language Arts Worksheets Tutorified (tutorified.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- [RI.4.4 4th Grade Reading Comprehension Worksheets](#)
- **Activities**
 - List the two or three key terms the teacher wants to be certain students understand. Have students justify the answer by defining each word and verifying the information using the text.
 - Have students exchange their exit slip or word web and evaluate each other's work. Have students discuss their conclusions. Teachers listen for use of valid arguments and accurate understanding of the terms.
 - Have students take domain specific words from a science or social study lesson and design a visual dictionary with a brief definition and an illustration or a labeled diagram.
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [Academic Words in Text - RI.4.4](#)
 - YouTube by eSparkLearningVideos
 - [Context Clues Instructional Video](#)
 - [Learning: Unknown Words](#)
 - YouTube by RHES Social Media
 - [ELA 3.4 Determine the Meaning of Words in a Text](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area \(Videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.4.5 Identify elements that are characteristic of informational texts.		A.RI.4.5.a Identify elements that are characteristic of informational texts.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.5.a (A) Identify elements that are characteristic of informational texts.	A.RI.4.5.a (B) Identify an element that is characteristic of informational texts.	A.RI.4.5.a (C) Repeat elements that are characteristic of informational texts.	
Real World Connections: <ul style="list-style-type: none"> Locate bolded words to find answers to questions at the end of a chapter in a textbook. Use the table of contents to find a chapter in a book. Look up a word in the dictionary. 		Vocabulary: <ul style="list-style-type: none"> Characteristic Elements Text Features Text Structure 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.4.5 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.4.5 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RI.4.5 Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.4.5 Lesson Plans Templates Big Learners (biglearners.com) <ul style="list-style-type: none"> RI.4.5: Fourth Grade English Language Arts Worksheets Tutorified (tutorified.com) <ul style="list-style-type: none"> RI.4.5 4th Grade Reading Comprehension Worksheets Activities 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Have students read a social studies text and then describe how the information is organized. Next, have them evaluate if this was the best format for organizing the information (e.g., chronology, comparison). Finally, ask student to suggest an alternative structure and why it might be a better way to present the information.
- Have students read an informational text and identify the structure(s) present in the information. Then ask them to defend their choice with information from the text demonstrating understanding of the structure chosen and why it is not one of the other structures.
- Have a small group of students to read from a social studies/science text, and then, as a group, decide the organization of structure of the information and create a group chart/collage that shows the overall structure and includes information from the text.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Text Organization RI.4.5](#)
- YouTube by Flocabulary
 - [The 5 Types of Text Structure](#)
- YouTube by Home School Helpers
 - [Analyzing Text Structures](#)
- Gulfport School District YouTube Channel (youtube.com/channel/UC_3QMKC5eEUrpBD_Sy3oJRA)
 - [RI.3.5 - Text Features in Informational Text, Part 1](#)
 - [RI.3.5 - Text Features in Informational Text, Part 2](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.5 Describe the overall structure \(e.g., chronology, comparison, cause/effect, problem/solution\) of events, ideas, concepts, or information in a text or part of a text \(Video\).](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.4.6 Compare one's own experience with a written account of the experience.		A.RI.4.6.a Identify a firsthand account of an event.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.6.a (A) Identify a firsthand account of an event.	A.RI.4.6.a (B) Recognize a firsthand account of something the students have done.	A.RI.4.6.a (C) Respond to a personal account of an event or topic.	
Real World Connections: <ul style="list-style-type: none"> • Understand that reporters write about things that have happened but most of the time they weren't there themselves. • Write in a journal about their firsthand experiences. • Differentiate between facts and opinions in social media posts. 		Vocabulary: <ul style="list-style-type: none"> • Firsthand • Perspective • Point of View • Primary Source • Secondary • Secondhand • Source 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.4.6 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.4.6 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.4.6 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided (Lessons). ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ RI.4.6: Fourth Grade English Language Arts Worksheets ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.4.6 4th Grade Reading Comprehension Worksheets • Activities 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Have students read a historical text from the point of view of a participant and from the point of view of someone who was not present. Then have them create a Venn diagram showing how the two texts are alike and different. Ask the students to cite specific examples from the text as well as general observations regarding point of view and perspective.
- Have the students read a first-hand account of a scientific discovery and a secondhand informational article about the same discovery. They then will write a letter to the person who made the discovery, asking to verify the second writer's information. The students will notice the differences citing specific examples between the writer and the scientist's information.
- Using newspaper articles, television clips or internet clips from a recent news event, have the students compare descriptions of an event from the reporter and from the actual participants of the event. Have the students make a graphic organizer with the differences in information and focus. They can also speculate on the reasons for the differences.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Firsthand and Secondhand Accounts RI.4.6](#)
- Khan Academy (khanacademy.com)
 - [First and Secondhand Accounts](#)
- YouTube by eSparkLearningVideos
 - [Comparing Firsthand and Secondhand Events](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided \(Videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.4.7 Answer questions about information presented visually or orally.		A.RI.4.7.a Answer questions about information presented visually or orally.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.7.a (A) Answer questions about information presented visually or orally.	A.RI.4.7.a (B) Identify information presented in a singular format (e.g., Select a word from choices to describe an illustration in the text.)	A.RI.4.7.a (C) Identify information as being presented visually or orally.	
Real World Connections: <ul style="list-style-type: none"> • Locate the exit in a building. • Use a legend to interpret a chart. • Place an order at a restaurant. 		Vocabulary: <ul style="list-style-type: none"> • Answers • Orally • Presented • Questions • Visually 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.4.7 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.4.7 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.4.7 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears (Lesson) ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.4.7 Lesson Plans Templates ○ Big Learners (biglearners.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- [RI.4.7: Fourth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [RI.4.7 4th Grade Reading Comprehension Worksheets](#)
- **Activities**
 - Have students read a biographical representation about an individual such as Martin Luther King, Jr. The have students place events from the information on a timeline.
 - Create a comic strip that illustrates a sequence of events from an informational text. Include conversation bubbles to promote further understanding of the text.
 - Locate a website that gives directions both in a diagram/animation form and written words. Have the students compare the two forms and explain how the visual information helps with understanding.
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [Interpreting Information Visually](#)
 - YouTube by eSparkLearningVideos
 - [Making Textual Connections](#)
 - [Using Illustrations to Understand Texts Instructional Video \(3.RI.7\)](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.7 Interpret information presented visually, orally, or quantitatively \(e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages\) and explain how the information contributes to an understanding of the text in which it appears \(Videos\)](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.4.8 Identify one or more reasons supporting a specific point in an informational text.		A.RI.4.8.a Identify one or more reasons supporting a specific point in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.8.a (A) Identify one or more reasons supporting a specific point in an informational text.	A.RI.4.8.a (B) Identify one reason supporting a specific point in an informational text.	A.RI.4.8.a (C) Match supporting reasons to a specific point in an informational text.	
Real World Connections: <ul style="list-style-type: none">Wash hands for 20 seconds after using the restroom to avoid spreading germs.Adhere to warning signs (e.g., beware of dog).Avoid walking in an area with a yellow sign indicating that the floor may be slippery.		Vocabulary: <ul style="list-style-type: none">ArgumentEvidenceExplainReasonsSupporting details	
Resources: <ul style="list-style-type: none">Websites, articles, and other collections<ul style="list-style-type: none">Better Lesson (betterlesson.com)<ul style="list-style-type: none">RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.Education.com [requires a free account](education.com)<ul style="list-style-type: none">RI.4.8 Workbooks, Lesson Plans, and GamesEngage^{ny} (engageny.org)<ul style="list-style-type: none">RI.4.8 Curriculum DocumentsNearpod [requires a free account](nearpod.com)<ul style="list-style-type: none">Resource Library for Mississippi Standard RI.4.8PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text (Lessons).Big Learners (biglearners.com)<ul style="list-style-type: none">RI.4.8: Fourth Grade English Language Arts WorksheetsTutorified (tutorified.com)<ul style="list-style-type: none">RI.4.8 4th Grade Reading Comprehension Worksheets			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- **Activities**

- Have students read about a historical event or famous person. Then have them write a diary entry as someone who viewed the event using facts from the text or as the famous person, again using facts from the text to support a particular point. Students are evaluated on identifying point of view and evidence.
- Have students read 2 conflicting viewpoints on a topic. Then have them take each viewpoint and list it at the top of a chart, then add evidence for each underneath. Finally, have them form their own conclusion, based on the evidence of the texts.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Supporting Points RI.4.8](#)
- YouTube by eSparkLearningVideos
 - [Using Textual Evidence Instructional Video \(4.RI.8\)](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text \(Lessons\)](#).

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.4.9 Compare details presented in two texts on the same topic.		A.RI.4.9.a Compare details presented in two texts on the same topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.9.a (A) Compare details presented in two texts on the same topic.	A.RI.4.9.a (B) Compare details presented in an informational text.	A.RI.4.9.a (C) Identify details presented in an informational text.	
Real World Connections: <ul style="list-style-type: none">• Compare the table of contents of two books to find information on a topic.• Find Mississippi on a wall map and in an atlas.• Pick out the generic brand of a favorite cereal.		Vocabulary: <ul style="list-style-type: none">• Compare• Connection• Details• Relationship	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.○ Education.com [requires a free account](education.com)<ul style="list-style-type: none">▪ RI.4.9 Workbooks, Lesson Plans, and Games○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ RI.4.9 Curriculum Documents○ Nearpod [requires a free account](nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RI.4.9○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably (Lessons).○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ RI.4.9: Fourth Grade English Language Arts Worksheets○ Tutorified (tutorified.com)<ul style="list-style-type: none">▪ RI.4.9 4th Grade Reading Comprehension Worksheets• Activities<ul style="list-style-type: none">○ Have students select a social studies or scientific topic (or are assigned one) and create key questions they would like answered. Allow them to use a variety of sources (minimum of two) to find the answers to these questions as well as additional information. Have them			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

document the sources and their notes. Then have them create a two to three minute presentation for the class on their topic and present it to the class. Pair, individual

- Have students select a state and read and learn about it from books, video clips on the Internet, magazines, and other sources. Then have them create a list of ten important facts about the state. Students can then make a poster with this information as well as a map of the state (This can be drawn or printed from another source). Line up the posters in order by region in the hall.
- Have students will read about a career they someday might like to have. Then have them find information on the Internet, from written text in a book or a magazine. After reading the two texts, ask them to create a collage with information about the job using words, diagrams, and pictures. Teachers evaluate students by using a rubric requiring a minimum of seven facts about the career.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Compare Text \(Informational\(RI.4.9\)\)](#)
- You Tube by eSparkLearningVideos
 - [Using Textual Evidence Instructional Video \(4.RI.8\)](#)
- Gulfport School District YouTube Channel (youtube.com/channel/UC_3QMKC5eEUrpBD_Sy3oJRA)
 - [RI.4.9 Compare and Contrast The treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably \(Videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
A.RI.4.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.		A.RI.4.10.a Illustrate what happened in an informational text from shared reading.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.4.10.a (A) Illustrate what happened in an informational text from shared reading.	A.RI.4.10.a (B) Recall what happened in an informational text from shared reading.	A.RI.4.10.a (C) Listen to the shared reading of an informational text.	
Real World Connections: <ul style="list-style-type: none"> Find the phases of the moon on a calendar. Label a map of the United States. Use a compass. 		Vocabulary: <ul style="list-style-type: none"> Engage Illustrate Listen Recall Understand 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.4.10 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.4.10 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RI.4.10 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (Document). Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.4.10 Lesson Plans Templates Big Learners (biglearners.com) <ul style="list-style-type: none"> RI.4.10: Fourth Grade English Language Arts Worksheets Tutorified (tutorified.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Informational Text

CONCEPT: Range of Reading and Level of Text Complexity

- [RI.4.10 4th Grade Reading Comprehension Worksheets](#)

- **Activities**

- Hold a State of Mississippi Learning Fair where each student researches a different topic about Mississippi. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information and citations. Students are evaluated on the information in their written document as well as their oral information during the fair. Other classes can visit and learn the information.
- Assign students a topic, given an amount of time to read about the topic in a variety of areas. Ask them to take notes and identify sources. They will then present a written or oral presentation on the assigned topic, such as an interesting area in geography, a local event in an area celebrating its heritage, or scientific discovery.
- Give students differing points of view via a text from history/social studies, science, and/or technical subjects. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text.

- **Videos**

- YouTube by Gulfport School District
 - [ELA Grade 4 RI 4 3 Technical Texts](#)
 - [ELA Grade 4 RI 4 3 RI 4 7 Historical Text](#)
- YouTube by eSparkLearningVideos
 - [Analyzing Cause and Effect Instructional Video \(4.RI.3\)](#)
 - [Using Textual Evidence Instructional Video \(4.RI.8\)](#)
 - [Integrating Information Instructional Video\(4.RI.9\)](#)
- YouTube by Engage^{ny}
 - [Grade 4 ELA: Making Inferences Using Details and the Main Idea RI.4.1](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range \(Videos\)](#)

There are no Alternate Standards for RF.4.1 or RF.4.2

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Foundational Skills
 CONCEPT: Phonics and Word Recognition

Standard	Performance Objectives	
A.RF.4.3 Use letter-sound knowledge to read words.	A.RF.4.3.a Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words. A.RF.4.3.b Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high- frequency rhymes). A.RF.4.3.c	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.RF.4.3.a (A) Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	A.RF.4.3.a (B) Apply letter-sound knowledge to identify the first letter in unfamiliar words.	A.RF.4.3.a (C) Apply letter-sound knowledge to identify the first letter in an unfamiliar word.
A.RF.4.3.b (A) Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high- frequency rhymes).	A.RF.4.3.b (B) Match single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high- frequency rhymes).	A.RF.4.3.b (C) Repeat single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high- frequency rhymes).
Real World Connections: <ul style="list-style-type: none"> • Improve written and oral communication. • Develop ability to decode. • Learn the connection between letters and sounds. • Learn that the sounds in spoken words relate to the patterns of letters in written words in predictable ways. • Combine their knowledge of print and sounds with their knowledge of language to read with meaning and enjoyment. 	Vocabulary: <ul style="list-style-type: none"> • Letter • Pattern • Rhyme • Sound • Spell 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Achieve the Core (achievethecore.org) <ul style="list-style-type: none"> ▪ Foundational Skills ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 		

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Foundational Skills

CONCEPT: Phonics and Word Recognition

- Education.com [requires a free account] (education.com)
 - [RF.4.3 Workbooks, Lesson Plans, and Games](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for CCSS Standard RF.4.3](#)
- Read Write Think (readwritethink.org)
 - [Phonological Awareness](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [RF 4.3 Lesson Plans Templates](#)
- **Activities**
 - Have the student apply letter-sound and word length knowledge to use first letter plus word length plus context to identify unfamiliar words.
 - When reading a new book, ask the student to identify an unfamiliar word using first letter (and its sound) plus context.
 - Give the student a choice of two symbols or words and ask them to select the word that best completes a sentence presented orally.
 - Ask the student to select from two picture cards the one that represents a word to complete a sentence.
- **Videos**
 - YouTube by Kid's Quest Learning
 - [Learning Letters and Sounds \(Beginning Sounds and Alphabet\)](#)
 - YouTube by Jack Hartmann Kids Music Channel
 - [Learning Letter Sounds | Version 2 | Alphabet Song for Kids | Phonics for Kids](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [Summer of Reading Collection](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Reading Foundational Skills
 CONCEPT: Fluency

Standard		Performance Objectives	
A.RF.4.4 Read words in text.		A.RF.4.4.a Read text comprised of familiar words with accuracy and understanding. A.RF.4.4.b Not applicable A.RF.4.4.c Use letter knowledge and context to support word recognition when reading.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RF.4.4.a (A) Read text comprised of familiar words with accuracy and understanding.	A.RF.4.4.a (B) Read text comprised of familiar words.	A.RF.4.4.a (C) Identify a familiar word.	
A.RF.4.4.c (A) Use letter knowledge and context to support word recognition when reading.	A.RF.4.4.c (B) Use letter knowledge to identify letters.	A.RF.4.4.c (C) Identify a letter.	
Real World Connections: <ul style="list-style-type: none"> • Sound out words consistently while reading. • Practice reading independently. • Find meaning in reading. • Discover reading material they find interesting. • Enjoy reading. 		Vocabulary: <ul style="list-style-type: none"> • Familiar • Letter • Read • Word 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Achieve the Core (achievethecore.org) <ul style="list-style-type: none"> ▪ Foundational Skills ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RF.4.4 Read with sufficient accuracy and fluency to support comprehension. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RF.4.4 Worksheets, Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RF.4.4.a ▪ Resource Library for Mississippi Standard RF.4.4.c ○ Read Write Think (readwritethink.org) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Reading Foundational Skills

