

Michigan District Lutheran School Curriculum *SCOPE & SEQUENCE*

Grade Level: 5th	Curricular Area: Language Arts		
Unit 1: Reading	Unit 2: Writing	Unit 3: Speaking	Unit 4: Listening & Viewing
1A Word Recognition & Word Study 1a Word Recognition 1b Fluency 1c Vocabulary	2A Writing Genre	3A Conventions	4A Conventions
1B Narrative Text	2B Writing Process	3B Discourse	4B Response
1C Informational Text	2C Personal Style		
1D Comprehension	2D Grammar & Usage		
1E Metacognition	2E Spelling		
1F Critical Standards	2F Handwriting		
1G Reading Attitude	2G Writing Attitude		



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 5 – Unit 1: Reading

Outcome: 1A1a: Word Recognition & Word Study/Word Recognition

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.05.01 Explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.</p> <p>R.WS.05.02 Use structural, syntactic, and semantic cues including letter-sound, rhymes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p> <p>R.WS.05.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p> <p>R.WS.05.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p> <p>R.WS.05.05 Acquire and apply strategies to identify unknown words or word parts; and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.</p>	<p>ELA.1.LE.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.</p> <p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p> <p>ELA.1.LE.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p>	



	<p>ELA.4.LE.3 Begin to recognize how words and phrases relate to their origin. Examples include surnames and names of bodies of water or landmarks.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p> <p>ELA.7.LE.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p>	
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1a: Word Recognition & Word Study/ Word Recognition Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.WS.05.01 Explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.					
R.WS.05.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.					
R.WS.05.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.					
R.WS.05.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.					
R.WS.05.05 Acquire and apply strategies to identify unknown words or word parts; and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.					



Church Extension Fund

Outcome: 1A1b: Word Recognition & Word Study/Fluency

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.05.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p>	<p>ELA.1.LE.2 Read with developing fluency a variety of texts, such as short stories, novels, poetry, textbooks, menus, periodicals, and reference materials.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p>	<p>Adapt method and speed of reading to content and purpose.</p> <ul style="list-style-type: none"> Using various portions of Scripture, prepare scripts to be audio-recorded that provide students practice in various techniques in using voice to make material meaningful. <p>Adjust their rate of reading to suit the designated purpose for reading.</p> <ul style="list-style-type: none"> Using the following materials, make copies for the entire class to participate in timed readings. After each reading, students complete a brief worksheet prepared by the instructor to show they comprehend the main points of one or more of the following readings: Bible storybooks or Bible stories directly from Scripture; chapter of a religion textbook; <i>My Devotions</i> or another devotional book; church or school newsletter; divine service from the hymnal or a service printed in a worship guide. The above sources then are used for oral readings before the whole class. The type of reading should dictate the rate of reading: for contemplative or meditational reading, students should be coached to read slowly and deliberately; for storytelling-style reading, reading rate is adjusted according to content of narration; for skim reading, a faster pace is used. (Examples: The Bible stories could be read as if a parent or teacher were reading them to little children. The devotionals could be read as if they were a



		<p>meditational sign-off for a Christian radio station, the church or school newsletter as a news broadcast. The worship service could be read responsively as pastor and congregation, lector, etc., the religion text chapter as a teacher presenting a lecture.)</p> <p>Use volume, pitch, rate, and tone appropriate to the audience and the occasion along with suitable gestures and facial expression while making verbal presentations.</p> <ul style="list-style-type: none"> • Each student will select a psalm (minimum 20 verses), a speech made by a prophet or an apostle (minimum 20 verses), or a narrative section (minimum 30 verses) and prepare to read the selection using changes in volume, pitch, rate, and tone according to the content of the text. The text should be photocopied so that students may mark key words and phrases where these techniques can be used. When the instructor has evaluated this script, students will perform their reading in front of the class with attention to proper gestures and facial expression and will be videotaped for a later evaluation. • Members of the class will pretend to be King Solomon’s personal speech-writing crew, and work through the book of Ecclesiastes. After each section they are to stop and discuss the mood of that portion, designating volume, pitch, rate, and tone appropriate for a public reading by the king!
--	--	---



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1b: Word Recognition & Word Study/ Fluency Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.WS.05.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.					

Outcome: 1A1c: Word Recognition & Word Study/Vocabulary

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.WS.05.07 In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.</p>	<p>ELA.1.LE.4 Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p>	<p>Use a dictionary to define and spell words.</p> <ul style="list-style-type: none"> On large index cards, write five challenging clues related to a major Bible character. For example, the following, the following might be clues for Moses: orphan; adoption by royalty; plague; deliverance; tablets. Both instructor and students can produce a stack of index cards. Divide the class into groups and supply each group with several cards. For each word, students in the group use a dictionary to find the correct definition of the word, write that definition along with a sentence including the word, and identify the Bible character the five clues describe. Instructor uses Bible, catechism, and hymnal to lead a definition race. Choose words for groups of students to locate in a dictionary in order to find the meaning of the word. The group that locates and reads the proper meaning of the word first receives a point. Each student in the class is assigned a different theological word, a new word that is basically unknown to the students. (Examples: justification, sanctification, inerrancy, inspiration, omniscience, triune, soteriological, eschatological, isagogics, homiletics, sacrament.) The student must prepare to pronounce his/her word correctly, define the term orally to the class, use the word in a sentence, and spell it correctly.



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1A1c: Word Recognition and Word Study/Vocabulary Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials): _____				
R.WS.05.07 In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.					



Church Extension Fund

Outcome: 1B: Narrative Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.NT.05.01 Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p> <p>R.NT.05.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.</p> <p>R.NT.05.03 Analyze how characters’ traits and setting define plot, climax, the role of dialogue, and how problems are resolved.</p> <p>R.NT.05.04 Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p>	<p>Preview and skim expository selections and summarize the high points.</p> <ul style="list-style-type: none"> Utilizing a Bible handbook (Eerdman’s, Halley’s, etc.), select one or two pages, make copies (being careful to avoid copyright infringement) for each student and an overhead visual, and model how to read and locate high points, as students highlight these on their own copies. Next hand out identical copies to each student of a second section of the handbook, divide the students into small groups, and allow each group to locate high points. After a predetermined time, compare the results. Finally assign a different section to each student for homework. Assign students a chapter or portion of a chapter of the Bible and give the assignment to write a “commentary” on that section. Students then trade their work with fellow students, and each works individually to highlight main points of the “commentary.” Papers are traded again and then a third time in such a manner that students highlight a different paper each time to compare “highlight” points. <p>Infer a time sequence in a story.</p> <ul style="list-style-type: none"> Have students pick a specific narrative (Joseph, early years of Moses, ten plagues in Egypt, David and Bathsheba, Jonah, Daniel in the lions’ den, three men in the fiery furnace, Jesus’ birth, Pentecost, Paul’s shipwreck, etc.), underline/identify



