

## ESU #13 5-8 READING CURRICULUM (Part I for grades 5-6 is below)

### STANDARD:

**8.1.1 By the end of eighth grade, students will identify the main idea and supporting details in what they have read.**

| Grade: 5  | RESOURCES/UNITS | Grade: 6  | RESOURCES/LOCAL UNITS |
|---|-----------------|---|-----------------------|
| <b>Objectives:</b>  |                 | <b>Objectives:</b>  |                       |
| a. Locate topic sentences in a short selection  |                 | c. Identify main idea and details in a short article  |                       |
| b. Demonstrate the ability to use graphic information:<br>Interpret the information in tables<br>Use a graph to locate information<br>Use a diagram to obtain information about how something works |                 | d. Understand the purpose of graphic aids:<br>Use tables and graphs as sources of information to answer questions |                       |
|   |                 | e. Learn and use the steps for skimming and scanning a paragraph  |                       |

### STANDARD:

**8.1.2 By the end of eighth grade, students will identify, locate and use multiple resources to access specific information.**

| Grade: 5  | RESOURCES/LOCAL UNIT | Grade: 6   | RESOURCES/LOCAL UNIT |
|---|----------------------|--|----------------------|
| <b>Objectives:</b>  |                      | <b>Objectives:</b>   |                      |
| a. Demonstrate a general knowledge and use of reference materials:<br>Dictionary: Definitions (multiple)<br>Alphabetical order of irregular words<br>Encyclopedia: Basic Information<br>Index<br>Heading/Subheading<br>Telephone book: Basic Information<br>Newspaper: Feature stories<br>Headlines<br>News |                      | c. Demonstrate a general knowledge and use of reference materials:<br>Dictionary: Definitions<br>Entry Words<br>Alphabetical Order<br><br>Thesaurus: Synonym/Antonym<br>Encyclopedia: Cross Reference<br>Atlas: Basic Information<br>Newspaper: Want Ads<br>Index<br>Editorials<br>Readers' Opinions |                      |
| b. Use library resources:<br>Card/Electronic Catalog with assistance  |                      | d. Use library resources:<br>Card/Electronic Catalog without assistance<br>Able to select appropriate tool from those available<br>Able to select key words to generate topic search   |                      |

**STANDARD:****8.1.3 By the end of eighth grade, students will identify and classify different types of text.**

| <b>Grade: 5</b>   | <b>RESOURCES/LOCAL UNITS</b> | <b>Grade: 6</b>   | <b>RESOURCES/LOCAL UNITS</b> |
|---|------------------------------|---|------------------------------|
| <b>Objectives:</b>  |                              | <b>Objectives:</b>  |                              |
| a. Know the basic types of texts:<br>Fiction<br>Nonfiction<br>Poetry<br>Drama |                              | c. Read and distinguish the following:<br>Science fiction                                   |                              |
| b. Identify short examples of autobiography and biography.                    |                              |   |                              |
|   |                              | d. Identify different types of poetry:<br>Limericks<br>Rhyming patterns<br>Haiku<br>Rhyming |                              |
|   |                              | e. Identify author's purpose<br>(i.e.persuade, inform and entertain)                        |                              |

**STANDARD:****8.1.4 By the end of eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.**

| <b>Grade: 5</b>   | <b>RESOURCES/LOCAL UNITS</b> | <b>Grade: 6</b>  | <b>RESOURCES/LOCAL UNITS</b> |
|---|------------------------------|--|------------------------------|
| <b>Objectives:</b>  |                              | <b>Objectives:</b>   |                              |
| a. Recognize signal words and sequence of events in plot                          |                              | c. Summarize plots and identify the following:<br>Relationships<br>Motivation<br>Problems                    |                              |
| b. Identify and understand literary techniques:<br>Character background<br>Idioms |                              | d. Identify and understand literary techniques:<br>Personification<br>Word choice that appeals to the senses |                              |

**STANDARD:**

**8.1.5 By the end of eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.**

| Grade: 5  | RESOURCES/LOCAL UNITS | Grade: 6  | RESOURCES/LOCAL UNITS |
|---|-----------------------|---|-----------------------|
| <b>Objectives:</b>  |                       | <b>Objectives:</b>  |                       |
| a. Use reading skills to identify organizational pattern of problem/solution<br>Generate <i>what if</i> questions in interpreting a nonfiction paragraph. |                       | c. Summarize plots and identify the following:<br>Relationships<br>Motivation<br>Problems |                       |
| b. Identify organization elements of nonfiction texts:<br>Italics<br>Bold print<br>Illustrations<br>Headings  |                       |   |                       |