CONCEPT: Fluency

- [Reading Fluency](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [RF.4.4 Lesson Plans Templates](#)
- **Activities**
 - Give the student age-appropriate text that includes both familiar and unfamiliar words then ask the student to answer comprehension questions based on the story.
 - Have an array of three different books placed in front of the student. When listening to a book on tape, ask the student to indicate which book goes with the story being read on tape.
 - When reading with a small group, pass a copy of the book from student to student as the teacher reads aloud.
- **Videos**
 - YouTube by Baby Nenes
 - [Sight Words to teach children how to read – Dolch Third grade list](#)
 - YouTube by Merci and Me
 - [English 3 Module 10: Reading Phrases, Sentences and Short Texts with Two-Syllable Words](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [Reading Foundational Skills: Fluency](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.4.1 With guidance and support, write opinions about topics or text.		A.W.4.1.a Select a topic or text and w an opinion about it. A.W.4.1.b List reasons to support the opinion. A.W.4.1.c Not applicable A.W.4.1.d Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.1.a (A) Select a topic and write an opinion about it.	A.W.4.1.a (B) Match a topic with an opinion.	A.W.4.1.a (C) Select a topic.	
A.W.4.1.b (A) List reasons to support the opinion.	A.W.4.1.b (B) Identify a reason to support an opinion.	A.W.4.1.b (C) Express agreement or disagreement with an opinion stated by another.	
Real World Connections: <ul style="list-style-type: none"> • Make decisions based upon their point of view. • Understand that other people have opinions that may differ from their own. • Embrace other people’s differences. • Advocate for themselves. 		Vocabulary: <ul style="list-style-type: none"> • Opinion • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.4.1.A Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ iPad App Debate: Persuasive Letter and Presentation ▪ Write an Opinion Text of Your Own Rules for Survival Using the book Bud, Not Buddy as a Guide ▪ Write to Vote Lesson ▪ Arresting Philippe Petit- Right or Wrong??? ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Persuasive Writing ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.4.1.a Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ▪ W.4.1.b Provide reasons that are supported by facts and details. ○ Share My Lesson [requires a free account] (sharemylesson.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [Persuasive Writing Frame - Save the Rainforests](#)
- K12 Reader (k12reader.com)
 - [Opinion/Persuasive Writing Prompts](#)
- Nearpod [requires a free account] [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard W.4.1.a](#)
 - [Resource Library for Mississippi Standard W.4.1.b](#)
- **Activities**
 - Model how to support an opinion.
 - Provide frequent opportunities for writing and dictating stories.
 - Provide opportunities to engage in shared, interactive, and independent writing.
 - After selecting dogs as the topic and stating an opinion (e.g., Dogs are friendly pets.), list reasons that make them friendly pets (e.g., play, cuddle, etc.).
 - After the teacher presents pictures of things from everyday life on an interactive whiteboard (e.g., bus, television, phone, etc.), have the student select the bus moving it to a box that says Important.
 - After a group brainstorming about what buses do, have the student use two of the ideas to write his or her own, “Go to school. Ride with friends.”
- **Videos**
 - YouTube by Teaching Without Frills
 - [Opinion Writing for Kids | Episode 1 | What Is It?](#)
 - YouTube by Nancy Fetzner
 - [Grade 4 Opinion Writing Lesson](#)
 - YouTube by Kimberly Stapf
 - [Opinion Writing Sentence Starters](#)
 - YouTube by Kathryn Clancy
 - [Opinion Writing - What is Opinion Writing](#)
 - [How Do We Support Our Opinions?](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.4.2 With guidance and support, write to share information supported by details.		A.W.4.2.a Select a topic and present about it including related visual, or multimedia information as appropriate. A.W.4.2.b List words, facts, or details related to the topic. A.W.4.2.c Not applicable A.W.4.2.d Not applicable A.W.4.2.e Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.2.a (A) Select a topic and present about it including related visual, or multimedia information as appropriate.	A.W.4.2.a (B) Select a topic and present about it.	A.W.4.2.a (C) Select a topic.	
A.W.4.2.b (A) List words, facts, or details related to the topic.	A.W.4.2.b (B) Match words, facts, or details related to the topic.	A.W.4.2.b (C) Match words related to the topic.	
Real World Connections: <ul style="list-style-type: none"> • Provide information about a topic. • Discover topics of interest. • Write about favorite topics • Understand that oral language is translated into written language. 		Vocabulary: <ul style="list-style-type: none"> • Detail • Fact • Multimedia • Topic • Visual • Word 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Primary Learning (primarylearning.org) <ul style="list-style-type: none"> ▪ W.4.2 Worksheets and Pintables ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ▪ What's Up with All that Jazz - Write a Song or Poem to Explain the Text Bud, Not Buddy ▪ Constructed Response Assessment on The Horned Toad Prince ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ▪ W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Education.com [requires a free account] (education.com)
 - [W.4.2.a Worksheets, Workbooks, Lesson Plans, and Games](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [W.4.2 Lesson Plan Templates](#)
- Teacher Vision [requires a free account] (teachervision.com)
 - [Fourth Grade Writing Activities Resources](#)
- Nearpod [requires a free account] [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard W.4.2.a](#)
 - [Resource Library for Mississippi Standard W.4.2.b](#)
- **Activities**
 - Have the student decide on a topic related to books read and locate related information on the Internet.
 - As the teacher names and points to each option, allow the student to choose a topic from a list of three, and then choose from a variety of objects and artifacts to use in a writing project.
 - After the teacher uses multimedia authoring tools to create a computer set-up that offers a choice of topics with each linked to a collection of images, videos, and sound clips that relate to the topic, allow the student to work with a peer to navigate through the set-up, first selecting a topic and then selecting several images, videos, and sound clips to use in a writing project.
 - Use multimedia authoring tools to create a computer set-up that offers a choice of topics with each linked to a collection of images, videos, and sound clips that relate to the topic. Then have the student use it to select a topic and then select several images, videos, and sound clips to use in a writing project on the topic.
- **Videos**
 - YouTube by Teaching Without Frills
 - [Informational Writing for Kids Playlist Episodes 1 - 8](#)
 - YouTube by GrammarSongs by Melissa
 - [Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea?](#)
 - YouTube by BrainPOP
 - [Main Idea](#)
 - YouTube by Educational Jar
 - [Main Idea and Supporting Details](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
<p>A.W.4.3 With guidance and support, write about events or personal experiences.</p>		<p>A.W.4.3.a Write about a personal experience including two events in sequence. A.W.4.3.b List words that describe an event or personal experience to use when writing about it. A.W.4.3.c Not applicable A.W.4.3.d Not applicable A.W.4.3.e Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.W.4.3.a (A) Write about a personal experience including two events in sequence.</p>	<p>A.W.4.3.a (B) Sequence events of a personal experience.</p>	<p>A.W.4.3.a (C) Identify an event of a personal experience.</p>	
<p>A.W.4.3.b (A) List words that describe an event or personal experience to use when writing about it.</p>	<p>A.W.4.3.b (B) Match words that describe an event or personal experience.</p>	<p>A.W.4.3.b (C) Match a word that describes an event or personal experience.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Retell events in the order of when they occurred. • Write in their journal. • Write about important events in their life. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • List • Match • Personal • Word 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.4.3.A Fourth Grade English Language Arts Worksheets ▪ W.4.3.B Fourth Grade English Language Arts Worksheets ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.4.3 Worksheets, Workbooks, Lesson Plans, and Games ○ Goal Book Pathways [requires an account] (goalbookapp.com) <ul style="list-style-type: none"> ▪ W.4.3 Narrative Writing ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- E-Reading Worksheets (ereadingworksheets.com)
 - [Narrative Essay Topics and Story Ideas](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [W.4.3 Lesson Plan Templates](#)
- Nearpod [requires a free account] [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard W.4.3](#)
- **Activities**
 - Have the student write a short narrative beginning by writing what the event was (e.g., go shopping) and including three events (e.g., Go to mall. Eat lunch. Buy a phone., etc.)
 - Ask the student to write about two events in sequence that happened during their school day.
 - After listening to a story, have the student put pictures of two events in the order they occurred in the story and then write a caption for each.
- **Videos**
 - YouTube by eSparkLearningVideos
 - [Describing Characters, Setting, and Events Framing Video \(4.RL.3 Quest 2\)](#)
 - YouTube by Mind Blooming
 - [Sequence of Events | English for Kids](#)
 - YouTube by Teaching without Frills
 - [Writing a personal narrative: Brainstorming a Story for Kids](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.4.4 With guidance and support, produce writing that expresses more than one idea.		A.W.4.4.a Produce writing that expresses more than one idea.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.4.a (A) Produce writing that expresses more than one idea.	A.W.4.4.a (B) Produce writing that expresses one idea.	A.W.4.4.a (C) Identify one idea from a familiar writing.	
Real World Connections: <ul style="list-style-type: none">• Organize thoughts on paper.• Write in a journal.• Write in their own words.		Vocabulary: <ul style="list-style-type: none">• Idea• Name• Write	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ W.4.4 Fourth Grade English Worksheets○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ W.4.4 Worksheets, Workbooks, Lesson Plans, and Games○ Goal Book Pathways [requires an account] (goalbookapp.com)<ul style="list-style-type: none">▪ W.4.4 Task, Purpose, and Audience○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.○ E-Reading Worksheets (ereadingworksheets.com)<ul style="list-style-type: none">▪ Narrative Essay Topics and Story Ideas○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ W.4.4 Lesson Plan Templates○ Nearpod [requires a free account] [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard W.4.4• Activities			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- Ask the student to write about a science topic including a topic sentence and then adding multiple sentences with details about the topic.
- Have the student write about a personal experience and include a beginning, middle, and end.
- Have the student to recall two events from a personal experience, write them, and then work with the teacher to determine which happened first.
- While working on putting together a visual schedule for the day, the teacher shows the student a symbol for an activity and says, “First, we have reading. Then, what do we do?” she holds up two symbols and the student selects the next activity, and the teacher writes each on a personal schedule (e.g., First, reading. Then, math.).
- **Videos**
 - YouTube by Speak Confident English
 - [Express Your Ideas in English – Clearly and Confidently](#)
 - YouTube by Nikki Swaine
 - [Source Writing Guided Lesson Elementary 4th Grade FSA Core Knowledge Write Bright](#)
 - YouTube by GrammarSongs by Melissa
 - [Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What is Main Idea?](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.4.5 With guidance and support, plan before writing and revise own writing.		A.W.4.5.a Plan before writing and revise own writing.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.5.a (A) Plan before writing and revise own writing.	A.W.4.5.a (B) Plan before writing.	A.W.4.5.a (C) Revise a writing.	
Real World Connections: <ul style="list-style-type: none"> • Revise a draft of a story that they have written. • Create an outline for a writing assignment. • Ask someone to proofread their writing. 		Vocabulary: <ul style="list-style-type: none"> • Plan • Revise • Write 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Goal Book Pathways [requires an account] (goalbookapp.com) <ul style="list-style-type: none"> ▪ W.4.5 Revising Drafted Writing ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.4.5 Fourth Grade English Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.4.5 Develop and strengthen writing as needed by planning, revising, and editing. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.4.5 Worksheets, Workbooks, Lesson Plans, and Games ○ Teachers Pay Teachers (teacherspayteachers.com) <ul style="list-style-type: none"> ▪ Writing Traits: Ideas and Details Brainstorming Graphic Organizer (free) • Activities <ul style="list-style-type: none"> ○ Show the student how to use a simple checklist when writing, 1. Brainstorm, 2. Write e-mail, 3. Read, 4. Add one related question, 5. Spellcheck. ○ Working with a group of peers, allow the students to brainstorm a list of words to use in own writing, write a draft, and after receiving peer feedback, use more of the words in the draft. 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- Have the student select writing from his or her own writing folder, share it with peers, and then revise it by adding more information based on the ideas provided by peers and elaborating details of existing information (e.g., color, size, shape of and object, etc.)
- After writing about a favorite story and being directed by the teacher to look in the book for more details, ask the student to add additional facts.
- Allow the student to add information to a drawing with peer assistance.
- **Videos**
 - YouTube by Bo Tie Guy and Wife
 - [What Does Good Writing Look Like – Educational Video for Elementary Students in Writing Instruction](#)
 - YouTube Video by Teaching Without Frills
 - [Writing a Personal narrative: Editing for Kids](#)
 - [Editing Your Writing for Kids - Video for Elementary Students](#)
 - YouTube by Audra Kahne
 - [CUPS Editing](#)
 - YouTube by Audra Kahne
 - [ARMS Revising](#)
 - YouTube by Mallory Unsell
 - [Revising & Editing 101](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.4.6 With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.		A.W.4.6.a Use technology, including the internet, to produce writing while interacting and collaborating with others.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.6.a (A) Use technology, including the internet, to produce writing while interacting and collaborating with others.	A.W.4.6.a (B) Use technology, including the internet, to produce writing.	A.W.4.6.a (C) Use technology, including the internet, to illustrate writing.	
Real World Connections: <ul style="list-style-type: none"> • Explore tools for drawing, writing, and self-expression. • Do homework on a computer. • Use Google Docs for group writing. • Enhance or emphasize text when writing (e.g., fonts, bold, italicized). • Spell-check a document. • Insert clipart into documents. 		Vocabulary: <ul style="list-style-type: none"> • Collaborating • Desktop • Interacting • Internet • iPad • Laptop • Produce • Smart Television • Technology • Write 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.4.6 English Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.4.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. ○ Teach Thought (teachthought.com) <ul style="list-style-type: none"> ▪ 10 Ideas for Using Technology to Teach Writing ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.4.6 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.4.6 Worksheets, Workbooks, Lesson Plans, and Games ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ To Be a Drum Read by James Earl Jones Storyline Online 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- YouTube by USA Testprep Channel
 - [Digital Tools](#)
- KQED [requires a free account] (kqed.org)
 - [18 Digital Tools and Strategies That Support Students' Reading and Writing](#)
- Goal Book Pathway (goalbookapp.com)
 - [W.4.6 Use Technology to Collaborate and Publish](#)
- **Activities**
 - Have the student assist a peer to produce and record a collaborative writing project.
 - Have the student use comic creation software to write and illustrate a story with a peer.
 - Provide the student with a comic software program and a peer to help write and illustrate a story.
 - Have the student use assistive technology to write back and forth with another student in a digital written conversation environment (e.g., e-mail, text message).
 - Allow the student to use an alternative keyboard while a peer uses a standard keyboard for the pair to work together in producing a collaborative writing project..
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [Videos - ELA Writing Using Technology to Produce and Publish](#)
 - YouTube by GreggU
 - [Using Technology for Collaboration in Writing](#)
 - YouTube by Catherine Fulford
 - [Using Technology to Support Collaborative Learning](#)
 - YouTube by Next Level Writing
 - [Top Five Tips for Editing Writing](#)
 - YouTube by Teaching without Frills
 - [Writing a Personal Narrative: Publishing for Kids](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.4.7 With guidance and support, gather information about a topic from two or more sources for a research project.		A.W.4.7.a Gather information about a topic from two or more sources for a research project.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.7.a (A) Gather information about a topic from two or more sources for a research project.	A.W.4.7.a (B) Gather information about a topic from one source for a research project.	A.W.4.7.a (C) Explore sources to gather information about a topic.	
Real World Connections: <ul style="list-style-type: none"> • Research information about a topic of interest. • Translate what is learned into text. • Look up resources for a research project. • Learn how to use research tools. 		Vocabulary: <ul style="list-style-type: none"> • Library • Research • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.4.7 English Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.4.7 Worksheets, Workbooks, Lesson Plans, and Games ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.4.7 Lesson Plan Template ○ YouTube by USA Testprep Channel <ul style="list-style-type: none"> ▪ Digital Tools ○ KQED [requires a free account] (kqed.org) <ul style="list-style-type: none"> ▪ 18 Digital Tools and Strategies That Support Students' Reading and Writing ○ Goal Book Pathway (goalbookapp.com) <ul style="list-style-type: none"> ▪ W.4.7 Use Technology to Collaborate and Publish • Activities 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Provide the student with screen reading software that reads the text on a webpage and ask the student to explore two or more websites to identify relevant information and then include that information in a group research project.
- Using two sources on tigers, have the student find out about where they live, what they eat, and how they live (e.g., in groups/families or alone) and use that information in a group research project.
- Have the student use a library book with accompanying video to find facts about a research topic and contribute that information to a group presentation on the topic.
- **Videos**
 - YouTube by Teaching Without Frills
 - [How to Write a Research Paper for Kids | Episodes 1 – 5 Playlist](#)
 - YouTube by The EdTech Show with Dan Spada
 - [Teaching Students How to Research](#)
 - YouTube by Siraj Raval
 - [How to Write a Research Paper](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.4.8 Recall and sort information from personal experiences or a topic into given categories.		A.W.4.8.a Recall and sort information from personal experiences or a topic into given categories.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.8.a (A) Recall and sort information from personal experiences or a topic into given categories.	A.W.4.8.a (B) Recall information from personal experiences or a topic into given categories.	A.W.4.8.a (C) Sort information from personal experiences or a topic into given categories.	
Real World Connections: <ul style="list-style-type: none">• Write upcoming events on a calendar.• Write a to do list.• Write thank-you notes.		Vocabulary: <ul style="list-style-type: none">• Category• Experience• Personal• Recall• Sort	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ W.4.8 English Worksheets○ Goal Book Pathway (goalbookapp.com)<ul style="list-style-type: none">▪ W.4.8 Gather Information from Sources○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ W.4.8 Worksheets, Workbooks, Lesson Plans, and Games○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ W.4.8 Lesson Plan Templates• Activities<ul style="list-style-type: none">○ Have the student recall information from a vacation to the beach on sticky notes and then sort the information into two self-selected categories (e.g., things done and things seen). Then, copy each category into a short list.			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Ask the student to recall things the group did in completing a science project on a whiteboard and then sort by dragging them into two self-selected categories (e.g., things the student did and things others did). Then, copy each category into a short list.
- Working with a teacher who writes down information as the student recalls it, have the student indicate in which category it belongs as the teacher rereads each piece of information.
- Allow the student to decide whether artifacts should be included in her remnant book.
- **Videos**
 - YouTube by Nikki Swaine
 - [Source Writing Guided Lesson Elementary 4th Grade FSA Core Knowledge Write Bright](#)
 - YouTube by Rock 2 the Core
 - [Categories Word Categories](#)
 - YouTube by hand2mind
 - [Sorting Words into Categories Literacy Lesson, Grade 1, Week 9, Day 3](#)
 - YouTube by AxelsonAcademy
 - [Categorizing](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
<p>A.W.4.9 With guidance and support, recall information from literary and informational text to support writing.</p>		<p>A.W.4.9.a Apply <i>MS AAAS of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story”).</p> <p>A.W.4.9.b Apply <i>MS AAAS of Grade 4 Reading Standards</i> to informational texts (e.g., “Use reasons and evidence supporting point in an informational text”).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.W.4.9.a (A) Apply <i>MS AAAS of Grade 4 Reading Standards</i> to literature (e.g., “Use details from text to describe a character in a story”).</p>	<p>A.W.4.9.a (B) Match details from a text to describe a character in a story.</p>	<p>A.W.4.9.a (C) Identify a character from a story.</p>	
<p>A.W.4.9.b (A) Apply <i>MS AAAS of Grade 4 Reading Standards</i> to informational texts (e.g., “Use reasons and evidence supporting point in an informational text”).</p>	<p>A.W.4.9.b (B) Recognize informational text.</p>	<p>A.W.4.9.b (C) Identify evidence supporting a particular point in the text.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Gather information on a favorite topic. • Make a list of their favorite books. • Find a book in the library. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Author • Character • Detail • Evidence • Informational Text • Point • Setting • Story 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.4.9.A English Worksheets ▪ W.4.9.B English Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.4.9.a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

[drawing on specific details in the text \[e.g., a character’s thoughts, words, or actions\].”\).](#)

- [W.4.9.b Apply grade 4 Reading standards to informational texts \(e.g., “Explain how an author uses reasons and evidence to support particular points in a text”\).](#)

- Education.com [requires a free account] (education.com)
 - [W.4.9 Worksheets, Workbooks, Lesson Plans, and Games](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [W.4.9 Lesson Plan Templates](#)
- Goal Book Pathway (goalbookapp.com)
 - [W.4.9 Write a Text Analysis](#)

- **Activities**

- After selecting multiple details from the story to describe a character’s words and actions, ask the student to compare the character to themselves.
- After selecting correct details from the story to describe a character, have the student write about them.
- Ask the student to use details from the story to create a written description of a character.
- After a shared reading of a familiar text, ask the student to type the describing words in a text and use the typed information to create a written description of the character.

- **Videos**

- YouTube by Geneisha Buggage
 - [Supporting Inferences About literary Text](#)
- YouTube by GLA At-Home Learning
 - [4th Grade ELA -Citing Text Evidence](#)
- YouTube by Houston Independent School District
 - [4th Grade Reading Writing Text Features in Informational Text Week of December 14 by Genevieve Butcher](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Range of Writing

Standard		Performance Objectives	
A.W.4.10 With guidance and support, write routinely for a variety of tasks, purposes, and audiences.		A.W.4.10.a Write routinely for a variety of tasks, purposes, and audiences.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.4.10.a (A) Write routinely for a variety of tasks, purposes, and audiences.	A.W.4.10.a (B) Write routinely.	A.W.4.10.a (C) Recognize a familiar writing.	
Real World Connections: <ul style="list-style-type: none">• Write name and date in classroom journal each day.• Make a list of supplies• Write their name o their personal items.		Vocabulary: <ul style="list-style-type: none">• Communication Folder• Journal• Name• Routine• Write	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ W.4.10 English Worksheets○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ W.4.10 Worksheets, Workbooks, Lesson Plans, and Games○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ W.4.10 Lesson Plan Templates○ Goal Book Pathway (goalbookapp.com)<ul style="list-style-type: none">▪ W.4.10 Write Routinely• Activities<ul style="list-style-type: none">○ Ask the student to write a note using descriptive words to include in the home-school notebook.○ Have the student send an e-mail to a friend that includes descriptive adjectives or other details about a recent activity.○ Have the student write labels to go with a display for a group research project.			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Writing

CONCEPT: Range of Writing

- Using a template with steps to follow, have the student send an e-mail to a friend.
- **Videos**
 - YouTube by Miacademy Learning Channel
 - [5 Steps of the Writing Process](#)
 - YouTube by How to Write in Grades 2-5 & Now Middle School
 - [How to Write in Grades – Narrative – Special Family Member](#)
 - YouTube by Easy Teaching
 - [Compare and Contrast | Reading Strategies | East Teaching](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.4.1 Engage in collaborative discussions.		<p>A.SL.4.1.a Contribute ideas from prior knowledge of a text during discussions about the same text.</p> <p>A.SL.4.1.b Carry out an assigned role in a discussion.</p> <p>A.SL.4.1.c Answer specific questions related to information in a discussion.</p> <p>A.SL.4.1.d Identify the key ideas in a discussion.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.4.1.a (A) Contribute ideas from prior knowledge of a text during discussions about the same text.	A.SL.4.1.a (B) Contribute an idea from prior knowledge of a text during discussions about the same text.	A.SL.4.1.a (C) Select an idea from prior knowledge of a text during discussions about the same text.	
A.SL.4.1.b (A) Carry out an assigned role in a discussion.	A.SL.4.1.b (B) Participate in a discussion.	A.SL.4.1.b (C) Listen during a discussion.	
A.SL.4.1.c (A) Answer specific questions related to information in a discussion.	A.SL.4.1.c (B) Answer a question related to information in a discussion.	A.SL.4.1.c (C) Select the answer to a question related to information in a discussion.	
A.SL.4.1.d (A) Identify the key ideas in a discussion.	A.SL.4.1.d (B) Identify a detail in a discussion.	A.SL.4.1.d (C) Repeat an idea in a discussion.	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Classroom discussions. • Discussions with family and friends. • Expressing a need or want to supportive adults. • Recalling information learned during a discussion. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Answer • Collaborate • Discuss • Discussion • Ideas • Identify 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Edutopia (www.edutopia.org) <ul style="list-style-type: none"> ▪ Teaching Your Students How to Have a Conversation ○ The Autism Helper (theautismhelper.com) <ul style="list-style-type: none"> ▪ Teaching Conversation Skills ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

[grade 4 topics and texts, building on others' ideas and expressing their own clearly.](#)

- Education.com [requires a free account] (education.com)
 - [SL.4.1 Worksheets, Workbooks, Lesson Plans, and Games](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [SL.4.1 Engage effectively in a range of collaborative discussions \(one-on-one, in groups, and teacher-led\) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [SL.4.1 Lesson Plan Templates](#)
- **Activities**
 - Practice conversations with supportive adults in the school building.
 - Tell about a special event.
 - Repeat details learned from a classroom discussion.
- **Videos**
 - YouTube by Jack Hartmann
 - [Be a Whole Body Listener](#)
 - YouTube
 - [Speaking and Listening Skills](#)
 - [Focus Lesson on Talk Moves](#)
 - YouTube by Edutopia
 - [Encouraging Academic Conversations with Talk Moves](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Speaking and Listening
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.4.2 Ask and answer questions about details from a text read aloud or information presented orally or through other media.		A.SL.4.2.a Collect details from a text read aloud. A.SL.4.2.b Ask questions about details from a text read aloud. A.SL.4.2.c Answer questions about details from a text read aloud.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.4.2.a (A) Collect details from a text read aloud.	A.SL.4.2.a (B) Collect a detail from a text read aloud.	A.SL.4.2.a (C) Select a detail from a text read aloud.	
A.SL.4.2.b (A) Ask questions about details from a text read aloud.	A.SL.4.2.b (B) Ask a question about details from a text read aloud.	A.SL.4.2.b (C) Ask a question about a text read aloud.	
A.SL.4.2.c (A) Answer questions about details from a text read aloud.	A.SL.4.2.c (B) Answer a question about details from a text read aloud.	A.SL.4.2.c (C) Select an answer to a question from a text read aloud.	
Real World Connections: <ul style="list-style-type: none"> • Following oral directions. • Recalling details of a story told by a classmate. • Asking for help when directions are given orally. • Asking questions about a story or other information that is read aloud. • Answering questions about a story or other information that is read aloud. 		Vocabulary: <ul style="list-style-type: none"> • Aloud • Answer • Ask • Details • Questions • Recall 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Scholastic Parents (www.scholastic.com) <ul style="list-style-type: none"> ▪ 7 Important Questions to Ask Your Child During Story Time ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ SL.4.2 Workbooks, Lesson Plans, and Games ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

[quantitatively, and orally.](#)

- Share My Lesson [requires a free account] (sharemylesson.com)

- [SL.4.2 Lesson Plan Templates](#)

- **Activities**

- Provide students with opportunities to hear stories or directions read aloud.
- Ask questions after reading aloud.
- Encourage students to ask their own questions after hearing information read aloud.
- Share videos of read-a-louds and have students ask and answer questions about what they heard.

