PATHS[®] Curriculum

Grade 5/6

Alignment Report by Standard

to

Common Core State Standards for English Language Arts for Grade 5

December 2011

Alignment Report by Standard

PATHS[®] Grade 5/6 Curriculum

Subject: English Language Arts

Standard: Common Core State Standards for English Language Arts **Source:** Common Core State Standards Initiative

Note: The correlations between PATHS and common standards were created by an independent third party. They are applicable to the best of our knowledge as of the date they were created. As with any educational product, the effectiveness of this product depends on many factors, including teacher effectiveness and a child's learning pace and receptiveness. (12/11)

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Grade 5 Common Core State Standards for English Language Arts		
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Key Ideas and Details PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion problem-solving skills; social studies—character biography (optional); writing (optional) To review problem-solving steps. PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking writing To write about feelings using characters from literature. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U3, L13 Study Skills/Attentional and listening skills; communication skills; cooperative learning; oral discussion; writing (optional) To introduce the concept of study skills and their usefulness.
		 PATHS-Gr5/6, U3, L14 HEY/Attentional and listening skills; communication skills; oral discussion; writing (optional) To improve study skills and classroom behavior by increasing attentiveness PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i>/Attentional and listening skills; communication skills; oral discussion; writing (optional) To raise motivational issues in school performance. PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentiona and listening skills; communication skills; reasoning skills To help students actively increase their motivation for academics. To introduce and explain the basic two-dimensional classification of emotions (comfortable/uncomfortable, more energy/less energy). To encourage children to put feelings to positive use. PATHS-Gr5/6, U3, L17 <i>Triple T: Part 2—SET</i>/Attentional and listening skills; communication skills; oral discussion; role-playing; music (optional); writing (optional) To teach students a way to get ready for assignments. PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our School/Oral discussion; problem solving; reading comprehension; social studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and work hard to reach that goal. To demonstrate how students can use their study skills to set goals for creating positive change. To promote the idea of service learning—that students can help their communities as part of their
		 education. PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i>/Oral discussion; problem solving; reasoning skills; art (optional); writing (optional) To apply problem solving to test situations. To teach a persistent approach to solving problems. PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension; problem solving; reasoning skills; drama (optional); writing (optional) To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to Bullying/Creative thinking; oral discussion; problem solving; selfmonitoring; role-playing (optional) To define bullying behaviors. To further discuss what children can do if they are bullied.

PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision making. To encourage responsible behavior.
To explore the issue of being responsible in order to help others.
PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
playing; writing (optional)
To discuss the concepts and processes related to interpersonal conflict.
PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
Rule/Brainstorming; cooperative learning; oral comprehension; problem
solving; writing (optional)
To discuss different ways of resolving conflicts.
PATHS-Gr5/6, U5, L28 Stating the Problem:
I-Statements/Communication skills; oral comprehension; problem solving;
role-playing; writing (optional)
To discuss the components of an I-statement.
PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
oral comprehension; problem solving; role-playing; writing (optional)
To explore skills for being an effective listener during conflict situations.
PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
oral comprehension; reasoning; drama (optional); writing (optional)
To discuss the concept of responsibility. To emphasize the importance of
self-evaluation. To teach children the importance of learning from mistakes.
PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
listening skills; communication skills; reasoning; self-monitoring; social
studies—character biography (optional)
To compare and contrast internal feeling states with external behaviors. To
discuss the importance of tone of voice, facial expressions and body
language for understanding feelings. To demonstrate that the same words
can have different meanings and connotations.
PATHS-Gr5/6, U6, L33 Emotional Cues in Other People/Attentional and
listening skills; communication skills; self-monitoring; cooperative learning
(optional)
To teach children to evaluate different emotional cues to better understand
other people's feelings. To teach children to evaluate different kinds of
emotional information. To help children reflect on what they see and hear.
PATHS-Gr5/6, <i>Maniac Magee</i> , L1 Chapters 1-3/To discuss Chapters 1-3,
in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
and uncle, arrives in Two Mills and meets Amanda Beale.
PATHS-Gr5/6, <i>Maniac Magee</i> , L2 Chapters 4-8/To discuss Chapters 4-8,
in which Jeffrey (now Maniac Magee) performs amazing feats, including
catching an amazing football pass and punting it back, rescuing Arnold
Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
house, and hitting home runs (including a frogball four-bagger) against John
McNab. To consider the special importance of nicknames as opposed to
given names. PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
10, in which Maniac is chased by the Cobras into the East End and has his
first confrontation with Mars Bar Thompson. To discuss issues of peer
relations, such as being embarrassed and losing face.
PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
11-15, in which Maniac becomes a member of the Beale household and
continues to show unusual qualities—untying knots, scoring touchdowns
and being allergic to pizza. To discuss what it feels like to belong in a family
versus being alone and homeless.
PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters
16-18, in which Maniac begins to have negative experiences in the East
End because of his skin color; and he wants to leave to avoid trouble, but
Amanda wants him to stay. To discuss issues of stereotypes and racism.
PATHS-Gr5/6, Maniac Magee, L6 Chapters 19-21/To discuss Chapters
19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
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Knot and succeeds, but leaves the Beales to try to protect them from his
problems. To explore ways to sort out cultural differences between groups.
PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
becomes friends with Earl Grayson, and moves into the equipment room a
the park. To discuss the qualities that make an unusual friendship.
PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
27-29, in which Grayson learns to read and he and Maniac make a home
together. To share ideas of what makes a family.
PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapters
30-32 (end of Part II), in which Maniac and Grayson share a wonderful
Christmas and then Grayson dies. To explore the experience of sadness
and grief.
PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
33-35, in which Maniac is homeless and forlorn, then meets and brings
home two runaway boys, finds out they are John McNab's little brothers,
and moves into the disorderly McNab household. To discuss chaos and
disorder.
PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
36-38, in which Maniac performs amazing feats to keep the McNab kids in
school, enters the East End of town, and races Mars Bar and wins. To
discuss when sometimes "losing can be winning."
PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters
39-42, in which Maniac finally gets fed up with the McNabs and their violen
prejudiced ways; gets invited to Piper McNab's birthday party; and brings
Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
and prejudice.
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
43-46, in which Maniac runs away again, but has a companion in his
running—Mars Bar, who realizes Maniac really needs a home. To discuss
the true meaning of friendship and belonging.
PATHS-Gr5/6, Optional Lessons, L1 Formulating Classroom Rules/To
introduce children to the PATHS curriculum. To help children evaluate the
subtleties involved in following rules. To allow children to participate in the
process of creating rules and structure.
PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
set up the story and describe Brian's predicament of being stuck, alone, in
flying plane. To reflect on the main character's powerful emotions.
PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
which Brian crash-lands in a lake and finds himself in the wilderness,
battered but alive. To empathize and identify with the main character in the
novel.
PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
which Brian gets his bearings, takes stock of what he has, and tries to solv
the problems of thirst and hunger. To show students how to break goals
down into a series of simple, workable steps.
PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
which Brian finds food, meets wildlife, and figures out how to make fire. To
have students explore dreams and memories as potential avenues for
getting help with problems.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, ir
which Brian starts to settle into a routine with his camp, finds new food,
works on tools to help himself, and sees a plane that does not see him. To
have students imagine an invention that would simplify their lives.
PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, ir
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idea of the plane in the lake, and starts a major project to retrieve the
survival pack. To help students examine Brian's situation more critically and
to evaluate some of his choices.
PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
19 and the Epilogue, in which Brian opens the survival kit, is rescued and
returns to civilization a different person. To help students ask and answer
final questions they may have about Brian and his experiences.
PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
3, which set up the friendship between Annemarie's and Ellen's families,
and the problems they are facing. To introduce students to the historical
time and setting of this novel.
PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
6, in which the Jewish New Year arrives, the Germans come looking for the
Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
the country. To offer student students practice in perspective taking.
PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
9, in which the girls enjoy the countryside, Uncle Henrik tells them that
"Great-aunt Birte" has died, and Annemarie learns why someone who loves
her might lie. To help students appreciate the complexity of certain
decisions and reflect on how they might respond in such situations.
PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
10-12, in which soldiers come to the house, Peter and Mama lead groups
through the dark to the harbor, and Mama does not return as expected. To
have students practice perspective taking.
PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
boat, meets soldiers in the woods and speaks to them bravely. To help
students recognize Annemarie's use of problem-solving skills.
PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
discuss the final chapters, in which Annemarie learns more about Uncle
Henrik's and Peter's roles—and her own, the war ends and Annemarie
begins to understand the true nature of her sister's death and the bravery of
her family and the Danish people. To help students practice research and/or
writing skills.
PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
1-2, in which Jess practices running, his family and farm are described, and
he meets Leslie Burke. To help students clarify and describe their own
feelings about challenging issues. To prompt students to examine how they
go about accomplishing their goals.
PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
3-4, in which school starts, Leslie wins the boys' running races, and Jess
and Leslie become friends. To have students use their imaginations in
creating their own ideal secret place.
PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
Jess finds Leslie the perfect Christmas gift. To encourage students to see
themselves as creative problem solvers and good friends.
PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
Leslie comes to church with Jess's family, and the constant rain makes the
creek dangerously high. To allow students to consider and practice new
approaches to parent-child communication.
PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
Chapters 10-11, in which Jess has an amazing day with his teacher, but
comes home to the nightmarish news of Leslie's accidental death. To help
students see the value in planning out their response to difficult problems.
PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
others might feel, and builds a bridge to Terabithia and shares its secret
with May Belle. To help students consider the bridges they cross in their
own lives and see that this is part of life for all of us.

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RL.5.2	Determine a theme of a	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
	story, drama, or poem	Rule/Attentional and listening skills; cause/effect reasoning; oral discussion;
	from details in the text,	problem-solving skills; social studies—character biography (optional);
	including how characters	writing (optional)
	in a story or drama	To review problem-solving steps.
	respond to challenges or	PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking;
	how the speaker in a poem reflects upon a	writing To write about feelings using characters from literature.
	topic; summarize the text.	PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
		thinking; memory retrieval; social studies; writing
		To explore feelings and solutions of people in history or in current events.
		PATHS-Gr5/6, U3, L13 Study Skills/Attentional and listening skills;
		communication skills; cooperative learning; oral discussion; writing
		(optional)
		To introduce the concept of study skills and their usefulness.
		PATHS-Gr5/6, U3, L14 HEY/Attentional and listening skills; communication
		skills; oral discussion; writing (optional)
		To improve study skills and classroom behavior by increasing attentiveness. PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills;
		communication skills; oral discussion; writing (optional)
		To raise motivational issues in school performance.
		PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional
		and listening skills; communication skills; reasoning skills
		To help students actively increase their motivation for academics. To introduce and explain the basic two-dimensional classification of emotions
		(comfortable/uncomfortable, more energy/less energy). To encourage
		children to put feelings to positive use.
		PATHS-Gr5/6, U3, L17 Triple T: Part 2—SET/Attentional and listening
		skills; communication skills; oral discussion; role-playing; music (optional);
		writing (optional)
		To teach students a way to get ready for assignments.
		PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our
		School /Oral discussion; problem solving; reading comprehension; social studies; cooperative group activity (optional); writing (optional)
		To provide a true story in which people identify a problem, set a goal and
		work hard to reach that goal. To demonstrate how students can use their
		study skills to set goals for creating positive change. To promote the idea of
		service learning—that students can help their communities as part of their
		education.
		PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
		in which Jeffrey Magee is orphaned, runs away from his argumentative aunt and uncle, arrives in Two Mills and meets Amanda Beale.
		PATHS-Gr5/6, Maniac Magee, L2 Chapters 4-8/To discuss Chapters 4-8,
		in which Jeffrey (now Maniac Magee) performs amazing feats, including
		catching an amazing football pass and punting it back, rescuing Arnold
		Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
		house, and hitting home runs (including a frogball four-bagger) against John
		McNab. To consider the special importance of nicknames as opposed to
		given names.
		PATHS-Gr5/6 , <i>Maniac Magee</i> , L3 Chapters 9-10/To discuss Chapters 9-10, in which Maniac is chased by the Cobras into the East End and has his
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		versus being alone and homeless.
		PATHS-Gr5/6, <i>Maniac Magee</i> , L5 Chapters 16-18/To discuss Chapters
		16-18, in which Maniac begins to have negative experiences in the East End because of his skin color; and he wants to leave to avoid trouble, but
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 Amanda wants him to stay. To discuss issues of stereotypes and racism.
PATHS-Gr5/6, <i>Maniac Magee</i> , L6 Chapters 19-21/To discuss Chapters
19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
Knot and succeeds, but leaves the Beales to try to protect them from his
problems. To explore ways to sort out cultural differences between groups.
PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
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together. To share ideas of what makes a family.
PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapters
30-32 (end of Part II), in which Maniac and Grayson share a wonderful
Christmas and then Grayson dies. To explore the experience of sadness
and grief.
PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
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home two runaway boys, finds out they are John McNab's little brothers,
and moves into the disorderly McNab household. To discuss chaos and
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Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
and prejudice.
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
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running—Mars Bar, who realizes Maniac really needs a home. To discuss
the true meaning of friendship and belonging. PATHS-Gr5/6 , <i>Hatchet</i> , L1 Chapters 1-2/To discuss Chapters 1-2, which
set up the story and describe Brian's predicament of being stuck, alone, in a
flying plane. To reflect on the main character's powerful emotions.
PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
which Brian crash-lands in a lake and finds himself in the wilderness,
battered but alive. To empathize and identify with the main character in the
novel.
PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
which Brian gets his bearings, takes stock of what he has, and tries to solve
the problems of thirst and hunger. To show students how to break goals
down into a series of simple, workable steps.
PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
which Brian finds food, meets wildlife, and figures out how to make fire. To
have students explore dreams and memories as potential avenues for
getting help with problems.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
which Brian starts to settle into a routine with his camp, finds new food,
works on tools to help himself, and sees a plane that does not see him. To
have students imagine an invention that would simplify their lives.
PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
which Brian learns from his mistakes and settles into his new way of life. To
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involved work that goes into many of the conveniences of our modern-dav
involved work that goes into many of the conveniences of our modern-day world.
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survival pack. To help students examine Brian's situation more critically and to evaluate some of his choices.
PATHS-Gr5/6, <i>Hatchet</i> , L8 Chapter 19 and Epilogue /To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences.
PATHS-Gr5/6 , <i>Number the Stars</i> , L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families, and the problems they are facing. To introduce students to the historical time and setting of this novel.
PATHS-Gr5/6 , <i>Number the Stars</i> , L2 Chapters 4-6/To discuss Chapters 4-6, in which the Jewish New Year arrives, the Germans come looking for the Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking.
PATHS-Gr5/6, <i>Number the Stars</i> , L3 Chapters 7-9/To discuss Chapters 7-9, in which the girls enjoy the countryside, Uncle Henrik tells them that "Great-aunt Birte" has died, and Annemarie learns why someone who loves her might lie. To help students appreciate the complexity of certain decisions and reflect on how they might respond in such situations.
PATHS-Gr5/6, <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups through the dark to the harbor, and Mama does not return as expected. To have students practice perspective taking.
PATHS-Gr5/6 , <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters 13-15, in which Annemarie runs to deliver the package to Uncle Henrik's boat, meets soldiers in the woods and speaks to them bravely. To help students recognize Annemarie's use of problem-solving skills.
PATHS-Gr5/6, <i>Number the Stars,</i> L6 Chapters 16-17 and Afterword/To discuss the final chapters, in which Annemarie learns more about Uncle Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of her family and the Danish people. To help students practice research and/or writing skills.
PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L1 Chapters 1-2/To discuss Chapters 1-2, in which Jess practices running, his family and farm are described, and he meets Leslie Burke. To help students clarify and describe their own feelings about challenging issues. To prompt students to examine how they go about accomplishing their goals.
PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L2 Chapters 3-4/To discuss Chapters 3-4, in which school starts, Leslie wins the boys' running races, and Jess and Leslie become friends. To have students use their imaginations in creating their own ideal secret place.
PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L3 Chapters 5-6/To discuss Chapters 5-6, in which Leslie and Jess plot against the bullying Janice Avery, and Jess finds Leslie the perfect Christmas gift. To encourage students to see themselves as creative problem solvers and good friends.
PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L4 Chapters 7-9/To discuss Chapters 7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia, Leslie comes to church with Jess's family, and the constant rain makes the creek dangerously high. To allow students to consider and practice new approaches to parent-child communication.
PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L5 Chapters 10-11/To discuss Chapters 10-11, in which Jess has an amazing day with his teacher, but comes home to the nightmarish news of Leslie's accidental death. To help students see the value in planning out their response to difficult problems.
PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L6 Chapters 12-13/To discuss Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how others might feel, and builds a bridge to Terabithia and shares its secret with May Belle. To help students consider the bridges they cross in their own lives and see that this is part of life for all of us.