	<p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p>	<p>all key words that indicate time sequence, and list the major events of the narrative.</p> <ul style="list-style-type: none"> • Take a Bible story and create a time line (drawing, computer program, etc.) that tells the story inclusive of all major characters and elements of the plot. <p>Form generalizations from given details.</p> <ul style="list-style-type: none"> • Students may choose from a list of Bible narratives in order to complete the following: • Read the narrative closely, making a list of each detail described in the narrative. • After studying the list of details, write three generalized questions based on the narrative. (Example: Genesis 6-9: The ark ... details include the variety of evils in Noah's day and the part they play in the Flood/description of Noah and his family/specific description of ark and its construction, inhabitants, and stores/chronology of the Flood itself/how Noah determined when to come out of the ark/post-ark events ... possible generalizations include the following: Why were Noah and his family saved? Why did God send the Flood? How could a God who calls Himself the God of love destroy so many people and animals? What would it have been like to have been in the ark?) <p>Identify metaphors or similes in what they read.</p> <ul style="list-style-type: none"> • After explaining the meanings of these terms that describe figures of speech both by definition and by an adequate number of examples, the instructor leads the whole
--	---	--



	<p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p>	<p>class through John 6:35-58; 8:12; 10:7-18; 11:25-26; 15:1-8 to look for “Jesus” metaphors and through Matthew 17:2; Luke 22:44 to look for examples of similes. The class is then divided into groups of 3-4, with half the students assigned the book of Proverbs, and the other half assigned the book of Revelation to search for the metaphors and similes.</p>
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1B: Narrative Text Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.NT.05.01 Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.					
R.NT.05.02 Analyze the structure, elements, style, and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.					
R.NT.05.03 Analyze how characters’ traits and setting define plot, climax, the role of dialogue, and how problems are resolved.					
R.NT.05.04 Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.					



Church Extension Fund

Outcome: 1C: Informational Text

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.IT.05.01 Analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.</p> <p>R.IT.05.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p> <p>R.IT.05.03 Explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indexes, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue,</p>	<p>Identify the following sections of a newspaper: editorial, sports, feature, and classified.</p> <ul style="list-style-type: none"> • Divide the class into four teams and rearrange the classroom into four separate work areas. The whole classroom serves as the “newsroom,” with the four areas being designated the following departments – Editorial Department; Classified Ads Department; Features Department; Sports Department. In the center of the room is a “general editor’s desk,” initially containing 3-4 weeks’ supply of daily newspapers. Each team numbers its members from one to however many students are on the team. (Teams should be as equal as possible.) The instructor calls out a number and the students with that number from each team run to the “general editor’s desk,” locate one article for their specific department, cut the article out, and take it back to their own department work area. This game can continue as long as the instructor desires. Evaluation of each team’s collections can be based on accurate identification of the appropriate section, as well as selection of a quality article for the paper! Discuss articles, the concepts of sin, and God’s grace to each. <p>Use a library’s reference materials to research a topic, including computer searches, diagrams, and maps to locate information.</p> <ul style="list-style-type: none"> • Students are divided into teams of three in



Church Extension Fund

	<p>characterization, metaphor, simile, and points of view.</p> <p>ELA.8.LE.5 Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p>	<p>order to become “detectives” hired to locate a famous person of the Bible or church history. The instructor then begins “detective school,” which involves three “levels” of achievement: evidence gathering, written case reports, and “making the collar.” Evidence gathering begins with an instructor-guided orientation to the school library (or a public library field trip) that includes introductions to the use of the computer to locate the holdings and collections, modeling the location of actual materials and resources in the stacks and on the shelves, and checking out materials needed to gather “evidence.” The long and tedious, less-glamorous work of “detective” is researching the “evidence,” and recording significant facts that are discovered. (Instructor may have to model note-taking.) Each fact of evidence gathered is recorded on an index card. A minimum of 25 index cards will be required.</p> <p>“Case reports” are written after the “evidence” is gathered. Outlines and first drafts should be produced. The body of the report should include at least one map and two diagrams that have been located and photocopied or sketched. The outline should be limited to one page, the body of the paper a minimum of three pages.</p> <p>“Making the collar” symbolizes the final draft and presentation of the paper to the “judge” (instructor). Final drafts should be proofread, typed or hand-printed neatly, and include a bibliography properly presented.</p> <p>“Detectives” focus on the person, places</p>
--	---	--



		<p>relating to that person's life, and most significant events in the person's life. Examples: King David/Bethlehem, Jerusalem/Goliath battle, running from Saul, affair with Bathsheba; Jeremiah/Jerusalem, ancient Babylon/fall of Jerusalem to Babylonians; Peter, James, John/Sea of Galilee/fishing, industry in the first century; Paul/ancient Athens/Greek religion and philosophy; Luther/Wittenberg, Germany/the Reformation; Jonathan Edwards/colonial America/The Great Awakening in early America; C.F.W. Walther/St. Louis in the 1830's/The Beginning of the Missouri Synod; Pope John Paul II/the Vatican/How popes are elected.</p> <p>Read for the purpose of gaining information on topics of interest.</p> <ul style="list-style-type: none"> • Send students to the library and allow them to browse 10 to 15 minutes without picking a book. After the allotted time, the students must then pick one book to check out and read. Preprinted index cards are then distributed for each student to fill out on the spot. The cards should include: The three most interesting topics I came across: The book I finally chose and why I chose this book: What I hope to learn by reading this book: Thoughts this book brings to mind about God and His love:
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1C: Informational Text Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading School Year: _____				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials): _____				
R.IT.05.01 Analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.					
R.IT.05.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.					
R.IT.05.03 Explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.					