- **Videos**

- YouTube by Teaching Without Frills
 - [Asking and Answering Questions](#)
- YouTube by Education Galaxy
 - [Reading - Ask and Answer Questions](#)

COURSE: Alternate English Language Arts Fourth Grade
 DOMAIN: Speaking and Listening
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.4.3 Identify a point that the speaker makes.		A.SL.4.3.a Restate information after hearing from a speaker.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.4.3.a (A) Restate information after hearing from a speaker.	A.SL.4.3.a (B) Match information heard from a speaker.	A.SL.4.3.a (C) Select information heard from a speaker.	
Real World Connections: <ul style="list-style-type: none"> Listening to teachers, families, or friends talk about a topic and recalling what was discussed. Restating a comment made by a classmate in a conversation. 		Vocabulary: <ul style="list-style-type: none"> Hear Information Listen Speak Speaker 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Scholastic Parents (www.sholastic.com) <ul style="list-style-type: none"> 7 Important Questions to Ask Your Child During Story Time. Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> Speaking and Listening in Content Area Learning Better Lesson (betterlesson.com) <ul style="list-style-type: none"> SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> SL.4.3 Worksheets, Workbooks, Lesson Plans, and Games PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> SL.4.3 Lesson Plan Templates Activities <ul style="list-style-type: none"> Provide students with opportunities to hear stories or directions read aloud. Ask questions after reading aloud. Share videos of read-a-louds and have students ask and answer questions about what they heard. Videos 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- YouTube by Teaching Without Frills
 - [Asking and Answering Questions](#)
 - [How to Retell a Story for Kids](#)
- YouTube by Education Galaxy
 - [Reading - Ask and Answer Questions](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.4.4 Retell a story or personal experience or recount a topic with supporting details.		A.SL.4.4.a Share a personal experience or topic using multiple details.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.4.4.a (A) Share a personal experience or topic using multiple details.	A.SL.4.4.a (B) Share a personal experience or topic using at least two details.	A.SL.4.4.a (C) Share a personal experience or topic using non-verbal communication.	
Real World Connections: <ul style="list-style-type: none"> • Sharing new information learned in a research project. • Telling friends about the weekend. • Sharing a story using many details. 		Vocabulary: <ul style="list-style-type: none"> • Details • Experience • Information • Personal • Share • Story • Tell • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Visual Imagery ○ Edutopia (Edutopia.org) <ul style="list-style-type: none"> ▪ Brain Movies: When Readers Can Picture It, They Understand It ○ Nancy Bailey’s Education Website (nancyebailey.com) <ul style="list-style-type: none"> ▪ Helping Students with Self-Expression ○ Firstcry Parenting (parenting.firstcry.org) <ul style="list-style-type: none"> ▪ Tips for Encouraging Young Children to Express Verbally ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard SL.4.4 ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ SL.4.4 Worksheets, Workbooks, Lesson Plans, and Games ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- Share My Lesson [requires a free account] (sharemylesson.com)
 - [SL.4.4 Lesson Plan Templates](#)
- **Activities**
 - Have students retell a story read during class.
 - Ask students to share a personal experience and provide as many details as they can remember.
 - Have students draw a recollection of a personal experience and include as many details as possible.
- **Videos**
 - YouTube by The Balanced Literacy Diet
 - [Visualize It!: Improving Comprehension through Visualizing Comparisons](#)
 - Study.com
 - [Clarifying While Reading: Lesson for Kids](#)
 - YouTube by Ms. Walsh's 3rd Grade
 - [How to Find the Main Idea and Key Details](#)
 - YouTube by Teaching Without Frills
 - [How to Retell a Story for Kids](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.4.5 Add audio recordings or visuals to a presentation about a personally relevant topic.		A.SL.4.5.a Record audio to share in a presentation. A.SL.4.5.b Choose pictures and share in a presentation.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.4.5.a (A) Record audio to share in a presentation.	A.SL.4.5.a (B) Record own voice to share in a presentation.	A.SL.4.5.a (C) Select recorded audio to share in a presentation.	
A.SL.4.5.b (A) Choose pictures and share in a presentation.	A.SL.4.5.b (B) Locate pictures to share in a presentation.	A.SL.4.5.b (C) Locate a picture to share in a presentation.	
Real World Connections: <ul style="list-style-type: none"> Showing connections between television and self-selected videos for presentation. Showing connections between radio or other audio and own recorded voice for the purposes of presentation. 		Vocabulary: <ul style="list-style-type: none"> Audio Locate Pictures Presentation Recording Video 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Read Write Think (readwritethink.org) <ul style="list-style-type: none"> Students as Creators: Exploring Multimedia Common Sense Education (commonsense.org) <ul style="list-style-type: none"> Best Classroom Tools for Presentations and Slideshows Better Lesson (betterlesson.com) <ul style="list-style-type: none"> SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. Share My Lesson [requires a free account] (sharemylesson.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [SL.4.5 Lesson Plan Templates](#)

- **Activities**

- Have students present using PowerPoint or other multimedia presentation software.
- Ask students to bring collectables or souvenirs to share as part of recorded audio or video presentation.

- **Videos**

- YouTube by Wanna Know
 - [Power Point Tutorial for Kids](#)
- YouTube by CraftyGirls
 - [How to Make a Video: Film and Edit Tips for Kids](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.SL.4.6 Differentiate between communication partners and contexts that call for formal and informal communication.		A.SL.4.6.a Differentiate between communication partners. A.SL.4.6.b Recognize when a context calls for formal or informal communication.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.4.6.a (A) Differentiate between communication partners.	A.SL.4.6.a (B) Recognize differences in communication partners.	A.SL.4.6.a (C) Listen to a communication partner.	
A.SL.4.6.b (A) Recognize when a context calls for formal or informal communication.	A.SL.4.6.b (B) Locate differences in formal or informal communication.	A.SL.4.6.b (C) Identify a communication partner as formal or informal.	
Real World Connections: <ul style="list-style-type: none"> Recognizing how friends communicate versus strangers. Speaking with friends. Speaking with community helpers. Using social cues to communicate appropriately. 		Vocabulary: <ul style="list-style-type: none"> Communication Community helper Familiar Family Formal Friend Informal Neighbor Partner Recognize Stranger 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> AssistiveWare (assistiveware.com) <ul style="list-style-type: none"> Communication Partner Skills for AAC Learners Better Lesson (betterlesson.com) <ul style="list-style-type: none"> SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- Share My Lesson [requires a free account] (sharemylesson.com)
 - [SL.4.6 Lesson Plan Templates](#)
- **Activities**
 - Practice talking with friends.
 - Practice talking with supportive adults or community helpers.
 - Hold discussions around how conversations with peers and adults sound differently.
- **Videos**
 - YouTube by Innoventure NMSU
 - [Innoventure Jr: Formal and Informal Communication](#)
 - YouTube by PGSD Schools
 - [4th Grade - Formal vs Informal Language](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.L.4.1 Demonstrate standard English grammar and usage when communicating.		A.L.4.1.a Use pronouns. A.L.4.1.b Combine common nouns with verbs, nouns, or pronouns in communication. A.L.4.1.c Not applicable A.L.4.1.d Use adjectives to describe people or objects. A.L.4.1.e Use common prepositions (e.g., to, from, in, out, on, off, by, with). A.L.4.1.f With support, produce simple sentence. A.L.4.1.g Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.4.1.a (A) Use pronouns.	A.L.4.1.a (B) Choose the correct pronoun when given three choices.	A.L.4.1.a (C) Pick the correct pronoun when given two choices.	
A.L.4.1.b (A) Combine common nouns with verbs, nouns, or pronouns in communication.	A.L.4.1.b (B) Use common nouns with verbs in communication.	A.L.4.1.b (C) Select a common noun when given two choices.	
A.L.4.1.d (A) Use adjectives to describe people or objects.	A.L.4.1.d (B) Choose the object or picture that represents the adjective given, from three choices.	A.L.4.1.d (C) Match the object or picture of an adjective to a given object or picture from two choices.	
A.L.4.1.e (A) Use common prepositions (e.g., to, from, in, out, on, off, by, with).	A.L.4.1.e (B) Choose the common preposition when given three choices.	A.L.4.1.e (C) Pick the common preposition when given two choices.	
A.L.4.1.f (A) With support, produce simple sentence.	A.L.4.1.f (B) Communicate in two to three word phrases.	A.L.4.1.f (C) Repeat a simple two to three word sentence.	
Real World Connections: <ul style="list-style-type: none"> • Speak English fluently and confidently. • Speak clearly and avoid errors that sound strange. • Avoid confusing your friends and acquaintances. • Order meals at a restaurant. • Effectively get original thoughts and ideas out to others. 		Vocabulary: <ul style="list-style-type: none"> • Adjective • Common nouns • Common preposition • Communication. • Nouns • Pronouns • Pronouns. • Verbs 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.](#)
- Education.com [requires a free account](education.com)
 - [L.4.1.a Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.4.1.b Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.4.1.d Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.4.1.e Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.4.1.f Worksheets, Workbooks, Lesson Plans, and Games](#)
- Engage^{ny} (engageny.org)
 - [L.4.1 Curriculum Documents](#)
- Nearpod [requires a free account](nearpod.com)
 - [Resource Library for Mississippi Standard L.4.1.e](#)
 - [Resource Library for Mississippi Standard L.4.1.g](#)
- Share My Lesson [requires a free account](sharemylesson.com)
 - [L.4.1 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
 - [L4.1.a Fourth Grade English Language Arts Worksheets](#)
 - [L4.1.b Fourth Grade English Language Arts Worksheets](#)
 - [L4.1.d Fourth Grade English Language Arts Worksheets](#)
 - [L4.1.e Fourth Grade English Language Arts Worksheets](#)
 - [L4.1.f Fourth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.4.1 Relative Pronouns](#)
 - [L.4.1.c Adjectives](#)
 - [L.4.1.b Verb Tense](#)
 - [L.4.1.d Verb Conjugations](#)
 - [L.4.1.e Prepositional Phrases](#)
 - [L.4.1.f. Writing Complete Sentences](#)
- **Activities**
 - Give students sentence strips with missing nouns (blanks) to fill in. Then using manipulatives have them select words to fill in the blanks.
 - Read a short story to the student. Model creating a two door book. Fold a piece of paper in half and cut up the middle of one of the sides to the fold to create two flaps. Have the student right the word “noun” on the left flap and “verb” on the right flap. Then as you reread each sentence, have the student identify words (nouns and verbs) that match and write them under the correct flap.

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- Use graphic organizers to help students understand how different words are classified, as well as keeping them on task and on topic when formulating sentences and paragraphs of their own.
- Publish students writing in a real book, to demonstrate to them not only the importance of grammar, but the impact of thoroughly understanding the rules of language and applying them effectively to get their own original thoughts and ideas out in the world.
- Develop posters and other classroom decorations to help remind students of basic grammar rules and provide a quick and easy guide to refer to when practicing writing.
- **Videos**
 - YouTube by Periwinkle
 - [Parts of Speech | English Grammar Grade 4](#)
 - [Conjunctions | Easy Grammar for Kids | Grade 4](#)
 - [Phrases and its Types | English Grammar | Grade 4](#)
 - [Clauses | Grammar for Kids | Grade 4](#)
 - [Formation of Adjectives | Easy Grammar for Kids | Grade 4](#)
 - Khan Academy (khanacademy.org)
 - [Grammar | Arts and humanities](#)
 - We Are Teachers (weareteachers.com)
 - [The Best YouTube Videos for Teaching Parts of Speech](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking \(Videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

Standard		Performance Objectives	
A.L.4.2 Demonstrate understanding of conventions of standard English.		A.L.4.2.a Capitalize the first word in a sentence. A.L.4.2.b Not applicable A.L.4.2.c Not applicable A.L.4.2.d Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns. A.L.4.2.e	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.4.2.a (A) Capitalize the first word in a sentence.	A.L.4.2.a (B) Choose the sentence with the first word capitalized.	A.L.4.2.a (C) Point to the capital letter in the first word in the sentence.	
A.L.4.2.d (A) Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.	A.L.4.2.d (B) Spell three letter words phonetically using letter manipulatives.	A.L.4.2.d (C) Find the first letter of a word when given two letter manipulatives.	
Real World Connections: <ul style="list-style-type: none"> Communicate clearly to get what you want. Describe and report on oneself and the world Have messages clearly understood. Describe what you are feeling. Understand the rules of language and apply them effectively to get original thoughts and ideas out to others. 		Vocabulary: <ul style="list-style-type: none"> Capitalize Common spelling patterns Conventions of standard English Letter sound relationships Manipulatives Phonetically 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Touch-type Read & Spell (readandspell.com) <ul style="list-style-type: none"> How to teach spelling words Education and Behavior (Educationandbehavior.com) <ul style="list-style-type: none"> Parents Can Try Any of These 11 Strategies to Help a Child Struggling with Spelling Better Lesson (betterlesson.com) <ul style="list-style-type: none"> L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> L.4.2.a Worksheets, Workbooks, Lesson Plans, and Games 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- [L.4.2.d Worksheets, Workbooks, Lesson Plans, and Games](#)
- Engage^{ny} (engageny.org)
 - [L.4.2 Curriculum Documents](#)
- Nearpod [requires a free account](nearpod.com)
 - [Resource Library for Mississippi Standard L.4.2.a](#)
 - [Resource Library for Mississippi Standard L.4.2.d](#)
- Share My Lesson [requires a free account](sharemylesson.com)
 - [L.4.2 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
 - [L.4.2 Fourth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.4.2 Punctuating Appositives](#)
 - [L.4.2.a Punctuation](#)
 - [L.4.2.d Spelling](#)
- **Activities**
 - Provide students an overview of basic capitalization rules. Make cue cards and practice saying them together. The following items get capitalized:
 - First word in a sentence
 - Proper nouns, including people, cities, holidays, organizations, and places (Bob and Mary live in the Pacific Northwest and celebrate Christmas there.)
 - The pronoun "I"
 - Days and months of the year
 - Proper adjectives like French or African
 - Words used as names and titles, like Mom (when addressing you mother, as if it were her name) and General (such as General Colin Powell)
 - The first word used when opening or closing a letter, like Dear friends or Yours truly
 - The main words in a title, like Harry Potter and the Half Blood Prince or Little House on the Prairie
 - Historical events, eras or documents like the Declaration of Independence or the Stone Age
 - Letters and abbreviations that stand for names or organizations, like J. K. Rowling or the ASPCA (American Society for the Prevention of Cruelty to Animals)
 - The first word in each line of poetry
 - Reinforce the rules. Provide students with several activities to help them master capitalization. Repetition is key in this kind of learning.
 - Work capitalization into daily grammar activities at the beginning or end of each day.

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Speaking and Listening

CONCEPT: Presentation of Knowledge and Ideas

- Have student practice editing using a brief story that does not have any capitalization. Either project it to the whiteboard or copy and paste it to a worksheet to print and distribute to students. Make it clear that this is a worksheet activity rather than a test. Tell student their mission is to find all of the words in the text that should be capitalized. Let them know how many words need capital letters. Give them 15 to 20 minutes to work through the text, then go over the answers with them in class.
- Use the seven-step spelling routing to help student learn regularly spelled words:
 - Say the word.
 - Blend the sounds.
 - Identify the number of sounds.
 - Identify the individual sounds.
 - Spell the word.
 - Blend and check the spelling.
 - Repeat
- **Videos**
 - Understood (understood.org)
 - [Spelling regular words: An evidence-based literacy strategy](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing \(Videos\)](#)
 - YouTube by Homeschool Pop
 - [Capitalization Rules | Classroom Language Arts Video](#)
 - You Tube by Macbeth Academy
 - [Grammar for Kids: Capitalization](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

Standard		Performance Objectives	
A.L.4.3 Use language to achieve desired outcomes when communicating.		A.L.4.3.a Use language to express emotion. A.L.4.3.b Not applicable A.L.4.3.c Communicate effectively with peers and adults.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.4.3.a (A) Use language to express emotion.	A.L.4.3.a (B) Choose an emotion given from three pictures.	A.L.4.3.a (C) Match the picture to an emotion given, from two choices.	
A.L.4.3.c (A) Communicate effectively with peers and adults.	A.L.4.3.c (B) Communicate effectively with peers and adults by answering questions.	A.L.4.3.c (C) Respond to adults and peers with a one word utterance.	
Real World Connections: <ul style="list-style-type: none"> • Communicate clearly and effectively to get what you want. • Describe and report on oneself and the world • Have messages clearly understood. • Speak fluently and confidently. • Speak clearly and avoid errors that sound strange. • Avoid confusing friends and acquaintances by miscommunicating.. 		Vocabulary: <ul style="list-style-type: none"> • Desired • Emotion • Express • Peers 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ L.4.3.a Worksheets, Workbooks, Lesson Plans, and Games ▪ L.4.3.c Worksheets, Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ L.4.3 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard L.4.3.c ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (Lesson). ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ L.4.3 Lesson Plans Templates 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

- Big Learners (biglearners.com)
 - [L.4.3.a Fourth Grade English Language Arts Worksheets](#)
 - [L.4.3.c Fourth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.4.3.a Conveying Ideas with Words and Phrases](#)
- **Activities**
 - When teaching, peak slowly, clearly, and naturally. If your pace tends to be fast, focus on ensuring that each syllable is clear, rather than trying to speak slowly. Try using shorter sentences. Ask your students to signal you if you are speaking too quickly.
 - Face your students and avoid putting your hand in front of your face. People sometimes want to see the face and lips of person they are struggling to understand.
 - Turn off machines that create background noise. Ask administrators to avoid placing classrooms with students with learning disabilities next to noisy classrooms such as the gym.
 - Be careful when you use idioms such as "caught with your pants down" or "back seat driver." Students may not understand these expressions or may take them literally. ELL students may also have reactions to these phrases that are specific to their culture.
- **Videos**
 - YouTube by Kreative Leadership
 - [Guess and Learn EMOTIONS and FEELINGS for Kids PART 1](#)
 - [Guess and Learn EMOTIONS and FEELINGS for Kids PART 2](#)
 - You Tube by Easy English
 - [Feelings and emotions vocabulary](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. \(Lessons\).](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

Standard		Performance Objectives	
A.L.4.4 Demonstrate knowledge of word meanings.		<p>A.L.4.4.a Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.</p> <p>A.L.4.4.b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).</p> <p>A.L.4.4.c Not applicable</p> <p>A.L.4.4.d</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.4.4.a (A) Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.	A.L.4.1.a (B) Choose the missing word to complete the sentence when given three choices during a read aloud.	A.L.4.1.a (C) Point to the missing word in a sentence from two choices during a read aloud.	
A.L.4.4.b (A) Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	A.L.4.1.c (B) Add <i>-s</i> and <i>-ing</i> to a word and use it appropriately.	A.L.4.1.c (C) Repeat a word ending in <i>-s</i> and <i>-ing</i> .	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Improve comprehension • Improve listening, speaking, writing, reading by learning the meanings of unknown words. • Improve the ability to say what one means. • Understand what other people are trying to communicate. • Boost the power of persuasion. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Context • Clue • Frequently occurring • Guide • Root words • Word endings 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ L.4.4.a Worksheets, Workbooks, Lesson Plans, and Games ▪ L.4.4.b Worksheets, Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

- [L.4.4 Curriculum Documents](#)
- Nearpod [requires a free account](nearpod.com)
 - [Resource Library for Mississippi Standard L.4.4.a](#)
 - [Resource Library for Mississippi Standard L.4.4.b](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies \(Documents\).](#)
- Share My Lesson [requires a free account](sharemylesson.com)
 - [L.4.4 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
 - [L.4.4.a Fourth Grade English Language Arts Worksheets](#)
 - [L.4.4.b Fourth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.4.4.a Context Clues](#)
- **Activities**
 - Every Monday give your students a list of words that you have written on the board. Then students need multiple and various exposures to these words before they fully understand the words and can apply them. They need also to learn words in context, not stand alone lists that come and go each week. Students learn words in context, or implicitly, by reading, then reading some more.
 - Ask each student to create a chart where he/she writes down words of choice, and rates each one as "know it," "sort of know it," or "don't know it at all." Then, on the same paper, have them write a definition or "my guess on meaning" for the words they know and kind of know (No dictionaries!) Before they turn in these pre-reading charts, be sure to emphasize this is not about "being right" but that they are providing you with information to guide next steps in class vocabulary instruction. Before they turn in these pre-reading charts, be sure to emphasize this is not about "being right" but that they are providing you with information to guide next steps in class vocabulary instruction.
 - Use direct vocabulary instruction (Robert Marzano's method):
 - Explain a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).
 - Have students restate or explain the new word in their own words (verbally and/or in writing).
 - Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).
 - Engage student in activities to deepen their knowledge of the new word (compare words, classify terms, write their own analogies and metaphors).
 - Have students discuss the new word (pair-share, elbow partners).
 - Allow students to periodically play games to review new vocabulary (Pyramid, Jeopardy, Telephone).
- **Videos**
 - YouTube by eSparkLearningVideos

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Knowledge and Language

- [Unknown Words Instructional Video](#)
- Turtlediary.com (turtlediary.com)
 - [How to Use Dictionary](#)
- Khan Academy (khanacademy.org)
 - [Using context clues to figure out new words | Reading](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies \(Videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.4.5 Demonstrate understanding of word relationships and use.		A.L.4.5.a Not Applicable A.L.4.5.b Identify common idioms (e.g., no way, not a chance, you bet). A.L.4.5.c Demonstrate understanding of opposites. A.L.4.5.d	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.4.5.b (A) Identify common idioms (e.g., no way, not a chance, you bet).	A.L.4.5.b (B) Use two known idioms appropriately.	A.L.4.5.b (C) Use one known idiom appropriately with prompting.	
A.L.4.5.c (A) Demonstrate understanding of opposites.	A.L.4.5.c (B) Match three sets of opposites.	A.L.4.5.c (C) Match one set of opposites.	
Real World Connections: <ul style="list-style-type: none"> • Improve communicating thru the use of idioms. • Make communication more colorful by understanding idioms and other word relationships. • Improve the ability to say what one means. • Boost the power of persuasion. 		Vocabulary: <ul style="list-style-type: none"> • Common • Idioms • Opposites • Word relationships 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ L.4.5.b Worksheets, Workbooks, Lesson Plans, and Games ▪ L.4.5.c Worksheets, Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ L.4.5 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard L.4.5.b ▪ Resource Library for Mississippi Standard L.4.5.c ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (Document) ○ Big Learners (biglearners.com) 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [L.4.5.b Fourth Grade English Language Arts Worksheets](#)
- [L.4.5.c Fourth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.4.5. Adding Alliteration](#)
 - [L.4.5.c Synonyms](#)
- **Activities**
 - Using a big book or read aloud book, model identifying words that are opposites. Mark these places in the text with a sticky note/arrow/dot. Explain how the word convey opposing things. After modeling, students use this strategy in a shared reading and small group setting, still incorporating the explanation of how the marked words are opposites.
 - Have students act out their understanding of idioms (e.g., no way, not a chance, you bet).
 - After reading a story that incorporates idioms, have “That reminds me...” Time. Students share idioms they remember from the story that remind them of other sayings and explain the relation they see between them.
- **Videos**
 - YouTube by GrammarSongs by Melissa
 - [Idioms | Award Winning Teaching Video | What Is an Idiom? | Figurative Language](#)
 - YouTube by Homeschool Pop
 - [Idioms for Kids](#)
 - YouTube by Emma Grace
 - [English Lesson #6 | 10 Common Idioms - Examples & Meanings Part 1](#)
 - [English Lesson #7 | 10 Common Idioms - Examples & Meanings Part 2](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings \(Videos\).](#)