RL.5.3	Compare and contrast two	PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
	or more characters,	problem solving; reasoning skills; art (optional); writing (optional)
	settings, or events in a	To apply problem solving to test situations. To teach a persistent approach
	story or drama, drawing	to solving problems.
	on specific details in the	PATHS-Gr5/6, U5, L28 Stating the Problem:
	text (e.g., how characters	I-Statements/Communication skills; oral comprehension; problem solving;
	interact).	role-playing; writing (optional)
		To discuss the components of an I-statement.
		PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
		in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
		and uncle, arrives in Two Mills and meets Amanda Beale.
		PATHS-Gr5/6, Maniac Magee, L2 Chapters 4-8/To discuss Chapters 4-8,
		in which Jeffrey (now Maniac Magee) performs amazing feats, including
		catching an amazing football pass and punting it back, rescuing Arnold
		Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
		house, and hitting home runs (including a frogball four-bagger) against John
		McNab. To consider the special importance of nicknames as opposed to
		given names.
		PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
		10, in which Maniac is chased by the Cobras into the East End and has his
		first confrontation with Mars Bar Thompson. To discuss issues of peer
		relations, such as being embarrassed and losing face.
		PATHS-Gr5/6, <i>Maniac Magee</i> , L4 Chapters 11-15/To discuss Chapters
		11-15, in which Maniac becomes a member of the Beale household and continues to show unusual qualities—untying knots, scoring touchdowns
		and being allergic to pizza. To discuss what it feels like to belong in a family
		versus being alone and homeless.
		PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters
		16-18, in which Maniac begins to have negative experiences in the East
		End because of his skin color; and he wants to leave to avoid trouble, but
		Amanda wants him to stay. To discuss issues of stereotypes and racism.
		PATHS-Gr5/6, <i>Maniac Magee</i> , L6 Chapters 19-21/To discuss Chapters
		19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
		Knot and succeeds, but leaves the Beales to try to protect them from his
		problems. To explore ways to sort out cultural differences between groups.
		PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
		22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
		becomes friends with Earl Grayson, and moves into the equipment room at
		the park. To discuss the qualities that make an unusual friendship.
		PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
		27-29, in which Grayson learns to read and he and Maniac make a home
		together. To share ideas of what makes a family.
		PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapters
		30-32 (end of Part II), in which Maniac and Grayson share a wonderful
		Christmas and then Grayson dies. To explore the experience of sadness
		and grief.
		PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
		33-35, in which Maniac is homeless and forlorn, then meets and brings
		home two runaway boys, finds out they are John McNab's little brothers,
		and moves into the disorderly McNab household. To discuss chaos and disorder.
		PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
		36-38, in which Maniac performs amazing feats to keep the McNab kids in
		school, enters the East End of town, and races Mars Bar and wins. To
		discuss when sometimes "losing can be winning."
		PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters
		39-42, in which Maniac finally gets fed up with the McNabs and their violent,
		prejudiced ways; gets invited to Piper McNab's birthday party; and brings
		Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance

and prejudice.
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
43-46, in which Maniac runs away again, but has a companion in his
running—Mars Bar, who realizes Maniac really needs a home. To discuss
the true meaning of friendship and belonging.
PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
set up the story and describe Brian's predicament of being stuck, alone, in
flying plane. To reflect on the main character's powerful emotions.
PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
which Brian crash-lands in a lake and finds himself in the wilderness,
battered but alive. To empathize and identify with the main character in the novel.
PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
which Brian gets his bearings, takes stock of what he has, and tries to solve
the problems of thirst and hunger. To show students how to break goals
down into a series of simple, workable steps.
PATHS-Gr5/6, <i>Hatchet</i> , L4 Chapters 7-9/To discuss Chapters 7-9, in
which Brian finds food, meets wildlife, and figures out how to make fire. To
have students explore dreams and memories as potential avenues for
getting help with problems.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
which Brian starts to settle into a routine with his camp, finds new food,
works on tools to help himself, and sees a plane that does not see him. To
have students imagine an invention that would simplify their lives.
PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
which Brian learns from his mistakes and settles into his new way of life. To
understand the value of planning ahead. To appreciate the long and
involved work that goes into many of the conveniences of our modern-day
world.
PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in
which Brian encounters the destructive power of nature, reconnects with the
idea of the plane in the lake, and starts a major project to retrieve the
survival pack. To help students examine Brian's situation more critically and
to evaluate some of his choices.
PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
19 and the Epilogue, in which Brian opens the survival kit, is rescued and
returns to civilization a different person. To help students ask and answer
final questions they may have about Brian and his experiences.
PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters
3, which set up the friendship between Annemarie's and Ellen's families,
and the problems they are facing. To introduce students to the historical
time and setting of this novel.
PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4
6, in which the Jewish New Year arrives, the Germans come looking for the
Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
the country. To offer student students practice in perspective taking.
PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters
9, in which the girls enjoy the countryside, Uncle Henrik tells them that
"Great-aunt Birte" has died, and Annemarie learns why someone who loves
her might lie. To help students appreciate the complexity of certain
decisions and reflect on how they might respond in such situations.
PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapter
10-12, in which soldiers come to the house, Peter and Mama lead groups
through the dark to the harbor, and Mama does not return as expected. To
have students practice perspective taking.
PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapter
13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
boat, meets soldiers in the woods and speaks to them bravely. To help
students recognize Annemarie's use of problem-solving skills.
PATHS-Gr5/6 , <i>Number the Stars</i> , L6 Chapters 16-17 and Afterword/To discuss the final chapters, in which Annemarie learns more about Uncle

		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
		and Leslie become friends. To have students use their imaginations in
		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
		5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
		Jess finds Leslie the perfect Christmas gift. To encourage students to see
		themselves as creative problem solvers and good friends.
		PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
		7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
		Leslie comes to church with Jess's family, and the constant rain makes the
		creek dangerously high. To allow students to consider and practice new
		approaches to parent-child communication.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
		Reading Literature:
RL.5.4	Determine the meaning of	Reading Literature:
RL.5.4	words and phrases as	Reading Literature: Craft and Structure
RL.5.4		Reading Literature: Craft and Structure PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
RL.5.4	words and phrases as they are used in a text, including figurative	Reading Literature: Craft and Structure PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion;
RL.5.4	words and phrases as they are used in a text, including figurative language such as	Reading Literature: Craft and Structure PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion; problem-solving skills; social studies—character biography (optional); writing (optional) To review problem-solving steps.
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RL.5.4	words and phrases as they are used in a text, including figurative language such as	Reading Literature: Craft and Structure PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion; problem-solving skills; social studies—character biography (optional); writing (optional) To review problem-solving steps. PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion; problem solving; reasoning skills; art (optional); writing (optional) To apply problem solving to test situations. To teach a persistent approach to solving problems. PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East End because of his skin color; and he wants to leave to avoid trouble, but Amanda wants him to stay. To discuss issues of stereotypes and racism. PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters 27-29, in which Grayson learns to read and he and Maniac make a home together. To share ideas of what makes a family. PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters 33-35, in which Maniac is homeless and forlorn, then meets and brings home two runaway boys, finds out they are John McNab's little brothers, and moves into the disorderly McNab household. To discuss chapters and moves into the disorderly McNab household. To discuss chapters 1-2, which set up the story and describe Brian's predicament of being stuck, alone, in a flying plane. To reflect on the main character's powerful emotions. PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in

		getting help with problems.
		PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
		which Brian starts to settle into a routine with his camp, finds new food,
		works on tools to help himself, and sees a plane that does not see him. To
		have students imagine an invention that would simplify their lives.
		PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
		which Brian learns from his mistakes and settles into his new way of life. To
		understand the value of planning ahead. To appreciate the long and
		involved work that goes into many of the conveniences of our modern-day world.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals. PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
		and Leslie become friends. To have students use their imaginations in
		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
RL.5.5	Explain how a series of	PATHS-Gr5/6, <i>Maniac Magee</i> , L8 Chapters 27-29/To discuss Chapters
	chapters, scenes, or	27-29, in which Grayson learns to read and he and Maniac make a home
	stanzas fits together to	together. To share ideas of what makes a family.
	provide the overall	PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
	structure of a particular	set up the story and describe Brian's predicament of being stuck, alone, in a
	story, drama, or poem.	flying plane. To reflect on the main character's powerful emotions.
		PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
		PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
		and Leslie become friends. To have students use their imaginations in
		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
		5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
		Jess finds Leslie the perfect Christmas gift. To encourage students to see
		themselves as creative problem solvers and good friends.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.

RL.5.6	Describe how a parrator's	DATHS Gr5/6 Maniae Magoo 15 Chanters 16 19/Te discuss Chanters
KL.3.0	Describe how a narrator's or speaker's point of view	PATHS-Gr5/6, <i>Maniac Magee</i> , L5 Chapters 16-18/To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East
	influences how events are	End because of his skin color; and he wants to leave to avoid trouble, but
	described.	Amanda wants him to stay. To discuss issues of stereotypes and racism.
		PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
		27-29, in which Grayson learns to read and he and Maniac make a home
		together. To share ideas of what makes a family.
		PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
		43-46, in which Maniac runs away again, but has a companion in his
		running—Mars Bar, who realizes Maniac really needs a home. To discuss
		the true meaning of friendship and belonging.
		PATHS-Gr5/6 , <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters 13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		boat, meets soldiers in the woods and speaks to them bravely. To help
		students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or writing skills.
		Reading Literature:
	ln [,]	tegration of Knowledge and Ideas
RL.5.7	Analyze how visual and	PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i> /Oral discussion;
	multimedia elements	problem solving; reasoning skills; art (optional); writing (optional)
	contribute to the meaning,	To apply problem solving to test situations. To teach a persistent approach
	tone, or beauty of a text	to solving problems.
	(e.g., graphic novel,	
	multimedia presentation of	
	fiction, folktale, myth,	
RL.5.9	poem). Compare and contrast	PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
NE.0.0	stories in the same genre	in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
	(e.g., mysteries and	and uncle, arrives in Two Mills and meets Amanda Beale.
	adventure stories) on their	PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
	approaches to similar	43-46, in which Maniac runs away again, but has a companion in his
	themes and topics.	running—Mars Bar, who realizes Maniac really needs a home. To discuss
		the true meaning of friendship and belonging.
		PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
		19 and the Epilogue, in which Brian opens the survival kit, is rescued and
		returns to civilization a different person. To help students ask and answer
		final questions they may have about Brian and his experiences.
		PATHS-Gr5/6 , <i>Number the Stars</i> , L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families,
		and the problems they are facing. To introduce students to the historical
		time and setting of this novel.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their own lives and see that this is part of life for all of us.
		own lives and see that this is part of life for all of us.

		Reading Literature:
	Range o	of Reading and Level of Text Complexity
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion; problem-solving skills; social studies—character biography (optional); writing (optional) To review problem-solving steps.
	the grades 4–5 text complexity band independently and proficiently.	 PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening skills; brainstorming; communication skills; writing To discuss the effects of stress on behavior. To reinforce the importance of self-control. PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative learning; oral discussion; vocabulary development
		To review ideas in emotional literacy from previous grades. To discuss why it is important to share our feelings. PATHS-Gr5/6, U2, L11 Linking Feelings and Literature /Creative thinking; writing
		To write about feelings using characters from literature. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies /Creative thinking; memory retrieval; social studies; writing
		To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U3, L13 Study Skills /Attentional and listening skills; communication skills; cooperative learning; oral discussion; writing (optional)
		To introduce the concept of study skills and their usefulness. PATHS-Gr5/6, U3, L14 HEY /Attentional and listening skills; communication skills; oral discussion; writing (optional)
		To improve study skills and classroom behavior by increasing attentiveness. PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills; communication skills; oral discussion; writing (optional) To raise motivational issues in school performance.
		PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional and listening skills; communication skills; reasoning skills To help students actively increase their motivation for academics. To introduce and explain the basic two-dimensional classification of emotions (comfortable/uncomfortable, more energy/less energy). To encourage children to put feelings to positive use.
		PATHS-Gr5/6, U3, L17 <i>Triple T: Part 2—SET</i> /Attentional and listening skills; communication skills; oral discussion; role-playing; music (optional); writing (optional)
		To teach students a way to get ready for assignments. PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our School/Oral discussion; problem solving; reading comprehension; social studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and work hard to reach that goal. To demonstrate how students can use their study skills to set goals for creating positive change. To promote the idea of service learning—that students can help their communities as part of their education.
		 PATHS-Gr5/6, U4, L20 <i>Mr. Nelson and the Test: Part 1</i>/Cooperative learning; oral discussion; problem solving; reasoning skills; writing (optional) To apply problem solving to test situations. To teach a persistent approach to solving problems. PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i>/Oral discussion;
		problem solving; reasoning skills; art (optional); writing (optional) To apply problem solving to test situations. To teach a persistent approach to solving problems.
		PATHS-Gr5/6, U4, L22 Making Good Choices /Oral comprehension; problem solving; reasoning skills; drama (optional); writing (optional)

	To explain why people want to belong to small groups. To remind children
	that they can control the choices they make. To teach children to use
	problem solving to make good choices. To discuss how to stand up to peer
	pressure.
	PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
	Bullying/Creative thinking; oral discussion; problem solving; self-
	monitoring; role-playing (optional)
	To define bullying behaviors. To further discuss what children can do if they
	are bullied.
	PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
	situations/Cause-effect reasoning; cooperative group learning; oral
	discussion; problem solving; vocabulary building; writing
	To encourage careful decision making. To encourage responsible behavior.
	To explore the issue of being responsible in order to help others.
	PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
	playing; writing (optional)
	To discuss the concepts and processes related to interpersonal conflict.
	PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
	Rule/Brainstorming; cooperative learning; oral comprehension; problem
	solving; writing (optional)
	To discuss different ways of resolving conflicts.
	PATHS-Gr5/6, U5, L28 Stating the Problem:
	I-Statements/Communication skills; oral comprehension; problem solving;
	role-playing; writing (optional)
	To discuss the components of an I-statement.
	PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
	oral comprehension; problem solving; role-playing; writing (optional)
	To explore skills for being an effective listener during conflict situations.
	PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
	oral comprehension; reasoning; drama (optional); writing (optional)
	To discuss the concept of responsibility. To emphasize the importance of
	self-evaluation. To teach children the importance of learning from mistakes.
	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	listening skills; communication skills; reasoning; self-monitoring; social
	studies—character biography (optional)
	To compare and contrast internal feeling states with external behaviors. To
	discuss the importance of tone of voice, facial expressions and body
	language for understanding feelings. To demonstrate that the same words
	can have different meanings and connotations.
	PATHS-Gr5/6, U6, L33 Emotional Cues in Other People/Attentional and
	listening skills; communication skills; self-monitoring; cooperative learning
	(optional)
	To teach children to evaluate different emotional cues to better understand
	other people's feelings. To teach children to evaluate different kinds of
	emotional information. To help children reflect on what they see and hear.
	PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
	in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
	and uncle, arrives in Two Mills and meets Amanda Beale.
	PATHS-Gr5/6, Maniac Magee, L2 Chapters 4-8/To discuss Chapters 4-8,
	in which Jeffrey (now Maniac Magee) performs amazing feats, including
	catching an amazing football pass and punting it back, rescuing Arnold
	Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
	house, and hitting home runs (including a frogball four-bagger) against John
	McNab. To consider the special importance of nicknames as opposed to
	given names.
	PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
	10, in which Maniac is chased by the Cobras into the East End and has his
	first confrontation with Mars Bar Thompson. To discuss issues of peer
	relations, such as being embarrassed and losing face.
	PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
	11-15, in which Maniac becomes a member of the Beale household and
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continues to show unusual qualities—untying knots, scoring touchdowns and being allergic to pizza. To discuss what it feels like to belong in a famil
versus being alone and homeless.
PATHS-Gr5/6, <i>Maniac Magee</i> , L5 Chapters 16-18/To discuss Chapters
16-18, in which Maniac begins to have negative experiences in the East
End because of his skin color; and he wants to leave to avoid trouble, but
Amanda wants him to stay. To discuss issues of stereotypes and racism.
PATHS-Gr5/6, Maniac Magee, L6 Chapters 19-21/To discuss Chapters
19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
Knot and succeeds, but leaves the Beales to try to protect them from his
problems. To explore ways to sort out cultural differences between groups.
PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
becomes friends with Earl Grayson, and moves into the equipment room a
the park. To discuss the qualities that make an unusual friendship. PATHS-Gr5/6 , <i>Maniac Magee</i> , L8 Chapters 27-29/To discuss Chapters
27-29, in which Grayson learns to read and he and Maniac make a home
together. To share ideas of what makes a family.
PATHS-Gr5/6, <i>Maniac Magee</i> , L9 Chapters 30-32/To discuss Chapters
30-32 (end of Part II), in which Maniac and Grayson share a wonderful
Christmas and then Grayson dies. To explore the experience of sadness
and grief.
PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
33-35, in which Maniac is homeless and forlorn, then meets and brings
home two runaway boys, finds out they are John McNab's little brothers,
and moves into the disorderly McNab household. To discuss chaos and
disorder. PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
36-38, in which Maniac performs amazing feats to keep the McNab kids in
school, enters the East End of town, and races Mars Bar and wins. To
discuss when sometimes "losing can be winning."
PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters
39-42, in which Maniac finally gets fed up with the McNabs and their violen
prejudiced ways; gets invited to Piper McNab's birthday party; and brings
Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
and prejudice.
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
43-46, in which Maniac runs away again, but has a companion in his
running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging.
PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
set up the story and describe Brian's predicament of being stuck, alone, in
flying plane. To reflect on the main character's powerful emotions.
PATHS-Gr5/6, <i>Hatchet</i>, L2 Chapters 3-4 /To discuss Chapters 3-4, in
which Brian crash-lands in a lake and finds himself in the wilderness,
battered but alive. To empathize and identify with the main character in the
novel.
PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
which Brian gets his bearings, takes stock of what he has, and tries to solv
the problems of thirst and hunger. To show students how to break goals
down into a series of simple, workable steps. PATHS-Gr5/6 , <i>Hatchet</i> , L4 Chapters 7-9/To discuss Chapters 7-9, in
which Brian finds food, meets wildlife, and figures out how to make fire. To
have students explore dreams and memories as potential avenues for
getting help with problems.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, ir
which Brian starts to settle into a routine with his camp, finds new food,
works on tools to help himself, and sees a plane that does not see him. To
have students imagine an invention that would simplify their lives.
PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
which Brian learns from his mistakes and settles into his new way of life. To

