

Scranton School District

Language Arts

Fifth Grade

Planned Course

Fifth Grade Language Arts Appendix

Websites

www/funbrain.com

www.lightspan.com

www.askJeeves.com

www.learningpagel.com

www.childfun.com

Software CDs

Hyper Studio

Missing Links

Deluxe Field Trip: *The Sea, The Rainforest, The Solar System, Earth*

Kid Pix

Microsoft Office – Power Point

PSSA Materials

PSSA Classroom Connections Kit

PSSA Reading Assessment Handbook

PSSA Writing Assessment Handbook

READING STANCES

Reading stances refer to differing responses which readers have to what they have read. The stances are not a hierarchy of skills, nor are they ever really independent of each other. What distinguishes them are the complexity and thoroughness of a reader's response and the difficulty of the reading materials. All readers, regardless of age or level of ability, use them. The four reading stances are as follows:

- *Initial Understanding* is a first impression or broad understanding of what is read. It may involve an overall understanding of the topic, theme or main ideas of a passage.
- *Developing Interpretation* is extending ideas found in the text. This may involve linking information across parts of the text as well as focusing on specific information. It includes a range of inferential responses, from drawing conclusions and interpreting characters' actions to inferring cause and effect.
- *Responding Personally* is connecting information from the text with personal background knowledge and experience. The reader may reflect on, for example, an incident in the passage or the author's point of view and then respond from a personal perspective, or explain why the passage was or was not interesting.
- *Responding Critically* is forming a critical judgment about the text. It requires standing apart from the text and reflecting upon and judging it. This stance may require the reader to appreciate literary elements such as imagery, mood or symbolism and even to change an author's facts or perspective.

Special Education and ESL Students

The special education and ESL students will progress through the regular education curriculum with accommodations and learning support services. The curriculum will need to be modified in terms of the amount of material than can be covered.

Accelerated Reader

Computer Reading Management System

The Accelerated Reader program is an innovative computerized reading management program which combines children's literature and computer-assisted instruction and record keeping. It is an individual reading program that motivates students to read more and better books. As a result, it is expected that students who participate in this program will (a.) develop a more positive attitude towards reading, (b.) improve their reading ability, comprehension, vocabulary and critical thinking skills, and (c.) become independent readers.

Students choose books to read from the Accelerated Reader Test Booklist that is available in the library. This program is utilized throughout the district in grades through 5. When the student finishes reading, he/she takes a computer-generated test. Upon completing each test, the students get immediate feedback. The program awards points based on the reading level of the book and the number of questions answered correctly, which provides immediate reinforcement. In the third grade, students are expected to achieve 5 points in the first quarter of the school year, 6 points in the second quarter, 7 points in the third quarter, and 8 points in the fourth quarter. In grades 4 and 5, each student is required to attain 10 points per quarter. The program keeps track of each students' individual performance, which can be reported in both cumulative as well as other time segments, i.e. monthly or quarterly. Students learn and increase their critical thinking skills through this program.