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.4.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.		A.L.4.6.a Use words that I have learned from conversations, shared reading, and specific activities.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.4.6.a (A) Use words that I have learned from conversations, shared reading, and specific activities.	A.L.4.6.a (B) Select a new word that I have learned from conversations and shared reading, from three picture choices.	A.L.4.6.a (C) Pick a new word that I have learned from two picture choices.	
Real World Connections: <ul style="list-style-type: none"> Understand technical or jargon words important in particular subjects. Use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening. 		Vocabulary: <ul style="list-style-type: none"> Conversations Domain specific words Jargon Idioms 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). Education.com [requires a free account](education.com) <ul style="list-style-type: none"> L.4.6 Worksheets, Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> L.4.6 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard L.4.6 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) (Documents). Tutorified (tutorified.com) <ul style="list-style-type: none"> L.4.6. Action, Emotion, or States of Being 			

COURSE: Alternate English Language Arts Fourth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- **Activities**

- Use vocabulary resources that have sections on domain-specific words from many subjects, including science, math, and social studies.
- Create a simple graphic organizer for students when studying idioms. Select 10 vocabulary words as a key to achieving the learning goal. Give students the graphic organizer in booklet form. On Monday, model how to complete the organizer for one word and then they have the rest of the week to finish the other remaining words. Give them the choice of working solo or with their computer partner.
- Select several words to teach. Use strategies to engage students in word study. Help them come up with their own definitions.
- Teach student morphological strategies to figure out words they do not know, in addition to context-clue strategies.
- Highlight and use a word wall and have student use and apply vocabulary words regularly.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being \(e.g., quizzed, whined, stammered\) and that are basic to a particular topic \(e.g., wildlife, conservation, and endangered when discussing animal preservation\) \(Videos\).](#)
- Understood for All Inc. (understood.org)
 - [Vocabulary words: An evidence-based literacy strategy](#)
- Vimeo by TC Reading and Writing Project ([Vimeo.com/tcrwp](https://vimeo.com/tcrwp))
 - [Whole Class Instruction to Teach Students to Use Domain- Specific Vocabulary Within Information Writing \(K-2\)](#)
- LearnZillion [requires a free account] (learnzillion.com)
 - [Determine the meaning of domain-specific words](#)

Teacher Resource Guide for MS AAAS for Alternate English Language Arts Fifth Grade

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

A.RL.5.1 Identify words in the text to answer a question about explicit information.	A.RL.5.1.a • Identify words in the text to answer a question about explicit information.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.RL.5.1.a (A) Identify words in the text to answer a question about explicit information.	A.RL.5.1.a (B) Answer a question about a familiar text.	A.RL.5.1.a (C) Recall a detail in a familiar text.
Real World Connections: <ul style="list-style-type: none">• Link the meanings of words to explicit information in a text.• Use self-questioning while reading to monitor their understanding of a story.• Refer explicitly to the text as the basis for their answers to questions about the text.	Vocabulary: <ul style="list-style-type: none">• Accurately• Details• Explicit• Infer• Inferences• Questioning• Self-questioning	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Understood (understood.org)<ul style="list-style-type: none">▪ Explicit instruction: What you need to know○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.5.1 Workbooks, Lesson Plans, and Games○ K6edu (k6edu.com)<ul style="list-style-type: none">▪ 5th Grade Language Art Lesson Plans○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for CCSS Standard RL.5.1○ North Carolina Department of Public Instruction (dpi.nc.gov)<ul style="list-style-type: none">▪ 3-5 Choice Boards○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ Literature – Grade 5: Key Ideas and Details○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.5.1 Lesson Plans Templates○ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none">▪ 5th Grade Reading Resources		

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- **Activities**

- When you are planning the lesson, name what you expect student to learn by the end of the lesson. Make sure that this objective build on prior learning and that your students know what the objective is.
- Have students select from choices the picture of a character from the story in response to a question. Also, ask them to answer questions about the setting of the story, pointing to illustrations in the text to show the answer.
- After shared reading, ask students to identify the traits, motivations, or feeling of characters in the story.
- Break the information into chunks into easy-to-follow steps to reduce the demand on students' working memory.
- Explain or demonstrate the skill in the same way students will practice it. Use language that is clear, concise, and consistent. Focus on the most critical parts of the content you are teaching. As you are modeling, do a think-aloud of what's going on in your mind.

- **Videos**

- YouTube by eSparkLearningVideos
 - [Ask and Answer Questions Instructional Video](#)
- YouTube by mrsniradale
 - [Explicit & Implicit Meaning in the Text](#)
- Khan Academy (khanacademy.org)
 - [Making inferences in informational texts | Reading](#)
- YouTube by Center for Dyslexia MTSU
 - [Why Explicit Instruction?](#)
- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Literature - Drawing Inferences in Literature - RL.5.1](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.5.2 Identify the central idea or theme of a story, drama, or poem.		A.RL.5.2.a Identify the central idea or theme of a story, drama, or poem.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.2.a (A) Identify the central idea or theme of a story, drama, or poem.	A.RL.5.2.a (B) Identify the central idea of a familiar story.	A.RL.5.2.a (C) Identify details from a familiar story.	
Real World Connections: <ul style="list-style-type: none"> • Share a favorite story or poem with a peer. • Use the moral of a story to guide personal decisions. • Focus on meaning when choosing independent reading material. 		Vocabulary: <ul style="list-style-type: none"> • Central idea • Determine • Drama • Events • Key details • Lesson • Moral • Poem • Recount • Retell • Story • Summarize • Theme 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text (Lesson Plans). ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.5.2 Workbooks, Lesson Plans, and Games ○ K6edu (k6edu.com) <ul style="list-style-type: none"> ▪ Main Idea & Supporting Details Graphic Organizer ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RL.5.2 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ Literature – Grade 5: Key Ideas and Details ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RL.5.2 Lesson Plans Templates ○ TeacherVision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> ▪ Main Idea and Supporting Details Resources 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- **Activities**

- Have the student select from choices the picture of a character from the story in response to the question, “Who got a new puppy?”
- Ask the student questions about the setting of a story, pointing to illustrations in the text to show the answer.
- Allow the student to answer a question by pointing to picture/word.
- After repeated shared readings of a book about a class activity, ask the student to select the correct object when asked, “What did we make?”
- After determining the main idea, ask the student to identify the theme from an array of choices.
- Give the student a story that teaches a lesson like “be nice to others” and ask the student to identify “being nice” as the theme of the story.
- After a shared reading, ask the students to state the main idea.
- After hearing a text, ask the student to select an object or picture from choices that goes with the central idea.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text \(Videos\).](#)
- YouTube by Teaching Without Frills
 - [Asking and Answering Questions: Reading Literature](#)
- YouTube by Kelsey Roy
 - [Central Idea & Theme](#)
- YouTube by Engage^{ny}
 - [Grade 5 ELA: Theme of a Story RL.5.2](#)
- Khan Academy (khanacademy.org)
 - [Understanding Theme | Reading](#)
- YouTube by eSparkLearningVideos
 - [Determining Theme Instructional Video](#)
- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Literature – Determining Theme - RL.5.2](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RL.5.3 Compare two characters in a familiar story.		A.RL.5.3.a Compare two characters in a familiar story.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.3.a (A) Compare two characters in a familiar story.	A.RL.5.3.a (B) Identify words that describe a main character from a familiar story.	A.RL.5.3.a (C) Identify a character from a familiar story.	
Real World Connections: <ul style="list-style-type: none"> • Describe a friend’s character traits to others. • Think more deeply about the characters in a story. • Understand how characters influence the plot of a story. • Make inferences about characters in a story based on their various traits. 		Vocabulary: <ul style="list-style-type: none"> • Character • Climax • Compare • Conflict, • Describe • Drama • Hero • Main character • Minor character • Plot • Resolution • Setting • Villain 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.5.3 Workbooks, Lesson Plans, and Games ○ K6edu (k6edu.com) <ul style="list-style-type: none"> ▪ Editable Graphic Organizer Venn-Diagram ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RL.5.3 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) (Document). ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RL.5.3 Lesson Plans Templates ○ TeacherVision [requires a free account] (teachervision.com) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Key Ideas and Details

- [Character Traits List & Examples](#)

- [Character Venn Diagram](#)

- [The Donkey and the Dog](#)

- **Activities**

- After a shared reading, have the students identify the traits, motivations, or feelings of each character in a story and use a Venn Diagram to show how they compare and contrast.
- After a shared reading ask the students “Which character did you like in the story?” and support the answer by given traits of each character identified.
- Have students draw picture to illustrate different characters in a story.
- Make a graphic organizer and have the students identify similarities and differences in the characters in a story by placing the descriptive words in the appropriate position on the graphic organizer.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text \(e.g., how characters interact\) \(Videos\).](#)
- YouTube by eSparkLearningVideos
 - [Compare and Contrast Characters in a Story Instructional Video](#)
- YouTube by McGraw Hill PreK-12
 - [How to Teach Students to Compare and Contrast](#)
- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Literature – Comparing Characters, settings, and Events RL.5.3](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.5.4 Determine the meaning of words and phrases as they are used in a text (e.g., bare, bear, their, there, to, two).		A.RL.5.4.a Determine the intended meaning of multi-meaning words in a text (e.g., bare, bear, their, there, to, two).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.4.a (A) Determine the intended meaning of multi-meaning words in a text (e.g., bare, bear, their, there, to, two).		A.RL.5.4.a (B) Identify two or more multi-meaning words in a text.	A.RL.5.4.a (C) Identify a multi-meaning word in a familiar text.
Real World Connections: <ul style="list-style-type: none"> Distinguish between words that are spelled or sound the same but have different meanings. Strengthen their vocabulary skills. Apply context clues when reading. 		Vocabulary: <ul style="list-style-type: none"> Clarify Context clues Determine Distinguish Homographs Homonyms Homophone Interpret Meaning Multiple meaning Synonym Word choice 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> RL.5.4 Workbooks, Lesson Plans, and Games Free Language Stuff (freelanguagestuff.com) <ul style="list-style-type: none"> Multiple Meaning Words – Activities, Worksheets, Word Lists, and More K5 Learning (k5learning.com) <ul style="list-style-type: none"> Flashcards for Learning Multiple Meaning Words 100 Most Important Multiple Meaning Word Kids Need to Know Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RL.5.4 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes (Worksheet). Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> RL.5.4 Lesson Plans Templates LearnZillion [requires a free account] (learnzillion.com) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- [RL.5.4 Lesson Plans](#)
- TeacherVision [requires a free account] (teachervision.com)
 - [Which Meaning](#)
 - [Building Vocabulary](#)
- **Activities**
 - Use a visual tool ((e.g., vocabulary graphic organizers) to help students to visualize the meaning of multi-meaning words using pictures and definitions.
 - After reading a text, have students create pictures of words based on descriptions in the text.
 - Given a multi-meaning word from the text, identify two or more related word meanings from a list provided by the teacher.
 - Have student create a word web, with a multi-meaning word in the center, listing boxes around it and then have them list the possible definitions of the word based upon the shared reading using the multi-meaning.
 - List the two words from the text that have multiple meanings. Ask students to explain the possible meanings of the words and tell where in the reading they can illustrate the meaning. Students are to justify their answers.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes \(Videos\).](#)
 - YouTube by Speech Therapist Mom
 - [Practice your Multiple Meaning Words with Mrs. G!](#)
 - YouTube by Scholastic
 - [Action Magazine - Multiple Meanings](#)
 - Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Literature – Word Meaning in Texts RL.5.4](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.5.5 Identify a story element that undergoes change from beginning to end.		A.RL.5.5.a Identify a story element that undergoes change from beginning to end.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.5.a (A) Identify a story element that undergoes change from beginning to end.	A.RL.5.5.a (B) Given three parts from a familiar story, arrange the parts into the correct sequence.	A.RL.5.5.a (C) . Identify the beginning of a familiar story.	
Real World Connections: <ul style="list-style-type: none">• Organize information and ideas efficiently.• Retell a favorite story to a peer in a logical order.• Use details to tell what happened in a story.• Develop problem-solving skills.• Summarize events in a story in their own words.		Vocabulary: <ul style="list-style-type: none">• Change• Character• Beginning• End• Plot• Sequence• Setting• Story element	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.5.5 Workbooks, Lesson Plans, and Games○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RL.5.5○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem (Interactive Lesson).○ LearnZillion [requires a free account] (learnzillion.com)<ul style="list-style-type: none">▪ RL.5.5 Lesson Plans○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.5.5 Lesson Plans Templates○ TeacherVision [requires a free account] (teachervision.com)			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- [5th Grade Reading Resources](#)

- **Activities**

- Have the student use sentence strips to select a sentence from the beginning, a sentence from the middle, and a sentence from the end of a poem.
- Have the student build a story map filling in the beginning, middle and end of the story.
- Have students act out a drama that includes the beginning, middle, and end of the drama in the correct order.
- Have students arrange pictures that represent the beginning, middle and end of a familiar story in the order they occurred and then discuss the story element that changed throughout the story.

- **Videos**

- YouTube by Nichole Hess
 - [Short Story Elements](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem \(Videos\).](#)
- YouTube by Teaching Independent Learners
 - [Story Elements: Setting](#)
- Khan Academy (khanacademy.org)
 - [The elements of a story | Reading](#)
- YouTube by English Lessons Compilation
 - [Elements of a Short Story | Literature | ELC](#)
- YouTube by Teacher Beth Class TV
 - [Elements of a Story](#)
- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Literature – Poetry RL.5.5](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Literature
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RL.5.6 Determine the point of view of the narrator.		A.RL.5.6.a Determine the point of view of the narrator.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.6.a (A) Determine the point of view of the narrator.	A.RL.5.6.a (B) Identify the narrator in a story with a character as the narrator.	A.RL.5.6.a (C) Identify the speakers in a dialogue.	
Real World Connections: <ul style="list-style-type: none"> • Understand that when they talk about themselves, they are talking in first-person. • Understand that when they talk about someone else, they are usually talking in third-person. • Understand when the narrative is in first-person, they are watching the story unfold through the eyes of the character. • Understand that others' points of view determine how they describe an event. 		Vocabulary: <ul style="list-style-type: none"> • First-person • Narration • Narrator • Point of view • Third-person 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RL.5.6 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RL.5.6 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described (Lesson Plan). ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RL.5.6 Lesson Plans Templates ○ TeacherVision [requires a free account] (teachervision.com) <ul style="list-style-type: none"> ▪ Understanding Different Points of View ○ Learning Farm (learningfarm.com) <ul style="list-style-type: none"> ▪ Point of View in Literature 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Craft and Structure

- **Activities**

- After a shared reading, once the narrator has been identified describe how the story would be different if told by someone else in the story.
- Have the student tell who is telling the story in a shared reading (e.g., *The Beauty and the Beast*) and determine if the narrator is a part of the story (first person) or telling us about the story (third person).
- To encourage students to think more about the point of view of the narrator of the text, including what question the narrator is answering, explaining, or describing, lead students in Socratic Seminars. Before meeting with a small group or whole class, the teacher should make a list of questions to ask about the narrator's point of view. Throughout the seminar, the teacher should position him/herself as question-asker. Students should have a free-flowing conversation with minimal interruptions from the teacher.
- Ask students to think individually about the narrator's point of view, then meet with a peer to discuss their answers. After they have had time to discuss with a peer, they can share their thoughts with the rest of the class.
- Write a question about the narrator's point of view in the middle of a web. Draw lines extending from the web and ask students to provide responses for the question. For example, you may write "What was the narrator's point of view?" in the middle of the web. Then, on extended lines students can offer responses to the question.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described \(Videos\)](#).
- YouTube by eSparkLearningVideos
 - [Point of View Instructional Video RL.5.6](#)
 - [Analyzing Point of View Framing Video \(RL.5.6\)](#)
- Education Galaxy Videos (egvideos.com)
 - [Mississippi Grade 5 - Reading - Reading: Literature - Narrator's Point of View - RL.5.6](#)
- Learn Zillion (learnzillion.com)
 - [Analyzing point of view](#)
 - [Determine a character's point of view](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.5.7 Identify illustrations or multimedia elements that add to understanding of a text.		A.RL.5.7.a Identify illustrations or multimedia elements that add to understanding of a text (e.g., text, audio, animation, graphics, video).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.7.a (A) Identify illustrations or multimedia elements that add to understanding of a text (e.g., text, audio, animation, graphics, video).	A.RL.5.7.a (B) Identify illustrations and multimedia elements that show what is happening in the text (e.g., text, audio, animation, graphics, video).	A.RL.5.7.a (C) Identify explicitly stated information in an illustration or other multimedia element (e.g., text, audio, animation, graphics, video).	
Real World Connections: <ul style="list-style-type: none">• Learn that illustrations on the cover of a book predict what the book might be about.• Use the text and illustrations to understand what they are reading.• Realize that illustrations help deepen their understanding of a text.		Vocabulary: <ul style="list-style-type: none">• Descriptions• Element• Illustrations• Story	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collection<ul style="list-style-type: none">○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.5.7 Workbooks, Lesson Plans, and Games○ K6edu (k6edu.com)<ul style="list-style-type: none">▪ 5th Grade Language Art Lesson Plans○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for CCSS Standard RL.5.7○ North Carolina Department of Public Instruction (dpi.nc.gov)<ul style="list-style-type: none">▪ 3-5 Choice Boards○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.5.7 Lesson Plans Templates○ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none">▪ 5th Grade Reading Resources○ Reading Rockets (readingrockets.org)<ul style="list-style-type: none">▪ Using Multimedia to Support Reading Instruction• Activities			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- Have a variety of digital texts to meet the diverse needs and interests of students. Look for programs that support the instructional strategies and goals already addressed in the classroom. Beware of programs that bury the elements of instruction in distracting animation or story lines.
- Use multimedia texts with supports for vocabulary development, such as linked mini-videos demonstrating a concept or dictionaries and thesauruses with text-to-speech capabilities can help students achieve this goal and improve comprehension.
- Use explicit instruction to teach vocabulary and comprehension strategies as a whole- or small- group activity.
- Use software and multimedia tools that have prompts and supports directly embedded within the text. There are several programs available that allow teachers to create their own supported materials or you may choose to use a commercially available program with built-in reading supports.
- Have students read a portion of a text such as a poem or myth, then create and share visuals they would have included had they been the illustrator. Students then discuss whether their initial reactions to the poem would have been different if the visuals were changed, but the text remained the same.
- Have students listen to a poem or text, or a portion of a poem or text, without seeing the visuals. Have them write an initial response. Next, students listen to the poem while looking at the visuals. Then, students share how their responses to the two exposures to the text were different, based on the inclusion of visuals. Discuss in pairs how visual and multimedia contributions can change how readers' view the text.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text \(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem\) \(Videos\).](#)
 - YouTube by Education Galaxy
 - [5th Grade - Reading - Visual and Multimedia Elements - Topic Overview](#)
 - YouTube by eSparkLearningVideos
 - [Analyzing Multimedia Elements Instructional Video \(5.RL.7\)](#)
 - Study.com (study.com)
 - [How Visual & Multimedia Elements Contribute to a Text: Lesson for Kids](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.5.9 . Compare stories in the same genre.		A.RL.5.9.a Compare stories in the same genre.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.9.a (A) Compare stories in the same genre.	A.RL.5.9.a (B) Given a story, locate another story with the similar topic.	A.RL.5.9.a (C) Identify the topic of a familiar book.	
Real World Connections: <ul style="list-style-type: none">• Notice that stories in the same genre share common elements.• Select books written in a favorite genre.• Learn that stories can address the same topic in different ways.		Vocabulary: <ul style="list-style-type: none">• Compare• Descriptions• Genre• Illustrations• Similar• Story• Topic	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.5.9 Workbooks, Lesson Plans, and Games○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (Lessons).○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ RL.5.9 Lesson Plans Templates○ TeacherVision [requires a free account] (teachervision.com)<ul style="list-style-type: none">▪ 5th Grade Reading Resources○ Alton School District, Alton, Illinois (Altonschools.org)<ul style="list-style-type: none">▪ RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (worksheet).○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics (Curriculum Lessons).			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

- **Activities**

- Have the student create a Venn diagram and include specific examples of the ways that two texts on the same topic are the same and different.
- Ask the student, “What is the same in the two stories from the same genre?”
- After reading a story and making a list of the events in it, have the student read a second book from the same genre and then check off on the list the events that were the same and those that were different.
- After a shared reading of stories from the same genre, have the student tell one thing that happened in both stories.
- Give the student two pictures and ask the student to select the one that depicts an event from a familiar story after shared reading.
- Have students make a list of things that are the same between two books with similar topics.
- Teachers model using a Double Bubble graphic organizer to make comparisons between stories in the same genre. Have students identify two items they are going to compare and then record the information in appropriate bubbles.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.9 Compare and contrast stories in the same genre \(e.g., mysteries and adventure stories\) on their approaches to similar themes and topics \(Videos\).](#)
- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Literature - Compare and Contrast Stories - RL.5.9](#)
- YouTube by eSparkLearningVideos
 - [Comparing Stories in the Same Genre Framing Video \(RL.5.9\)](#)
- Engage^{ny} (engageny.org)
 - [RL.5.9 Compare and contrast stories in the same genre \(e.g., mysteries and adventure stories\) on their approaches to similar themes and topics \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RL.5.10 Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.		A.RL.5.10.a Utilize reading comprehension strategies while actively engaged in individual or group reading of stories, dramas, and poetry.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RL.5.10.a (A) Utilize reading comprehension strategies while actively engaged in individual or group reading of stories, dramas, and poetry.		A.RL.5.10.a (B) Focus on comprehending the text during independent and shared reading of stories, dramas, and poetry.	A.RL.5.10.a (C) Identify an event or character from individual or shared reading of a story, drama, or poetry.
Real World Connections: <ul style="list-style-type: none">• Understand that authors write a variety of literary texts (e.g., stories, dramas, poetry).• Read text from a variety of text genres.• Choose books for independent reading.		Vocabulary: <ul style="list-style-type: none">• Activate background knowledge,• Ask questions• Complex text• Determine important ideas• Independently• Infer• Informational• Literary• Proficiently• Synthesize• Variety of genres,• Visualize• Within/beyond text comprehension	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ Grade 5 Curriculum Documents○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.○ Education.com [requires a free account] (education.com)<ul style="list-style-type: none">▪ RL.5.10 Workbooks, Lesson Plans, and Games○ Nearpod [requires a free account] (nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RL.5.10○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Literature

CONCEPT: Integration of Knowledge and Ideas

[grades 4–5 text complexity band independently and proficiently \(Documents\).](#)