understand the value of planning ahead. To appreciate the long and
involved work that goes into many of the conveniences of our modern-day
world.
PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in
which Brian encounters the destructive power of nature, reconnects with the
idea of the plane in the lake, and starts a major project to retrieve the
survival pack. To help students examine Brian's situation more critically and
to evaluate some of his choices.
PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
19 and the Epilogue, in which Brian opens the survival kit, is rescued and
returns to civilization a different person. To help students ask and answer
final questions they may have about Brian and his experiences.
PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
3, which set up the friendship between Annemarie's and Ellen's families,
and the problems they are facing. To introduce students to the historical
time and setting of this novel.
PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
6, in which the Jewish New Year arrives, the Germans come looking for the
Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
the country. To offer student students practice in perspective taking.
PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
9, in which the girls enjoy the countryside, Uncle Henrik tells them that
"Great-aunt Birte" has died, and Annemarie learns why someone who loves
her might lie. To help students appreciate the complexity of certain
decisions and reflect on how they might respond in such situations.
PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
10-12, in which soldiers come to the house, Peter and Mama lead groups
through the dark to the harbor, and Mama does not return as expected. To
have students practice perspective taking.
PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
boat, meets soldiers in the woods and speaks to them bravely. To help
students recognize Annemarie's use of problem-solving skills.
PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
discuss the final chapters, in which Annemarie learns more about Uncle
Henrik's and Peter's roles—and her own, the war ends and Annemarie
begins to understand the true nature of her sister's death and the bravery of
her family and the Danish people. To help students practice research and/or
writing skills.
PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
1-2, in which Jess practices running, his family and farm are described, and
he meets Leslie Burke. To help students clarify and describe their own
feelings about challenging issues. To prompt students to examine how they
go about accomplishing their goals.
PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
3-4, in which school starts, Leslie wins the boys' running races, and Jess
and Leslie become friends. To have students use their imaginations in
creating their own ideal secret place.
PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
Jess finds Leslie the perfect Christmas gift. To encourage students to see
themselves as creative problem solvers and good friends.
PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
Leslie comes to church with Jess's family, and the constant rain makes the
creek dangerously high. To allow students to consider and practice new
approaches to parent-child communication.
PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
Chapters 10-11, in which Jess has an amazing day with his teacher, but
comes home to the nightmarish news of Leslie's accidental death. To help
students see the value in planning out their response to difficult problems.

		PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L6 Chapters 12-13/To discuss Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how others might feel, and builds a bridge to Terabithia and shares its secret with May Belle. To help students consider the bridges they cross in their own lives and see that this is part of life for all of us.
		Reading Informational Text: Key Ideas and Details
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	 PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our School/Oral discussion; problem solving; reading comprehension; social studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and work hard to reach that goal. To demonstrate how students can use their study skills to set goals for creating positive change. To promote the idea of service learning—that students can help their communities as part of their education. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	 can have different meanings and connotations. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our School/Oral discussion; problem solving; reading comprehension; social studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and work hard to reach that goal. To demonstrate how students can use their study skills to set goals for creating positive change. To promote the idea of service learning—that students can help their communities as part of their education. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies /Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events.
		Reading Informational Text: Craft and Structure
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	 PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To

		discuss the importance of tone of voice, facial expressions and body
		language for understanding feelings. To demonstrate that the same words
		can have different meanings and connotations.
		Reading Informational Text:
	In	tegration of Knowledge and Ideas
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	 PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, U6, L33 Emotional Cues in Other People/Attentional and listening skills; communication skills; self-monitoring; cooperative learning (optional) To teach children to evaluate different emotional cues to better understand other people's feelings. To teach children to evaluate different kinds of emotional information. To help children reflect on what they see and hear. PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and listening skills; communication skills; reasoning; self-monitoring; drama (optional) To review emotional cues. To discuss the idea that sometimes people don't want to communicate their feelings. To introduce the idea that feelings can be hidden and review reasons why people sometimes want to hide or change their feelings. To encourage the use of perspective-taking skills and consideration for others, as well as awareness of differences between one's
		own perspectives and those of others.
		Reading Informational Text:
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		f Reading and Level of Text Complexity
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	 PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our School/Oral discussion; problem solving; reading comprehension; social studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and work hard to reach that goal. To demonstrate how students can use their study skills to set goals for creating positive change. To promote the idea of service learning—that students can help their communities as part of their education. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations.

		Reading – Foundational Skills:
		Phonics and Word Recognition
RF.5.3a	Know and apply grade- level phonics and word analysis skills in decoding words. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	PATHS-Gr5/6, Optional Lessons, L2 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and thinking work together. To help your students understand the importance of self-control for appropriate expression of emotions. To increase motivation for mastering self-control.
		Reading – Foundational Skills:
		Fluency
RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule /Attentional and listening skills; cause/effect reasoning; oral discussion; problem-solving skills; social studies—character biography (optional); writing (optional) To review problem-solving steps.
	understanding.	 PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening skills; brainstorming; communication skills; writing To discuss the effects of stress on behavior. To reinforce the importance of self-control. PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative learning; oral discussion; vocabulary development To review ideas in emotional literacy from previous grades. To discuss why
		 PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U3, L13 Study Skills/Attentional and listening skills;
		communication skills; cooperative learning; oral discussion; writing (optional) To introduce the concept of study skills and their usefulness. PATHS-Gr5/6, U3, L14 HEY /Attentional and listening skills; communication skills; oral discussion; writing (optional) To improve study skills and classroom behavior by increasing attentiveness. PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills; communication skills; oral discussion; writing (optional)
		To raise motivational issues in school performance. PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional and listening skills; communication skills; reasoning skills To help students actively increase their motivation for academics. To introduce and explain the basic two-dimensional classification of emotions (comfortable/uncomfortable, more energy/less energy). To encourage children to put feelings to positive use. PATHS-Gr5/6, U3, L17 <i>Triple T: Part 2—SET</i> /Attentional and listening skills; communication skills; oral discussion; role-playing; music (optional); writing (optional) To teach students a way to get ready for assignments. PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our School/Oral discussion; problem solving; reading comprehension; social studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and

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	work hard to reach that goal. To demonstrate how students can use their
	study skills to set goals for creating positive change. To promote the idea of
	service learning—that students can help their communities as part of their
	education.
	PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
	learning; oral discussion; problem solving; reasoning skills; writing (optional)
	To apply problem solving to test situations. To teach a persistent approach
	to solving problems.
	PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
	problem solving; reasoning skills; art (optional); writing (optional)
	To apply problem solving to test situations. To teach a persistent approach
	to solving problems.
	PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
	problem solving; reasoning skills; drama (optional); writing (optional)
	To explain why people want to belong to small groups. To remind children
	that they can control the choices they make. To teach children to use
	problem solving to make good choices. To discuss how to stand up to peer
	pressure. PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
	Bullying/Creative thinking; oral discussion; problem solving; self-
	monitoring; role-playing (optional)
	To define bullying behaviors. To further discuss what children can do if they
	are bullied.
	PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
	Situations/Cause-effect reasoning; cooperative group learning; oral
	discussion; problem solving; vocabulary building; writing
	To encourage careful decision making. To encourage responsible behavior.
	To explore the issue of being responsible in order to help others.
	PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
	playing; writing (optional)
	To discuss the concepts and processes related to interpersonal conflict.
	PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
	Rule/Brainstorming; cooperative learning; oral comprehension; problem
	solving; writing (optional)
	To discuss different ways of resolving conflicts.
	PATHS-Gr5/6, U5, L28 Stating the Problem:
	I-Statements/Communication skills; oral comprehension; problem solving;
	role-playing; writing (optional)
	To discuss the components of an I-statement.
	PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
	oral comprehension; problem solving; role-playing; writing (optional)
	To explore skills for being an effective listener during conflict situations.
	PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
	oral comprehension; reasoning; drama (optional); writing (optional)
	To discuss the concept of responsibility. To emphasize the importance of
	self-evaluation. To teach children the importance of learning from mistakes.
	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	listening skills; communication skills; reasoning; self-monitoring; social
	studies—character biography (optional)
	To compare and contrast internal feeling states with external behaviors. To
	discuss the importance of tone of voice, facial expressions and body
	language for understanding feelings. To demonstrate that the same words
	can have different meanings and connotations.
	PATHS-Gr5/6, U6, L33 Emotional Cues in Other People/Attentional and
	listening skills; communication skills; self-monitoring; cooperative learning
	(optional)
	To teach children to evaluate different emotional cues to better understand
	other people's feelings. To teach children to evaluate different kinds of
	emotional information. To help children reflect on what they see and hear.
	PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
	in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
	LLO

and uncle, arrives in Two Mills and meets Amanda Beale.
PATHS-Gr5/6, Maniac Magee, L2 Chapters 4-8/To discuss Chapters 4-8,
in which Jeffrey (now Maniac Magee) performs amazing feats, including
catching an amazing football pass and punting it back, rescuing Arnold
Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
house, and hitting home runs (including a frogball four-bagger) against Joh
McNab. To consider the special importance of nicknames as opposed to
given names.
PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
10, in which Maniac is chased by the Cobras into the East End and has his
first confrontation with Mars Bar Thompson. To discuss issues of peer
relations, such as being embarrassed and losing face.
PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
11-15, in which Maniac becomes a member of the Beale household and
continues to show unusual qualities—untying knots, scoring touchdowns
and being allergic to pizza. To discuss what it feels like to belong in a famil
versus being alone and homeless.
PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters
16-18, in which Maniac begins to have negative experiences in the East
End because of his skin color; and he wants to leave to avoid trouble, but
Amanda wants him to stay. To discuss issues of stereotypes and racism.
PATHS-Gr5/6, <i>Maniac Magee</i> , L6 Chapters 19-21/To discuss Chapters
19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
Knot and succeeds, but leaves the Beales to try to protect them from his
problems. To explore ways to sort out cultural differences between groups
PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
becomes friends with Earl Grayson, and moves into the equipment room a
the park. To discuss the qualities that make an unusual friendship.
PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
27-29, in which Grayson learns to read and he and Maniac make a home
together. To share ideas of what makes a family.
PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapters
30-32 (end of Part II), in which Maniac and Grayson share a wonderful
Christmas and then Grayson dies. To explore the experience of sadness
and grief.
PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
33-35, in which Maniac is homeless and forlorn, then meets and brings
home two runaway boys, finds out they are John McNab's little brothers,
and moves into the disorderly McNab household. To discuss chaos and
disorder.
PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
36-38, in which Maniac performs amazing feats to keep the McNab kids in
school, enters the East End of town, and races Mars Bar and wins. To
discuss when sometimes "losing can be winning."
PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters
39-42, in which Maniac finally gets fed up with the McNabs and their violer
prejudiced ways; gets invited to Piper McNab's birthday party; and brings
Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
and prejudice.
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
43-46, in which Maniac runs away again, but has a companion in his
running—Mars Bar, who realizes Maniac really needs a home. To discuss
the true meaning of friendship and belonging.
PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
set up the story and describe Brian's predicament of being stuck, alone, in
flying plane. To reflect on the main character's powerful emotions.
PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
PATHS-Gr5/6 , <i>Hatchet</i> , L2 Chapters 3-4/To discuss Chapters 3-4, in which Brian crash-lands in a lake and finds himself in the wilderness,
PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in

PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
which Brian gets his bearings, takes stock of what he has, and tries to solve
the problems of thirst and hunger. To show students how to break goals
down into a series of simple, workable steps.
PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
which Brian finds food, meets wildlife, and figures out how to make fire. To
have students explore dreams and memories as potential avenues for
getting help with problems.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
which Brian starts to settle into a routine with his camp, finds new food,
works on tools to help himself, and sees a plane that does not see him. To
have students imagine an invention that would simplify their lives.
PATHS-Gr5/6, <i>Hatchet</i> , L6 Chapters 13-15/To discuss Chapters 13-15, in which Brian learne from his mintakes and sottles into his neuropart of life. To
which Brian learns from his mistakes and settles into his new way of life. To
understand the value of planning ahead. To appreciate the long and
involved work that goes into many of the conveniences of our modern-day
world.
PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in
which Brian encounters the destructive power of nature, reconnects with the
idea of the plane in the lake, and starts a major project to retrieve the
survival pack. To help students examine Brian's situation more critically and
to evaluate some of his choices.
PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
19 and the Epilogue, in which Brian opens the survival kit, is rescued and
returns to civilization a different person. To help students ask and answer
final questions they may have about Brian and his experiences.
PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
3, which set up the friendship between Annemarie's and Ellen's families,
and the problems they are facing. To introduce students to the historical
time and setting of this novel.
PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
6, in which the Jewish New Year arrives, the Germans come looking for the
Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
the country. To offer student students practice in perspective taking.
PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
9, in which the girls enjoy the countryside, Uncle Henrik tells them that
"Great-aunt Birte" has died, and Annemarie learns why someone who loves
her might lie. To help students appreciate the complexity of certain
decisions and reflect on how they might respond in such situations.
PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
10-12, in which soldiers come to the house, Peter and Mama lead groups
through the dark to the harbor, and Mama does not return as expected. To
have students practice perspective taking.
PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
boat, meets soldiers in the woods and speaks to them bravely. To help
students recognize Annemarie's use of problem-solving skills.
PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
discuss the final chapters, in which Annemarie learns more about Uncle
Henrik's and Peter's roles—and her own, the war ends and Annemarie
begins to understand the true nature of her sister's death and the bravery of
her family and the Danish people. To help students practice research and/or
writing skills.
PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
1-2, in which Jess practices running, his family and farm are described, and
he meets Leslie Burke. To help students clarify and describe their own
feelings about challenging issues. To prompt students to examine how they
go about accomplishing their goals.
PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
3-4, in which school starts, Leslie wins the boys' running races, and Jess
and Leslie become friends. To have students use their imaginations in

		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
		5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
		Jess finds Leslie the perfect Christmas gift. To encourage students to see
		themselves as creative problem solvers and good friends.
		PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
		7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
		Leslie comes to church with Jess's family, and the constant rain makes the
		creek dangerously high. To allow students to consider and practice new
		approaches to parent-child communication.
		PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
<u></u>		own lives and see that this is part of life for all of us.
RF.5.4b	Read with sufficient	PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
	accuracy and fluency to	10-12, in which soldiers come to the house, Peter and Mama lead groups
	support comprehension.	through the dark to the harbor, and Mama does not return as expected. To
	Read on-level prose and	have students practice perspective taking.
	poetry orally with	PATHS-Gr5/6, <i>Number the Stars</i> , L6 Chapters 16-17 and Afterword/To
	accuracy, appropriate	discuss the final chapters, in which Annemarie learns more about Uncle
	rate, and expression on	Henrik's and Peter's roles—and her own, the war ends and Annemarie
	successive readings.	begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
RF.5.4c	Read with sufficient	PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
	accuracy and fluency to	problem solving; reasoning skills; art (optional); writing (optional)
	support comprehension.	To apply problem solving to test situations. To teach a persistent approach
	Use context to confirm or	to solving problems.
	self-correct word	PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
	recognition and	problem solving; reasoning skills; drama (optional); writing (optional)
	understanding, rereading	To explain why people want to belong to small groups. To remind children
	as necessary.	To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use
		To explain why people want to belong to small groups. To remind children
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure.
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		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict.
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict.
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		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations.
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		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18 /To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18 /To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East End because of his skin color; and he wants to leave to avoid trouble, but
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role-playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18 /To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East End because of his skin color; and he wants to leave to avoid trouble, but Amanda wants him to stay. To discuss issues of stereotypes and racism.
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role- playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East End because of his skin color; and he wants to leave to avoid trouble, but Amanda wants him to stay. To discuss issues of stereotypes and racism. PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
		To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role-playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18 /To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East End because of his skin color; and he wants to leave to avoid trouble, but Amanda wants him to stay. To discuss issues of stereotypes and racism.

		PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
		33-35, in which Maniac is homeless and forlorn, then meets and brings
		home two runaway boys, finds out they are John McNab's little brothers,
		and moves into the disorderly McNab household. To discuss chaos and
		disorder.
		PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
		set up the story and describe Brian's predicament of being stuck, alone, in a
		flying plane. To reflect on the main character's powerful emotions.
		PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
		which Brian finds food, meets wildlife, and figures out how to make fire. To
		have students explore dreams and memories as potential avenues for
		getting help with problems.
		PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
		which Brian starts to settle into a routine with his camp, finds new food,
		works on tools to help himself, and sees a plane that does not see him. To
		have students imagine an invention that would simplify their lives.
		PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
		which Brian learns from his mistakes and settles into his new way of life. To
		understand the value of planning ahead. To appreciate the long and
		involved work that goes into many of the conveniences of our modern-day
		world.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
		and Leslie become friends. To have students use their imaginations in
		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Optional Lessons, L2 Feelings Review: Feelings and
		Your Brain/To provide an overview of the brain and how emotions and
		thinking work together. To help your students understand the importance of
		self-control for appropriate expression of emotions. To increase motivation
		for mastering self-control.
		Writing:
W.5.1a	Muto opinion risess or	Text Types and Purposes
vv.5.1a	Write opinion pieces on	PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem Solvers/Decision making; oral discussion; problem solving; role playing;
	topics or texts, supporting	
	a point of view with	writing
	reasons and information.	To promote practice in formal problem solving in a group situation with a
	Introduce a topic or text	specific problem. To set up a format for solving problems in the classroom.
	clearly, state an opinion,	PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
	and create an	problem solving; reasoning skills; drama (optional); writing (optional)
	organizational structure in	To explain why people want to belong to small groups. To remind children
	which ideas are logically	that they can control the choices they make. To teach children to use
	grouped to support the	problem solving to make good choices. To discuss how to stand up to peer
	writer's purpose.	pressure.
		PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
		Rule/Brainstorming; cooperative learning; oral comprehension; problem
		solving; writing (optional)
		To discuss different ways of resolving conflicts.
		PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
		listening skills; communication skills; reasoning; self-monitoring; social
		studies—character biography (optional)
		To compare and contrast internal feeling states with external behaviors. To

		discuss the importance of tone of voice, facial expressions and body
		language for understanding feelings. To demonstrate that the same words
		can have different meanings and connotations.
		PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
		in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
		and uncle, arrives in Two Mills and meets Amanda Beale.
		PATHS-Gr5/6, Maniac Magee, L6 Chapters 19-21/To discuss Chapters
		19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
1		Knot and succeeds, but leaves the Beales to try to protect them from his
		problems. To explore ways to sort out cultural differences between groups.
		PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
		27-29, in which Grayson learns to read and he and Maniac make a home together. To share ideas of what makes a family.
		PATHS-Gr5/6, <i>Maniac Magee</i> , L9 Chapters 30-32/To discuss Chapters
		30-32 (end of Part II), in which Maniac and Grayson share a wonderful
		Christmas and then Grayson dies. To explore the experience of sadness
		and grief.
		PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
		set up the story and describe Brian's predicament of being stuck, alone, in a
		flying plane. To reflect on the main character's powerful emotions.
		PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
		which Brian crash-lands in a lake and finds himself in the wilderness,
		battered but alive. To empathize and identify with the main character in the
		novel.
		PATHS-Gr5/6, <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
		PATHS-Gr5/6 , <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters
		13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		boat, meets soldiers in the woods and speaks to them bravely. To help
		students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
W.5.1b	Write opinion pieces on	PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem
	topics or texts, supporting	Solvers /Decision making; oral discussion; problem solving; role playing;
	a point of view with	writing
	reasons and information.	To promote practice in formal problem solving in a group situation with a
	Provide logically ordered	specific problem. To set up a format for solving problems in the classroom.
	reasons that are	PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
	supported by facts and	problem solving; reasoning skills; drama (optional); writing (optional)
	details.	To explain why people want to belong to small groups. To remind children
		that they can control the choices they make. To teach children to use
		problem solving to make good choices. To discuss how to stand up to peer
		pressure.
		PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
		listening skills; communication skills; reasoning; self-monitoring; social
		studies—character biography (optional)
		To compare and contrast internal feeling states with external behaviors. To
		discuss the importance of tone of voice, facial expressions and body
		language for understanding feelings. To demonstrate that the same words
		can have different meanings and connotations.
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		PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
		in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
		and uncle, arrives in Two Mills and meets Amanda Beale.
		PATHS-Gr5/6, Maniac Magee, L6 Chapters 19-21/To discuss Chapters
		19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
		Knot and succeeds, but leaves the Beales to try to protect them from his
		problems. To explore ways to sort out cultural differences between groups.
		PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
		27-29, in which Grayson learns to read and he and Maniac make a home
		together. To share ideas of what makes a family.
		PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapters
		30-32 (end of Part II), in which Maniac and Grayson share a wonderful
		Christmas and then Grayson dies. To explore the experience of sadness
		and grief.
		PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
		set up the story and describe Brian's predicament of being stuck, alone, in a
		flying plane. To reflect on the main character's powerful emotions.
		PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
		which Brian crash-lands in a lake and finds himself in the wilderness,
		battered but alive. To empathize and identify with the main character in the
		novel.
		PATHS-Gr5/6, <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
		PATHS-Gr5/6, <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters
		13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		boat, meets soldiers in the woods and speaks to them bravely. To help
		students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
W.5.1d	Write opinion pieces on	PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem
W.5.10	topics or texts, supporting	Solvers/Decision making; oral discussion; problem solving; role playing;
	a point of view with	writing
	reasons and information.	To promote practice in formal problem solving in a group situation with a
	Provide a concluding	specific problem. To set up a format for solving problems in the classroom.
	statement or section	PATHS-Gr5/6, <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters
	related to the opinion	13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
	presented.	boat, meets soldiers in the woods and speaks to them bravely. To help
	presented.	students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills. PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their own lives and see that this is part of life for all of us.
1	1	own lives and see that this is part of life for all of US.

W.5.2a	Write	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	informative/explanatory	listening skills; communication skills; reasoning; self-monitoring; social
	texts to examine a topic	studies—character biography (optional)
	and convey ideas and	To compare and contrast internal feeling states with external behaviors. To
	information clearly.	discuss the importance of tone of voice, facial expressions and body
	Introduce a topic clearly,	language for understanding feelings. To demonstrate that the same words
	provide a general	can have different meanings and connotations.
	observation and focus,	PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
	and group related	11-15, in which Maniac becomes a member of the Beale household and
	information logically;	continues to show unusual qualities—untying knots, scoring touchdowns
	include formatting (e.g.,	and being allergic to pizza. To discuss what it feels like to belong in a family
	headings), illustrations,	versus being alone and homeless.
	and multimedia when	PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
	useful to aiding	33-35, in which Maniac is homeless and forlorn, then meets and brings
	comprehension.	home two runaway boys, finds out they are John McNab's little brothers,
		and moves into the disorderly McNab household. To discuss chaos and
		disorder.
		PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
		43-46, in which Maniac runs away again, but has a companion in his
		running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging.
		PATHS-Gr5/6 , <i>Hatchet</i> , L3 Chapters 5-6/To discuss Chapters 5-6, in which Brian gets his bearings, takes stock of what he has, and tries to solve
		the problems of thirst and hunger. To show students how to break goals
		down into a series of simple, workable steps.
		PATHS-Gr5/6, <i>Hatchet</i> , L5 Chapters 10-12/To discuss Chapters 10-12, in
		which Brian starts to settle into a routine with his camp, finds new food,
		works on tools to help himself, and sees a plane that does not see him. To
		have students imagine an invention that would simplify their lives.
		PATHS-Gr5/6, <i>Hatchet</i> , L6 Chapters 13-15/To discuss Chapters 13-15, in
		which Brian learns from his mistakes and settles into his new way of life. To
		understand the value of planning ahead. To appreciate the long and
		involved work that goes into many of the conveniences of our modern-day
		world.
		PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
		3, which set up the friendship between Annemarie's and Ellen's families,
		and the problems they are facing. To introduce students to the historical
		time and setting of this novel.
		PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
		6, in which the Jewish New Year arrives, the Germans come looking for the
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
		the country. To offer student students practice in perspective taking.
		PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
		PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
		13-15, in which Annemarie runs to deliver the package to Uncle Henrik's boat, meets soldiers in the woods and speaks to them bravely. To help
		students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own

		factions should shall a single incluse. To assess to tradents to avancing how they
		feelings about challenging issues. To prompt students to examine how they go about accomplishing their goals.
		PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
		7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
		Leslie comes to church with Jess's family, and the constant rain makes the
		creek dangerously high. To allow students to consider and practice new
		approaches to parent-child communication.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems. PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
W.5.2b	Write	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	informative/explanatory	listening skills; communication skills; reasoning; self-monitoring; social
	texts to examine a topic	studies—character biography (optional)
	and convey ideas and	To compare and contrast internal feeling states with external behaviors. To
	information clearly.	discuss the importance of tone of voice, facial expressions and body
	Develop the topic with	language for understanding feelings. To demonstrate that the same words
	facts, definitions, concrete details, quotations, or	can have different meanings and connotations. PATHS-Gr5/6, <i>Maniac Magee</i> , L4 Chapters 11-15/To discuss Chapters
	other information and	11-15, in which Maniac becomes a member of the Beale household and
	examples related to the	continues to show unusual qualities—untying knots, scoring touchdowns
	topic.	and being allergic to pizza. To discuss what it feels like to belong in a family
		versus being alone and homeless.
		PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
		33-35, in which Maniac is homeless and forlorn, then meets and brings
		home two runaway boys, finds out they are John McNab's little brothers,
		and moves into the disorderly McNab household. To discuss chaos and
		disorder.
		PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
		43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss
		the true meaning of friendship and belonging.
		PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
		which Brian gets his bearings, takes stock of what he has, and tries to solve
		the problems of thirst and hunger. To show students how to break goals
		down into a series of simple, workable steps.
		PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
		which Brian starts to settle into a routine with his camp, finds new food,
		works on tools to help himself, and sees a plane that does not see him. To
		have students imagine an invention that would simplify their lives.
		PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
		which Brian learns from his mistakes and settles into his new way of life. To
		understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day
		world.
		PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1
		3, which set up the friendship between Annemarie's and Ellen's families,
		and the problems they are facing. To introduce students to the historical
		time and setting of this novel.
		PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4
		6, in which the Jewish New Year arrives, the Germans come looking for the
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
		the country. To offer student students practice in perspective taking.
		PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapter
		10-12, in which soldiers come to the house, Peter and Mama lead groups
	 \THS [®] Program Holding, LLC.	through the dark to the harbor, and Mama does not return as expected. To

	1	have students practice perspective taking
		have students practice perspective taking.
		PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
		13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		boat, meets soldiers in the woods and speaks to them bravely. To help
I		students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
		7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
		Leslie comes to church with Jess's family, and the constant rain makes the
		creek dangerously high. To allow students to consider and practice new
		approaches to parent-child communication.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
W.5.2d	Write	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	informative/explanatory	listening skills; communication skills; reasoning; self-monitoring; social
	texts to examine a topic	studies—character biography (optional)
	and convey ideas and	To compare and contrast internal feeling states with external behaviors. To
	-	discuss the importance of tone of voice, facial expressions and body
	information clearly. Use	
	precise language and	language for understanding feelings. To demonstrate that the same words
	domain-specific	can have different meanings and connotations.
	vocabulary to inform about	PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
	or explain the topic.	33-35, in which Maniac is homeless and forlorn, then meets and brings
		home two runaway boys, finds out they are John McNab's little brothers,
		and moves into the disorderly McNab household. To discuss chaos and
		disorder.
		PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
		6, in which the Jewish New Year arrives, the Germans come looking for the
		6, in which the Jewish New Year arrives, the Germans come looking for the Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking.
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking. PATHS-Gr5/6, <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking. PATHS-Gr5/6 , <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking. PATHS-Gr5/6 , <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups through the dark to the harbor, and Mama does not return as expected. To
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking. PATHS-Gr5/6 , <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups through the dark to the harbor, and Mama does not return as expected. To have students practice perspective taking.
		 Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking. PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups through the dark to the harbor, and Mama does not return as expected. To have students practice perspective taking. PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
		 Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking. PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups through the dark to the harbor, and Mama does not return as expected. To have students practice perspective taking. PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters 13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		 Rosens, and Annemarie's family hides Ellen and takes her on a train ride to the country. To offer student students practice in perspective taking. PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups through the dark to the harbor, and Mama does not return as expected. To have students practice perspective taking. PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters

W.5.2e	Write	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	informative/explanatory	listening skills; communication skills; reasoning; self-monitoring; social
	texts to examine a topic	studies—character biography (optional)
	and convey ideas and	To compare and contrast internal feeling states with external behaviors. To
	information clearly.	discuss the importance of tone of voice, facial expressions and body
	Provide a concluding	language for understanding feelings. To demonstrate that the same words
	statement or section	can have different meanings and connotations.
	related to the information	PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
	or explanation presented.	33-35, in which Maniac is homeless and forlorn, then meets and brings
		home two runaway boys, finds out they are John McNab's little brothers,
		and moves into the disorderly McNab household. To discuss chaos and
		disorder.
		PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
		43-46, in which Maniac runs away again, but has a companion in his
		running—Mars Bar, who realizes Maniac really needs a home. To discuss
		the true meaning of friendship and belonging.
		PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
		which Brian gets his bearings, takes stock of what he has, and tries to solve
		the problems of thirst and hunger. To show students how to break goals
		down into a series of simple, workable steps.
		PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
		which Brian starts to settle into a routine with his camp, finds new food,
		works on tools to help himself, and sees a plane that does not see him. To
		have students imagine an invention that would simplify their lives.
		PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in which Brian learns from his mittakes and pattles into his new way of life. To
		which Brian learns from his mistakes and settles into his new way of life. To understand the value of planning ahead. To appreciate the long and
		involved work that goes into many of the conveniences of our modern-day
		world.
		PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
		3, which set up the friendship between Annemarie's and Ellen's families,
		and the problems they are facing. To introduce students to the historical
		time and setting of this novel.
		PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
		6, in which the Jewish New Year arrives, the Germans come looking for the
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
		the country. To offer student students practice in perspective taking.
		PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
		PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
		13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		boat, meets soldiers in the woods and speaks to them bravely. To help
		students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
		7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
		Leslie comes to church with Jess's family, and the constant rain makes the

		creek dangerously high. To allow students to consider and practice new
		approaches to parent-child communication.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
W.5.3a	Write narratives to	PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
	develop real or imagined experiences or events	brainstorming; communication skills; cooperative learning; art (optional); writing (optional)
	using effective technique,	To build communication with the class. To have students become more
	descriptive details, and	familiar with each other.
	clear event sequences.	PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills
	Orient the reader by	communication skills; self-monitoring; writing; media (optional)
	establishing a situation and introducing a narrator	To discuss the effects of stress on behavior. To reinforce the importance of self-control.
	and/or characters; organize an event	PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self- monitoring; writing
	sequence that unfolds naturally.	To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
	naturany.	PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening
		skills; brainstorming; communication skills; writing To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills;
		communication skills; oral discussion; writing (optional)
		To raise motivational issues in school performance.
		PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
		learning; oral discussion; problem solving; reasoning skills; writing (optiona To apply problem solving to test situations. To teach a persistent approach
		to solving problems.
		PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
		problem solving; reasoning skills; art (optional); writing (optional)
		To apply problem solving to test situations. To teach a persistent approach
		to solving problems.
		PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
		problem solving; reasoning skills; drama (optional); writing (optional)
		To explain why people want to belong to small groups. To remind children
		that they can control the choices they make. To teach children to use
		problem solving to make good choices. To discuss how to stand up to peer
		pressure.
		PATHS-Gr5/6, U5, L25 Respecting Others When You
		Disagree /Cooperative learning; problem solving; role-playing; writing
		(optional)
		To discuss the idea of respecting others. To discuss the concept of
		empathy.
		PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
		oral comprehension; reasoning; drama (optional); writing (optional)
		To discuss the concept of responsibility. To emphasize the importance of
		self-evaluation. To teach children the importance of learning from mistakes
		PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills;
		reasoning; self-monitoring; writing (optional)
		To improve conscious awareness and control of emotions. To illustrate the
		association between thoughts and feelings. To emphasize the importance of
		insight and self-evaluation.
		PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
		10, in which Maniac is chased by the Cobras into the East End and has his