**STANDARD**

**8.1.6 By the end of eighth grade, students will identify similarities and differences across a variety of reading selections.**

| Grade: 5   | RESOURCES/LOCAL UNITS | Grade: 6   | RESOURCES/LOCAL UNITS |
|--|-----------------------|--|-----------------------|
| <b>Objectives:</b>   |                       | <b>Objectives:</b>   |                       |
| a. Compare and contrast stories and biographies of historical figures important in the United States and Nebraska. |                       | b. Compare and contrast reading selections across geographic regions |                       |

**STANDARD:**

**8.1.7 By the end of eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.**

| Grade: 5  | RESOURCES/LOCAL UNITS | Grade: 6                         | RESOURCES/LOCAL UNITS |
|---|-----------------------|----------------------------------|-----------------------|
| <b>Objectives:</b>  |                       | <b>Objectives:</b>               |                       |
| a. Recognize themes in literature                                 |                       |                                  |                       |
| b. Determine author's purpose for writing non-fiction and fiction |                       | c. Evaluate author's credentials |                       |

**STANDARD:**

**8.2.1 By the end of eighth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.**

| <b>Grade: 5</b>   | <b>RESOURCES/LOCAL UNITS</b> | <b>Grade: 6</b>   | <b>RESOURCES/LOCAL UNITS</b> |  |
|---|------------------------------|---|------------------------------|--|
| <b>Objectives:</b>  |                              | <b>Objectives:</b>  |                              |  |
| a. Use proper punctuation:<br>Period (after titles, abbreviations)<br>Comma (after greeting and closing and<br>In a series)   |                              | g. Use proper punctuation:<br>Quotation marks (dialogue)  |                              |  |
| b. Demonstrate standard use of spelling:<br>Recognize words that begin with silent<br>letters (i.e. <i>wr</i> and <i>kn</i> )<br>Identify words with final double<br>consonants and words that have a<br>given final consonant sound<br>Identify words with digraphs<br>Proofread for spelling errors<br>Identify a blended word<br>Recognize compound words and how<br>they may be written |                              | h. Demonstrate standard use of spelling:<br>Recognize when a word is spelled<br>correctly<br>Recognize when a word is misspelled<br>Identify homophones and heteronyms<br>Identify and spell the root/base of a<br>word<br>Form words by supplying missing<br>letters<br>Proofread for spelling, capitalization<br>and punctuation errors |                              |  |

|  |  |  |  |
|--|--|--|--|
| <p>c. Use proper capitalization:<br/> Greeting and closing of letter<br/> Proper nouns<br/> Pronoun <i>I</i></p>   |  | <p>i. Use proper capitalization:<br/> Titles (i.e. books, people)</p>  |  |
| <p>d. Identify and use parts of speech<br/> Nouns: Definition<br/> Singular/Plural<br/> Common/Proper<br/> Abstract/Concrete<br/> Compound<br/> Possessive Singular<br/> Verbs: Definition<br/> Action, Main, Linking,<br/> Helping<br/> Regular/Irregular<br/> Forms of <i>be</i><br/> Forms of <i>have</i><br/> Contractions<br/> Pronouns: Definition<br/> Personal (Naming self last)<br/> Possessive<br/> Adjectives: Definition<br/> Determiners (<i>a, an, the</i>)</p> |  | <p>j. Identify and use parts of speech:<br/> Nouns: Predicate Nouns<br/> Possessive Plural<br/> Verbs: Tenses (Present/Past)<br/> Pronouns: Antecedents<br/> Contractions and Homophones<br/> (i.e. its/it's)<br/> Case form (subject/object)<br/> Adjectives: Proper<br/> Interjections: Definition<br/> Punctuation<br/> Conjunction: Definition</p> |  |
| <p>e. Identify and use sentences:<br/> Declarative<br/> Imperative<br/> Exclamatory<br/> Interrogatory</p>   |  | <p>k. Identify and use proper sentence structure:<br/> Subject/Predicate<br/> Compound/Simple<br/> Compound Subject/Predicate</p>  |  |
| <p>f. Use sentence structures correctly:<br/> Avoid sentence fragments<br/> Subject/verb agreement</p>   |  | <p>l. Use sentence structures correctly:<br/> Avoid use of "run-ons"</p>   |  |

**STANDARD:**

**8.2.2 By the end of eighth grade, students will write compositions with focus, related ideas, and supporting details.**

| <b>Grade: 5</b>   | <b>RESOURCES/LOCAL UNIT</b> | <b>Grade: 6</b>   | <b>RESOURCES/LOCAL UNIT</b> |
|---|-----------------------------|---|-----------------------------|
| <b>Objectives:</b>  |                             | <b>Objectives:</b>  |                             |
| a. Use a variety of strategies to generate and organize ideas.<br>Brainstorm<br>List<br>Map |                             | c. Use a variety of strategies to generate and organize ideas:<br>Web<br>Timeline |                             |
|   |                             | d. Write expository composition with an introduction, body and conclusion         |                             |
| b. Write a multi-paragraph report   |                             |   |                             |