- TeacherVision [requires a free account] (teachervision.com)
 - [5th Grade Reading and Literature Teaching Resources](#)
- **Activities**
 - This directed reading thinking strategy involves three processes: predicting, reading, and proving. Have students preview the story by looking at graphics and reading the title and the introductory paragraph.
 - Have the student note their prediction of what the text is going to be about on a graphic organizer.
 - After the students have written their predictions on the organizer, ask them to read to a predetermined place in the story where this is a logical break in the action.
 - Have students note the accuracy of their predictions on the organizer. Note whether or not the passages prove or disapprove their predictions.
 - Have students repeat the process until they have completely finished the story.
 - Have students read a given text. Then ask them to write down the title and the author. Then ask them to indicate the main ideas in their own words. Then ask them to give a statement that summarizes the important points. Finally, they are to think about the text by thinking and talking about what they have learned, asking why the author wrote the text. What they think the author hopes they'll learn? Etc.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently \(Videos\).](#)
 - YouTube by Lincoln Learning Solutions
 - [Understanding Information Texts](#)
 - YouTube by Khan Academy
 - [Looking back at the text for evidence](#)
 - [Using text features to locate information](#)
 - Vimeo.com by TC Reading and Writing Project (Vimeo.com)
 - [Whole Class Instruction to Help Students Read Informational Texts Fluently, with an Eye Towards Main Ideas and Key Details](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Key Ideas and Details

Standard	Performance Objectives	
A.RI.5.1 Identify words in the text to answer a question about explicit information.	A.RI.5.1.a Identify words in an informational text to answer a question about explicit information.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.RI.5.1.a (A) Identify words in an informational text to answer a question about explicit information.	A.RI.5.1.a (B) Identify a word in an informational text to answer a question about explicit information.	A.RI.5.1.a (C) Match words from an informational text to their definitions.
Real World Connections: <ul style="list-style-type: none"> • Use the index in the back of a book to find information about a topic. • Pick out sugar-free snacks at the store. • Find their size on a clothing tag. 	Vocabulary: <ul style="list-style-type: none"> • Answers • Definition • Explicit • Information • Question 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.5.1 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.5.1 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.5.1 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (Lessons). ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.5.1 Lesson Plans Templates ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.5.1 5th Grade Reading Comprehension Worksheets • Activities 		

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- Have students read about a scientific discovery. Next, they think, pair, and share a “what if” it had not been discovered. How would things have been different? For example, if the colonists had not decided to break away from England, how might things be different now? Would it have occurred at a later day?
- Have students defend their opinions with information from the text, both direct quotes and inferences. As students discuss, the teacher will walk around the room checking student understanding. After sharing, the teacher may ask students to create an “if, then” or “cause and effect “chart on the topic. Small group, individual
- After reading a passage, have students complete an exit slip recording the important information in the selection. They will need to provide direct quotations as well as infer additional information.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Informational Text - Drawing Inferences in Informational Text - RI.5.1](#)
- YouTube by Jennifer Coldren
 - [Answering Explicit Questions](#)
- YouTube by Ryann McKay
 - [Explicit vs. Implicit](#)
- YouTube by Teacher Fred
 - [Explicit VS Implicit Statement](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text \(Videos\).](#)
- YouTube by David Powell
 - [Explicit vs Implicit Information in the Text](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.5.2 Identify the main idea of a text when it is not explicitly stated.		A.RI.5.2.a Identify the main idea of an informational text when it is not explicitly stated.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.2.a (A) Identify the main idea of an informational text when it is not explicitly stated.	A.RI.5.2.a (B) Identify ideas in an informational text when they are not explicitly stated.	A.RI.5.2.a (C) Identify an idea in an informational text when it is not explicitly stated.	
Real World Connections: <ul style="list-style-type: none"> Wash hands for 20 seconds after using the restroom to avoid spreading germs. Avoid walking in an area with a yellow sign indicating that the floor may be slippery. Refer to the illustration on the front cover to determine the topic of a book. 		Vocabulary: <ul style="list-style-type: none"> Idea Implicit Main Idea Supporting details 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.5.2 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.5.2 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RI.5.2 PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text (Lessons). Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.5.2 Lesson Plans Templates Tutorified (tutorified.com) <ul style="list-style-type: none"> RI.5.2 5th Grade Reading Comprehension Worksheets 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- **Activities**

- Have students read a social studies passage. Then use a graphic organizer to determine the main ideas of the passage and under each main idea, list key details. Finally, students write a one or two sentence summary of the passage. They can either turn this in or compare it with a partner to see if they found similar information.
- Give students in a group different passages on the same general subject to read and write a brief summary. After they complete the task, all students read all of the passages and decide which summary matches which passage. Students will then discuss what they thought was the correct summary, what was strong and what could be improved. The teacher will review the summaries prior to the discussion and then listen to the discussion.
- Students read a nonfiction text. Without using words, they create a picture illustrating the main ideas and key details for support. They may have the option of using clipart images for their illustrations. Students then meet in small groups to discuss their pictures with classmates.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Main Idea and Key Details](#)
- YouTube by Kim NorGaard
 - [Finding the Main Idea in Nonfiction](#)
- YouTube by Carson Delosa Education
 - [Reading for Main Ideas & Detail in Informational Text](#)
- YouTube by eSparkLearningVideos
 - [Determining Main Idea Instructional Video](#)
- YouTube by Bizaur
 - [Main Idea and Details](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Key Ideas and Details

Standard		Performance Objectives	
A.RI.5.3 Compare two individuals, events, or ideas in a text.		A.RI.5.3.a Make connections between two individuals or events/actions in a text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.3.a (A)	A.RI.5.3.a (B) Connect text to different pictures about a single event.	A.RI.5.3.a (C) Match two pictures showing the “same” event.	
Real World Connections: <ul style="list-style-type: none"> • Select a book about whales that has illustrations. • Choose a time on a theater schedule to see a movie. • Participate in a mock presidential election. 		Vocabulary: <ul style="list-style-type: none"> • Compare • Connection • Contrast • Events • Ideas • Individuals • Relationship 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.5.3 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.5.3 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.5.3 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (Lessons). ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.5.3 Lesson Plans Templates ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.5.3 5th Grade Reading Comprehension Worksheets • Activities 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Key Ideas and Details

- Have students read about a historical event, ideally using multiple sources. They create a dialog between two or three of the main characters in the event, based on the information as well as inferring the relationship. The students should indicate in their dialog where they found the source material for the presentation. (This would not be in the performance, just on paper for evaluation.) Finally, they would present the dialog as a reader's theater, and perhaps perform it for other grades of classes. (This could be used for President's Day.) The teacher assesses both the written dialog with cited sources and the performance. Small group
- Have students read from multiple sources about two to four scientists. Then have them write a brief outline about each of the scientists. Finally, ask them to pretend to be a television reporter. Students pretend to have a round table discussion with the scientists about their discoveries and how it affected the world and each other. This could be presented in a written script form with information from the text highlighted or otherwise indicated. It could be presented to the class, with each student in the group taking a part.
- Ask student to read an account of a historical event, and then create a sequence chart with diagrams or pictures to show the sequence of events. Between the events they can explain the connection between them and answer the question: "What happened to cause the next event?"

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Explaining Relationships](#)
- YouTube by eSparkLearningVideos
 - [Connecting Ideas in Nonfiction Texts Instructional Video \(5.RI.3\)](#)
- YouTube by Kristina Pankow
 - [Interaction of Ideas, Events, and Individuals](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.5.4 Determine the meanings of domain-specific words and phrases.		A.RI.5.4.a Determine the meanings of domain-specific words and phrases.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.4.a (A) Determine the meanings of domain-specific words and phrases.	A.RI.5.4.a (B) Match domain-specific words and phrases to their definitions.	A.RI.5.4.a (C) Determine the meaning of words in an informational text.	
Real World Connections: <ul style="list-style-type: none"> Place a game piece on the “start” position because it is the first square on a game board. Enter a check-out line at the proper location. Avoid walking in an area with a yellow sign indicating that the floor may be slippery. 		Vocabulary: <ul style="list-style-type: none"> Definition Domain specific Meaning 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.5.4 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.5.4 Curriculum Documents Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard RI.5.4. PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area (Documents and Interactive Lessons). Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.5.4 Lesson Plans Templates Tutorified (tutorified.com) <ul style="list-style-type: none"> RI.5.4 5th Grade Reading Comprehension Worksheets 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- **Activities**

- Have students create a board game that uses their knowledge of the vocabulary words in the game. In the game board questions are asked to move along the path.
- Have students each take a list of eight vocabulary words and rank them from most to least relevant to a particular subject or text. They then defend their rank in writing or may do so in a group orally as the teacher listens in. There is no correct rank, but student should be able to demonstrate their knowledge of the words by their explanation of the ranking.
- Have students take a list of 8 or so vocabulary words from a text and write them on slips of paper. Next they arrange the words in groups, identifying a title for each group. Finally, students explain their product and in doing so, demonstrate their understanding of the terms and the relationships between them.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Informational Text - Word Meanings - RI.5.4](#)
- YouTube by eSparkLearningVideos
 - [Context Clues Instructional Video](#)
 - [Learning: Unknown Words](#)
- YouTube by Epic Charter Schools
 - [Context Clue for Meaning of Words](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.5.5 Determine if a text tells about events, gives directions, or provides information on a topic.		A.RI.5.5.a Determine if a text tells about events, gives directions, or provides information on a topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.5.a (A) Determine if a text tells about events, gives directions, or provides information on a topic.	A.RI.5.5.a (B) Identify details from an informational text.	A.RI.5.5.a (C) Identify the title of an informational text.	
Real World Connections: <ul style="list-style-type: none"> • Use a birthday party invitation to find the date and time of the party. • Use a legend to interpret a chart. • Use the directory in a mall to find a restroom. 		Vocabulary: <ul style="list-style-type: none"> • Describe • Details • Directions • Events • Title • Topics 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.5.5 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.5.5 Curriculum Documents ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts (Lessons). ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.5.5 5th Grade Reading Comprehension Worksheets • Activities <ul style="list-style-type: none"> ▪ Have students work in a group to select three to five key events or ideas in two or more selected texts. Have them write the events on separate sheets of paper. Then students decide what overall organizational structure was used for the delivery of the information, and if it was the best way to present the information. They will then create a graphic organizer from the information. Next they will consider other organizational structures and suggest an alternate structure or defend the given one as the best one. 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- Have students read two or more informational texts and identify the structure(s) present in the information. They will then defend their choice with information from the text demonstrating their understanding of the structure chosen and why it is not one of the other structures.
- A small group of students may read from social studies/ science texts, and then, as a group, decide the overall structure of the information (e.g., chronological, cause/effect, problem/solution) and create a group chart/collage that shows the structure and includes information from the text. Consider using web information or magazine formats as well as textbooks for the information.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Informational Text - Text Structure - RI.5.5](#)
- YouTube by Flocabulary
 - [The 5 Types of Text Structure](#)
- YouTube by Khan Academy
 - [The Structures of Informational texts](#)
- YouTube by Help Teaching
 - [Informational Text Structures Reading Lesson](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Craft and Structure

Standard		Performance Objectives	
A.RI.5.6 Compare two books on the same topic.		A.RI.5.6.a Compare two books on the same topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.6.a (A) Compare two books on the same topic.	A.RI.5.6.a (B) Compare two passages on the same topic.	A.RI.5.6.a (C) Identify ways two similar things are alike.	
Real World Connections: <ul style="list-style-type: none"> • Compare the table of contents of two books to find specific information on a topic. • Select a book about space that has illustrations. • Choose an arts and crafts book for a specific holiday. 		Vocabulary: <ul style="list-style-type: none"> • Compare • Connection • Passage Contrast • Relationship • Similar 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.5.6 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.5.6 Curriculum Documents ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (Lessons). ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.5.6 5th Grade Reading Comprehension Worksheets • Activities <ul style="list-style-type: none"> ▪ Have students read about a scientific event written near the time of the discovery and from a more recent source. Ask them to explain in graphic or written form how the two or more accounts are similar and different. How did time effect the information? ▪ Have students read about a historical event from two or more sources. Students then put themselves in the time of the event and write diary entries about the event as if they are present. They reference the text in their entries and agree or disagree with those opinions. This could be presented as a reader’s theater in small groups. 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Craft and Structure

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Informational Text - Point of View - RI.5.6](#)
- YouTube by McGraw Hill PreK-12
 - [Fun Animation Explaining How to Compare and Contrast Nonfiction Texts](#)
- YouTube by eSparkLearningVideos
 - [Making Textual Connections Instructional Video](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.5.7 Locate information in print or digital sources.		A.RI.5.7.a Locate information in print or digital sources.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.7.a (A) Locate information in print or digital sources.	A.RI.5.7.a (B) Locate print or digital resources.	A.RI.5.7.a (C) Identify resources as either print or digital.	
Real World Connections: <ul style="list-style-type: none"> • Browse the Internet for a local weather report. • Use the table of contents to find a chapter in a book. • Find their size on a clothing tag. 		Vocabulary: <ul style="list-style-type: none"> • Digital sources • Print sources • Locate • Sources 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.5.7 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.5.7 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard RI.5.7 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently (Lessons). ○ Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> ▪ RI.5.7 Lesson Plans Templates ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.5.7 5th Grade Reading Comprehension Worksheets • Activities 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Provide students with a list of questions at a variety of learning levels. Provide access to print as well as internet sources. Given a set amount of time, see how many answers they are able to find. Students must cite their sources. Include some fun questions as well as educational ones. For example, include a riddle.
- Have students or small groups draw a topic from a bag at random. They have a set amount of time to research the topic and to create questions and answers about that topic. They will be evaluated on the accuracy of the questions and answers as well as the depth of knowledge represented.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Informational Text – Locating Information – RI.5.7](#)
- YouTube by eSparkLearningVideos
 - [Making Textual Connections](#)
 - [Using Text Features to Locate Information Instructional Video \(5.RI.7\)](#)
- YouTube by Sharon Kessinger
 - [4 Tips for Finding Text Evidence](#)
- YouTube by GSD Instructional Programs
 - [ELA Grade 5 RI 5 7 Using Multiple Sources](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.5.8 Identify the relationship between a specific point and supporting reasons in an informational text.		A.RI.5.8.a Identify the relationship between a specific point and supporting reasons in an informational text.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.8.a (A) Identify the relationship between a specific point and supporting reasons in an informational text.	A.RI.5.8.a (B) Identify details supporting a specific point in an informational text.	A.RI.5.8.a (C) Match supporting details to the specific point they support from an informational text.	
Real World Connections: <ul style="list-style-type: none">• Wash hands for 20 seconds after using the restroom to avoid spreading germs.• Use crosswalks when crossing the street to avoid getting hit by a car.• Avoid walking in an area with a yellow sign indicating that the floor may be slippery.		Vocabulary: <ul style="list-style-type: none">• Argument• Relationship• Supporting details	
Resources: <ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).○ Education.com [requires a free account](education.com)<ul style="list-style-type: none">▪ RI.5.8 Workbooks, Lesson Plans, and Games○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ RI.5.8 Curriculum Documents○ Nearpod [requires a free account](nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard RI.5.8○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) (Lessons).○ Tutorified (tutorified.com)<ul style="list-style-type: none">▪ RI.5.8 5th Grade Reading Comprehension Worksheets <ul style="list-style-type: none">• Activities<ul style="list-style-type: none">○ Give students differing points of view on a single subject. Have students debate a point from an author's point of view using specific reasons and evidence from the text they were given. Evaluate students on their use of reference points from the text.			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- Give students a text with which they do not agree with the topic. Have them identify the author's reasons and evidence for their viewpoint. Students may then defend their viewpoint as a counterpoint argument.
- Have students read a nonfiction text, identifying the key points and write them on pieces of paper. Next they select reasons and evidence for each key point and write those on paper. Then each student will create a graphic organizer with the key ideas and evidence for each. Finally, each student will evaluate the evidence to see if it has sufficiently defended the key point through writing a brief summary.
- **Videos**
 - Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Informational Text – Author's Reasons and Evidence - RI.5.8](#)
 - YouTube by eSparkLearningVideos)
 - [Citing Textual Evidence Framing](#)
 - YouTube by McGraw Hill PreK-12
 - [Citing Textual Evidence](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point\(s\) \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Integration of Knowledge and Ideas

Standard		Performance Objectives	
A.RI.5.9 Compare and contrast details gained from two texts on the same topic.		A.RI.5.9.a Compare and contrast details gained from two texts on the same topic.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.9.a (A) Compare and contrast details gained from two texts on the same topic.	A.RI.5.9.a (B) Compare and contrast details presented in an informational text.	A.RI.5.9.a (C) Identify details presented in an informational text.	
Real World Connections: <ul style="list-style-type: none"> • Compare the table of contents of two books to find information on a topic. • Find information about artificial intelligence using online resources because they are more up to date. • The generic brand of cereal has the same ingredients as the name brand and cost less. 		Vocabulary: <ul style="list-style-type: none"> • Details • Compare • Contrast • Same • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ RI.5.9 Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ RI.5.9 Curriculum Documents . ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably (Lessons). ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ RI.5.9 5th Grade Reading Comprehension Worksheets 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Integration of Knowledge and Ideas

- **Activities**

- Have students select a historical or scientific topic (or assign one). Then have students create key questions they would like answered. They use a variety of sources (minimum of three) to find the answers to these questions as well as additional information. Students need to document these sources. They then create a three to five minute presentation on their topic and present it to the class.
- Have each student select a famous person and read about the person in books, video clips from the Internet, magazines, and other sources. Each student then creates a list of ten important facts about the person. Each student makes a poster with this information as well as a picture of the person. (This can be drawn or printed from another source.) The posters are lined up in chronological order in the hall so other students can take a history walk, learning about various famous people.
- Give groups of students a person or event, such as the most important person of the Revolutionary War. Each group researches a person, recording information and discussing findings. They then defend, in debate format, why this person was the key or most important person of the event, in the case of the example, the Revolutionary War. Other groups, or the teacher, can ask questions or request the source of an argument during the debate. Students will be evaluated on their skill of finding important information and on defending their point of view.

- **Videos**

- Education Galaxy Videos (egvideos.com)
 - [Mississippi - Grade 5 - Reading - Reading: Informational Text – Compare Texts \(Informational\) - RI.5.9](#)
- YouTube by McGraw Hill PreK-12
 - [Fun Animation Explaining How to Compare and Contrast Nonfiction Texts](#)
- YouTube by eSparkLearningVideos
 - [Synthesizing and Framing Video \(RI.5.9\)](#)
 - [Non-Fiction Synthesis Framing Video \(RI.5.9\)](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably \(Video\).](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Informational Text
 CONCEPT: Range of Reading and Level of Text Complexity

Standard		Performance Objectives	
A.RI.5.10 Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.		A.RI.5.10.a Illustrate what happened in an informational text from shared reading.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RI.5.10.a (A) Illustrate what happened in an informational text from shared reading.	A.RI.5.10.a(B) Recall what happened in an informational text from shared reading.	A.RI.5.10.a (C) Listen to the shared reading of an informational text.	
Real World Connections: <ul style="list-style-type: none"> Find the phases of the moon on a calendar. Label a map of the United States. Use a compass. 		Vocabulary: <ul style="list-style-type: none"> Engage Illustrate Listen Recall Understand 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> RI.5.10 Workbooks, Lesson Plans, and Games Engage^{ny} (engageny.org) <ul style="list-style-type: none"> RI.5.10 Curriculum Documents PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently (Interactive Lessons). Share My Lesson [requires a free account](sharemylesson.com) <ul style="list-style-type: none"> RI.5.10 Lesson Plans Templates Tutorified (tutorified.com) <ul style="list-style-type: none"> RI.5.10 5th Grade Reading Comprehension Worksheets Activities <ul style="list-style-type: none"> Assign students a topic and give an amount of time to read about the topic in a variety of sources. They then take notes and identify sources. Students will then present a written or oral presentation on the assigned topic, such as a historical figure, event, or scientific discovery. 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Informational Text

CONCEPT: Range of Reading and Level of Text Complexity

- Give students differing points of view on a single subject. Let them debate the point from their author's point of view; using specific reasons and evidence from the text they were given. Evaluate them on their use of reference points from the text.
- Hold a Learning Fair where each student is to research an aspect of a topic. Each student or pair of students read and learn about their topic and present information at the fair. They will also have written information on what they have learned and where they got the information. Students are evaluated on the information in their written document as well as their oral information during the fair, where other classes visit and learn about the information.