Church Extension Fund

Outcome: 1D: Comprehension

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CM.05.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p> <p>R.CM.05.02 Retell through concise summarization grade-level narrative and informational text.</p> <p>R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p> <p>R.CM.05.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions..</p> <p>ELA.2.LE.2 Recognize and use authors’ techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.5 Employ strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p>	<p>Compare and contrast various translations of the Holy Scriptures.</p> <ul style="list-style-type: none"> • As important preparatory work, have each student compose something original (a half-page story, poem, description, etc.). Students should trade compositions and “translate” each other’s works into another “fun” language – a local dialect, slang, old-fashioned, even pig Latin or a made-up language! This preparatory activity should run its course without taking up undue time. From this hands-on event, the instructor can point out that the Bible has been translated into hundreds of real languages and dialects for 2,000 years as God continues to direct the preservation of His Word in the world. • Challenge students to check at home (or other places) for various versions and translations to the Bible, to bring as many of these Bibles to class as possible, and, as a class, to create a master list of all these versions. • Borrow from the pastor or a library both a Hebrew Scripture and a Greek New Testament to show students “hard copy” of what the language of the original manuscripts looked like. Illustrate characteristics of each (e.g., Hebrews reads, “back page to front page” and right margin to left margin.) • Secure a guest speaker from Lutheran Bible Translators, the Gideons, etc., to give a presentation on the production of



	<p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.7.LE.1 Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include retelling, predicting, generating questions, mapping, examining picture cues, analyzing word structure, discussing with peers, analyzing phonetically, and using context and text structure.</p>	<p>Bible translations and their distribution.</p> <ul style="list-style-type: none"> • Utilize the various versions brought by members of the class to research differences in favorite Bible passages. • Organize a fund-raising event by the class to support an organization that distributes and/or translates Bibles or collects “used” Bibles for distribution to a local prison ministry.
--	---	--



Church Extension Fund

	<p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p>	
--	--	--



	<p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.3 Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.</p>	
--	--	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1D: Comprehension Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.CM.05.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.					
R.CM.05.02 Retell through concise summarization grade-level narrative and informational text.					
R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.					
R.CM.05.04 Apply significant knowledge from grade-level science, social studies, and mathematics texts.					



Church Extension Fund

Outcome: 1E: Metacognition

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.MT.05.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.</p> <p>R.MT.05.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.</p>	<p>ELA.1.LE.3 Employ multiple strategies to construct meaning, including the use of sentence structure, vocabulary skills, context clues, text structure, mapping, predicting, retelling, and generating questions.</p> <p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.7.LE.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>ELA.7.LE.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p>	



Church Extension Fund

	<p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1E: Metacognition Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.MT.05.01 Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.					
R.MT.05.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.					



Church Extension Fund

Outcome 1F: Critical Standards

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.CS.05.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.</p>	<p>ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.</p> <p>ELA.7.LE.3 Apply new learning by forming questions and setting learning goals that will aid in self-regulation and reflection on their developing literacy.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p>	



Church Extension Fund

	<p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1F: Critical Standards Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
R.CS.05.01 Develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the quality and accuracy of their own writing and the writing of others; identify attainment of intended purpose to interpret authors' viewpoints and determine effect on classroom or school-wide audiences.					

Outcome: 1G: Reading Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>R.AT.05.01 Be enthusiastic about reading and do substantial reading and writing on their own.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.3.EE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p>	<p>Listen to a wide variety of stories, poetry, and exposition, and find pleasure in exploring new types.</p> <ul style="list-style-type: none"> • Using the following sections of Scripture on a quality audiotape, the class will listen to the variety of genres in order to identify characteristics suggested below for each: stories – Joseph, son of Jacob (Genesis 37, 39-50); Gideon (Judges 7-9); poetry: Psalms 1, 8, 19, 22, 23, 46, 51, 100; Jeremiah 20: 7-18 – exposition: Matthew 5-7 (sermon on the mount); Matthew 24-25 (sermon on the last things); Acts 26 (Paul’s defense before King Agrippa). Characteristics include the following: stories – plot, theme, character development, climax, theme, resolution; poetry – type, meter, theme, figures of speech; exposition – point of view, introduction, main points, quality of evidence and argument, conclusion. • Students will hunt the Scriptures for an example of each of the following: monolog, dialog, narrative (short story), poetry. <p>Choose to read books in leisure time that are age appropriate and ability appropriate.</p> <ul style="list-style-type: none"> • Have a class fun-raiser to purchase a new classroom “library” of Christian fiction equal to or greater than the number of students in the class. Each student chooses one book and is assigned to read the entire book in one week. Thirty minutes to one



Church Extension Fund

		<p>hour per day in class reading time is provided. Each student prepares a five minute oral report on his/her book – a summary of the story, a description of the main characters, reasons why the reader liked or disliked the book, and what lessons could be learned from the book that the reader can apply to his/her own life. When this entire event has concluded, the “library” could be donated to the school library! (Alternative: Choose one book that all students will use. Evaluation could be discussion, exam, or a play created and performed by the students, based on the book.)</p> <ul style="list-style-type: none">• Instructor reads to the class several selections from Bible story books from various grade/age levels and invites the class to guess what level is being read.
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

1G: Reading Attitude Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 1 - Reading				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
R.AT.05.01 Be enthusiastic about reading and do substantial reading and writing on their own.					



Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 5 – Unit 2: Writing

Outcome: 2A: Writing Genre

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GN.05.01 Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction, using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.</p> <p>W.GN.05.02 Write poetry based on reading a wide variety of grade-appropriate poetry.</p> <p>W.GN.05.03 Write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.</p> <p>W.GN.05.04 Use the writing process to produce and present a research project: use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.</p>	<p>ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p>	<p>Write articles, editorials, advertisements, sports reports, news stories, and feature articles for a class newspaper.</p> <ul style="list-style-type: none"> Using the arrangement and organization suggested in (the activity “<i>Identify the following sections of a newspaper: editorial, sports, feature, and classified</i>” found under Informational Texts), have the class produce an entire newspaper edition by assigning each department specific articles, and assisting each department in dividing up work among individual students and/or pairs of students. Group sizes may be adjusted to reflect assignments. Define the time period, using a major biblical motif or an event (series of events) in church history. Time period examples: Egypt in the Time of Joseph (Genesis 39-50); The Reign of David (2 Samuel 7 – 1 Kings 2); The Restoration of Israel (Ezra – Nehemiah); The Birth of Jesus; Holy Week; The Early Church (Acts 1 – 15); The Reformation – 16th century <p><i>The Bethlehem Beacon</i> Feature Department: Lead story – Roman Census Brings Full Crowds to Bethlehem Other stories - Local Police Use Reserves During</p>