**STANDARD:**

**8.2.3 By the end of eighth grade, students will revise and edit descriptive compositions.**

| <b>Grade: 5</b>   | <b>RESOURCES/LOCAL UNITS</b> | <b>Grade: 6</b>  | <b>RESOURCES/LOCAL UNITS</b> |
|---|------------------------------|--|------------------------------|
| <b>Objectives:</b>  |                              | <b>Objectives:</b>   |                              |
| a. Revise to improve Six Traits skills with emphasis on the following:<br>content<br>word choice            |                              | c. Revise to improve Six Traits skills with emphasis on the following<br>organization      |                              |
| b. Edit for conventions:<br>use legible writing<br>end of sentence punctuation<br>indentation of paragraphs |                              | d. Edit for conventions:<br>use legible writing<br>quotation marks<br>commas<br>apostrophe |                              |

**STANDARD:**

**8.2.4 By the end of eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.**

| <b>Grade: 5</b>  | <b>RESOURCES/LOCAL UNIT</b> | <b>Grade: 6</b>   | <b>RESOURCES/LOCAL UNIT</b> |  |
|--|-----------------------------|---|-----------------------------|--|
| <b>Objectives:</b>   |                             | <b>Objectives:</b>  |                             |  |
| a. Write compositions to describe detail and problem solutions |                             | b. Write informational and persuasive compositions using cause and effect |                             |  |
|  |                             | c. Develop narrative writing for a designated audience and purpose        |                             |  |

**STANDARD:**

**8.2.5 By the end of eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.**

| <b>Grade: 5</b>                                      | <b>RESOURCES/LOCAL UNIT</b> | <b>Grade: 6</b>                                      | <b>RESOURCES/LOCAL UNIT</b> |  |
|--|-----------------------------|--|-----------------------------|--|
| <b>Objectives:</b>                                   |                             | <b>Objectives:</b>                                   |                             |  |
|  |                             | c. List questions using an article                   |                             |  |
|  |                             | d. Draw conclusion from an article                   |                             |  |
| a. Use provided notes or outline as a study guide    |                             | e. Use informal outline                              |                             |  |
|  |                             | f. Uses provided graphic organizers                  |                             |  |
| b. Turn keywords into questions and write a response |                             | g. Write summary paragraphs for a set of information |                             |  |

**STANDARD:****8.3.1 By the end of eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.**

| Grade: 5   | RESOURCES/LOCAL UNIT | Grade: 6   | RESOURCES/LOCAL UNIT |
|--|----------------------|--|----------------------|
| <b>Objectives:</b>   |                      | <b>Objectives:</b>   |                      |
| a. Contribute meaningful ideas in small and large groups related to relevant topic |                      | h. Improve discussion skills in leadership/participation roles |                      |
| b. Ask questions using subject-related vocabulary in small and large groups        |                      | i. Probe by asking questions                                   |                      |
| c. Demonstrate proper social skills in group setting                               |                      | j. Verbally value the contributions of others                  |                      |
| d. Develop skills to summarize information out loud                                |                      | k. Seek accuracy by correcting or adding to summarize          |                      |
| e. Ask for contributions from other members  |                      | l. Check to see if others understand                           |                      |
| f. Generate additional answers   |                      |  |                      |
| g. Serve in assigned roles   |                      |  |                      |

**STANDARD:****8.3.2 By the end of eighth grade, students will use multiple presentation styles for specific audiences and purposes.**

| Grade: 5   | RESOURCES/LOCAL UNIT | Grade: 6  | RESOURCES/LOCAL UNIT |
|--|----------------------|---|----------------------|
| <b>Objectives:</b>   |                      | <b>Objectives:</b>  |                      |
|  |                      | b. Use correct voice (volume, pace and clarity) and body language (eye contact, erect and still stance, gesture and handling of visual aids.) |                      |
|  |                      |   |                      |
| a. Give simple demonstrations and directions on how to do a skill. |                      | c. Give directions to a location or steps to solve a problem.   |                      |
|  |                      |   |                      |
|  |                      | d. Present group discussion results.  |                      |

**STANDARD:**

**8.4.1 By the end of eighth grade, students will identify information gained and complete tasks through listening.**

| <b>Grade: 5</b>   | <b>RESOURCES/LOCAL UNIT</b> | <b>Grade: 6</b>  | <b>RESOURCES/LOCAL UNIT</b> |
|---|-----------------------------|--|-----------------------------|
| <b>Objectives:</b>  |                             | <b>Objectives:</b>   |                             |
|   |                             | c. Apply listening skills in varied settings,<br>i.e.:<br>Telephone messages<br>School<br>Playground |                             |
| a. Take notes from information given orally.                          |                             |  |                             |
|   |                             |  |                             |
| b. Develop meaningful questions in a variety of listening situations. |                             |  |                             |