- **Videos**

- YouTube by eSparkLearningVideos
 - [Point of View Instructional Video \(5.RL.6\)](#)
 - [Summarizing Strategy Instructional Video \(5.RI\)](#)
 - [Using Text Features to Locate Information Instructional Video \(5.RI.7\)](#)
 - [Connecting Ideas in Nonfiction Texts Instructional Video \(5.RI.3\)](#)
- YouTube by GSD Instructional Programs
 - [ELA Grade 5 RI 5 7 Using Multiple Sources](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Foundational Skills
 CONCEPT: Phonics and Word Recognition

Standard		Performance Objectives	
A.RF.5.3 Use letter-sound knowledge to read words.		A.RF.5.3.a Read common sight words, decode single syllable words and introduce multisyllabic words.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RF.5.3.a (A) Read common sight words, decode single syllable words and introduce multisyllabic words.	A.RF.5.3.a (B) Match common sight words.	A.RF.5.3.a (C) Repeat common sight words.	
Real World Connections: <ul style="list-style-type: none"> • Improve written and oral communication. • Develop ability to decode. • Learn the connection between letters and sounds. • Learn that the sounds in spoken words relate to the patterns of letters in written words in predictable ways. • Combine their knowledge of print and sounds with their knowledge of language to read with meaning and enjoyment. 		Vocabulary: <ul style="list-style-type: none"> • Dolsch Sight Words • Syllable 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Achieve the Core (achievethecore.org) <ul style="list-style-type: none"> ▪ Foundational Skills ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RF.5.3 Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for CCSS Standard RF.5.3 ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ RF 5.3 Lesson Plans Templates ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Foundational Skills

CONCEPT: Phonics and Word Recognition

[affixes\) to read accurately unfamiliar multisyllabic words in context and out of context \(Document\).](#)

- **Activities**

- Have the student use decoding skills to match familiar words with picture-based representations of the words.
- Give the student a word card and have the student indicated (point to) the letter that is at the beginning of the word and the letter at the end of the word.
- Give the student word cards (Dolch or Frye). Have the student read the word cards for the teacher.
- In shared reading alternate having the teacher read parts while the student reads the words in their repertoire.
- Have the student pair single words with pictures.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology \(e.g., roots and affixes\) to read accurately unfamiliar multisyllabic words in context and out of context \(Videos\).](#)
- YouTube by Rock “N Learn
 - [Letter Sounds – Phonics for Beginners](#)
- YouTube by Learning at the Primary Pond
 - [How to teach letter sounds](#)
- YouTube by LearningMole
 - [What is Decoding? What is Phonics? How to Sound Out Words?](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Reading Foundational Skills
 CONCEPT: Fluency

Standard		Performance Objectives	
A.RF.5.4 Read words in text.		A.RF.5.4.a Read text comprised of familiar words with accuracy and understanding. A.RF.5.4.b Not Applicable A.RF.5.4.c Use context to confirm or self-correct word recognition when reading.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.RF.5.4.a (A) Read text comprised of familiar words with accuracy and understanding.	A.RF.5.4.a (B) Read text comprised of familiar words.	A.RF.5.4.a (C) Identify a familiar word.	
A.RF.5.4.c (A) Use context to confirm or self-correct word recognition when reading.	A.RF.5.4.c (B) Use context to self-correct word recognition when reading.	A.RF.5.4.c (C) Use context to confirm word recognition.	
Real World Connections: <ul style="list-style-type: none"> • Sound out words consistently while reading. • Practice reading independently. • Find meaning in reading. • Discover reading material they find interesting. • Enjoy reading. 		Vocabulary: <ul style="list-style-type: none"> • Accuracy • Context • Familiar • Letter • Read • Self-correct • Word 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Achieve the Core (achievethecore.org) <ul style="list-style-type: none"> ▪ Foundational Skills ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ RF.5.4 Worksheets, Workbooks, Lesson Plans, and Games ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for CCSS Standard RF.5.4 ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ RF.5.4 Read with sufficient accuracy and fluency to support comprehension (Interactive Lessons). 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Reading Foundational Skills

CONCEPT: Fluency

- Read Write Think (readwritethink.org)
 - [Reading Fluency Interactive Lessons](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [RF.5.4 Lesson Plans Templates](#) . .
- **Activities**
 - Allow the student to read a book that is at the same grade-level difficulty as previously read.
 - Ask the student to answer questions about a novel text to demonstrate understanding.
 - Give the student a familiar text and have them listen to a familiar passage read aloud and then answer comprehension questions about the text.
 - Have the student listen while an adult reads a novel text and then ask the student to provide an appropriate word when the teacher provides an exaggerated pause.
 - Give the student age-appropriate text that includes both familiar and unfamiliar words then ask the student to answer comprehension questions based on the story.
 - Have an array of three different books placed in front of the student. When listening to a book on tape, ask the student to indicate which book goes with the story being read on tape.
 - When reading with a small group, pass a copy of the book from student to student as the teacher reads aloud.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [RF.5.4 Read with sufficient accuracy and fluency to support comprehension \(Videos\)](#).
 - YouTube by Howcast
 - [How to Teach Sight Words | Reading Lessons](#)
 - YouTube by Courtney Bentley
 - [Teaching Sight Words within Connected Text](#)
 - Education Galaxy Videos (egvideos.com)
 - [Demo - Grade 5 - Reading - Reading: Foundational Skills - Words in Context - RF.5.4](#)
 - [Mississippi - Grade 5 - Reading - Reading: Foundational Skills – Words in Context – RF.5.4](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.5.1 With guidance and support, write opinions about topics or text.		A.W.5.1.a Introduce a topic or text and state an opinion about it. A.W.5.1.b Provide reasons to support the opinion. A.W.5.1.c Not applicable A.W.5.1.d Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.1.a (A) Introduce a topic or text and state an opinion about it.	A.W.5.1.a (B) Match a topic or text to an opinion about it.	A.W.5.1.a (C) Introduce a topic or text.	
A.W.5.1.b (A) Provide reasons to support the opinion.	A.W.5.1.b (B) Provide a reason to support the opinion.	A.W.5.1.b (C) Recognize an opinion.	
Real World Connections: <ul style="list-style-type: none"> • Make decisions based upon the opinion of a group of peers. • Write about a personal experience. • Advocate for themselves. 		Vocabulary: <ul style="list-style-type: none"> • Opinion • Reasons • State an opinion • Support • Text • Topic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.5.1.A : Fifth Grade English Language Arts Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ Letter to the Lunch Ladies ▪ W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ W.5.1 Worksheets ▪ W.5.1.A Worksheets ○ Teachers Pay Teachers (teacherspayteachers.com) <ul style="list-style-type: none"> ▪ Small Moment: Quick Write BEACHES FREEBIE Special Education ○ Teachers Pay Teachers (teacherspayteachers.com) <ul style="list-style-type: none"> ▪ Opinion Writing Journal For Special Education Classrooms Sample ○ ThoughtCo. (thoughtco.com) <ul style="list-style-type: none"> ▪ 49 Opinion Writing Prompts for Students 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Tutorified (tutorified.com)
 - [W.5.1. Opinion Writing](#)
- **Activities**
 - During free writing time in class, have students write an opinion about a favorite local team in their journal.
 - Given a double-entry journal, have the students enter information and quote from text in the first column, and express opinions about that information in the second column.
 - For a book review assignment, have the student write the name of a self-selected text, and then write an opinion about it.
 - Use a ready-made set-up in multimedia software to select a book by clicking on a scanned picture of the cover and select an opinion from a bank of words and phrases which is entered in a word document.
 - Give the student an opinion essay writing assignment, and have them write a topic (e.g., school hotdogs) and then state an opinion about it (e.g., School hotdogs are yummy!)
- **Videos**
 - YouTube by MsRoniMacDonald
 - [Fetzer Opinion Writing Kindergarten](#)
 - YouTube by Nancy Fetzer
 - [K-1 Opinion Writing Introduction](#)
 - YouTube by PS11Showme
 - [Kindergarten Writing: Opinion Writing Introduction](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.5.2 With guidance and support, write to share information supported by details.		A.W.5.2.a Introduce a topic and write to convey information about it including visual, or multimedia information as appropriate. A.W.5.2.b Provide facts, details, or other information related to the topic. A.W.5.2.c Not applicable A.W.5.2.d Not applicable A.W.5.2.e Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.2.a (A) Introduce a topic and write to convey information about it including visual, or multimedia information as appropriate.	A.W.5.2.a (B) Introduce a topic using information about it including visual, or multimedia information as appropriate.	A.W.5.2.a (C) Select a topic.	
A.W.5.2.b (A) Provide facts, details, or other information related to the topic.	A.W.5.2.b (B) Recognize facts, details, or other information related to the topic.	A.W.5.2.b (C) Repeat a fact or detail related to the topic.	
Real World Connections: <ul style="list-style-type: none"> • Provide information about a topic. • Discover topics of interest. • Write about favorite topics • Understand that oral language is translated into written language. 		Vocabulary: <ul style="list-style-type: none"> • Convey • Details • Facts • Information • Multimedia • Related • Topic • Visual 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ Creative Content Letter ▪ Building Understanding of the "Tale of Oki Islands" ▪ W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. ○ Education.com (education.com) <ul style="list-style-type: none"> ▪ W.5.2.A Worksheets ○ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> ▪ Strategy Guide – Shared Writing ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Effective Framework for Primary-Grade Guided Writing Instruction 			

- Goalbook Pathways (goalbookapp.com)
 - [Explanatory Writing](#)
 - [Determine Multiple Main ideas](#)
- Tutorified (tutorified.com)
 - [W.5.2. Interview](#)
- **Activities**
 - Have students participate in shared writing activities. Shared writing activities are constructed for students based on the level and type of teacher support needed as students expand their writing skills over time.
 - During shared writing, the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed. Write the entire text yourself in front of students (using chart paper or document viewer) while requesting input from students regarding aspects of the writing where they most need to expand their expertise. Consider, for example, whether your students need to focus attention on paragraph structure, word choice, or sentence expansion.
 - Demonstrate in-the-moment revision during shared writing as necessary to construct a strong draft. Reread the text to students from time to time to discuss what needs to be written next or to monitor whether or not the text conveys information clearly. Add a word using a caret, for example, or delete unneeded text.
 - Do not deliberately make errors during shared writing. Model the immediate construction of a high-quality draft.
 - Read the completed text to students. Take a few minutes to have students orally summarize what has been learned about writing during this session.
 - Post the text in an accessible spot in the classroom and provide opportunities for students to read or use the text multiple times over the next several days or weeks.
 - Have students write frequently. Develop and extend student’s background and language knowledge on a topic or experience of interest and establish a purpose for writing. (e.g., Students might write a letter to a local newspaper or write directions for a new game they have developed.)
 - Have students write and record their own essays for a class blog by first completing a series of activities designed to get them thinking and writing about their experiences.
- **Videos**
 - YouTube by Sara Wilcox
 - [Informational Writing](#)
 - Lumen (courseslumenlearning.com)
 - [Supporting Claims](#)
 - YouTube by Time4Writing
 - [How to Use Supporting Details When Writing](#)
 - YouTube by Teaching Without Frills
 - [Informational Writing for Kids Episode 1: What is it?](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [Informational Writing for Kids Episode 2: Brainstorming & Choosing a Topic](#)
- [Informational Writing for Kids Episode 3: Making a Plan](#)
- [Informational Writing for Kids Episode 4: Writing an Introduction.](#)
- [Informational Writing for Kids Episode 5: Writing a Draft.](#)
- [Informational Writing for Kids Episode 6: Writing a Closing.](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

Standard		Performance Objectives	
A.W.5.3 With guidance and support, write about events or personal experiences.		A.W.5.3.a Write about an experience or event including three or more events in sequence. A.W.5.3.b Not applicable A.W.5.3.c Not applicable A.W.5.3.e Not applicable A.W.5.3.e Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.3.a (A) Write about an experience or event including three or more events in sequence.	A.W.5.3.a (B) Write about an experience or event including two or more events in sequence.	A.W.5.3.a (C) Identify one event.	
Real World Connections: <ul style="list-style-type: none"> • Retell events in the order of when they occurred. • Write in their journal. • Write about important events in their life. 		Vocabulary: <ul style="list-style-type: none"> • • 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com (education.com) <ul style="list-style-type: none"> ▪ W.5.3 Worksheets ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ▪ Lesson Time for Andrew: Visiting the Past ▪ Lesson Found Poems ○ Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard W.5.3.c ▪ Resource Library for Mississippi Standard W.5.3.d ▪ Resource Library for Mississippi Standard W.5.3.e ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (Lessons). 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- Read Write Think (readwritethink.org)
 - [Completing the Circle: The Craft of Circular Plot Structure](#)
- Young Minds Inspired (ymiclassroom.com)
 - [Lesson: Snoopy & Nasa: Celebrating the Space Station](#)
- Tutorified (tutorified.com)
 - [W.5.3. Writing a Narrative](#)
- **Activities**
 - The teacher demonstrates the act of writing by thinking aloud as text is composed in front of students. This allows students to hear the thinking that accompanies the writing process, such as choice of topic, how to begin the piece, and how to look for interesting vocabulary. Modeled writing also includes revising and editing what has been written.
 - Shared writing where the teacher and students share the composing process. By writing in front of the students, the teacher reinforces concepts of print directionality, and print conventions. Shared writing is a negotiated process with choice of words and topics discussed and decided jointly by students and the teacher. By collaborating with the teacher, who acts as a scribe, the students are free to focus on the composing process without the additional task of transcribing. Shared writing can take many forms, such as: class rules and charts, poems, shared experiences, classroom observations, newsletters to parents, daily message, innovation of a previously read book, a group story, or a model of a new type of writing.
 - The teacher and students interact to compose a text. The teacher shares with the students, at strategic points, the actual writing of letters and words. The teacher and students collaborate on the content of the text. They should work together to construct words through the analysis of sound, helping students increase their letter knowledge and gain familiarity with many sight words. Interactive writing encourages students to search, check, and confirm during the writing process.
 - In guided writing, the teacher works with individual students or a small group of students who have similar needs and offers assistance as the students write. This activity provides focused writing instruction to students to enable them to become independent writers.
 - Have the students tell a story. The teacher listens, transcribes, and, as necessary, prompts, using a story plan and questions to help the students move the story along. The story plan includes these parts: character, setting, problem, events, and resolution. This strategy may need to be modeled several times for the young writers to internalize it. The students can use the story plan to write future stories of their own.
- **Videos**
 - YouTube by Teaching Without Frills
 - [Writing a Personal Narrative: Brainstorming a Story for Kids](#)
 - [Writing a Personal Narrative: Planning & Pre-writing a Story for kids](#)
 - [Writing a Personal Narrative: Writing an Introduction or Opening for Kids](#)
 - [Writing a Personal Narrative: Writing a Draft for Kids](#)
 - [Writing a Personal Narrative: Writing a Closing or Conclusion for Kids](#)
 - [Writing a Personal Narrative: Revising for Kids](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Text Types and Purposes

- [Writing a Personal Narrative: Editing for Kids](#)
- YouTube by Eric Carter
 - [How to Write a Current Event](#)
- YouTube by Educational channel by Ritashu
 - [An important event in your life, paragraph writing in English](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.5.4 With guidance and support, produce writing that is appropriate for a stated task or purpose.		A.W.5.4.a Produce writing that is appropriate for a stated task or purpose.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.4.a (A). Produce writing that is appropriate for a stated task or purpose.		A.W.5.4.a (B). Create a sentence that is appropriate for a stated task or purpose.	A.W.5.4.a (C). Choose a word that is appropriate for a stated task or purpose.
Real World Connections: <ul style="list-style-type: none">• Organize thoughts on paper.• Write in a journal.• Write in their own words.		Vocabulary: <ul style="list-style-type: none">• Create• Produce• Purpose• Sentence• State• Task• Word	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ Lesson - Why are rules and consequences so important?▪ Lesson – Tip a Word on its Side and See What Spills Out!○ Education.com (education.com)<ul style="list-style-type: none">▪ W.5.4 Worksheets○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ W.5.4 : Fifth Grade English Language Arts Worksheets○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ W.5.4. Lesson Plans and Templates○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ W.5.4 Curriculum Documents○ Nearpod [requires a free account](nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard W.5.4.○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Lessons).○ Tutorified (tutorified.com)			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- **Activities**

- Story telling boxes are used to store costumes or propose students use to write a story. They require students to determine the sequence of a story, incorporate dialogue that makes characters come alive, and develop the main ideas for the story.
- Teacher uses a large hand graphic organizer. The teacher writes a question on each of the fingers about key details to be included in a text the students are to write. Students then are to use the questions to produce a writing that is appropriate and answers the questions.
- Have students write a than you letter to a guest speaker that is appropriately formatted and understood by its audience.
- Have the students write a story for a kindergarten class that is understood when read aloud to the class.
- Have the student write a note to remind the teacher to bring a book back from the library that results in the desired outcome.
- The teacher should help the students understand that all stories have a beginning, middle, and an end so they can assist their students in expanding their sense of story. Introduce the writer to more complex story language through real books and invite the writer to experiment with language in his/her own writing. By using a graphic organizer, the writer is able to organize the story parts of a favorite story, then use this organizer to expand his/her own writing.
- Have the student use picture communication symbols to make requests (e.g., use picture exchange to request a food item during lunch) that are written by the teacher and read aloud as the student listens and observes.

- **Videos**

- YouTube by Mr. Hanna
 - The Three Purposes for Writing
- YouTube by Learn English and Emma
 - [5 tips to improve your writing](#)
 - [Learn English: Cause & Effect – so, since, hence, due to, as a result](#)
 - [IELTS Writing Task 1: How to describe a process](#)
- YouTube by IELTS Advantage
 - [IELTS Writing Task 2 | Everything You Need To Know](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience \(Videos\).](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.5.5 With guidance and support, plan before writing and revise own writing.		A.W.5.5.a Plan before writing and revise own writing.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.5.a (A) Plan before writing and revise own writing.	A.W.5.5.a (B) Plan before writing.	A.W.5.5.a (C) Revise a writing.	
Real World Connections: <ul style="list-style-type: none"> • Revise a draft of a story that they have written. • Create an outline for a writing assignment. • Ask someone to proofread their writing. 		Vocabulary: <ul style="list-style-type: none"> • Correct • Edit • Draft • Outline • Plan • Revise 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com (education.com) <ul style="list-style-type: none"> ▪ W.5.5 Worksheets, Workbooks, Lesson Plans, and Games ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ Lesson - Help Wanted! ▪ Presentations: Learning to Say What We Wrote ▪ Maniac Macgee: Compare and Contrast Characters ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.5.5. Fifth Grade English Language Arts Worksheets ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.5.5. Lesson Plans and Templates ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ W.5.5 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard W.5.5. ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Lessons). ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ W.5.5. Revising, Editing, and Rewriting 			

- **Activities**

- As a class, brainstorm ideas for a narrative piece. Chart the brainstorm where all students can see it. Hand out a variety of graphic organizers (e.g., Venn diagram, T-chart, cluster web, story map, and timeline). Each student should get copies of all of the organizers. Pair students together. Have each pair of students examine the graphic organizers, choose one, and use it to plan a narrative paper. When the students have finished planning, have them share their reasons for picking the graphic organizer they used. Discuss with the class the advantages and disadvantages of each type of graphic organizer for planning narrative writing.
- Explain that the class will work together to create a list of words that might be used in writing for the month. The list will be posted in the classroom, available for student use. Words included may be thematic, holiday, seasonal, and/or content area words. Suggest that students may also want to include words that are often-used, but difficult to spell. Begin by modeling a Think-Aloud, recording two or three words that will be used in writing for that month. Ask students to suggest words. Generate more words by discussing upcoming holidays, the season, or topics they will learn about during the month. Record the words the students suggest. After the class has finalized its list, create a poster. You may want to use color markers that reflect the colors used during a particular season or you may want to reinforce phonetic strategies by stretching out words, writing sounds or word chunks heard. When you have finished the poster, display it in the classroom. During the semester, refer to the word list as you make connections of unknown words to known words. Lead the class in reading and reviewing the list of words regularly. Remind students to refer to the list as they write.
- Have students brainstorm topics for writing. Think aloud two come up with two or three topics, such as “Friends,” “My Sister,” or “My Little Puppy.” Write these on the chart paper. Have students think of topics with which they are familiar and ask them to take turns naming the topics. Record each topic and the student’s name on chart paper. Ask students to contribute some of the known letters or words of the topics as you transcribe them. Display the list of topics in the classroom. Title the list “Ideas for Writing; Topics I Can Write About.” Read the list of topics to review for the students. Encourage the students to add to this list throughout the school year. Provide each student with his or her own topic sheet to compose a personal list of topics for writing.
- After working with the teacher to brainstorm ideas for writing, use personal word bank to write, interact with the teacher for feedback, and edit own writing based on the feedback.
- After using a graphic organizer tool to brainstorm and organize ideas, write a first draft, share with a peer, and edit draft by adding additional details based on peer feedback.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach \(Videos\).](#)
- YouTube by High Vibe Teaching
 - [How to Teach 4th 5th Grade Writing! EASY](#)
- YouTube by Spalding Education
 - [5th Grade Reading & Writing Lessons – Part 1](#)
 - [5th Grade Reading & Writing Lessons – Part 2](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- YouTube by Teaching Without Frills
 - [Writing a Personal Narrative: Planning & Pre-Writing a Story](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

Standard		Performance Objectives	
A.W.5.6 With guidance and support, use technology, including the internet, to produce writing while interacting and collaborating with others.		A.W.5.6.a Use technology, including the internet, to produce writing while interacting and collaborating with others.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.6.a (A) Use technology, including the internet, to produce writing while interacting and collaborating with others.	A.W.5.6.a (B) Use technology, including the internet, to produce writing.	A.W.5.6.a (C) Use technology, including the internet, to illustrate writing.	
Real World Connections: <ul style="list-style-type: none"> • Explore tools for drawing, writing, and self-expression. • Do homework on a computer. • Use Google Docs for group writing. • Enhance or emphasize text when writing (e.g., fonts, bold, italicized). • Spell-check a document. • Insert clipart into documents. 		Vocabulary: <ul style="list-style-type: none"> • Desktop • Internet • iPad • Laptop • Smart Television • Tablet • Technology • Write 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com (education.com) <ul style="list-style-type: none"> ▪ W.5.6 Worksheets, Workbooks, Lesson Plans, and Games ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ▪ Lesson - An Epic Epilogue ▪ Lesson - Prologue: Stew Meat ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.5.6: Fifth Grade English Language Arts Worksheets ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.5.6. Lesson Plans and Templates ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ W.5.6 Curriculum Documents 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Production and Distribution of Writing