	<p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.7.LE.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers, sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.</p> <p>ELA.8.LE.2 Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue,</p>	<p>Pilgrimage; A Robbery in Bethlehem; Price of Food and Other Goods Inflated This Month; Local Shepherds Report Celestial Sight/Features – Interview with Owner of Bethlehem Inn; Interview with One of the Shepherds</p> <p>Editorial Department: Is the Roman Census a Good or Bad Thing for the Jews?/The Promise of the Messiah: Will it Ever Happen?/What Did the Shepherds See?</p> <p>Classified Department: Produce a column of ads buying, selling, renting items and objects from the time period (sandals, pottery, coins, ox carts, chariots, horses, etc.), real estate sales (sheep ranch, booth in the temple grounds for selling products, houses, a lot on the Jordan River, a fishing resort of Lake Galilee, a condo at the Dead Sea, etc.), and job-wanted ads (carpenter, shepherd, baker, soldier, blacksmith, tax collector, fisherman, etc.)</p> <p>Sports Department: Use a Bible handbook, CPH’s <i>Home Life in Bible Times</i>, or other resources to identify the sporting events of this era, and produce a sports page (The Bethlehem Bears chariot team, marathon runner from Bethlehem, etc.)</p> <ul style="list-style-type: none"> Recruit a guest speaker from a local newspaper (member of congregation, a known Christian reporter, etc.) to speak to the class about the various parts of a newspaper, how an edition is produced, and how religion is treated. <p>Participate with a group in writing and producing a script for a skit or play.</p>
--	---	--



Church Extension Fund

	<p>characterization, metaphor, simile, and points of view.</p> <p>ELA.8.LE.5 Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.1 Generate questions about important issues that affect them or topics about which they are curious, and use discussion to narrow questions for research.</p>	<ul style="list-style-type: none"> • Find a fairly short script for a play based on a Bible story or ask a gifted student to write one, and obtain copies for students to use. Assign parts so that the play can be read aloud in class. After the script is complete, have students open to the section of Scripture upon which the play is based and evaluate the script on the following points: What characters in the script were actual Bible characters and what characters were fictional? How accurately were the actual Bible persons portrayed? Did the script add or take away anything from the biblical text that changed the meaning intended by the biblical writer? How did the script help to bring out the meaning intended by the biblical writer? Did the script suggest any scenery, props, etc.? If so, were they helpful? If not, what could have been suggested? • Divide the class into groups and assign the production of a script based on a Bible story. Each group must create a name for its “production company,” also based on a Bible theme. (Examples: Lions’ Den Productions; Tongues of Fire Films, Inc.) Each group must use a different Bible story. The script must be 8-10 pages in length and include the following, developed characteristics: characterization, plot, setting, props and scenery, theme presentation. Options include special effects, fictional additions, and moralization. Presentations of skits might also be required. A variety of forms could be used: drama, puppet show, videotape, dramatic reading using pictures, slides, overhead transparencies.
--	---	--



	<p>ELA.11.LE.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate. Examples include knowledgeable people, field trips, tables of content, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.11.LE.3 Organize and analyze information to draw conclusions and implications based on their investigation of an issue or problem.</p> <p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p>	<p>Write to express feelings or opinions.</p> <ul style="list-style-type: none"> • Each student will keep a journal with pages to complete on the following topics or headings: things I really like about my family; the strengths and weaknesses of my personality; what I would change about the world if I were President; my opinion and feelings on abortion; my opinion and feelings on smoking; my opinions and feelings on uniforms required in my school; my opinion and feelings on the age at which students should be allowed to date; my opinion and feelings on allowances; my opinion and feelings on homeless people; how to choose friends; how to get along with parents; things I like and dislike about my school; things I like and dislike about my church (congregation). • Divide the class into four groups and assign each group one of the four gospels. Members of the group then skim through the gospel assigned to them to discover any statements, speeches, or words in which Jesus describes His opinions on a subject or His feelings on a matter. Each group is to keep a list of these. After each group reports to the whole class on their findings, all individual students should pick one of the topics, issues, or subject matters about which Jesus spoke for which they, too, can also write a one paragraph opinion or emotional reaction.
--	--	---



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2A: Writing Genre Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.GN.05.01 Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction, using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.					
W.GN.05.02 Write poetry based on reading a wide variety of grade-appropriate poetry.					
W.GN.05.03 Write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organizational pattern) using multiple headings and subheadings.					
W.GN.05.04 Use the writing process to produce and present a research project: use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.					



Church Extension Fund

Outcome: 2B: Writing Process

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PR.05.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p> <p>W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).</p> <p>W.PR.05.03 Draft focused ideas using linguist structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.</p> <p>W.PR.05.04 Revise drafts based on constructive and specific, oral and written responses by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).</p> <p>W.PR.05.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>ELA.2.LE.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.2.LE.3 Plan and draft texts, and revise and edit in response to suggestions expressed by others about such aspects as ideas, organization, style, and word choice.</p> <p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p>	



Church Extension Fund

	<p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, using context and text structure.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different points of view, and rich descriptions.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.3 Identify the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.</p> <p>ELA.7.LE.4 Develop and use a variety of strategies for planning, drafting, revising, and editing different forms of texts for specific purposes. Examples include brainstorming, revising with peers,</p>	
--	---	--



	<p>sensitivity to audience, and strategies appropriate for purposes, such as informing, persuading, entertaining, and inspiring.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.8.LE.5 Describe and use the characteristics of various oral, visual, and written texts (e.g., films, library databases, atlases, and speeches) and the textual aids they employ (e.g., footnotes, menus, addresses, graphs, and figures) to convey meaning.</p> <p>ELA.11.LE.2 Identify and use the kinds of resources that are most useful and most readily available for the particular questions or topics they wish to investigate.</p>	
--	--	--



	<p>Examples include knowledgeable people, field trips, tables of content, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.</p> <p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p>	
--	---	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2B: Writing Process Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.PR.05.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.					
W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).					
W.PR.05.03 Draft focused ideas using linguist structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.					
W.PR.05.04 Revise drafts based on constructive and specific, oral and written responses by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence organizational pattern, craft such as titles, leads, endings, and powerful verbs).					
W.PR.05.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.					



Church Extension Fund

Outcome: 2C: Personal Style

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.PS.05.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>ELA.2.LE.2 Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.2 Explain the importance of developing confidence and a unique presence or voice in their own oral and written communication.</p>	



Church Extension Fund

	<p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.EE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2C: Personal Style Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 2 - Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
W.PS.05.01 Exhibit personal style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).					