first confrontation with Mars Bar Thompson. To discuss issues of peer	r
relations, such as being embarrassed and losing face.	
PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapt	ers
22-26, in which Maniac lives in the buffalo pen at the zoo, meets and	
becomes friends with Earl Grayson, and moves into the equipment ro	om at
the park. To discuss the qualities that make an unusual friendship.	
PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapt	
30-32 (end of Part II), in which Maniac and Grayson share a wonderfu	
Christmas and then Grayson dies. To explore the experience of sadne	ess
and grief.	
PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters Chapters 36-38/To discuss Chapters C	oters
36-38, in which Maniac performs amazing feats to keep the McNab ki	
school, enters the East End of town, and races Mars Bar and wins. To)
discuss when sometimes "losing can be winning."	
PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters Chapters 39-42/To discuss Chapters C	
39-42, in which Maniac finally gets fed up with the McNabs and their w	
prejudiced ways; gets invited to Piper McNab's birthday party; and bri	
Mars Bar as his guest. To discuss how Maniac tries to overcome igno	rance
and prejudice.	
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss 43-46/To discus 43-46	oters
43-46, in which Maniac runs away again, but has a companion in his	
running—Mars Bar, who realizes Maniac really needs a home. To disc	cuss
the true meaning of friendship and belonging.	
PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, ir	
which Brian finds food, meets wildlife, and figures out how to make fire	
have students explore dreams and memories as potential avenues for	٢
getting help with problems.	
PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Ch	
19 and the Epilogue, in which Brian opens the survival kit, is rescued	
returns to civilization a different person. To help students ask and ans	wer
final questions they may have about Brian and his experiences.	
PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chap	
9, in which the girls enjoy the countryside, Uncle Henrik tells them that	
"Great-aunt Birte" has died, and Annemarie learns why someone who	loves
her might lie. To help students appreciate the complexity of certain	
decisions and reflect on how they might respond in such situations.	
PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Ch	•
10-12, in which soldiers come to the house, Peter and Mama lead gro	
through the dark to the harbor, and Mama does not return as expected	a. To
have students practice perspective taking.	
PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Ch	•
13-15, in which Annemarie runs to deliver the package to Uncle Henri	
boat, meets soldiers in the woods and speaks to them bravely. To hel	þ
students recognize Annemarie's use of problem-solving skills.	d/T-
PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterwor	
discuss the final chapters, in which Annemarie learns more about Uno	
Henrik's and Peter's roles—and her own, the war ends and Annemari	
begins to understand the true nature of her sister's death and the brav	
her family and the Danish people. To help students practice research	anu/or
writing skills.	
PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Ch	
1-2, in which Jess practices running, his family and farm are described	
he meets Leslie Burke. To help students clarify and describe their own	
feelings about challenging issues. To prompt students to examine how	viney
go about accomplishing their goals.	ontors
PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Ch	
3-4, in which school starts, Leslie wins the boys' running races, and Je	
and Leslie become friends. To have students use their imaginations in	I
creating their own ideal secret place.	ontore
PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Ch	20
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		Jess finds Leslie the perfect Christmas gift. To encourage students to see
		themselves as creative problem solvers and good friends.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
W.5.3b	Write narratives to	PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
	develop real or imagined	brainstorming; communication skills; cooperative learning; art (optional);
	experiences or events	writing (optional)
	using effective technique,	To build communication with the class. To have students become more
	descriptive details, and clear event sequences.	familiar with each other. PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills;
	Use narrative techniques,	communication skills; self-monitoring; writing; media (optional)
	such as dialogue,	To discuss the effects of stress on behavior. To reinforce the importance of
	description, and pacing, to	self-control.
	develop experiences and	PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self-
	events or show the	monitoring; writing
	responses of characters to	To relate abstract feeling concepts to personal experiences. To introduce
	situations.	additional methods for calming down.
		PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening
		skills; brainstorming; communication skills; writing
		To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U3, L15 Triple T: Part 1/Attentional and listening skills;
		communication skills; oral discussion; writing (optional)
		To raise motivational issues in school performance.
		PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
		learning; oral discussion; problem solving; reasoning skills; writing (optional To apply problem solving to test situations. To teach a persistent approach
		to solving problems.
		PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i> /Oral discussion;
		problem solving; reasoning skills; art (optional); writing (optional)
		To apply problem solving to test situations. To teach a persistent approach
		to solving problems.
		PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
		problem solving; reasoning skills; drama (optional); writing (optional)
		To explain why people want to belong to small groups. To remind children
		that they can control the choices they make. To teach children to use
		problem solving to make good choices. To discuss how to stand up to peer
		pressure.
		PATHS-Gr5/6, U5, L25 Respecting Others When You
		Disagree /Cooperative learning; problem solving; role-playing; writing
		(optional)
		To discuss the idea of respecting others. To discuss the concept of
		empathy. PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
		oral comprehension; reasoning; drama (optional); writing (optional) To discuss the concept of responsibility. To emphasize the importance of
		self-evaluation. To teach children the importance of learning from mistakes.
		PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills;
		reasoning; self-monitoring; writing (optional)
		To improve conscious awareness and control of emotions. To illustrate the
		association between thoughts and feelings. To emphasize the importance of
		insight and self-evaluation.
		PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
		10, in which Maniac is chased by the Cobras into the East End and has his
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	first confrontation with Mars Bar Thompson. To discuss issues of peer
	relations, such as being embarrassed and losing face.
	PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
	22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
	becomes friends with Earl Grayson, and moves into the equipment room at
	the park. To discuss the qualities that make an unusual friendship.
	PATHS-Gr5/6 , <i>Maniac Magee</i> , L9 Chapters 30-32/To discuss Chapters 30-32 (end of Part II), in which Maniac and Grayson share a wonderful
	Christmas and then Grayson dies. To explore the experience of sadness
	and grief.
	PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
	36-38, in which Maniac performs amazing feats to keep the McNab kids in
	school, enters the East End of town, and races Mars Bar and wins. To
	discuss when sometimes "losing can be winning." PATHS-Gr5/6 , <i>Maniac Magee</i> , L12 Chapters 39-42/To discuss Chapters
	39-42, in which Maniac finally gets fed up with the McNabs and their violent,
	prejudiced ways; gets invited to Piper McNab's birthday party; and brings
	Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
	and prejudice.
	PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
	43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss
	the true meaning of friendship and belonging.
	PATHS-Gr5/6, <i>Hatchet</i> , L4 Chapters 7-9/To discuss Chapters 7-9, in
	which Brian finds food, meets wildlife, and figures out how to make fire. To
	have students explore dreams and memories as potential avenues for
	getting help with problems.
	PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
	19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer
	final questions they may have about Brian and his experiences.
	PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
	9, in which the girls enjoy the countryside, Uncle Henrik tells them that
	"Great-aunt Birte" has died, and Annemarie learns why someone who loves
	her might lie. To help students appreciate the complexity of certain decisions and reflect on how they might respond in such situations.
	PATHS-Gr5/6, <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters
	10-12, in which soldiers come to the house, Peter and Mama lead groups
	through the dark to the harbor, and Mama does not return as expected. To
	have students practice perspective taking.
	PATHS-Gr5/6, <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters
	13-15, in which Annemarie runs to deliver the package to Uncle Henrik's boat, meets soldiers in the woods and speaks to them bravely. To help
	students recognize Annemarie's use of problem-solving skills.
	PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
	discuss the final chapters, in which Annemarie learns more about Uncle
	Henrik's and Peter's roles—and her own, the war ends and Annemarie
	begins to understand the true nature of her sister's death and the bravery of
	her family and the Danish people. To help students practice research and/or writing skills.
	PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
	1-2, in which Jess practices running, his family and farm are described, and
	he meets Leslie Burke. To help students clarify and describe their own
	feelings about challenging issues. To prompt students to examine how they
	go about accomplishing their goals.
	PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L2 Chapters 3-4/To discuss Chapters
	3-4, in which school starts, Leslie wins the boys' running races, and Jess and Leslie become friends. To have students use their imaginations in
	creating their own ideal secret place.
	PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
	5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
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Alignment by Standard, CCSSI Com	mon Core State Standards for English Language Arts

W.5.3d	Write narratives to	Jess finds Leslie the perfect Christmas gift. To encourage students to see themselves as creative problem solvers and good friends. PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11 /To discuss Chapters 10-11, in which Jess has an amazing day with his teacher, but comes home to the nightmarish news of Leslie's accidental death. To help students see the value in planning out their response to difficult problems. PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13 /To discuss Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how others might feel, and builds a bridge to Terabithia and shares its secret with May Belle. To help students consider the bridges they cross in their own lives and see that this is part of life for all of us. PATHS-Gr5/6, U6, L30 The Guilt Demon /Attentional and listening skills;
	develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.	oral comprehension; reasoning; drama (optional); writing (optional) To discuss the concept of responsibility. To emphasize the importance of self-evaluation. To teach children the importance of learning from mistakes.
W.5.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.	 PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional); writing (optional) To build communication with the class. To have students become more familiar with each other. PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i>/Attentional and listening skills; communication skills; oral discussion; writing (optional) To raise motivational issues in school performance. PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension; problem solving; reasoning skills; drama (optional); writing (optional) To explain why people want to belong to small groups. To remind children that they can control the choices they make. To teach children to use problem solving to make good choices. To discuss how to stand up to peer pressure. PATHS-Gr5/6, U5, L25 Respecting Others When You Disagree/Cooperative learning; problem solving; role-playing; writing (optional) To discuss the idea of respecting others. To discuss the concept of empathy. PATHS-Gr5/6, U6, L30 <i>The Guilt Demon</i>/Attentional and listening skills; oral comprehension; reasoning; drama (optional); writing (optional) To discuss the concept of responsibility. To emphasize the importance of self-evaluation. To teach children the importance of learning from mistakes. PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills; reasoning; self-monitoring; writing (optional) To improve conscious awareness and control of emotions. To illustrate the association between thoughts and feelings. To emphasize the importance of insight and self-evaluation. PATHS-Gr5/6, Maniac Magee, L11 Chapters 30-32/To discuss Chapters 30-32 (end of Part II), in which Maniac and Grayson share a wonderful Christmas and then Grayson dies. To explore the experience of sadness and grief. PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss

		Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance and prejudice. PATHS-Gr5/6, <i>Maniac Magee</i>, L13 Chapters 43-46 /To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his
		PATHS-Gr5/6 , <i>Maniac Magee</i> , L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his
		43-46, in which Maniac runs away again, but has a companion in his
		running—Mars Bar, who realizes Maniac really needs a home. To discuss
		the true meaning of friendship and belonging.
		PATHS-Gr5/6, <i>Hatchet</i> , L4 Chapters 7-9/To discuss Chapters 7-9, in
		which Brian finds food, meets wildlife, and figures out how to make fire. To
		have students explore dreams and memories as potential avenues for
		getting help with problems.
		PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
		19 and the Epilogue, in which Brian opens the survival kit, is rescued and
		returns to civilization a different person. To help students ask and answer
		final questions they may have about Brian and his experiences.
		PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
		9, in which the girls enjoy the countryside, Uncle Henrik tells them that
		"Great-aunt Birte" has died, and Annemarie learns why someone who loves
		her might lie. To help students appreciate the complexity of certain
		decisions and reflect on how they might respond in such situations.
		PATHS-Gr5/6, <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
		and Leslie become friends. To have students use their imaginations in creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
		5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
		Jess finds Leslie the perfect Christmas gift. To encourage students to see
		themselves as creative problem solvers and good friends.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
	Dre	Writing:
W.5.4	Produce clear and	PACTING AND DISTRIBUTION OF WRITING PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
¥.J.4	coherent writing in which	brainstorming; communication skills; cooperative learning; art (optional);
	the development and	writing (optional)
	organization are	To build communication with the class. To have students become more
	appropriate to task,	familiar with each other.
	purpose, and audience.	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
		Rule /Attentional and listening skills; cause/effect reasoning; oral discussion;

problem activing skille: assist studies _ sharester biography (optional);
problem-solving skills; social studies—character biography (optional); writing (optional)
To review problem-solving steps.
PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills;
communication skills; self-monitoring; writing; media (optional)
To discuss the effects of stress on behavior. To reinforce the importance of
self-control.
PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self-
monitoring; writing
To relate abstract feeling concepts to personal experiences. To introduce
additional methods for calming down.
PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening skills; brainstorming; communication skills; writing
To discuss the effects of stress on behavior. To reinforce the importance of
self-control.
PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem
Solvers /Decision making; oral discussion; problem solving; role playing;
writing
To promote practice in formal problem solving in a group situation with a
specific problem. To set up a format for solving problems in the classroom.
PATHS-Gr5/6, U2, L9 Feelings Thesaurus I/Attentional and listening skills
reasoning skills; self-monitoring; vocabulary development; writing (optional)
To increase students' emotional vocabulary and use of emotion labels. To
review the understanding of emotion concepts. To improve writing skills
through the use of a thesaurus.
PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-
monitoring; vocabulary development; writing
To increase students' emotional vocabulary and use of emotion labels. To
review the concepts related to emotional literacy. To improve writing skills.
PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking
writing
To write about feelings using characters from literature.
PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events.
PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills;
communication skills; oral discussion; writing (optional)
To raise motivational issues in school performance.
PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our
School /Oral discussion; problem solving; reading comprehension; social
studies; cooperative group activity (optional); writing (optional)
To provide a true story in which people identify a problem, set a goal and
work hard to reach that goal. To demonstrate how students can use their
study skills to set goals for creating positive change. To promote the idea o
service learning—that students can help their communities as part of their
education.
PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
learning; oral discussion; problem solving; reasoning skills; writing (optiona
To apply problem solving to test situations. To teach a persistent approach
to solving problems.
PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
problem solving; reasoning skills; art (optional); writing (optional)
To apply problem solving to test situations. To teach a persistent approach
to solving problems.
PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
problem solving; reasoning skills; drama (optional); writing (optional)
To explain why people want to belong to small groups. To remind children
that they can control the choices they make. To teach children to use
problem solving to make good choices. To discuss how to stand up to peer
pressure.
PATHS-Gr5/6, U5, L25 Respecting Others When You

Disagree/Cooperative learning; problem solving; role-playing; writing
(optional)
To discuss the idea of respecting others. To discuss the concept of empathy.
PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role- playing; writing (optional)
To discuss the concepts and processes related to interpersonal conflict.
PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
Rule /Brainstorming; cooperative learning; oral comprehension; problem solving; writing (optional)
To discuss different ways of resolving conflicts.
PATHS-Gr5/6, U5, L28 Stating the Problem:
I-Statements/Communication skills; oral comprehension; problem solving;
role-playing; writing (optional) To discuss the components of an I-statement.
PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
oral comprehension; problem solving; role-playing; writing (optional)
To explore skills for being an effective listener during conflict situations.
PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
oral comprehension; reasoning; drama (optional); writing (optional)
To discuss the concept of responsibility. To emphasize the importance of
self-evaluation. To teach children the importance of learning from mistakes.
PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social
studies—character biography (optional)
To compare and contrast internal feeling states with external behaviors. To
discuss the importance of tone of voice, facial expressions and body
language for understanding feelings. To demonstrate that the same words
can have different meanings and connotations.
PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills;
reasoning; self-monitoring; writing (optional)
To improve conscious awareness and control of emotions. To illustrate the association between thoughts and feelings. To emphasize the importance of
insight and self-evaluation.
PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and
listening skills; communication skills; reasoning; self-monitoring; drama (optional); writing (optional)
To review emotional cues. To discuss the idea that sometimes people don't want to communicate their feelings. To introduce the idea that feelings can
be hidden and review reasons why people sometimes want to hide or
change their feelings. To encourage the use of perspective-taking skills and
consideration for others, as well as awareness of differences between one's
own perspectives and those of others.
PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
and uncle, arrives in Two Mills and meets Amanda Beale. PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
10, in which Maniac is chased by the Cobras into the East End and has his
first confrontation with Mars Bar Thompson. To discuss issues of peer
relations, such as being embarrassed and losing face.
PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
11-15, in which Maniac becomes a member of the Beale household and
continues to show unusual qualities—untying knots, scoring touchdowns
and being allergic to pizza. To discuss what it feels like to belong in a family versus being alone and homeless.
PATHS-Gr5/6, Maniac Magee, L6 Chapters 19-21/To discuss Chapters
19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
Knot and succeeds, but leaves the Beales to try to protect them from his
problems. To explore ways to sort out cultural differences between groups.
PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
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the park. To discuss the qualities that make an unusual friendship. PATHS-Gr5/6 , <i>Maniac Magee</i> , L8 Chapters 27-29/To discuss Chapters
27-29, in which Grayson learns to read and he and Maniac make a home together. To share ideas of what makes a family.
PATHS-Gr5/6, <i>Maniac Magee</i> , L9 Chapters 30-32/To discuss Chapters
30-32 (end of Part II), in which Maniac and Grayson share a wonderful
Christmas and then Grayson dies. To explore the experience of sadness and grief.
PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
33-35, in which Maniac is homeless and forlorn, then meets and brings home two runaway boys, finds out they are John McNab's little brothers, and moves into the disorderly McNab household. To discuss chaos and
disorder.
PATHS-Gr5/6 , <i>Maniac Magee</i> , L11 Chapters 36-38/To discuss Chapters 36-38, in which Maniac performs amazing feats to keep the McNab kids in school, enters the East End of town, and races Mars Bar and wins. To discuss when competing "loging are be winning."
discuss when sometimes "losing can be winning." PATHS-Gr5/6, <i>Maniac Magee</i> , L12 Chapters 39-42/To discuss Chapters
39-42, in which Maniac finally gets fed up with the McNabs and their violent, prejudiced ways; gets invited to Piper McNab's birthday party; and brings Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
and prejudice.
PATHS-Gr5/6 , <i>Maniac Magee</i> , L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his
running—Mars Bar, who realizes Maniac really needs a home. To discuss
the true meaning of friendship and belonging.
PATHS-Gr5/6, <i>Hatchet</i> , L1 Chapters 1-2/To discuss Chapters 1-2, which
set up the story and describe Brian's predicament of being stuck, alone, in a flying plane. To reflect on the main character's powerful emotions.
PATHS-Gr5/6 , <i>Hatchet</i> , L2 Chapters 3-4/To discuss Chapters 3-4, in which Brian areas lands in a lake and finds bimaclé in the wilderness
which Brian crash-lands in a lake and finds himself in the wilderness, battered but alive. To empathize and identify with the main character in the
novel. PATHS-Gr5/6, <i>Hatchet</i> , L3 Chapters 5-6/To discuss Chapters 5-6, in
which Brian gets his bearings, takes stock of what he has, and tries to solve the problems of thirst and hunger. To show students how to break goals down into a series of simple, workable steps.
PATHS-Gr5/6, <i>Hatchet</i> , L4 Chapters 7-9/To discuss Chapters 7-9, in
which Brian finds food, meets wildlife, and figures out how to make fire. To have students explore dreams and memories as potential avenues for getting help with problems.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
which Brian starts to settle into a routine with his camp, finds new food, works on tools to help himself, and sees a plane that does not see him. To have students imagine an invention that would simplify their lives.
PATHS-Gr5/6 , <i>Hatchet</i> , L6 Chapters 13-15/To discuss Chapters 13-15, in which Brian learns from his mistakes and settles into his new way of life. To
understand the value of planning ahead. To appreciate the long and
involved work that goes into many of the conveniences of our modern-day world.
PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in
which Brian encounters the destructive power of nature, reconnects with the idea of the plane in the lake, and starts a major project to retrieve the
survival pack. To help students examine Brian's situation more critically and
to evaluate some of his choices. PATHS-Gr5/6, <i>Hatchet</i> , L8 Chapter 19 and Epilogue/To discuss Chapter
19 and the Epilogue, in which Brian opens the survival kit, is rescued and
returns to civilization a different person. To help students ask and answer
final questions they may have about Brian and his experiences.