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting \(Lessons\).](#)
- Tutorified (tutorified.com)
 - [W.5.6.Technology Assisted](#)
- Edutopia (3dutopia.org)
 - [The Common Core and Digital Skills Development](#)
- LD Online (ldonline.org)
 - [Reviewing: Making Changes in Writing with Technology](#)
- **Activities**
 - Create a prewriting web, a method of gathering and organizing thoughts. A topic is written in the center of a piece of paper or a chalk board, and rays are drawn out from it to details and evidence that support the central topic. Students may use this strategy to find information on the internet, organize thoughts and details, sequence a story, or outline parts of a story before composition begins.
 - Have students work together to find a scene on the Internet to write about. Then have them close their eyes and visualize being there. The have the students use technology working together to produce writing about the scene.
 - Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary.
 - In a science lesson, after visiting websites designated by the teacher, use a talking word processor to draft notes and then share what was learned with peers.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting \(Videos\).](#)
 - YouTube by Cambridge English
 - [Teach with digital – using digital tools to improve writing](#)
 - YouTube by GreggU
 - [Using Technology for Collaboration in Writing](#)
 - YouTube by Smile and Learn
 - [Responsible Use of Technology for Kids](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.5.7 With guidance and support, conduct short research projects using two or more sources.		A.W.5.7.a Conduct short research projects using two or more sources. A.W.5.7.b A.W.5.7.c	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.7.a (A) Conduct short research projects using two or more sources.	A.W.5.7.a (B) Conduct short research projects using one sources.	A.W.5.7.a (C) Explore sources for research projects.	
Real World Connections: <ul style="list-style-type: none">• Research information about a topic of interest.• Translate what is learned into text.• Look up resources for a research project.• Learn how to use research tools.		Vocabulary: <ul style="list-style-type: none">• Internet• Library• Research	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Education.com (education.com)<ul style="list-style-type: none">▪ W.5.7 Worksheets, Workbooks, Lesson Plans, and Games○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ Writing a Research Paper Bibliography of Books and Websites▪ Colonial Market: Product Creation▪ 5th Grade State Report○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ W.5.7: Fifth Grade English Language Arts Worksheets○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ W.5.7. Lesson Plans and Templates○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ W.5.7 Curriculum Documents○ Nearpod [requires a free account](nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard W.5.7○ PBS Learning Media (mpb.pbslearningmedia.org)<ul style="list-style-type: none">▪ W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic (Lessons).			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- Tutorified (tutorified.com)
 - [W.5.7. Research](#)
- **Activities**
 - Have the students find pictures from the Internet, magazines, newspapers, and catalogs, to support a written report about a topic.
 - Have students read three or more books to find information to include in a short research project.
 - Use sticky notes to mark pages in several books where there is relevant information, and then write that information in a group research project.
 - Have students explore how to search Google using your voice (i.e., click/tap on the microphone in the Google search box or on your phone/tablet keyboard). Have students open two different search engines such as Google and Bing. Type in a query and compare the results. Do all search engines work exactly the same?
 - Have students work in pairs to try out a different search engines and then report back to the class on the pros and cons.
 - Have students think of something they are curious about. Open Google in two tabs. In one search, type in one or two keywords. In the other search type in multiple relevant keywords. Compare the results. Discuss the importance of being specific.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic \(Videos\).](#)
 - YouTube by CalvLib
 - [What is Research: Choosing Your Topic](#)
 - YouTube by EdTech Show with Dan Spada
 - [Teaching Students How to Research](#)
 - YouTube by Teaching Without Frills
 - [How to Write a Research Paper for Kids | Episode 1 | Brainstorming Topics](#)
 - [How to Write a Research Paper for Kids | Episode 2 | Making a Plan](#)
 - [How to Write a Research Paper for Kids | Episode 3 | Researching](#)
 - [How to Write a Research Paper for Kids | Episode 4 | Writing a Draft](#)
 - [How to Write a Research Paper for Kids | Episode 5 | Revising](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
A.W.5.8 Gather and sort relevant information on a topic from print or digital sources into given categories.		A.W.5.8.a Gather and sort relevant information on a topic from print or digital sources into given categories.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.8.a (A) Gather and sort relevant information on a topic from print or digital sources into given categories.	A.W.5.8.a (B) Sort relevant information on a topic from print or digital sources into given categories.	A.W.5.8.a © Identify relevant information on a topic from print or digital sources.	
Real World Connections: <ul style="list-style-type: none">• Write upcoming events on a calendar.• Write a to do list.• Summarize a story.		Vocabulary: <ul style="list-style-type: none">• Categorize• Digital• Gather• Information• Notes• Print• Relevant	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Education.com (education.com)<ul style="list-style-type: none">▪ W.5.8 Worksheets, Workbooks, Lesson Plans, and Games○ Reading Rockets (readingrockets.org)<ul style="list-style-type: none">▪ Concept Sort○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ Greatest Hits on Your Birthday▪ W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ W.5.8: Fifth Grade English Language Arts Worksheets○ Share My Lesson [requires a free account] (sharemylesson.com)<ul style="list-style-type: none">▪ W.5.8. Lesson Plans and Templates○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ W.5.8 Curriculum Documents○ Nearpod [requires a free account](nearpod.com)<ul style="list-style-type: none">▪ Resource Library for Mississippi Standard W.5.8			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources \(Documents\).](#)
- Tutorified (tutorified.com)
 - [W.5.9.a Writing About Literature](#)
 - [W.5.9.b. Writing About Informational Texts](#)
- **Activities**
 - Ask a student to recall information about a trip to the zoo and gather additional information about the animals they saw and include both in a written produce.
 - Have students recall information from a science project and gather information about the project by watching video clips then combine information from both in writing.
 - Give students a list of terms. Have students to sort the terms according to categories provided by the teacher. Concept sorts can be used to teach students words about shapes, telling time, etc.
 - Provide students with the cards you have developed. Tell them that their task is to put the cards in sequential order. For instance, middle school students may be asked to order cards that display the steps of the scientific method. Students manipulate the cards to place them in order. If students are working independently, encourage them to think on their own and then allow them the opportunity to check their work with a neighbor. The conversations that occur as students consider the order will contribute to students' understanding of the content. Alternatively, if the class is working as a whole, distribute cards so that each individual receives one card. Then ask students to line up in order across the front of the classroom. Students will need to talk with one another as they find their places. Encourage students to look at their notes, text, or the Internet to confirm the sequences they created. Debrief with students about the content and the process. Which events did they find easiest to sequence? Why? Why is sequencing information important? How did this strategy help them build a better understanding of the content? Was it helpful to talk with peers? Were their notes useful?
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources \(Videos\).](#)
 - YouTube by [jbsed1](#)
 - [Gathering sources for Research](#)
 - YouTube by Reading Rockets
 - [Concept Sort](#)
 - YouTube by Kids Academy
 - [Sort the Same Group Tow Different Ways](#)
 - YouTube by eHowEducation
 - [How to Categorize & Classify Activities for Kids](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- YouTube by Lori Adamo
 - [Collect and Organize Data \(Video 1\)](#)
- YouTube by Knowledge Platform
 - Describe ways on how to collect and organize data.

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

Standard		Performance Objectives	
<p>A.W.5.9 With guidance and support, use information from literary and informational text to support writing.</p>		<p>A.W.5.9.a Apply <i>MS AAAS of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story”).</p> <p>A.W.5.9.b Apply <i>MS AAAS of Grade 5 Reading Standards</i> to informational texts (e.g., “Identify specific reasons and evidence for supporting specific points in an informational text.”).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.W.5.9.a (A) Apply <i>MS AAAS of Grade 5 Reading Standards</i> to literature (e.g., “Compare and contrast two characters in the story”).</p>	<p>A.W.5.9.a (B) Identify two characters in the story.</p>	<p>A.W.5.9.a (C) Identify one character in a story.</p>	
<p>A.W.5.9.b (A) Apply <i>MS AAAS of Grade 5 Reading Standards</i> to informational texts (e.g., “Identify specific reasons and evidence for supporting specific points in an informational text.”).</p>	<p>A.W.5.9.b (B) Identify a supporting point in an informational text.</p>	<p>A.W.5.9.b (C) Repeat a supporting point in an informational text.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Gather information on a favorite topic. • Make a list of their favorite books. • Find a book in the library. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Character • Informational • Story • Text 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ W.5.10 Writing Prompts ○ Education.com (education.com) <ul style="list-style-type: none"> ▪ W.5.9 Worksheets, Workbooks, Lesson Plans, and Games ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ Colonial Market: Market Day! ▪ Colonial Market: Research ▪ W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. ○ Big Learners (biglearners.com) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Research to Build and Present Knowledge

- [W.5.9: Fifth Grade English Language Arts Worksheets](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [W.5.9. Lesson Plans and Templates](#)
- Engage^{ny} (engageny.org)
 - [W.5.9 Curriculum Documents](#)
- Nearpod [requires a free account](nearpod.com)
 - [Resource Library for Mississippi Standard W.5.9.a](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research \(Lessons\).](#)
- **Activities**
 - Working with the teacher, highlight words in the text that show how two characters are the same and different, and then have the student use the highlighted word to write about the characters.
 - After listening to or reading a familiar text, use a ready-made set-up in multimedia software to identify words from the text that relate to the setting and write about how it compares to their own community.
 - After reading to identify the evidence an author provides, have the student write about the evidence in support of own opinion about the topic.
 - After participating in shared reading of a book about healthy eating, use a preprogrammed voice output device to contribute ideas to the group writing project.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research \(Videos\).](#)
 - YouTube by Khan Academy
 - [Looking back at the text for evidence](#)
 - YouTube by Bloom Edu
 - [Textual Evidence](#)
 - YouTube by NAEYC Training
 - [Making the Most of informational Text in the Classroom with PBS KIDS](#)
 - YouTube by Katherine Heiles
 - [Using Text Evidence](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Range of Writing

Standard		Performance Objectives	
A.W.5.10 With guidance and support, write routinely for a variety of tasks, purposes, and audiences.		A.W.5.10.a With guidance and support, write routinely for a variety of tasks, purposes, and audiences.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.W.5.10.a (A) With guidance and support, write routinely for a variety of tasks, purposes, and audiences.	A.W.5.10.a (B) With guidance and support, write routinely.	A.W.5.10.a (C) With guidance and support, recognize a familiar writing.	
Real World Connections: <ul style="list-style-type: none"> • Write name and date in classroom journal each day. • Make a list of supplies • Write their name o their personal items. 		Vocabulary: <ul style="list-style-type: none"> • Behavior log • Board maker • Date • Familiar • Journal • Name • Recognize • Routine • Write 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Education.com (education.com) <ul style="list-style-type: none"> ▪ W.5.10 Worksheets, Workbooks, Lesson Plans, and Games ○ English Worksheets Land (Englishworksheetsland.com) <ul style="list-style-type: none"> ▪ Grade 5 Writing Prompts and Activities Related ELA Standard: W.5.10 ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ Writing a Suspense Passage to Convey a Sense of Waiting, Mental Uncertainty, or Excitement ○ Tutorified (tutorified.com) <ul style="list-style-type: none"> ▪ W.5.10 Writing Prompts ○ Big Learners (biglearners.com) <ul style="list-style-type: none"> ▪ W.5.10: Fifth Grade English Language Arts Worksheets ○ Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> ▪ W.5.10. Lesson Plans and Templates ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ W.5.10 Curriculum Documents ○ PBS Learning Media (mpb.pbslearningmedia.org) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Writing

CONCEPT: Range of Writing

- [W.5.10 Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of discipline-specific tasks, purposes, and audiences \(Lessons\).](#)

- **Activities**

- Have students write about the texts they read. They can write about their personal reactions, analyses, interpretations, arguments, summaries, notes, questions, etc. Have them write short stories, autobiographies, poems, blogs, etc. The more they write the better.
- Have students copy your words and language. Use the question to answer it. Highlight your use of academic language and vocabulary. Have students work with a partner to explain their thinking in response to a journal problem.
- Incorporate writing to learn in the classroom. Teachers include writing to learn primarily as an instructional tool to promote learning. The goal in writing to learn is not to produce a formal composition; usually, writing to learn is an informal, single-draft writing. The goals are to use this writing to deepen the student's understanding of subjects studied; to engage students in thinking, applying/extending knowledge and developing skills; and to help students reflect on themselves as learners.

- **Videos**

- PBS Learning Media (mpb.pbslearningmedia.org)
 - [W.5.10 Write routinely over extended time frames \(time for research, reflection, and revision\) and shorter time frames \(a single sitting or a day or two\) for a range of discipline-specific tasks, purposes, and audiences \(Videos\).](#)
- YouTube by Teaching Without Frills
 - [How to Write for Your Audience – Writing Video for Kids](#)
- YouTube by CHS Eagles English
 - [Writing: Task, Purpose, and Audience](#)
- YouTube by Learn English with Emma
 - [My Top 5 Writing Tips \(for all levels\)](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Speaking and Listening
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.5.1 Engage in collaborative discussions.		A.SL.5.1.a Come to discussion prepared to share information. A.SL.5.1.b Carry out assigned role in a discussion. A.SL.5.1.c Ask questions related to information in a discussion. A.SL.5.1.d Make comments that contribute to the discussion and link to the remarks of others.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.5.1.a (A) Come to discussion prepared to share information.	A.SL.5.1.a (B) Share information in a discussion.	A.SL.5.1.a (C) Listen in a discussion.	
A.SL.5.1.b (A) Carry out assigned role in a discussion.	A.SL.5.1.b (B) Participate in a discussion.	A.SL.5.1.b (C) Repeat a statement in a discussion.	
A.SL.5.1.c (A) Ask questions related to information in a discussion.	A.SL.5.1.c (B) Ask a question related to information in a discussion.	A.SL.5.1.c (C) Select information related to a discussion.	
A.SL.5.1.d (A) Make comments that contribute to the discussion and link to the remarks of others.	A.SL.5.1.d (B) Make comments that contribute to the discussion.	A.SL.5.1.d (C) Communicate non-verbally in a discussion.	
Real World Connections: <ul style="list-style-type: none"> Engage in classroom discussions. Participate in discussions with family and friends. Express a need or want to supportive adults. Recall information learned during a discussion. Ask questions as part of a discussion. 		Vocabulary: <ul style="list-style-type: none"> Answer Ask Comment Discussion Information Question Recall Remark 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Edutopia (www.edutopia.org) <ul style="list-style-type: none"> Teaching Your Students How to Have a Conversation The Autism Helper (theautismhelper.com) <ul style="list-style-type: none"> Teaching Conversation Skills Better Lesson (betterlesson.com) <ul style="list-style-type: none"> SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

[grade 5 topics and texts, building on others' ideas and expressing their own clearly.](#)

- Education.com [requires a free account] (education.com)
 - [SL.5.1 Workbooks, Lesson Plans, and Games](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [Literacy.SL.5.1 Engage effectively in a range of collaborative discussions \(one-on-one, in groups, and teacher-led\) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.](#)
- Share My Lesson [requires a free account] (sharemylesson.com)
 - [SL.5.1 Lesson Plan Templates](#)
- Engage^{ny} (engageny.org)
 - [SL.5.1 Curriculum Documents](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard SL.5.2](#)
- **Activities**
 - Practice conversations with supportive adults in the school building.
 - Tell about a special event.
 - Repeat details learned from a classroom discussion.
- **Videos**
 - YouTube
 - [Speaking and Listening Skills](#)
 - [Focus Lesson on Talk Moves](#)
 - YouTube by Edutopia
 - [Encouraging Academic Conversations with Talk Moves](#)

COURSE: Alternate English Language Arts Fifth Grade
 DOMAIN: Speaking and Listening
 CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.5.2 Identify the explicitly stated main idea of a text presented orally or through other media.		A.SL.5.2.a State the main idea from an oral presentation.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.5.2.a (A) State the main idea from an oral presentation.	A.SL.5.2.a (B) Locate the main idea from an oral presentation.	A.SL.5.2.a (C) Repeat the main idea from an oral presentation.	
Real World Connections: <ul style="list-style-type: none"> Follow oral directions. Recall details of a story told by a classmate. Answer questions about a story or other information that is read aloud. 		Vocabulary: <ul style="list-style-type: none"> Detail Main idea Orally Presentation 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Scholastic Parents (www.scholastic.com) <ul style="list-style-type: none"> 7 Important Questions to Ask Your Child During Story Time Better Lesson (betterlesson.com) <ul style="list-style-type: none"> SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> SL.5.2 Workbooks, Lesson Plans, and Games PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> SL.5.2 Lesson Plan Templates Engage^{ny} (engageny.org) <ul style="list-style-type: none"> SL.5.2 Curriculum Documents Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard SL.5.2 Activities <ul style="list-style-type: none"> Provide students with opportunities to hear stories or directions read aloud. 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- Ask questions after reading aloud.
- Share videos of read-a-louds and have students ask and answer questions about what they heard.
- **Videos**
 - YouTube by Teaching Without Frills
 - [Asking and Answering Questions](#)
 - YouTube by Education Galaxy
 - [Reading - Ask and Answer Questions](#)
 - YouTube by EasyTeaching
 - [Main Idea, Summarizing and Reading Strategies](#)
 - YouTube by Ms. Walsh's 3rd Grade
 - [How to Find the Main Idea and Key Details](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

Standard		Performance Objectives	
A.SL.5.3 Identify the reasons and evidence supporting a specific point.		A.SL.5.3.a Recognize evidence or details that support a specific point.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.5.3.a (A) Recognize evidence or details that support a specific point.	A.SL.5.3.a (B) Match evidence or details that support a specific point.	A.SL.5.3.a (C) Select evidence or a detail that supports a specific point.	
Real World Connections: <ul style="list-style-type: none"> Recall details of a story told by a classmate. Defend an argument from a character’s point of view based on evidence. Answer questions about a story or other information that is read aloud. 		Vocabulary: <ul style="list-style-type: none"> Defend Evidence Identify Point Reason Recall Recognize 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Speech and Language Kids (speechandlanguagekids.com) <ul style="list-style-type: none"> Helping Children to Identify Main Ideas and Supporting Details When Reading Better Lesson (betterlesson.com) <ul style="list-style-type: none"> SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> SL.5.3 Workbooks, Lesson Plans, and Games PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Share My Lesson [requires a free account] (sharemylesson.com) <ul style="list-style-type: none"> SL.5.3 Lesson Plan Templates Engage^{ny} (engageny.org) <ul style="list-style-type: none"> SL.5.3 Curriculum Documents Nearpod [requires a free account] (nearpod.com) <ul style="list-style-type: none"> Resource Library for Mississippi Standard SL.5.3 Activities <ul style="list-style-type: none"> Provide students with opportunities to hear stories and recall details. Ask questions about the main idea and supporting details after reading aloud or watching a video. 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Speaking and Listening

CONCEPT: Comprehension and Collaboration

- Share videos of read-a-louds and have students identify the main idea and supporting details.
- **Videos**
 - YouTube by Teaching Without Frills
 - [Asking and Answering Questions](#)
 - YouTube by Education Galaxy
 - [Reading - Ask and Answer Questions](#)
 - YouTube by EasyTeaching
 - [Main Idea, Summarizing and Reading Strategies](#)
 - YouTube by Ms. Walsh's 3rd Grade
 - [How to Find the Main Idea and Key Details](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.SL.5.4 Report on a familiar topic or text or present an opinion including related facts.		A.SL.5.4.a Share a familiar topic using related facts. A.SL.5.4.b Present a familiar topic using related facts.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.5.4.a (A) Share a familiar topic using related facts.	A.SL.5.4.a (B) Share a familiar topic using at least one related fact.	A.SL.5.4.a (C) Recall a familiar topic.	
A.SL.5.4.b (A) Present a familiar topic using related facts.	A.SL.5.4.b (B) Present a familiar topic using at least one fact.	A.SL.5.4.b (C) Draw or represent a familiar topic non-verbally.	
Real World Connections: <ul style="list-style-type: none"> • Restate the plot of a favorite show or movie. • Share about how they feel about a certain topic. • Include important details when relaying information. 		Vocabulary: <ul style="list-style-type: none"> • Facts • Familiar • Opinion • Present • Recall • Report • Share 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> ▪ Students as Creators: Exploring Multimedia ○ Common Sense Education (commonsense.org) <ul style="list-style-type: none"> ▪ Best Classroom Tools for Presentations and Slideshows ○ What I Have Learned (whatihavelearnedteaching.com) <ul style="list-style-type: none"> ▪ 7 Ways to Introduce Opinion Writing to Elementary Students ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ SL.5.4 Workbooks, Lesson Plans, and Games ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ○ Share My Lesson [requires a free account] (sharemylesson.com) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [SL.5.4 Lesson Plan Templates](#)
- Engage^{ny} (engageny.org)
 - [SL.5.4 Curriculum Documents](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard SL.5.4](#)
- **Activities**
 - Have students present using PowerPoint or other multimedia presentation software.
 - Retell a fairy tale or nursery rhyme from childhood using as many facts as they can remember.
 - Ask students to describe their favorite movie or television episode.
- **Videos**
 - YouTube by Wanna Know
 - [Power Point Tutorial for Kids](#)
 - YouTube by CraftyGirls
 - [How to Make a Video: Film and Edit Tips for Kids](#)
 - YouTube by John Spencer
 - [Writing Prompt for Opinions](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.SL.5.5 Select or create audio recordings and visual displays to enhance a presentation.		A.SL.5.5.a Record audio to share in a presentation. A.SL.5.5.b Choose pictures or other visuals and share in a presentation	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.5.5.a (A) Record audio to share in a presentation.	A.SL.5.5.a (B) Record own voice to share in a presentation.	A.SL.5.5.a (C) Select audio to share in a presentation.	
A.SL.5.5.b (A) Choose pictures or other visuals and share in a presentation.	A.SL.5.5.b (B) Choose pictures or other visuals to share in a presentation.	A.SL.5.5.b (C) Select a picture or other visual to share in a presentation.	
Real World Connections: <ul style="list-style-type: none"> • Show connections between television and self-selected videos for presentation. • Show connections between radio or other audio and own recorded voice for the purposes of presentation. • Compare own video and audio recordings to music and television. 		Vocabulary: <ul style="list-style-type: none"> • Audio • Compare • Connection • Pictures • Presentation • Record • Video • Visual 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> ▪ Students as Creators: Exploring Multimedia ○ Common Sense Education (commonsense.org) <ul style="list-style-type: none"> ▪ Best Classroom Tools for Presentations and Slideshows • Activities <ul style="list-style-type: none"> ○ Have students present using PowerPoint or other multimedia presentation software. ○ Ask students to bring collectables or souvenirs to share as part of recorded audio or video presentation. ○ Provide multiple opportunities for students to record their own audio and video for the purpose of presentation. • Videos <ul style="list-style-type: none"> ○ YouTube by Wanna Know 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [Power Point Tutorial for Kids](#)
- YouTube by CraftyGirls
 - [How to Make a Video: Film and Edit Tips for Kids](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.SL.5.6 Differentiate between contexts that require formal and informal communication.		A.SL.5.6.a Recognize when a context calls for formal or informal communication.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.SL.5.6.a (A) Recognize when a context calls for formal or informal communication.	A.SL.5.6.a (B) Differentiate between formal and informal conversation partners.	A.SL.5.6.a (C) Repeat relevant statements in formal and informal communication.	
Real World Connections: <ul style="list-style-type: none"> Recognize how friends communicate versus strangers. Speak with friends. Speak with community helpers. Use social cues to communicate appropriately. 		Vocabulary: <ul style="list-style-type: none"> Adults Communicate Community helpers Conversation Family Formal Friend Informal Partner 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Assistive Ware (assistiveware.com) <ul style="list-style-type: none"> Communication Partner Skills for AAC Learners Learn Upon(learnupon.com) <ul style="list-style-type: none"> Formal and Informal Learning: What's the Difference? Key Differences (keydifference.com) <ul style="list-style-type: none"> Difference Between Formal and Informal Communication Activities <ul style="list-style-type: none"> Have students practice talking with friends. Have students practice talking with supportive adults or community helpers. Hold discussions about how conversations with peers and adults sound differently. Upon entering the classroom ,have students greet peers informally (e.g., “Hi There!”) and teachers formally (e.g., “Good morning.”) During a group discussion, informally comment on a peer’s remarks (e.g., “No way!”) and formally offer own remarks (e.g., “I think it was the woman that made the cake.”) Videos <ul style="list-style-type: none"> YouTube by Innoventure NMSU <ul style="list-style-type: none"> Innoventure Jr: Formal and Informal Communication YouTube by PGSD Schools 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [4th Grade - Formal vs Informal Language](#)
- YouTube by Help Teaching
 - [Formal and Informal Language: English Grammar and Writing Skills](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard	Performance Objectives	
A.L.5.1 Demonstrate standard English grammar and usage when communicating.	A.L.5.1.a Explain the function of a conjunction and interjections. A.L.5.1.b Form and use the past tense of frequently occurring words. A.L.5.1.c Not applicable A.L.5.1.d Not applicable A.L.5.1.e Use frequently occurring conjunctions, such as and, but, or, for, and because.	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
A.L.5.1.a (A) Explain the function of a conjunction and interjections.	A.L.5.1.a (B) Use frequently occurring conjunctions and interjections when I talk or write.	A.L.5.1.a (C) Use familiar conjunctions when I talk or write.
A.L.5.1.b (A) Form and use the past tense of frequently occurring words.	A.L.5.1.b (B) Use familiar past tense verbs when I talk or write.	A.L.5.1.b (C) Use a familiar past tense verb with prompting when I talk or write.
A.L.5.1.e (A) Use frequently occurring conjunctions, such as and, but, or, for, and because.	A.L.5.1.e (B) Use familiar conjunctions when I talk or write.	A.L.5.1.e (C) Use a familiar conjunction with prompting when I talk or write.
Real World Connections: <ul style="list-style-type: none"> Engage in real-life learning by participating in a research project. Participate in reading circles and be able to share ideas effectively. Communicate effectively with friend. 	Vocabulary: <ul style="list-style-type: none"> Conjunction Grammar Interjection Past tense Standard English Usage 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Better Lesson (betterlesson.com) <ul style="list-style-type: none"> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Education.com [requires a free account](education.com) <ul style="list-style-type: none"> L.5.1.A Worksheets, Workbooks, Lesson Plans, and Games L.5.1.B Worksheets, Workbooks, Lesson Plans, and Games L.5.1.C Worksheets, Workbooks, Lesson Plans, and Games L.5.1.D Worksheets, Workbooks, Lesson Plans, and Games L.5.1.E Worksheets, Workbooks, Lesson Plans, and Games 		