Church Extension Fund

Outcome: 2D: Grammar & Usage

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.GR.05.01 In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses, and colons to separate hours and minutes and to introduce a list.</p>	<p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p>	



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2D: Grammar & Usage Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 2 - Writing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: Dates Taught (month/day/initials):				
W.GR.05.01 In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses, and colons to separate hours and minutes and to introduce a list.					



Church Extension Fund

Outcome: 2E: Spelling

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>W.SP.05.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>	<p>ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling.</p> <p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.7 Recognize and use texts as models and employ varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include effective introductions and conclusions, different point of view, and rich descriptions.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p> <p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their</p>	<p>Spell correctly the words they need in order to write.</p> <ul style="list-style-type: none">• Assign the class a section of Scripture (e.g., 2 Thessalonians) or Luther’s Small Catechism. Divide the students into small groups and have each group work together to produce a list of the 10 most difficult words to spell from that section. A representative from each group writes that group’s 10 words on the board. When all groups have written their lists on the board, duplicate words should be erased. The remaining words will serve as the spelling list for the next class session, at which a test or spelling bee will be conducted.• Use the following “Ordered Pair Sheet” to help students learn to spell correctly the words included. Let students who successfully finish this activity produce their own “Ordered Pair Sheets” and share them with the class.



ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.

Spelling Ordered Pair Sheet

12	K				I			H		
11			J		W					
10		Y				G				
9			R				V			
8	D					U				
7			Q							
6	X		C				L			
5				P					O	
4		B				M				
3		F				T		N		
2			A		Z					
1	E					S				
0										
	1	2	3	4	5	6	7	8	9	10

List the horizontal number first.
 Example: hill h(9, 12) i(6,12) l(8,6) l(8, 6)

- Use the following “Word Ladder” to help increase spelling skills. Instructor or students can produce other usable Word Ladders using Bible terms: Create a list of 10 words from the Bible, leaving a space between each word. In the space, students choose any word that begins with the letter that ends the previous word and ends with the letter that begins the next word on the ladder. ARK *kitten* NILE *electric* COMMANDMENT *toad* DISCIPLE *elk* KINGDOM *meow* WORSHIP *press* SACRAMENT *tulip* PARABLE *elm*



Church Extension Fund

		<p>MARTYR <i>rail</i> LEPROSY</p> <ul style="list-style-type: none">• Put a list of spelling words on the board or on a handout, but scramble the letters in the words, so that students must unscramble the letters and spell each word properly.
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2E: Spelling Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.SP.05.01 In the context of writing, correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic); for less frequently encountered words, use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).					



Church Extension Fund

Outcome: 2F: Handwriting

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
W.HW.05.01 Write neat and legible compositions.	ELA.2.LE.4 Identify multiple language conventions and use them when editing text. Examples include recognition of nouns, verbs, and modifiers, capitalization rules, punctuation marks, and spelling. ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.	



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2F: Handwriting Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.HW.05.01 Write neat and legible compositions.					

Objective: 2G: Writing Attitude

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
W.AT.05.01 Be enthusiastic about writing and learning to write.	ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.	



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

2G Writing Attitude Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 2 - Writing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
W.AT.05.01 Be enthusiastic about writing and learning to write.					

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 5 – Unit 3: Speaking

Outcome: 3A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.CN.05.01 Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.</p> <p>S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.</p> <p>S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.</p> <p>S.CN.05.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p> <p>S.CN.05.05 Understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.</p>	<p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p> <p>ELA.4.LE.2 Describe how features of English, such as language patterns and spelling, vary over time and from place to place and how they affect meaning in formal and informal situations. An example is exploring regional language variations in the United States.</p>	<p>Deliver a brief impromptu speech confidently and with good organization of thought.</p> <ul style="list-style-type: none"> Read Peter’s Pentecost sermon (Acts 2:14-40) aloud in class after background information and context has been taught. Then discuss the following: Do you think Peter knew he would be delivering this sermon on this day? How was Peter so well prepared to deliver such an impromptu speech? (Value of being well read and studied in important topics and issues.) How can you be prepared to speak on/about popular issues and topics that affect your life and the life of your peers? Outline Peter’s sermon for introduction and attention-getter, main points, evidence to convince his listeners of his points, the big point, and the conclusion. <p>Demonstrate increasing competence in inflection, modulation, and other methods of voice control.</p> <ul style="list-style-type: none"> Students will write an introduction for themselves to be delivered orally to the class. The introduction will follow the outline below. In the text of this speech, students should underline all words that will involve a cadence, inflection, or modulation; circle all words in which a pause and other variations of speed are



	<p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interviews, and submissions for publications.</p> <p>ELA.7.LE.2 Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p>	<p>used. This activity implies prior instruction and modeling of the assignment. Evaluation of the script and the delivery of the speech provides good feedback to each individual student.</p> <p>Introduction – your full name, origin of name, immediate family members; point 1 – three to five sentences that describe you; point 2 – what you might be when you grow up; point 3 – what your faith in Jesus means to you in your daily life.</p> <ul style="list-style-type: none"> • Gather old Christmas programs or Christian dramas and skits. Have the class read plays or portions of skits, applying and practicing various speech patterns and methods of voice control. • Have students write Christian “raps” and “perform” them in small groups, (e.g., trios or duets) or solos before the class. The class can then discuss the natural inflections and modulations rap offers. <p>Understand that standard English is needed for effective oral and written communication.</p> <ul style="list-style-type: none"> • Standard English (of which there are four regional versions in the U.S.) is a dialect of English chosen arbitrarily as a means of communication for people of all English dialects. Standard English is not considered more valuable or “better” than others, but is useful for uniform communication. The instructor should present to the class articles or storybooks written in “strange” dialects of English (meaning “foreign” to his/her students) such as a Creole Christmas storybook, Old English (medieval selection such as <i>Beowulf</i>, etc.), and/or others to point out (1) their value, both historically and
--	--	---



	<p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p> <p>ELA.12.LE.1 Develop individual standards for effective communication for different purposes, and compare them to their own oral, visual, and written texts. An example is evaluating a project report in terms of personal standards for content, style, and organization.</p> <p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	<p>currently, if that applies; and (2) how difficult it would be if there were only regional dialects and not standard English usage. Compare King James Version with NIV to note differences between Old Standard and New Standard English.</p>
--	---	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3A: Conventions Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 3 - Speaking School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
S.CN.05.01 Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.					
S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.					
S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning in narrative and informational presentations.					
S.CN.05.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)					
S.CN.05.05 Understand, providing examples of how language differs from early American history to current day America as a function of linguistic and cultural group membership.					