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		3, which set up the friendship between Annemarie's and Ellen's families,
		and the problems they are facing. To introduce students to the historical
		time and setting of this novel.
		PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
		6, in which the Jewish New Year arrives, the Germans come looking for the
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
		the country. To offer student students practice in perspective taking.
		PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
		9, in which the girls enjoy the countryside, Uncle Henrik tells them that
		"Great-aunt Birte" has died, and Annemarie learns why someone who loves
		her might lie. To help students appreciate the complexity of certain
		decisions and reflect on how they might respond in such situations.
		PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
		PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
		13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		boat, meets soldiers in the woods and speaks to them bravely. To help
		students recognize Annemarie's use of problem-solving skills.
		PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
		discuss the final chapters, in which Annemarie learns more about Uncle
		Henrik's and Peter's roles—and her own, the war ends and Annemarie
		begins to understand the true nature of her sister's death and the bravery of
		her family and the Danish people. To help students practice research and/or
		writing skills.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
		and Leslie become friends. To have students use their imaginations in
		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
		5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
		Jess finds Leslie the perfect Christmas gift. To encourage students to see
		themselves as creative problem solvers and good friends.
		PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
		7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
		Leslie comes to church with Jess's family, and the constant rain makes the
		creek dangerously high. To allow students to consider and practice new
		approaches to parent-child communication.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
W.5.5	With guidance and	PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-
	support from peers and	monitoring; vocabulary development; writing
	adults, develop and	To increase students' emotional vocabulary and use of emotion labels. To
	strengthen writing as	review the concepts related to emotional literacy. To improve writing skills.
	needed by planning,	
	revising, editing, rewriting,	
	or trying a new approach.	

		Writing:		
	Research to Build and Present Knowledge			
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	 PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters 33-35, in which Maniac is homeless and forlorn, then meets and brings home two runaway boys, finds out they are John McNab's little brothers, and moves into the disorderly McNab household. To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences. PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families, and the problems they are facing. To introduce students to the historical time and setting of this novel. PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To discuss the final chapters, in which Annemarie learns more about Uncle Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of her family and the Danish people. To help students practice research and/or 		
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	 writing skills. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations. PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences. PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families, and the problems they are facing. To introduce students to the historical time and setting of this novel. PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To discuss the final chapters, in which Annemarie learns more about Uncle Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of her family and the Danish people. To help students practice research and/or writing skills. 		

W.5.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text	 PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters 33-35, in which Maniac is homeless and forlorn, then meets and brings home two runaway boys, finds out they are John McNab's little brothers, and moves into the disorderly McNab household. To discuss chaos and disorder. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences. PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families, and the problems they are facing. To introduce students to the historical
	[e.g., how characters interact]").	time and setting of this novel. PATHS-Gr5/6 , <i>Number the Stars</i> , L6 Chapters 16-17 and Afterword/To discuss the final chapters, in which Annemarie learns more about Uncle Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of her family and the Danish people. To help students practice research and/or
W.5.9b	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how	writing skills. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations.
	an author uses reasons and evidence to support particular points in a text, identifying which reasons	PATHS-Gr5/6, <i>Maniac Magee</i> , L13 Chapters 43-46 /To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging.
	and evidence support which point[s]").	PATHS-Gr5/6 , <i>Number the Stars</i> , L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families, and the problems they are facing. To introduce students to the historical time and setting of this novel.
		PATHS-Gr5/6 , <i>Number the Stars</i> , L6 Chapters 16-17 and Afterword/To discuss the final chapters, in which Annemarie learns more about Uncle Henrik's and Peter's roles—and her own, the war ends and Annemarie begins to understand the true nature of her sister's death and the bravery of her family and the Danish people. To help students practice research and/or writing skills.
		Writing: Range of Writing
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a	PATHS-Gr5/6, U1, L2 All About Us /Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional); writing (optional) To build communication with the class. To have students become more familiar with each other.
	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion; problem-solving skills; social studies—character biography (optional); writing (optional) To review problem-solving steps.
		PATHS-Gr5/6, U1, L4 Ways to Calm Down /Attentional and listening skills; communication skills; self-monitoring; writing; media (optional) To discuss the effects of stress on behavior. To reinforce the importance of self-control.
		PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense /Oral discussion; self- monitoring; writing To relate abstract feeling concepts to personal experiences. To introduce

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additional methods for calming down.
PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening
skills; brainstorming; communication skills; writing
To discuss the effects of stress on behavior. To reinforce the importance of self-control.
PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem
Solvers /Decision making; oral discussion; problem solving; role playing; writing
To promote practice in formal problem solving in a group situation with a
specific problem. To set up a format for solving problems in the classroom. PATHS-Gr5/6, U2, L9 Feelings Thesaurus I/Attentional and listening skills
reasoning skills; self-monitoring; vocabulary development; writing (optional) To increase students' emotional vocabulary and use of emotion labels. To review the understanding of emotion concepts. To improve writing skills
through the use of a thesaurus.
PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-
monitoring; vocabulary development; writing
To increase students' emotional vocabulary and use of emotion labels. To
review the concepts related to emotional literacy. To improve writing skills.
PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking writing
To write about feelings using characters from literature.
PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
thinking; memory retrieval; social studies; writing
To explore feelings and solutions of people in history or in current events.
PATHS-Gr5/6, U3, L15 Triple T: Part 1/Attentional and listening skills;
communication skills; oral discussion; writing (optional)
To raise motivational issues in school performance.
PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our
School /Oral discussion; problem solving; reading comprehension; social
studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and
work hard to reach that goal. To demonstrate how students can use their study skills to set goals for creating positive change. To promote the idea of service learning—that students can help their communities as part of their
education.
PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
learning; oral discussion; problem solving; reasoning skills; writing (optiona To apply problem solving to test situations. To teach a persistent approach to solving problems.
PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
problem solving; reasoning skills; art (optional); writing (optional) To apply problem solving to test situations. To teach a persistent approach to solving problems.
PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
problem solving; reasoning skills; drama (optional); writing (optional) To explain why people want to belong to small groups. To remind children
that they can control the choices they make. To teach children to use
problem solving to make good choices. To discuss how to stand up to peer pressure.
PATHS-Gr5/6, U5, L25 Respecting Others When You
Disagree/Cooperative learning; problem solving; role-playing; writing
(optional) To discuss the idea of respecting others. To discuss the concept of
empathy.
PATHS-Gr5/6, U5, L26 What is Conflict? /Problem solving; reasoning; role playing; writing (optional)
To discuss the concepts and processes related to interpersonal conflict.
PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden Rule/Brainstorming; cooperative learning; oral comprehension; problem

To discuss different ways of resolving conflicts.
PATHS-Gr5/6, U5, L28 Stating the Problem:
I-Statements/Communication skills; oral comprehension; problem solving;
role-playing; writing (optional)
To discuss the components of an I-statement.
PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
oral comprehension; problem solving; role-playing; writing (optional)
To explore skills for being an effective listener during conflict situations.
PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
oral comprehension; reasoning; drama (optional); writing (optional)
To discuss the concept of responsibility. To emphasize the importance of
self-evaluation. To teach children the importance of learning from mistakes.
PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
listening skills; communication skills; reasoning; self-monitoring; social
studies—character biography (optional)
To compare and contrast internal feeling states with external behaviors. To
discuss the importance of tone of voice, facial expressions and body
language for understanding feelings. To demonstrate that the same words
can have different meanings and connotations.
PATHS-Gr5/6, U6, L32 Managing Anxiety /Attentional and listening skills; reasoning; self-monitoring; writing (optional)
To improve conscious awareness and control of emotions. To illustrate the
association between thoughts and feelings. To emphasize the importance of
insight and self-evaluation.
PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and
listening skills; communication skills; reasoning; self-monitoring; drama
(optional); writing (optional)
To review emotional cues. To discuss the idea that sometimes people don't
want to communicate their feelings. To introduce the idea that feelings can
be hidden and review reasons why people sometimes want to hide or
change their feelings. To encourage the use of perspective-taking skills and
consideration for others, as well as awareness of differences between one's
own perspectives and those of others.
PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
in which Jeffrey Magee is orphaned, runs away from his argumentative aun
and uncle, arrives in Two Mills and meets Amanda Beale.
PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
10, in which Maniac is chased by the Cobras into the East End and has his
first confrontation with Mars Bar Thompson. To discuss issues of peer
relations, such as being embarrassed and losing face.
PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
11-15, in which Maniac becomes a member of the Beale household and
continues to show unusual qualities—untying knots, scoring touchdowns
and being allergic to pizza. To discuss what it feels like to belong in a family
versus being alone and homeless.
PATHS-Gr5/6, Maniac Magee, L6 Chapters 19-21/To discuss Chapters
19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
Knot and succeeds, but leaves the Beales to try to protect them from his
problems. To explore ways to sort out cultural differences between groups.
PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
becomes friends with Earl Grayson, and moves into the equipment room at
the park. To discuss the qualities that make an unusual friendship.
PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
27-29, in which Grayson learns to read and he and Maniac make a home
together. To share ideas of what makes a family.
PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapters
30-32 (end of Part II), in which Maniac and Grayson share a wonderful
Christmas and then Grayson dies. To explore the experience of sadness
and grief.
PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters

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	33-35, in which Maniac is homeless and forlorn, then meets and brings
	home two runaway boys, finds out they are John McNab's little brothers,
	and moves into the disorderly McNab household. To discuss chaos and
	disorder.
	PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
	36-38, in which Maniac performs amazing feats to keep the McNab kids in
	school, enters the East End of town, and races Mars Bar and wins. To
	discuss when sometimes "losing can be winning."
	PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters
	39-42, in which Maniac finally gets fed up with the McNabs and their violent,
	prejudiced ways; gets invited to Piper McNab's birthday party; and brings
	Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
	and prejudice.
	PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
	43-46, in which Maniac runs away again, but has a companion in his
	running—Mars Bar, who realizes Maniac really needs a home. To discuss
	the true meaning of friendship and belonging.
	PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
	set up the story and describe Brian's predicament of being stuck, alone, in a
	flying plane. To reflect on the main character's powerful emotions.
	PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
	which Brian crash-lands in a lake and finds himself in the wilderness,
	battered but alive. To empathize and identify with the main character in the
	novel.
	PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
	which Brian gets his bearings, takes stock of what he has, and tries to solve
	the problems of thirst and hunger. To show students how to break goals
	down into a series of simple, workable steps.
	PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
	which Brian finds food, meets wildlife, and figures out how to make fire. To
	have students explore dreams and memories as potential avenues for
	getting help with problems.
	PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
	which Brian starts to settle into a routine with his camp, finds new food,
	works on tools to help himself, and sees a plane that does not see him. To
	have students imagine an invention that would simplify their lives.
	PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
	which Brian learns from his mistakes and settles into his new way of life. To
	understand the value of planning ahead. To appreciate the long and
	involved work that goes into many of the conveniences of our modern-day
	world.
	PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in
	which Brian encounters the destructive power of nature, reconnects with the
	idea of the plane in the lake, and starts a major project to retrieve the
	survival pack. To help students examine Brian's situation more critically and
	to evaluate some of his choices.
	PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
	19 and the Epilogue, in which Brian opens the survival kit, is rescued and
	returns to civilization a different person. To help students ask and answer
	final questions they may have about Brian and his experiences.
	PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
	3, which set up the friendship between Annemarie's and Ellen's families,
	and the problems they are facing. To introduce students to the historical
	time and setting of this novel.
	PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
	6, in which the Jewish New Year arrives, the Germans come looking for the
	Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
	the country. To offer student students practice in perspective taking.
	PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
	9, in which the girls enjoy the countryside, Uncle Henrik tells them that
	"Great-aunt Birte" has died, and Annemarie learns why someone who loves
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her might lie. To help students appreciate the complexity of certain
decisions and reflect on how they might respond in such situations.
PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
10-12, in which soldiers come to the house, Peter and Mama lead groups
through the dark to the harbor, and Mama does not return as expected. To
have students practice perspective taking.
PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
boat, meets soldiers in the woods and speaks to them bravely. To help
students recognize Annemarie's use of problem-solving skills.
PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
discuss the final chapters, in which Annemarie learns more about Uncle
Henrik's and Peter's roles—and her own, the war ends and Annemarie
begins to understand the true nature of her sister's death and the bravery of
her family and the Danish people. To help students practice research and/or
writing skills.
PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
1-2, in which Jess practices running, his family and farm are described, and
he meets Leslie Burke. To help students clarify and describe their own
feelings about challenging issues. To prompt students to examine how they
go about accomplishing their goals.
PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
3-4, in which school starts, Leslie wins the boys' running races, and Jess
and Leslie become friends. To have students use their imaginations in
creating their own ideal secret place.
PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
Jess finds Leslie the perfect Christmas gift. To encourage students to see
themselves as creative problem solvers and good friends.
PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
Leslie comes to church with Jess's family, and the constant rain makes the
creek dangerously high. To allow students to consider and practice new
approaches to parent-child communication.
PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
Chapters 10-11, in which Jess has an amazing day with his teacher, but
comes home to the nightmarish news of Leslie's accidental death. To help
students see the value in planning out their response to difficult problems.
PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
others might feel, and builds a bridge to Terabithia and shares its secret
with May Belle. To help students consider the bridges they cross in their
own lives and see that this is part of life for all of us.

		Speaking and Listening:
		omprehension and Collaboration
SL.5.1a	Engage effectively in a range of collaborative discussions (one-on-one,	PATHS-Gr5/6, U1, L1 PATHS Review: Family Fun /Attentional and listening skills; brainstorming; cooperative learning; memory retrieval To review the central ideas of the grade 4 PATHS curriculum.
	in groups, and teacher-	PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
	led) with diverse partners	brainstorming; communication skills; cooperative learning; art (optional);
	on grade 5 topics and	writing (optional)
	texts, building on others' ideas and expressing their	To build communication with the class. To have students become more familiar with each other.
	own clearly. Come to	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
	discussions prepared, having read or studied	Rule /Attentional and listening skills; cause/effect reasoning; oral discussion; problem-solving skills; social studies—character biography (optional);
	required material; explicitly draw on that	writing (optional) To review problem-solving steps.
	preparation and other	PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills;
	information known about the topic to explore ideas	communication skills; self-monitoring; writing; media (optional) To discuss the effects of stress on behavior. To reinforce the importance of
	under discussion.	self-control.
		PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense /Oral discussion; self- monitoring; writing
		To relate abstract feeling concepts to personal experiences. To introduce additional methods for calming down.
		PATHS-Gr5/6, U1, L6 Ways to Cope with Stress /Attentional and listening skills; brainstorming; communication skills; writing
		To discuss the effects of stress on behavior. To reinforce the importance of self-control.
		PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem Solvers/Decision making; oral discussion; problem solving; role playing;
		writing To promote practice in formal problem solving in a group situation with a
		specific problem. To set up a format for solving problems in the classroom. PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative
		learning; oral discussion; vocabulary development
		To review ideas in emotional literacy from previous grades. To discuss why it is important to share our feelings.
		PATHS-Gr5/6, U2, L9 Feelings Thesaurus I/Attentional and listening skills;
		reasoning skills; self-monitoring; vocabulary development; writing (optional) To increase students' emotional vocabulary and use of emotion labels. To
		review the understanding of emotion concepts. To improve writing skills
		through the use of a thesaurus. PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-
		monitoring; vocabulary development; writing
		To increase students' emotional vocabulary and use of emotion labels. To
		review the concepts related to emotional literacy. To improve writing skills. PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking;
		writing
		To write about feelings using characters from literature. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
		thinking; memory retrieval; social studies; writing
		To explore feelings and solutions of people in history or in current events.
		PATHS-Gr5/6, U3, L13 Study Skills /Attentional and listening skills; communication skills; cooperative learning; oral discussion; writing
		(optional) To introduce the concept of study skills and their usefulness.
		PATHS-Gr5/6, U3, L14 HEY/Attentional and listening skills; communication
		skills; oral discussion; writing (optional)
		To improve study skills and classroom behavior by increasing attentiveness.
	1	PATHS-Gr5/6, U3, L15 Triple T: Part 1/Attentional and listening skills;