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- Engage^{ny} (engageny.org)
 - [L.5.1 Curriculum Documents](#)
- Nearpod [requires a free account](nearpod.com)
 - [Resource Library for Mississippi Standard L.5.1.a](#)
 - [Resource Library for Mississippi Standard L.5.1.b](#)
- Share My Lesson [requires a free account](sharemylesson.com)
 - [L.5.1 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
 - [L.5.1.a Fifth Grade English Language Arts Worksheets](#)
 - [L.5.1.b Fifth Grade English Language Arts Worksheets](#)
 - [L.5.1.c Fifth Grade English Language Arts Worksheets](#)
 - [L.5.1.d Fifth Grade English Language Arts Worksheets](#)
 - [L.5.1.e Fifth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.5.1 Nouns and Verbs](#)
 - [L.5.1.a Interjections](#)
 - [L.5.1.b Past Perfect](#)
 - [L.5.1.c Phrasal Verb](#)
 - [L.5.1.d Verb Conjugations](#)
 - [L.5.1.e Correlative Conjunctions](#)
- **Activities**
 - Have students complete sentences combining activities that combining two simple sentences, such as “*The cat eats.*” and “*The dog eats.*” into one: “*The cat and dog eat.*”
 - Combine words to create simple sentences that describe pictures depicting singular and plural nouns (e.g., *The girl runs. The girls run.*)
 - Dictate captions for each picture in a class book about a field trip, combining a name with the action the person is doing.
 - Have student practice using conjunctions (e.g., and, but, or, for, because, etc.). Have them tell the names of two friends to sit between (i.e., Jack and Jill)
- **Videos**
 - YouTube by Learn English with Let’s Talk – Free English Lessons
 - [Using Interjections in English](#)
 - YouTube by Grammaropolis
 - [Interjection Song](#)
 - YouTube by Quixot Kids – Edu

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- YouTube by ELF Kids Videos
 - [The Interjection – Learn Basic English Grammar | Kids Educational Video](#)
- YouTube by Help Teaching
 - [Learn Past Tense Verbs #1 - Pattern Practice - Simple Past Tense](#)
- YouTube by GrammarSongs by Melissa
 - [What are Conjunctions? | English Grammar Lesson](#)
- YouTube by GrammarSongs by Melissa
 - [Coordinating Conjunctions | Award Winning Coordinating Conjunctions Teaching Video | FANBOYS](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

Standard		Performance Objectives	
A.L.5.2 Demonstrate understanding of conventions of standard English.		<p>A.L.5.2.a Use ending punctuation in sentences (i.e., question marks, period, exclamation points).</p> <p>A.L.5.2.b Not Applicable</p> <p>A.L.5.2.c Not Applicable</p> <p>A.L.5.2.d Identify quotation marks to mark direct speech and quotations in a text.</p> <p>A.L.5.2.e Spell unfamiliar words phonetically, drawing on letter-sound relationships and common spelling patterns.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.5.2.a (A) Use ending punctuation in sentences (i.e., question marks, period, exclamation points).	A.L.5.2.a (B) Use a period to mark the end of a sentence.	A.L.5.2.a (C) Indicate a mark that is used at the end of a sentence.	
A.L.5.2.d (A) Identify quotation marks to mark direct speech and quotations in a text.	A.L.5.2.d (B) Use quotation marks to mark direct speech.	A.L.5.2.d (C) Indicate quotation marks used in a sentence.	
A.L.5.2.e (A) Spell unfamiliar words phonetically, drawing on letter-sound relationships and common spelling patterns.	A.L.5.2.e (B) Spell two unfamiliar words phonetically, drawing on letter-sound relationships and common spelling patterns.	A.L.5.2.e (C) Spell a familiar word.	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Communicate English fluently and confidently. • Communicate clearly and avoid errors that sound strange. • Avoid confusing your friends and acquaintances. • Effectively get original thoughts and ideas out to others. • Communicate clearly to get what you want. • Understand the rules of language and apply them effectively to get original thoughts and ideas out to others. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Common spelling patterns. • Direct speech • Ending punctuation • Exclamation point • Letter-sound relationships • Period • Phonetics • Question mark • Quotation marks 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Literacy Ideas (literacyideas.com) <ul style="list-style-type: none"> ▪ Punctuation ○ Education and Behavior (Educationandbehavior.com) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [Try This Guided Writing Strategy to Help Your Child Improve Writing Skills](#)
- [Help Your Child Improve the Quality of Their Writing with the Sentence Combining Strategy](#)
- Better Lesson (betterlesson.com)
 - [L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.](#)
- Education.com [requires a free account](education.com)
 - [L.5.2.a Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.5.2.d Worksheets, Workbooks, Lesson Plans, and Games](#)
 - [L.5.2.e Worksheets, Workbooks, Lesson Plans, and Games](#)
- Engage^{ny} (engageny.org)
 - [L.5.2 Curriculum Documents](#)
- Nearpod [requires a free account](nearpod.com)
 - [Resource Library for Mississippi Standard L.5.2.a](#)
 - [Resource Library for Mississippi Standard L.5.2.d](#)
- Share My Lesson [requires a free account](sharemylesson.com)
 - [L.5.2 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
 - [L.5.2.a Fifth Grade English Language Arts Worksheets](#)
 - [L.5.2.da Fifth Grade English Language Arts Worksheets](#)
 - [L.5.2.e Fifth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.5.2.a Semicolons](#)
 - [L.5.2.d Quotation Marks vs. Italics or Underlining](#)
 - [L.5.2.e Spelling](#)
- **Activities**
 - Select a book that the student can read easily. Start with single sentences—but make sure that there is some variety in the punctuation (so that every sentence does not end in a period). After telling the student that there is going to be a punctuation activity, ask him or her to read aloud the sentence in the book. If there is an error or omission, remove the paper away, telling the student that there was a mistake and they need to start again. Move beyond single sentences as quickly as possible. As soon as two sentences are managed effectively, move up to short paragraphs of three to four sentences.
- **Videos**
 - YouTube by BJU Press Homeschool
 - [Super Marks: End Punctuation](#)
 - YouTube by Kids Academy

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Conventions of Standard English

- [Punctuation in English | Punctuation at the End of a Sentence](#)
- YouTube by Scratch Garden
 - [Punctuation Explained \(by Punctuation!\)](#)
- YouTube by Grammaropolis
 - [Quotation Marks song from Grammaropolis - :Quote Me”](#)
- YouTube by Miacademy Learning Channel
 - [How to use Quotation Marks](#)
- YouTube by Alphablocks
 - [Alphablocks - Learn to Read | Phonetic Spelling | Phonics for Kids](#)
- YouTube by Rachel's English
 - [Learn the Phonetic Alphabet](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Knowledge of Language

Standard		Performance Objectives	
A.L.5.3 Use language to achieve desired meaning when communicating.		A.L.5.3.a Communicate using complete sentences. A.L.5.3.b Not applicable	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.5.3.a (A) Communicate using complete sentences.	A.L.5.3.a (B) Communicate using 2-3 word phrases (communication does not have to be verbal)..	A.L.5.3.a (C) Communicate using a one word utterance (communication does not have to be verbal).	
Real World Connections: <ul style="list-style-type: none">• Listen and communicate to obtain information to perform a task.• Ask for directions or help to perform an assigned task.• Repeat directions to perform a task.• Follow multi-step verbal directions to complete assigned task.• Communicate to request, comment, and/or share information.		Vocabulary: <ul style="list-style-type: none">• Communicate• Complete sentence• Language• Phrase• Word	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Literacy Ideas (literacyideas.com)<ul style="list-style-type: none">▪ A Teacher's Guide to Sentence Structure○ Education and Behavior (Educationandbehavior.com)<ul style="list-style-type: none">▪ Help Your Child Improve the Quality of Their Writing with the Sentence Combining Strategy○ Better Lesson (betterlesson.com)<ul style="list-style-type: none">▪ L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.○ Education.com [requires a free account](education.com)<ul style="list-style-type: none">▪ L.5.3.a Worksheets, Workbooks, Lesson Plans, and Games○ Engage^{ny} (engageny.org)<ul style="list-style-type: none">▪ L.5.3 Curriculum Documents○ Share My Lesson [requires a free account](sharemylesson.com)<ul style="list-style-type: none">▪ L.5.3 Lesson Plans Templates○ Big Learners (biglearners.com)<ul style="list-style-type: none">▪ L.5.3.a Fifth Grade English Language Arts Worksheets○ Tutorified (tutorified.com)			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Knowledge of Language

- [L.5.3. Editing and Proofreading](#)
- [L.5.3.a Sentence Patterns](#)
- **Activities**
 - Show students a picture. Read two different sentences. Once of the sentences describes the picture using correct grammar and the other does not. Have students choose the sentence that best describes the picture using correct grammar.
 - Provide the student several sentences (complete and incomplete) relating to a story read in class. Help students choose the complete sentence.
 - After reading a story in class, list several details from the story using complete and incomplete sentences. Go through the list with the class and help them identify the complete sentences to keep and the incomplete sentences to toss.
- **Videos**
 - YouTube by Rockin Resources
 - [Complete Sentences Digital Student Mini-lesson](#)
 - YouTube by GrammarSongs by Melissa
 - [Complete Sentences | Subjects and Predicates Award Winning Song](#)
 - YouTube by The Eagle's Nest – Our Online Classroom
 - [Let's Write Sentences. \(I Can Write a Complete Sentence\)](#)
 - YouTube by English-Easy English Grammar
 - [Teach the Complete Sentence](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.5.4 Demonstrate knowledge of word meanings.		<p>A.L.5.4.a Use sentence level context to determine which word is missing from a content area text.</p> <p>A.L.5.4.b Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).</p> <p>A.L.5.4.c Not applicable</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.5.4.a (A) Use sentence level context to determine which word is missing from a content area text.	A.L.5.4.a (B) Choose the missing word to complete the sentence in my book when given three choices.	A.L.5.4.a (C) Point to the missing word that completes a sentence when given two choices.	
A.L.5.4.b (A) Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	A.L.5.4.b (B) Add <i>-s</i> and <i>-ing</i> to a word and use it appropriately.	A.L.5.4.b (C) Repeat a word ending in <i>-s</i> when given a model.	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Use words to predict the meaning of new vocabulary words. • Recognize the meaning of words. • Respond to the meaning of a word in context. • Determine the meaning of words when common affixes (<i>-ing</i>, <i>-ed</i>, <i>-s</i>, <i>-es</i>) are added. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Frequently occurring • Complete • Content area text • Missing • Root words • Sentence level context • Word endings 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Literacy in Focus (litinfocus.com) <ul style="list-style-type: none"> ▪ 3 Steps for Teaching Root Words, Prefixes, and Suffixes ○ Teaching with a Mountain View <ul style="list-style-type: none"> ▪ The Complete Guide to Teaching Prefixes and Suffixes ○ Read Write Think (readwritethink.org) <ul style="list-style-type: none"> ▪ Lesson Plan Improve Comprehension: A Word Game Using Root Words and Affixes ○ Reading Rockets (readingrockets.org) <ul style="list-style-type: none"> ▪ Use Words to Teach Words ○ Better Lesson (betterlesson.com) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.](#)
- Education.com [requires a free account](education.com)
 - [L.5.4 Worksheets, Workbooks, Lesson Plans, and Games](#)
- Engage^{ny} (engageny.org)
 - [L.5.4 Curriculum Documents](#)
- Share My Lesson [requires a free account](sharemylesson.com)
 - [L.5.4 Lesson Plans Templates](#)
- Big Learners (biglearners.com)
 - [L.5.4.a Fifth Grade English Language Arts Worksheets](#)
 - [L.5.4.b Fifth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.5.4.a Context Clues](#)
 - [L.5.4.b Suffixes](#)
- **Activities**
 - Begin with a simple root word, such as push. Ask the student to come up with words they know that contain that word, such as pushing, pushed, pushover, push-up. Talk about how all these words have some shared meaning related to the word push.
 - While sitting in the cafeteria, choose a word and have students brainstorm as many meanings and uses for the word as they can think of. Some words to start with: spring, frame, check, light.
 - It is important that students understand the function of word parts. Explain to the students that many words are made of parts that carry meaning. These word parts work together to alter, or change, a word's meaning. As an overall introduction to word parts, define the parts simply. For example: Prefix: A word part that is attached to the beginning of a word. Suffix: A word part that is attached to the end of a word. Root or base word: The basic part of a word that carries meaning. A base word can stand alone (example: depend in independent). A root is a word part that carries meaning but cannot stand alone (example: cred in incredible). Discuss how the affixes change, or alter, the meaning of the words. Give your students multiple opportunities to manipulate word parts. Activities may include:
 - Using a pocket chart, demonstrate how to manipulate word parts to make real words. Discuss how adding or removing an affix changes the meaning of a word.
 - Write word parts on index cards and have the students make real words with a partner or in small groups. Have students discuss how adding or removing an affix changes the meaning of each word.
 - Give partners or small groups of students a stack of index cards containing prefixes, suffixes, and base words. Have partners or groups work together to make a complete list of real words with their stack of word parts.
 - Have students use word part cards to generate silly words, or “words” that are not real words but that illustrate how prefixes and suffixes can change the meaning of words. This is most effective for prefixes, as suffixes often change a word's part of speech rather than clearly altering the word's meaning

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- **Videos**

- YouTube by GrammarSongs by Melissa
 - [Context Clues | Award Winning Context Clues Teaching Video | Comprehension & Reading Strategies](#)
- Khan Academy (khanacademy.org)
 - [Using context clues to figure out new words | Reading](#)
 - [What are affixes? | Reading](#)
- YouTube by McGraw Hill PreK-12
 - [Context Clues – Introduction to Reading Skills](#)
- YouTube by SmartBrainChild Sunday
 - [Root Words - Vocabulary for Kids](#)
- YouTube by Danielle Hamilton
 - [Prefixes, root words, and suffixes](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
A.L.5.5 Demonstrate understanding of word relationship and use.		<p>A.L.5.5.a Use simple, common idioms (e.g., you bet, it's a deal, we're cool).</p> <p>A.L.5.5.b Not Applicable</p> <p>A.L.5.5.c Demonstrate understanding of words that have similar meanings.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.L.5.5.a (A) Use simple, common idioms (e.g., you bet, it's a deal, we're cool).	A.L.5.5.a (B) Use two idioms that I was taught, appropriately.	A.L.5.5.a (C) Use one idiom that I was taught, with prompting.	
A.L.5.5.c (A) Demonstrate understanding of words that have similar meanings.	A.L.5.5.c (B) Use three words with similar meanings that I have been taught.	A.L.5.5.c (C) Repeat words with similar meaning when given a model.	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Use simple, common idioms (e.g., You Bet! It's a deal., We're cool) when responding to friends and acquaintances. • Recognize the meaning of words. • Communicate effectively to share information or respond to comments from others. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Common • Idiom • Meaning • Relationship • Similar • Simple 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ○ Education.com [requires a free account](education.com) <ul style="list-style-type: none"> ▪ L.5.5. Worksheets, Workbooks, Lesson Plans, and Games ○ Engage^{ny} (engageny.org) <ul style="list-style-type: none"> ▪ L.5.5 Curriculum Documents ○ Nearpod [requires a free account](nearpod.com) <ul style="list-style-type: none"> ▪ Resource Library for Mississippi Standard L.5.5.a ▪ Resource Library for Mississippi Standard L.5.5.c ○ PBS Learning Media (mpb.pbslearningmedia.org) <ul style="list-style-type: none"> ▪ L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (Documents). ○ Big Learners (biglearners.com) 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- [L.5.5.a Fifth Grade English Language Arts Worksheets](#)
- [L.5.5.c Fifth Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.5.5.a. Figurative Language.](#)
 - [L.5.5.b. Idioms](#)
- **Activities**
 - Using a big book or read aloud book, model identifying words that are opposites. Mark these places in the text with a sticky note/arrow/dot. Explain how the word convey opposing things. After modeling, students use this strategy in a shared reading and small group setting, still incorporating the explanation of how the marked words are opposites.
 - Have students act out their understanding of idioms (e.g., no way, not a chance, you bet).
 - After reading a story that incorporates idioms, have “That reminds me…” Time. Students share idioms they remember from the story that remind them of other sayings and explain the relation they see between them.
- **Videos**
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings \(Videos\).](#)
 - YouTube by GrammarSongs by Melissa
 - [Idioms | Award Winning Teaching Video | What Is an Idiom? | Figurative Language](#)
 - [Synonyms | Award Winning Synonym Teaching Video | What are Synonyms?](#)
 - YouTube by Homeschool Pop
 - [Idioms for Kids](#)
 - YouTube by Emma Grace
 - [English Lesson #6 | 10 Common Idioms - Examples & Meanings Part 1](#)
 - [English Lesson #7 | 10 Common Idioms - Examples & Meanings Part 2](#)
 - PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings..](#)
 - YouTube by Lampofilm
 - [Synonyms for Kids | Words with the Same Meaning](#)

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

Standard		Performance Objectives	
<p>A.L.5.6 Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.</p>		<p>A.L.5.6.a Use words that I have learned from conversations, shared reading, and specific activities including domain-specific words.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.L.5.6.a (A) Use words that I have learned from conversations, shared reading, and specific activities including domain-specific words.</p>	<p>A.L.5.6.a (B) Use words that I have learned from conversations, shared reading and specific activities when given a prompt.</p>	<p>A.L.5.6.a (C) Pick a new word that I have learned from two picture choices.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Respond appropriately to <i>if/then</i> questions (i.e., “If it rains, then we stay in.”) • Understand jargon words that are important to a particular subject of interest. • Feel comfortable communicating with friends. • Have more in-depth conversations with peers. • Recognize the meaning of domain-specific words when conversing with others. • Communicate effectively to share information or respond to comments from others. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Acquired • Conversations • Domain-specific words • Shared reading 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Better Lesson (betterlesson.com) <ul style="list-style-type: none"> ▪ L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). ○ Education.com [requires a free account] (education.com) <ul style="list-style-type: none"> ▪ L.5.6 Workbooks, Lesson Plans, and Games 			

COURSE: Alternate English Language Arts Fifth Grade

DOMAIN: Language

CONCEPT: Vocabulary Acquisition and Use

- Engage^{ny} (engageny.org)
 - [L.5.6 Curriculum Documents](#)
- Nearpod [requires a free account] (nearpod.com)
 - [Resource Library for Mississippi Standard L.5.6](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships \(e.g., however, although, nevertheless, similarly, moreover, in addition\) \(Interactive Lessons\).](#)
- Big Learners (biglearners.com)
 - [L.5.6: Third Grade English Language Arts Worksheets](#)
- Tutorified (tutorified.com)
 - [L.5.6 Vocabulary](#)
- **Activities**
 - Using a big book or read aloud book, model identifying words that are opposites. Mark these places in the text with a sticky note/arrow/dot. Explain how the word convey opposing things. After modeling, students use this strategy in a shared reading and small group setting, still incorporating the explanation of how the marked words are opposites.
 - Have students act out their understanding of idioms (e.g., no way, not a chance, you bet).
 - After reading a story that incorporates idioms, have “That reminds me…” Time. Students share idioms they remember from the story that remind them of other sayings and explain the relation they see between them.
 - Begin with a simple root word, such as push. Ask the student to come up with words they know that contain that word, such as pushing, pushed, pushover, push-up. Talk about how all these words have some shared meaning related to the word push.
 - While sitting in the cafeteria, choose a word and have students brainstorm as many meanings and uses for the word as they can think of. Some words to start with: spring, frame, check, light.
 - Show students a picture. Read two different sentences. Once of the sentences describes the picture using correct grammar and the other does not. Have students choose the sentence that best describes the picture using correct grammar.
 - Provide the student several sentences (complete and incomplete) relating to a story read in class. Help students choose the complete sentence.
 - After reading a story in class, list several details from the story using complete and incomplete sentences. Go through the list with the class and help them identify the complete sentences to keep and the incomplete sentences to toss.
- **Videos**
 - EG Videos (egvideos.com)
 - [Academic and Domain Specific Words](#)
 - You Tube by RHES Social Media
 - [Determine the meaning of words using context clues](#)

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- LearnZillion [requires a free account] (learnzillion.com)
 - [Use vocabulary in a text to deepen your understanding](#)
- YouTube by Mrs. LopezSchoolVideos
 - [5th ELA Academic and Domain Specific Vocabulary](#)
- YouTube by eSparkLearningVideos
 - [Learning: Unknown Words](#)
 - [Context Clues Instructional Video](#)
- YouTube by Reading Rockets
 - [Unknown Words: Strategies for Discovery](#)
- PBS Learning Media (mpb.pbslearningmedia.org)
 - [L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships \(e.g., however, although, nevertheless, similarly, moreover, in addition\) \(Videos\).](#)