Church Extension Fund

Outcome: 3B: Discourse

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p> <p>S.DS.05.02 Discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.</p> <p>S.DS.05.03 Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.</p> <p>S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.</p>	<p>ELA.1.LE.1 Use reading for multiple purposes, such as enjoyment, gathering information, learning new procedures, and increasing conceptual understanding.</p> <p>ELA.1.LE.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p> <p>ELA.3.LE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p>	<p>Deliver a brief impromptu speech confidently and with good organization of thought.</p> <ul style="list-style-type: none"> Prepare a list of topics equal to the number of students in the class. Put the topics on slips of paper that can be folded and slipped into a balloon that is then blown up and tied. Students choose balloons randomly, pop the balloon, and discover their topics. Students are given 15 minutes to prepare an impromptu speech 1-2 minutes in length. The speech should have an appealing introduction, 2-3 main points that are supported by persuasive facts and arguments, and a conclusion of some sort. Examples of topics: <ul style="list-style-type: none"> The Great Flood: A Good or Bad Thing Why Babies Should Be Baptized You Should Attend Worship Services Regularly Why We Should Support Christian Schools Beware of Some Movies How to Be a Faithful Friend Why Jesus Had to Die That We Might Be Saved How to Celebrate Easter How to Show My Faith to Others Students can be given impromptu assignments to give a speech portraying a Bible character. Content and purpose should be defined in the assignment. Examples: <ul style="list-style-type: none"> Adam telling his great grandchildren about



	<p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p> <p>ELA.3.LE.6 Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as prior knowledge, context, glossaries, and electronic sources.</p> <p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.4.LE.5 Recognize and use language appropriate for varied contexts and purposes. Examples include community building, mathematics class, team sports, friendly and formal letters or invitations, requests for information, interviews with adults, and significant discussions.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p>	<p>the creation and the time before the Fall David giving a press conference after the defeat of Goliath Moses angrily addressing the children of Israel after they have complained Joshua’s pep speech before the battle of Jericho Esther pleading with the Persian king to spare her fellow Jews Peter answering a newspaper reporter’s questions about Jesus’ miracles Mary, sister of Lazarus, in a live interview, telling the world how Jesus raised her brother from the dead Paul addressing the hostile Jewish council on the subject of his becoming a follower of Jesus.</p> <p>Participate in class debates.</p> <ul style="list-style-type: none"> Students need to know that debate can take a variety of forms in the classroom (as it does in society), but is always a presentation of arguments both for and against a certain proposal. The form of debate suggested here is this: subject or topic to be stated by the instructor in the form of a proposition; two teams, each consisting of two persons, will debate each other; one team will take the affirmative case, the other the negative. The order of debate will be as follows: (e.g., Dan and Rowe are affirmative/Bill and Laura negative): The first affirmative speaker (Dan) will give a 3-4 minute constructive speech. A 1 minute cross-examination by the second negative speaker (Laura) follows. The first negative speaker’s (Bill) 3-4 minute constructive speech.
--	---	--



	<p>ELA.5.LE.3 Demonstrate awareness that characters and communities in literature and other texts reflect life by portraying both positive and negative images.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.6.LE.1 Practice using elements of effective communication to enhance their relationships in their school and communities. Examples include enunciation of terms, use of humor, and use of emphasis.</p> <p>ELA.6.LE.4 Reveal personal voice by explaining growth in learning and accomplishment through their selection of materials for different purposes and audiences. Examples include portfolios, displays, literacy interview, and submissions for publications.</p> <p>ELA.8.LE.3 Identify and use characteristics of various informational genre (e.g., periodicals, public television programs, textbooks, and encyclopedias) and elements of expository text structure (e.g., organizational patterns, supporting details, and major ideas) to convey ideas.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written</p>	<p>The first affirmative's (Dan) 1 minute cross-examination. The second affirmative speaker's (Rowe) 3-4 minute constructive speech. The first negative speaker's (Bill) 1 minute cross-examination. The second negative speaker's (Laura) 3-4 minute constructive speech. The second affirmative speaker's (Rowe) cross-examination. <i>5 minute consultation,</i> A 2-minute negative rebuttal delivered by either speaker. A 2-minute affirmative rebuttal delivered by either speaker. Not everyone in the class need participate in the activity. Definitions and concepts, rules and procedures can be taught the whole class and selected students or volunteers can prepare over a period of 2-3 weeks by studying the issue, collecting evidence (facts and expert opinions), and preparing outlines or briefs for their case. Each debate should last 30 minutes or less A taped high school or college Debate might be available from a school or public library. Potential topics are as follows: abortion should remain legal in order to give women a choice; prayer should be allowed in public schools; euthanasia should be legalized; gambling, including lotteries, should be illegal everywhere in the U.S.; children should be allowed to sue their parents in a public court.</p> <ul style="list-style-type: none"> • Students or groups of students volunteer to prepare a public classroom debate portraying the following biblical characters/groups and their issues: Paul
--	--	--



Church Extension Fund

	<p>texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.11.LE.4 Using multiple media, develop and present a short presentation to communicate conclusions based on the investigation of an issue or problem. Examples include charts, posters, transparencies, audio tapes, videos, and diagrams.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p>	<p>and Barnabas debating whether Mark should be allowed to return to ministry; Isaac and Rebekah debating which son (Jacob or Esau) should receive the blessing; two Israelites debating in public whether Moses will ever return from Sinai and whether the golden calf should be worshiped; Naomi and Ruth debating whether Ruth should stay in Moab or stay with Naomi; Elijah debating 2-3 of the false prophets of Baal on Mount Carmel; a group of Philistines debating a group of Israelites about who will win – David or Goliath; Peter debating Mary Magdalene on whether Jesus has really risen; two groups at the church of Antioch debating on whether or not to call Paul; bricklayers debating the stonecutters on how to build the Tower of Babel. Flexibility for fiction to be added to the biblical data should be allowed for the sake of the activity, although the differences can be pointed out if necessary.</p> <p>Conduct an interview using a list of prepared questions.</p> <ul style="list-style-type: none"> • Each student in the class is “secretly” assigned a different Bible character, using an index card containing the character’s name and Scripture references with data on that character. Each student will prepare in advance to portray that character without revealing to the class or to his/her interviewer the character he/she is portraying! Using 10 questions they prepare in advance, students take turns interviewing each other as the class tries to guess who the biblical character is that is being interviewed.
--	---	--