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communication skills; oral discussion; writing (optional)
To raise motivational issues in school performance.
PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional
and listening skills; communication skills; reasoning skills
To help students actively increase their motivation for academics. To
introduce and explain the basic two-dimensional classification of emotions
(comfortable/uncomfortable, more energy/less energy). To encourage children to put feelings to positive use.
PATHS-Gr5/6, U3, L17 <i>Triple T: Part 2—SET</i> /Attentional and listening
skills; communication skills; oral discussion; role-playing; music (optional);
writing (optional)
To teach students a way to get ready for assignments.
PATHS-Gr5/6, U3, L18 Being Organized/Attentional and listening skills;
brainstorming; communication skills; writing
To teach students to be better organized in school and at home.
PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our
School /Oral discussion; problem solving; reading comprehension; social
studies; cooperative group activity (optional); writing (optional) To provide a true story in which people identify a problem, set a goal and
work hard to reach that goal. To demonstrate how students can use their
study skills to set goals for creating positive change. To promote the idea of
service learning—that students can help their communities as part of their
education.
PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
learning; oral discussion; problem solving; reasoning skills; writing (optional)
To apply problem solving to test situations. To teach a persistent approach
to solving problems.
PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i> /Oral discussion;
problem solving; reasoning skills; art (optional); writing (optional) To apply problem solving to test situations. To teach a persistent approach
to solving problems.
PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
Bullying/Creative thinking; oral discussion; problem solving; self-
monitoring; role-playing (optional)
To define bullying behaviors. To further discuss what children can do if they
are bullied.
PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
Situations /Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing
To encourage careful decision making. To encourage responsible behavior.
To explore the issue of being responsible in order to help others.
PATHS-Gr5/6, U5, L25 Respecting Others When You
Disagree /Cooperative learning; problem solving; role-playing; writing
(optional)
To discuss the idea of respecting others. To discuss the concept of
empathy.
PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role
playing; writing (optional)
To discuss the concepts and processes related to interpersonal conflict.
PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden Rule/Brainstorming; cooperative learning; oral comprehension; problem
solving; writing (optional)
To discuss different ways of resolving conflicts.
PATHS-Gr5/6, U5, L28 Stating the Problem:
I-Statements /Communication skills; oral comprehension; problem solving;
role-playing; writing (optional)
To discuss the components of an I-statement.
PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
oral comprehension; problem solving; role-playing; writing (optional)
To explore skills for being an effective listener during conflict situations. PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and

listening skills; communication skills; reasoning; self-monitoring; social
studies—character biography (optional)
To compare and contrast internal feeling states with external behaviors. To discuss the importance of tone of voice, facial expressions and body
language for understanding feelings. To demonstrate that the same words
can have different meanings and connotations.
PATHS-Gr5/6, U6, L33 Emotional Cues in Other People/Attentional and
listening skills; communication skills; self-monitoring; cooperative learning
(optional)
To teach children to evaluate different emotional cues to better understand
other people's feelings. To teach children to evaluate different kinds of
emotional information. To help children reflect on what they see and hear.
PATHS-Gr5/6, U6, L34 Emotional Cues in Ourselves/Attentional and
listening skills; communication skills; reasoning; role-playing; self-monitoring
To teach children to evaluate different emotional cues to better understand
their own feelings. To practice using deductive reasoning. To facilitate
greater insight and self-awareness.
PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private /Attentional and listening skills; communication skills; reasoning; self-monitoring; drama
(optional); writing (optional)
To review emotional cues. To discuss the idea that sometimes people don't
want to communicate their feelings. To introduce the idea that feelings can
be hidden and review reasons why people sometimes want to hide or
change their feelings. To encourage the use of perspective-taking skills and
consideration for others, as well as awareness of differences between one's
own perspectives and those of others.
PATHS-Gr5/6, U6, L36 Keeping Our Feelings Private/Brainstorming;
communication skills; oral discussion
To encourage children to reflect on their memories of the PATHS program.
To help children think about the concepts of transitions and endings. To
I practice skills in being interviewed and recorded
practice skills in being interviewed and recorded. PATHS-Gr5/6 Maniac Magee 113 Chapters 43-46/To discuss Chapters
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
PATHS-Gr5/6 , <i>Maniac Magee</i> , L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
 PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
 PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and
 PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer
 PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences.
 PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences. PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
 PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences. PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families,
 PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences. PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-3, which set up the friendship between Annemarie's and Ellen's families, and the problems they are facing. To introduce students to the historical
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		relevance of thoughts or opinions to emotional responses. To discuss
		emotional responses from different perspectives within the same situation.
		To help children develop better abstract reasoning abilities.
		PATHS-Gr5/6, Optional Lessons, L6 Fair/Not Fair 4/To further facilitate
		the development of abstract reasoning skills and the understanding of
		cause-effect attributions. To allow children to evaluate difficult moral
		situations.
		PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the
		relevance of motivation and intentionality to our judgments of fairness. To
		illustrate how our thoughts or opinions are related to our feelings.
		PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
		further explore their personal values of right and wrong. To illustrate how the
		thoughts, feelings, and behaviors of others can affect our thoughts and
		feelings.
SL.5.1b	Engage effectively in a	PATHS-Gr5/6, U1, L1 PATHS Review: Family Fun/Attentional and
	range of collaborative	listening skills; brainstorming; cooperative learning; memory retrieval
	discussions (one-on-one,	To review the central ideas of the grade 4 PATHS curriculum.
	in groups, and teacher-	PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
	led) with diverse partners	brainstorming; communication skills; cooperative learning; art (optional);
	on grade 5 topics and	writing (optional)
	texts, building on others'	To build communication within the class. To have students become more
	ideas and expressing their	familiar with each other.
	own clearly. Follow	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
	agreed-upon rules for	Rule/Attentional and listening skills; cause/effect reasoning; oral discussion
	discussions and carry out	problem-solving skills; social studies—character biography (optional);
	assigned roles.	writing (optional)
		To review problem-solving steps.
		PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills;
		communication skills; self-monitoring; writing; media (optional)
		To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self-
		monitoring; writing
		To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down.
		PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening
		skills; brainstorming; communication skills; writing
		To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem
		Solvers /Decision making; oral discussion; problem solving; role playing;
		writing
		To promote practice in formal problem solving in a group situation with a
		specific problem. To set up a format for solving problems in the classroom.
		PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative
		learning; oral discussion; vocabulary development
		To review ideas in emotional literacy from previous grades. To discuss why
		it is important to share our feelings.
		PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
		thinking; memory retrieval; social studies; writing
		To explore feelings and solutions of people in history or in current events.
		PATHS-Gr5/6, U3, L13 Study Skills/Attentional and listening skills;
		communication skills; cooperative learning; oral discussion; writing
		(optional)
		To introduce the concept of study skills and their usefulness.
		PATHS-Gr5/6, U3, L14 HEY/Attentional and listening skills; communication
		skills; oral discussion; writing (optional)
		To improve study skills and classroom behavior by increasing attentiveness
		PATHS-Gr5/6, U3, L15 Triple T: Part 1/Attentional and listening skills;
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	communication skills; oral discussion; writing (optional)
	To raise motivational issues in school performance.
	PATHS-Gr5/6, U3, L17 Triple T: Part 2—SET/Attentional and listening
	skills; communication skills; oral discussion; role-playing; music (optional);
	writing (optional)
	To teach students a way to get ready for assignments.
	PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our
	School/Oral discussion; problem solving; reading comprehension; social
	studies; cooperative group activity (optional); writing (optional)
	To provide a true story in which people identify a problem, set a goal and
	work hard to reach that goal. To demonstrate how students can use their
	study skills to set goals for creating positive change. To promote the idea of
	service learning-that students can help their communities as part of their
	education.
	PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
	learning; oral discussion; problem solving; reasoning skills; writing (optional)
	To apply problem solving to test situations. To teach a persistent approach
	to solving problems.
	PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
	problem solving; reasoning skills; art (optional); writing (optional)
	To apply problem solving to test situations. To teach a persistent approach
	to solving problems.
	PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
	Bullying /Creative thinking; oral discussion; problem solving; self-
	monitoring; role-playing (optional)
	To define bullying behaviors. To further discuss what children can do if they
	are bullied.
	PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
	Situations/Cause-effect reasoning; cooperative group learning; oral
	discussion; problem solving; vocabulary building; writing
	To encourage careful decision making. To encourage responsible behavior.
	To explore the issue of being responsible in order to help others.
	PATHS-Gr5/6, U5, L25 Respecting Others When You
	Disagree /Cooperative learning; problem solving; role-playing; writing
	(optional)
	To discuss the idea of respecting others. To discuss the concept of
	empathy.
	PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
	playing; writing (optional)
	To discuss the concepts and processes related to interpersonal conflict.
	PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
	Rule /Brainstorming; cooperative learning; oral comprehension; problem
	solving; writing (optional)
	To discuss different ways of resolving conflicts.
	PATHS-Gr5/6, U5, L28 Stating the Problem:
	I-Statements/Communication skills; oral comprehension; problem solving;
	role-playing; writing (optional)
	To discuss the components of an I-statement. PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
	oral comprehension; problem solving; role-playing; writing (optional)
	To explore skills for being an effective listener during conflict situations.
	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	listening skills; communication skills; reasoning; self-monitoring; social
	studies—character biography (optional)
	To compare and contrast internal feeling states with external behaviors. To
	discuss the importance of tone of voice, facial expressions and body
	language for understanding feelings. To demonstrate that the same words
	can have different meanings and connotations.
	PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and
	listening skills; communication skills; reasoning; self-monitoring; drama
	(optional); writing (optional)
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	To review emotional cues. To discuss the idea that sometimes people don't want to communicate their feelings. To introduce the idea that feelings can
	be hidden and review reasons why people sometimes want to hide or
	change their feelings. To encourage the use of perspective-taking skills and
	consideration for others, as well as awareness of differences between one's
	own perspectives and those of others.
	PATHS-Gr5/6, U6, L36 Keeping Our Feelings Private/Brainstorming;
	communication skills; oral discussion
	To encourage children to reflect on their memories of the PATHS program.
	To help children think about the concepts of transitions and endings. To
	practice skills in being interviewed and recorded.
	PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapter
	1-2, in which Jess practices running, his family and farm are described, and
	he meets Leslie Burke. To help students clarify and describe their own
	feelings about challenging issues. To prompt students to examine how they
	go about accomplishing their goals.
	PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapter
	3-4, in which school starts, Leslie wins the boys' running races, and Jess
	and Leslie become friends. To have students use their imaginations in
	creating their own ideal secret place.
	PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapter
	5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
	Jess finds Leslie the perfect Christmas gift. To encourage students to see
	themselves as creative problem solvers and good friends.
	PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapter
	7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
	Leslie comes to church with Jess's family, and the constant rain makes the
	creek dangerously high. To allow students to consider and practice new
	approaches to parent-child communication.
	PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
	Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
	others might feel, and builds a bridge to Terabithia and shares its secret
	with May Belle. To help students consider the bridges they cross in their
	own lives and see that this is part of life for all of us.
	PATHS-Gr5/6, Optional Lessons, L1 Formulating Classroom Rules/To
	introduce children to the PATHS curriculum. To help children evaluate the
	subtleties involved in following rules. To allow children to participate in the
	process of creating rules and structure.
	PATHS-Gr5/6, Optional Lessons, L3 Fair/Not Fair 1/To help children
	better understand the relevance of control and intentionality in causes of
	events. To show children how their thoughts of opinions can affect how the
	feel.
	PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2/To discuss the
	influence of thoughts or opinions on emotional response and behavior. To
	discuss the influence of feelings on thoughts and behavior. To help children
	develop better abstract reasoning abilities.
	PATHS-Gr5/6, Optional Lessons, L5 Fair/Not Fair 3/To review the
	relevance of thoughts or opinions to emotional responses. To discuss
	emotional responses from different perspectives within the same situation.
	To help children develop better abstract reasoning abilities.
	PATHS-Gr5/6, Optional Lessons, L6 Fair/Not Fair 4/To further facilitate
	the development of abstract reasoning skills and the understanding of
	cause-effect attributions. To allow children to evaluate difficult moral
	situations.
	PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the
	relevance of motivation and intentionality to our judgments of fairness. To
	illustrate how our thoughts or opinions are related to our feelings.
	PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
	further explore their personal values of right and wrong. To illustrate how the
	thoughto foolings and behavious of others and offered south the sould be
	thoughts, feelings, and behaviors of others can affect our thoughts and feelings.

SL.5.1c	Engage effectively in a	PATHS-Gr5/6, U1, L1 PATHS Review: Family Fun/Attentional and
	range of collaborative	listening skills; brainstorming; cooperative learning; memory retrieval
	discussions (one-on-one,	To review the central ideas of the grade 4 PATHS curriculum.
	in groups, and teacher-	PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
	led) with diverse partners	brainstorming; communication skills; cooperative learning; art (optional);
	on grade 5 topics and	writing (optional)
	texts, building on others'	To build communication within the class. To have students become more
	ideas and expressing their	familiar with each other.
	own clearly. Pose and respond to specific	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
	questions by making	Rule /Attentional and listening skills; cause/effect reasoning; oral discussion;
	comments that contribute	problem-solving skills; social studies—character biography (optional);
	to the discussion and	writing (optional)
	elaborate on the remarks	To review problem-solving steps. PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills;
	of others.	communication skills; self-monitoring; writing; media (optional)
		To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self-
		monitoring; writing
		To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down.
		PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening
		skills; brainstorming; communication skills; writing
		To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem
		Solvers /Decision making; oral discussion; problem solving; role playing;
		writing
		To promote practice in formal problem solving in a group situation with a
		specific problem. To set up a format for solving problems in the classroom.
		PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative
		learning; oral discussion; vocabulary development
		To review ideas in emotional literacy from previous grades. To discuss why
		it is important to share our feelings.
		PATHS-Gr5/6, U2, L9 Feelings Thesaurus I/Attentional and listening skills;
		reasoning skills; self-monitoring; vocabulary development; writing (optional)
		To increase students' emotional vocabulary and use of emotion labels. To
		review the understanding of emotion concepts. To improve writing skills
		through the use of a thesaurus.
		PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-
		monitoring; vocabulary development; writing
		To increase students' emotional vocabulary and use of emotion labels. To
		review the concepts related to emotional literacy. To improve writing skills.
		PATHS-Gr5/6, U3, L13 Study Skills/Attentional and listening skills;
		communication skills; cooperative learning; oral discussion; writing
		(optional)
		To introduce the concept of study skills and their usefulness.
		PATHS-Gr5/6, U3, L14 HEY/Attentional and listening skills; communication
		skills; oral discussion; writing (optional)
		To improve study skills and classroom behavior by increasing attentiveness.
		PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills;
		communication skills; oral discussion; writing (optional)
		To raise motivational issues in school performance.
		PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional
		and listening skills; communication skills; reasoning skills
		To help students actively increase their motivation for academics. To introduce and explain the basic two-dimensional classification of emotions
		(comfortable/uncomfortable, more energy/less energy). To encourage
		children to put feelings to positive use. PATHS-Gr5/6, U3, L17 <i>Triple T: Part 2—SET</i> /Attentional and listening
		skills; communication skills; oral discussion; role-playing; music (optional);
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	writing (optional)
	To teach students a way to get ready for assignments.
	PATHS-Gr5/6, U3, L18 Being Organized/Attentional and listening skills;
	brainstorming; communication skills; writing
	To teach students to be better organized in school and at home.
	PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our
	School/Oral discussion; problem solving; reading comprehension; social
	studies; cooperative group activity (optional); writing (optional)
	To provide a true story in which people identify a problem, set a goal and
	work hard to reach that goal. To demonstrate how students can use their
	study skills to set goals for creating positive change. To promote the idea of
	service learning—that students can help their communities as part of their
	education.
	PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
	learning; oral discussion; problem solving; reasoning skills; writing (optional)
	To apply problem solving to test situations. To teach a persistent approach
	to solving problems.
	PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i> /Oral discussion;
	problem solving; reasoning skills; art (optional); writing (optional)
	To apply problem solving to test situations. To teach a persistent approach
	to solving problems. PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
	problem solving; reasoning skills; drama (optional); writing (optional)
	To explain why people want to belong to small groups. To remind children
	that they can control the choices they make. To teach children to use
	problem solving to make good choices. To discuss how to stand up to peer
	pressure.
	PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
	Bullying/Creative thinking; oral discussion; problem solving; self-
	monitoring; role-playing (optional)
	To define bullying behaviors. To further discuss what children can do if they
	are bullied.
	PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
	Situations/Cause-effect reasoning; cooperative group learning; oral
	discussion; problem solving; vocabulary building; writing
	To encourage careful decision making. To encourage responsible behavior.
	To explore the issue of being responsible in order to help others.
	PATHS-Gr5/6, U5, L25 Respecting Others When You
	Disagree/Cooperative learning; problem solving; role-playing; writing
	(optional)
	To discuss the idea of respecting others. To discuss the concept of
	empathy.
	PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role
	playing; writing (optional)
	To discuss the concepts and processes related to interpersonal conflict.
	PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
	Rule /Brainstorming; cooperative learning; oral comprehension; problem
	solving; writing (optional)
	To discuss different ways of resolving conflicts.
	PATHS-Gr5/6, U5, L28 Stating the Problem:
	I-Statements/Communication skills; oral comprehension; problem solving;
	role-playing; writing (optional) To discuss the components of an I-statement.
	PATHS-Gr5/6, U5, L29 When Others Are Angry /Communication skills; oral comprehension; problem solving; role-playing; writing (optional)
	To explore skills for being an effective listener during conflict situations. PATHS-Gr5/6, U6, L30 <i>The Guilt Demon</i> /Attentional and listening skills;
	oral comprehension; reasoning; drama (optional); writing (optional)
	To discuss the concept of responsibility. To emphasize the importance of
	self-evaluation. To teach children the importance of learning from mistakes.
	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
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listening skills; communication skills; reasoning; self-monitoring; social
studies—character biography (optional)
To compare and contrast internal feeling states with external behaviors. To
discuss the importance of tone of voice, facial expressions and body
language for understanding feelings. To demonstrate that the same words
can have different meanings and connotations.
PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills;
reasoning; self-monitoring; writing (optional)
To improve conscious awareness and control of emotions. To illustrate the
association between thoughts and feelings. To emphasize the importance of
insight and self-evaluation.
PATHS-Gr5/6, U6, L33 Emotional Cues in Other People/Attentional and
listening skills; communication skills; self-monitoring; cooperative learning
(optional)
To teach children to evaluate different emotional cues to better understand
other people's feelings. To teach children to evaluate different kinds of
emotional information. To help children reflect on what they see and hear.
PATHS-Gr5/6, U6, L34 Emotional Cues in Ourselves/Attentional and
listening skills; communication skills; reasoning; role-playing; self-monitoring
To teach children to evaluate different emotional cues to better understand
their own feelings. To practice using deductive reasoning. To facilitate
greater insight and self-awareness.
PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and
listening skills; communication skills; reasoning; self-monitoring; drama
(optional); writing (optional)
To review emotional cues. To discuss the idea that sometimes people don't
want to communicate their feelings. To introduce the idea that feelings can
be hidden and review reasons why people sometimes want to hide or
change their feelings. To encourage the use of perspective-taking skills and consideration for others, as well as awareness of differences between one's
own perspectives and those of others.
PATHS-Gr5/6, U6, L36 Keeping Our Feelings Private/Brainstorming;
communication skills; oral discussion
To encourage children to reflect on their memories of the PATHS program.
To help children think about the concepts of transitions and endings. To
practice skills in being interviewed and recorded.
PATHS-Gr5/6, <i>Maniac Magee</i> , L1 Chapters 1-3/To discuss Chapters 1-3,
in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
and uncle, arrives in Two Mills and meets Amanda Beale.
PATHS-Gr5/6, <i>Maniac Magee</i> , L2 Chapters 4-8/To discuss Chapters 4-8,
in which Jeffrey (now Maniac Magee) performs amazing feats, including
catching an amazing football pass and punting it back, rescuing Arnold
Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
house, and hitting home runs (including a frogball four-bagger) against John
McNab. To consider the special importance of nicknames as opposed to
given names.
PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
10, in which Maniac is chased by the Cobras into the East End and has his
first confrontation with Mars Bar Thompson. To discuss issues of peer
relations, such as being embarrassed and losing face.
PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
11-15, in which Maniac becomes a member of the Beale household and
continues to show unusual qualities—untying knots, scoring touchdowns
and being allergic to pizza. To discuss what it feels like to belong in a family
versus being alone and homeless.
PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters
16-18, in which Maniac begins to have negative experiences in the East
End because of his skin color; and he wants to leave to avoid trouble, but
Amanda wants him to stay. To discuss issues of stereotypes and racism.
PATHS-Gr5/6, Maniac Magee, L6 Chapters 19-21/To discuss Chapters
19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's

