

CURRICULUM CONNECTIONS

| Activity # | Activity |
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| D | DISCUSSION |
| 1 | SIMILIES FOR CINDY |
| 2 | CHANGING PERSPECTIVE |
| 3 | ANIMAL HELPERS |
| 4 | KINDNESS TREE |
| 5 | SIX WORD REFLECTION |

| Language Arts & Literature | | |
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| Organizing Idea | Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions. | |
| Guiding Question | How can text form and structure improve understanding of content? | |
| Learning Outcome | Students analyze how text form and structure clarify information and support connecting with self, others, and the world. | |
| | Skills & Procedures | |
| | Examine elements within a variety of fictional texts, including conflict. Examine characters based on what they say, think, or do or what others say and think about them. | D D,2 |
| Organizing Idea | Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding. | |
| Guiding Question | What relationships can be made between skillful oration and communication content, style and delivery? | |
| Learning Outcome | Students connect the quality and efficacy of oral communication to oral language skills. | |
| | Skills & Procedures | |
| | Offer relevant information and logical reasoning to enhance collaborative dialogue. | D,1,2,3,4,5 |
| | Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue. | 3 |
| Organizing Idea | Vocabulary: Communication and comprehension are improved by understanding word meaning and structures. | |
| Guiding Question | How does context influence vocabulary and the intentionality of communication? | |
| Learning Outcome | Students evaluate how vocabulary enhances communication and provides clarity. | |
| | Skills & Procedures | |
| | Categorize words and phrases of personal interest gleaned from a wide variety of texts. | 5 |
| | Use similes, metaphors, and analogies to compare words or clarify word meanings. | 1,2,5 |
| | Analyze the meanings of words or phrases expressed figuratively. | 1 |

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| Organizing Idea | Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes. | |
| Guiding Question | How do comprehension strategies enhance interpretations of texts? | |
| Learning Outcome | Students interpret and respond to texts through application of comprehension strategies. | |
| | Skills & Procedures | |
| | Respond to texts by summarizing main ideas and providing supporting evidence from the texts. | D |
| | Make connections between new ideas and information in texts and known ideas and information. | D |
| | Analyze ideas and information to support comprehension and interpretation of texts. | D |
| | Synthesize ideas and information in texts to confirm or expand understandings. | 3 |
| | Revise or confirm predictions based on new or additional information and sources. | D |
| | Infer meanings from texts based on context clues. | D |
| | Analyze ideas and information using text evidence. | D |
| | Connect perspectives reflected in texts to personal experiences. | D |
| | Compare personal perspectives to varied perspectives found in texts. | D |
| | Select the information needed to support a perspective. | 2 |
| Organizing Idea | Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft. | |
| Guiding Question | How is precise writing influenced by ongoing craft and process development? | |
| Learning Outcome | Students create texts that reflect personal voice and style through creative and critical thinking processes. | |
| | Skills & Procedures | |
| | Develop creative expression through the use of writing processes. | 5 |
| | Edit writing for spelling, punctuation, and grammar. | 2 |
| | Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect. | 1,2 |
| | Analyze the descriptive language and word choice of professional authors as models for writing. | 1 |
| | Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue. | 2 |
| | Write to inform, explain, describe, or report for a variety of purposes and audiences. | 3 |
| | Narrow research questions to determine a clear, well-defined topic. | 3 |
| | Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources. | 3 |
| | Summarize and organize ideas gained from multiple sources using a variety of methods or tools. | 3 |

Physical Education and Wellness

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| Organizing Idea | Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect. | |
| Guiding Question | How can perspectives influence healthy relationships? | |
| Learning Outcome | Students consider and describe a variety of perspectives that support the development of healthy relationships. | |
| | Skills & Procedures | |
| | Identify how the consideration of others' perspectives contributes to empathy. | 4 |
| | Examine the connections between perspectives and social and emotional well-being. | 4 |
| | Examine how empathy toward others with different perspectives supports healthy relationships. | 4 |