		<ul style="list-style-type: none"> • Students are assigned an interview in which they use the following questions to become acquainted with a person of their choice in their congregation. They may not interview a well-known friend of the family or relative. They may not interview any person under 16 years of age. If at all possible, a tape recorder should be used: When and how did you become a Christian? Who was influential in your spiritual growth? What is your favorite passage or book of the Bible? How have you been involved in the work of the church? How can you share your faith with your friends, co-workers, and colleagues? Can you recall a memorable church service or event that you cherish? When in your life have you struggled most with your faith? When in your life has God really helped you through a crisis? What are your goals and dreams for the future? • Instructor provides examples of magazine articles featuring “everyday” people and their stories (e.g., <i>Guideposts</i>, <i>the Lutheran Witness</i>, etc.) and assigns students to work in pairs, one portraying the role of the featured person and the other being the interviewer. After reading and discussing the article together, each pair prepares a 3-5 minute interview to be conducted before the class. • Play 20 questions. Require yes and no answers, with the teacher portraying an “unknown” bible character. <p>Show an increasing awareness of the value of social conversation for sharing information or persuading others.</p>
--	--	---



Church Extension Fund

		<ul style="list-style-type: none"> • Seat the class in a “conversation circle.” In the middle of the circle, place a “conversation box” containing slips of paper with “conversation starters.” The instructor will model the activity by choosing the first topic. Each slip of paper has a topic in which the “conversation leader” (the one whose turn it is to choose the topic) must persuade the rest of the group or inform the rest of the group as the assignment directs. After this initial conversation is modeled, the instructor will toss a beanbag to a student, who will then choose a “conversation starter” from the box and lead the next discussion. At the completion of this topic, the student will toss the beanbag to another student. The activity may continue as long as the instructor desires. Talk about ways we can witness our faith in casual conversation. A variation of the game would be this: The student who chooses the topic card would make one or two comments, then throw the beanbag to another student, who makes a related statement on the topic or asks a question ... and then throws the beanbag to yet another student. The round ends when all students in the class have been involved in the discussion or a student cannot think of anything to say. That student will then choose another topic to begin another round. <p>Present organized talks or dramatic recitations.</p> <ul style="list-style-type: none"> • Locate portions of Scripture (Peter’s Pentecost sermon; Paul’s defense before Felix) that students may use for speeches and dramatic monologs.
--	--	--



		<p>Speak or write for a particular purpose: seek information, give directions, explain, give information, express feelings or opinions, persuade, request, comply with social amenities, provide entertainment, pleasure, or comfort.</p> <ul style="list-style-type: none"> • To seek information: design a questionnaire to be completed by a pastor, director of Christian education, director of Christian outreach, principal, or teacher in your church and school in which you find out place of birth, childhood experiences, educational background and preparation, when the decision was made to become a professional church worker, places served, major events in life, future goals and dreams. The questionnaire might be written or used in an oral interview. • Write a pen pal in another Christian school somewhere else in the United States. Include a list of questions that seek to discover specific facts about that school. • To give directions: draw a map with written directions explaining how to get from their homes to the church or school. • Have students prepare written directions on how to assemble something or build something. • To explain or give information: answer a letter from a friend at summer camp who is asking what it means to be a Christian, how someone becomes a Christian, and what one has to do once one becomes a Christian. • To express feelings or opinions – several topics such as the examples below are written on 3 x 5 inch cards: Students choose topics and deliver a 3-5 minute
--	--	--



Church Extension Fund

		<p>speech sharing their opinions and beliefs about the topic chosen. Possible topics include the following: the best way for a Christian to make friends; how a Christian should choose a spouse; what advice to give to a friend whose parents are divorcing; what the minimum age for dating should be; how to deal with peer pressure; how to help have a happy family; how to deal with the loss of a loved one who dies; how to make tough decisions.</p> <ul style="list-style-type: none"> • To persuade or request; choose one of the above topics or another topic and write and editorial or deliver a 3-5 minute speech to persuade the rest of the class to accept your views, opinions, or course of action. • To comply with social amenities: write a report or deliver a speech on the most important manners a Christian should know and use when dealing with others. • To provide entertainment, pleasure, and comfort, students volunteer or are assigned a humorous speech or monolog to deliver to the class. Or write a letter of comfort and concern to a friend who has just lost a parent to an illness or accident <p>Use personal language appropriate to the occasion, content, and audience.</p> <ul style="list-style-type: none"> • Videotape programs that utilize a conversational mode (religious broadcasting, where interviews are being conducted, local community programming, etc.) and have the class analyze the use and misuse of conversational techniques. Point out
--	--	---



Church Extension Fund

		<p>inappropriate language and discuss its consequences and negative impact on the conversation.</p> <ul style="list-style-type: none">• Each student prepares a 3-5 minute informal presentation on a topic of his/her choice. At the time the student delivers this presentation to the whole class, the instructor assigns a specific audience: preschoolers and kindergartners/peer group/high schoolers/adults about the age of parents/ residents of a nursing home/unbelievers. The presentation is adjusted to fit the audience.• A servant event could be organized in which the class visits a nursing home or retirement center and students pursue individual conversations with the residents.
--	--	---



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

3B: Discourse Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 3 - Speaking School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.					
S.DS.05.02 Discuss narratives (e.g., mystery, historical fiction, tall tales, science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.					
S.DS.05.03 Respond to multiple text types by analyzing content, interpreting the message, and evaluating the purpose.					
S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern for a specific purpose (e.g., to persuade, describe, inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.					



Church Extension Fund

Michigan District Lutheran School Curriculum *OUTCOMES*

Curricular Area: Language Arts Grade 5 – Unit 4: Listening & Viewing

Outcome: 4A: Conventions

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>L.CN.05.01 Ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.</p> <p>L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p> <p>L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.</p> <p>L.CN.05.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.</p>	<p>ELA.3.LE.2 Analyze the impact of variables on components of the communication process. Examples include the impact of background noise on an oral message and the effect of text errors, such as spelling or grammar, on the receiver.</p> <p>ELA.3.LE.4 Distinguish between verbal and nonverbal communication, and identify and practice elements of effective listening and speaking. Examples include recognizing the impact of variations of facial expression, posture, and volume on oral communication.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p> <p>ELA.10.LE.3 Use, oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p>	<p>Deliver a brief impromptu speech confidently and with good organization of thought.</p> <ul style="list-style-type: none"> • Obtain copies of “Lutheran Hour” sermons from Lutheran Hour Ministries and have students listen to these sermons while taking notes to identify main points.



	<p>ELA.12.LE.5 Develop standards to analyze how the style and substance of personal messages reflect the values of a communicator.</p>	
--	--	--



Church Extension Fund

Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4A: Conventions Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 4 – Listening & Viewing				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	School Year: _____ Dates Taught (month/day/initials): _____				
L.CN.05.01 Ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.					
L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.					
L.CN.05.03 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.					
L.CN.05.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspectives of an action or event) in focusing attention on events and shaping opinions.					



Church Extension Fund

Outcome: 4B: Response

Grade Level Content Expectations (GLCEs)	Michigan Benchmarks	Teaching the Faith Activities
<p>LRP.05.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.</p> <p>LRP.05.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>LRP.05.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.</p> <p>LRP.05.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).</p> <p>LRP.05.05 Respond to and go beyond the information given by a speaker; making inferences and drawing appropriate conclusions.</p>	<p>ELA.1.LE.5 Respond to oral, visual, written, and electronic texts, and compare their responses to those of their peers.</p> <p>ELA.2.LE.1 Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.</p> <p>ELA.3.LE.1 Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.</p> <p>ELA.3.LE.3 Read and write fluently, speak confidently, listen and interact appropriately, view knowledgeably, and represent creatively. Examples include exploring ideas in a group, interviewing family and friends, and explaining ideas represented in pictures.</p> <p>ELA.3.LE.5 Employ multiple strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include summarizing, predicting, generating questions, mapping, examining picture cues, analyzing word structure and sentence structure, discussing with peers, and using context and text structure.</p>	<p>Make evaluative judgments of fact or opinion when reading.</p> <ul style="list-style-type: none"> • Divide the class into groups. Using the <i>Lutheran Witness</i> or another Christian periodical, have each group choose an article and locate statements and phrases that fit the categories above. Groups could evaluate each other's work. • Have each student choose either a factual article, an editorial, or a biased article and rewrite the article to change it to another type of writing. (Examples: A "My Opinion" column from the <i>Lutheran Witness</i> would be rewritten without the bias ... an article dealing mostly with facts and reporting of information would be given a "spin" and turned into an editorial.) Students then exchange papers for evaluation. • Have the class form Continuums of Opinion. Rearrange the classroom to allow for students to stand in a straight line along a wall. A piece of masking tape can be used to make a line for students to use. One wall is designated "Absolutely Yes," the other "Absolutely No." Various statements are read to which the students show their opinion (agreement or disagreement) by picking a place on the continuum to stand. After each statement, discussion might be possible with the whole class. Here are some examples to read: It's okay to like some people better than others. There are times when you may disobey your parents. People who go



	<p>ELA.3.LE.8 Express their responses to oral, visual, written, and electronic texts, and compare their responses to those of others.</p> <p>ELA.4.LE.4 Explore how words normally considered synonyms can carry different connotations when used in a variety of spoken and written texts.</p> <p>ELA.5.LE.1 Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.</p> <p>ELA.5.LE.2 Describe and discuss the shared human experiences depicted in literature and other texts from around the world. Examples include birth, death, heroism, and love.</p> <p>ELA.5.LE.4 Describe how various cultures and our common heritage are represented in literature and other texts.</p> <p>ELA.5.LE.5 Describe how characters in literature and other texts form opinions about one another in ways that can be fair and unfair.</p> <p>ELA.8.LE.1 Identify and use mechanics that enhance and clarify understanding. Examples include sentence structure, paragraphing, appropriate punctuation, grammatical constructions, conventional spelling, and relating in sequence an account of an oral or visual experience.</p>	<p>to church will go to heaven. People who are about to die or who are in great pain should have the right to choose to die. Teenagers under the age of 16 should be allowed to date.</p> <p>Listen critically to radio and television advertisements for errors, propaganda, or false claims.</p> <ul style="list-style-type: none"> Record video and/or audio segments of commercials and advertisements that illustrate misleading information, twisted facts, selected bias, partial truths, and the like. Review these segments with the class, challenging students to identify these elements, along with outright errors. Have students write (or record on audio or video) an advertisement for one of the following biblical “products” in which a false claim, propaganda, deliberate deception, etc., is used: <ul style="list-style-type: none"> A Cruise on Noah’s Ark Office Space in the Tower of Babel Real Estate in Sodom/Gomorrah Joseph’s Coat of Many Colors Sandals That Last 40 Years Delilah’s Famous Haircuts A Ringside Seat at the David/Goliath Heavyweight Championship Fight A Tour of Solomon’s Temple A Ride in Elijah’s Chariot of Fire Fishing Trip on Lake Galilee A New Miracle Cure for Leprosy Used Camels for Sale or Rent Lodging at the Bethlehem Inn Students should search the appropriate sections of Scripture in order to base their “ads” on actual biblical data.
--	---	---



Church Extension Fund

	<p>ELA.8.LE.4 Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include intonation, hues, design, perspective, dialogue, characterization, metaphor, simile, and points of view.</p> <p>ELA.9.LE.1 Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include exploration, discovery, and formation of personal relationships.</p> <p>ELA.9.LE.2 Draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.</p> <p>ELA.9.LE.3 Use conclusions based on their understanding of differing views presented in text to support a position.</p> <p>ELA.10.LE.1 Identify how their own experiences influence their understanding of key ideas in literature and other texts.</p> <p>ELA.10.LE.2 Combine skills to reveal their strengthening literacy. Examples include writing and illustrating a text, reading and then orally analyzing a text, and listening to and then summarizing a presentation.</p>	
--	---	--



	<p>ELA.10.LE.3 Use oral, written, and visual texts to research how individuals have had an impact on people in their community and their nation. Examples include creating texts to inform others about school or community issues and problems.</p> <p>ELA.12.LE.2 Develop and apply both individual and shared standards based on exemplary works created for varied purposes and contexts.</p> <p>ELA.12.LE.3 Demonstrate preferences in reading, writing, speaking, listening, viewing, and representing based on aesthetic qualities, and explain their choices.</p>	
--	---	--



Michigan District Lutheran School Curriculum *TEACHER ACCOUNTABILITY RECORD*

4B: Response Teacher Name: _____ Grade Level: 5	Curricular Area: Language Arts/Unit 4 – Listening & Viewing School Year:				
Michigan Standards, Benchmarks or <i>Grade Level Content Expectations</i> (The <i>italicized</i> indicated the one used.)	Dates Taught (month/day/initials):				
LRP.05.01 Listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.					
LRP.05.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.					
LRP.05.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.					
LRP.05.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).					



Church Extension Fund