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	Knot and succeeds, but leaves the Beales to try to protect them from his
	problems. To explore ways to sort out cultural differences between groups.
	PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
	22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
	becomes friends with Earl Grayson, and moves into the equipment room at
	the park. To discuss the qualities that make an unusual friendship.
	PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
	27-29, in which Grayson learns to read and he and Maniac make a home
	together. To share ideas of what makes a family.
	PATHS-Gr5/6, Maniac Magee, L9 Chapters 30-32/To discuss Chapters
	30-32 (end of Part II), in which Maniac and Grayson share a wonderful
	Christmas and then Grayson dies. To explore the experience of sadness
	and grief.
	PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
	33-35, in which Maniac is homeless and forlorn, then meets and brings
	home two runaway boys, finds out they are John McNab's little brothers,
	and moves into the disorderly McNab household. To discuss chaos and
	disorder.
	PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
	36-38, in which Maniac performs amazing feats to keep the McNab kids in
	school, enters the East End of town, and races Mars Bar and wins. To
	discuss when sometimes "losing can be winning."
	PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters
	39-42, in which Maniac finally gets fed up with the McNabs and their violent,
	prejudiced ways; gets invited to Piper McNab's birthday party; and brings
	Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
	and prejudice.
	PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
	43-46, in which Maniac runs away again, but has a companion in his
	running—Mars Bar, who realizes Maniac really needs a home. To discuss
	the true meaning of friendship and belonging.
	PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
	set up the story and describe Brian's predicament of being stuck, alone, in a
	flying plane. To reflect on the main character's powerful emotions.
	PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
	which Brian crash-lands in a lake and finds himself in the wilderness,
	battered but alive. To empathize and identify with the main character in the
	novel.
	PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
	which Brian gets his bearings, takes stock of what he has, and tries to solve
	the problems of thirst and hunger. To show students how to break goals
	down into a series of simple, workable steps.
	PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
	which Brian finds food, meets wildlife, and figures out how to make fire. To
	have students explore dreams and memories as potential avenues for
	getting help with problems.
	PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
	which Brian starts to settle into a routine with his camp, finds new food,
	works on tools to help himself, and sees a plane that does not see him. To
	have students imagine an invention that would simplify their lives.
	PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
	which Brian learns from his mistakes and settles into his new way of life. To understand the value of planning ahead. To appreciate the long and
	understand the value of planning ahead. To appreciate the long and
	understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day
	understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day world.
	understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day world. PATHS-Gr5/6, <i>Hatchet</i>, L7 Chapters 16-18 /To discuss Chapters 16-18, in
	 understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day world. PATHS-Gr5/6, <i>Hatchet</i>, L7 Chapters 16-18/To discuss Chapters 16-18, in which Brian encounters the destructive power of nature, reconnects with the
	 understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day world. PATHS-Gr5/6, <i>Hatchet</i>, L7 Chapters 16-18/To discuss Chapters 16-18, in which Brian encounters the destructive power of nature, reconnects with the idea of the plane in the lake, and starts a major project to retrieve the
	 understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day world. PATHS-Gr5/6, <i>Hatchet</i>, L7 Chapters 16-18/To discuss Chapters 16-18, in which Brian encounters the destructive power of nature, reconnects with the idea of the plane in the lake, and starts a major project to retrieve the survival pack. To help students examine Brian's situation more critically and
	understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day world. PATHS-Gr5/6, <i>Hatchet</i>, L7 Chapters 16-18 /To discuss Chapters 16-18, in which Brian encounters the destructive power of nature, reconnects with the idea of the plane in the lake, and starts a major project to retrieve the survival pack. To help students examine Brian's situation more critically and to evaluate some of his choices.
©2011 PATHS® Program Holding,	 understand the value of planning ahead. To appreciate the long and involved work that goes into many of the conveniences of our modern-day world. PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in which Brian encounters the destructive power of nature, reconnects with the idea of the plane in the lake, and starts a major project to retrieve the survival pack. To help students examine Brian's situation more critically and to evaluate some of his choices. PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter

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	19 and the Epilogue, in which Brian opens the survival kit, is rescued and
	returns to civilization a different person. To help students ask and answer
	final questions they may have about Brian and his experiences.
	PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
	3, which set up the friendship between Annemarie's and Ellen's families,
	and the problems they are facing. To introduce students to the historical
	time and setting of this novel.
	PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
	6, in which the Jewish New Year arrives, the Germans come looking for the
	Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
	the country. To offer student students practice in perspective taking.
	PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
	9, in which the girls enjoy the countryside, Uncle Henrik tells them that
	"Great-aunt Birte" has died, and Annemarie learns why someone who loves
	her might lie. To help students appreciate the complexity of certain
	decisions and reflect on how they might respond in such situations.
	PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
	10-12, in which soldiers come to the house, Peter and Mama lead groups
	through the dark to the harbor, and Mama does not return as expected. To
	have students practice perspective taking.
	PATHS-Gr5/6 , <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters
	13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
	boat, meets soldiers in the woods and speaks to them bravely. To help
	students recognize Annemarie's use of problem-solving skills.
	PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
	discuss the final chapters, in which Annemarie learns more about Uncle
	Henrik's and Peter's roles—and her own, the war ends and Annemarie
	begins to understand the true nature of her sister's death and the bravery of her family and the Danish people. To help students practice research and/or
	writing skills.
	PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
	1-2, in which Jess practices running, his family and farm are described, and
	he meets Leslie Burke. To help students clarify and describe their own
	feelings about challenging issues. To prompt students to examine how they
	go about accomplishing their goals.
	PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
	3-4, in which school starts, Leslie wins the boys' running races, and Jess
	and Leslie become friends. To have students use their imaginations in
	creating their own ideal secret place.
	PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
	5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
	Jess finds Leslie the perfect Christmas gift. To encourage students to see
	themselves as creative problem solvers and good friends.
	PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
	7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
	Leslie comes to church with Jess's family, and the constant rain makes the
	creek dangerously high. To allow students to consider and practice new
	approaches to parent-child communication.
	PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
	Chapters 10-11, in which Jess has an amazing day with his teacher, but
	comes home to the nightmarish news of Leslie's accidental death. To help
	students see the value in planning out their response to difficult problems.
	PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
	Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
	others might feel, and builds a bridge to Terabithia and shares its secret
	with May Belle. To help students consider the bridges they cross in their
	own lives and see that this is part of life for all of us.
	PATHS-Gr5/6, Optional Lessons, L1 Formulating Classroom Rules/To
	introduce children to the PATHS curriculum. To help children evaluate the
	subtleties involved in following rules. To allow children to participate in the
	process of creating rules and structure.
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		DATUS OF C Ontional Langence 10 Factions Devices Faction
		PATHS-Gr5/6, Optional Lessons, L2 Feelings Review: Feelings and Your Brain/To provide an overview of the brain and how emotions and
		thinking work together. To help your students understand the importance of
		self-control for appropriate expression of emotions. To increase motivation
		for mastering self-control.
		PATHS-Gr5/6, Optional Lessons, L3 Fair/Not Fair 1/To help children
		better understand the relevance of control and intentionality in causes of
		events. To show children how their thoughts of opinions can affect how they
		feel.
		PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2/To discuss the
		influence of thoughts or opinions on emotional response and behavior. To
		discuss the influence of feelings on thoughts and behavior. To help children
		develop better abstract reasoning abilities.
		PATHS-Gr5/6, Optional Lessons, L5 Fair/Not Fair 3/To review the
		relevance of thoughts or opinions to emotional responses. To discuss
		emotional responses from different perspectives within the same situation.
		To help children develop better abstract reasoning abilities.
		PATHS-Gr5/6, Optional Lessons, L6 Fair/Not Fair 4/To further facilitate
		the development of abstract reasoning skills and the understanding of
		cause-effect attributions. To allow children to evaluate difficult moral
		situations.
		PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the
		relevance of motivation and intentionality to our judgments of fairness. To
		illustrate how our thoughts or opinions are related to our feelings.
		PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
		further explore their personal values of right and wrong. To illustrate how the
		thoughts, feelings, and behaviors of others can affect our thoughts and
		feelings.
SL.5.1d	Engage effectively in a	PATHS-Gr5/6, U1, L1 PATHS Review: Family Fun/Attentional and
	range of collaborative	listening skills; brainstorming; cooperative learning; memory retrieval
	discussions (one-on-one,	To review the central ideas of the grade 4 PATHS curriculum.
	in groups, and teacher-	PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
	led) with diverse partners	brainstorming; communication skills; cooperative learning; art (optional);
	on grade 5 topics and	writing (optional)
	texts, building on others' ideas and expressing their	To build communication within the class. To have students become more familiar with each other.
	own clearly. Review the	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
	key ideas expressed and	Rule /Attentional and listening skills; cause/effect reasoning; oral discussion;
	draw conclusions in light	problem-solving skills; social studies—character biography (optional);
	of information and knowledge gained from the discussions.	writing (optional)
		To review problem-solving steps.
		PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills;
		communication skills; self-monitoring; writing; media (optional)
		To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self-
		monitoring; writing
		To relate abstract feeling concepts to personal experiences. To introduce
		additional methods for calming down.
		PATHS-Gr5/6, U1, L6 Ways to Cope with Stress/Attentional and listening
		skills; brainstorming; communication skills; writing
		To discuss the effects of stress on behavior. To reinforce the importance of
		self-control.
		PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem
		Solvers/Decision making; oral discussion; problem solving; role playing;
		writing
		To promote practice in formal problem solving in a group situation with a
		specific problem. To set up a format for solving problems in the classroom.
		PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative
		learning; oral discussion; vocabulary development
		To review ideas in emotional literacy from previous grades. To discuss why
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 it is important to oborg our facilings
it is important to share our feelings. PATHS-Gr5/6, U2, L9 Feelings Thesaurus I /Attentional and listening skills
reasoning skills; self-monitoring; vocabulary development; writing (optional)
To increase students' emotional vocabulary and use of emotion labels. To
review the understanding of emotion concepts. To improve writing skills
through the use of a thesaurus.
PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-
monitoring; vocabulary development; writing
To increase students' emotional vocabulary and use of emotion labels. To
review the concepts related to emotional literacy. To improve writing skills.
PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
thinking; memory retrieval; social studies; writing
To explore feelings and solutions of people in history or in current events.
PATHS-Gr5/6, U3, L13 Study Skills/Attentional and listening skills;
communication skills; cooperative learning; oral discussion; writing
(optional)
To introduce the concept of study skills and their usefulness.
PATHS-Gr5/6, U3, L14 HEY/Attentional and listening skills; communication
skills; oral discussion; writing (optional)
To improve study skills and classroom behavior by increasing attentiveness
PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills;
communication skills; oral discussion; writing (optional)
To raise motivational issues in school performance.
PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional
and listening skills; communication skills; reasoning skills
To help students actively increase their motivation for academics. To
introduce and explain the basic two-dimensional classification of emotions
(comfortable/uncomfortable, more energy/less energy). To encourage
children to put feelings to positive use.
PATHS-Gr5/6, U3, L17 <i>Triple T: Part 2—SET</i> /Attentional and listening
skills; communication skills; oral discussion; role-playing; music (optional);
writing (optional)
To teach students a way to get ready for assignments.
PATHS-Gr5/6, U3, L18 Being Organized/Attentional and listening skills;
brainstorming; communication skills; writing
To teach students to be better organized in school and at home.
PATHS-Gr5/6, U3, L19 Planning Ahead: Project to Improve Our
School/Oral discussion; problem solving; reading comprehension; social
studies; cooperative group activity (optional); writing (optional)
To provide a true story in which people identify a problem, set a goal and
work hard to reach that goal. To demonstrate how students can use their
study skills to set goals for creating positive change. To promote the idea of
service learning—that students can help their communities as part of their
education.
PATHS-Gr5/6, U4, L20 Mr. Nelson and the Test: Part 1/Cooperative
learning; oral discussion; problem solving; reasoning skills; writing (optional
To apply problem solving to test situations. To teach a persistent approach
to solving problems.
PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i> /Oral discussion;
problem solving; reasoning skills; art (optional); writing (optional)
To apply problem solving to test situations. To teach a persistent approach
to solving problems.
PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
problem solving; reasoning skills; drama (optional); writing (optional)
To explain why people want to belong to small groups. To remind children
that they can control the choices they make. To teach children to use
problem solving to make good choices. To discuss how to stand up to peer
TOTOTED SOMUTIO TO MARE GOOD CHOICES TO DISCUSS NOW TO SIZIO UD TO DEEL
pressure.
pressure. PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
pressure.

To define bullying behaviors. To further discuss what children can do if they are bullied.
PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
Situations/Cause-effect reasoning; cooperative group learning; oral
discussion; problem solving; vocabulary building; writing
To encourage careful decision making. To encourage responsible behavior.
To explore the issue of being responsible in order to help others.
PATHS-Gr5/6, U5, L25 Respecting Others When You
Disagree/Cooperative learning; problem solving; role-playing; writing
(optional)
To discuss the idea of respecting others. To discuss the concept of
empathy.
PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
playing; writing (optional)
To discuss the concepts and processes related to interpersonal conflict.
PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden Rule/Brainstorming; cooperative learning; oral comprehension; problem
solving; writing (optional)
To discuss different ways of resolving conflicts.
PATHS-Gr5/6, U5, L28 Stating the Problem:
I-Statements/Communication skills; oral comprehension; problem solving;
role-playing; writing (optional)
To discuss the components of an I-statement.
PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
oral comprehension; problem solving; role-playing; writing (optional)
To explore skills for being an effective listener during conflict situations.
PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
oral comprehension; reasoning; drama (optional); writing (optional)
To discuss the concept of responsibility. To emphasize the importance of
self-evaluation. To teach children the importance of learning from mistakes.
PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
listening skills; communication skills; reasoning; self-monitoring; social
studies—character biography (optional)
To compare and contrast internal feeling states with external behaviors. To discuss the importance of tang of value facial expressions and bedu
discuss the importance of tone of voice, facial expressions and body
language for understanding feelings. To demonstrate that the same words can have different meanings and connotations.
PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills;
reasoning; self-monitoring; writing (optional)
To improve conscious awareness and control of emotions. To illustrate the
association between thoughts and feelings. To emphasize the importance of
insight and self-evaluation.
PATHS-Gr5/6, U6, L33 Emotional Cues in Other People/Attentional and
listening skills; communication skills; self-monitoring; cooperative learning
(optional)
To teach children to evaluate different emotional cues to better understand
other people's feelings. To teach children to evaluate different kinds of
emotional information. To help children reflect on what they see and hear.
PATHS-Gr5/6, U6, L34 Emotional Cues in Ourselves/Attentional and
listening skills; communication skills; reasoning; role-playing; self-monitoring
To teach children to evaluate different emotional cues to better understand
their own feelings. To practice using deductive reasoning. To facilitate
greater insight and self-awareness.
PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and
listening skills; communication skills; reasoning; self-monitoring; drama
(optional); writing (optional)
To review emotional cues. To discuss the idea that sometimes people don't
want to communicate their feelings. To introduce the idea that feelings can
be hidden and review reasons why people sometimes want to hide or
change their feelings. To encourage the use of perspective-taking skills and
consideration for others, as well as awareness of differences between one's

	own perspectives and those of others.
	PATHS-Gr5/6, U6, L36 Keeping Our Feelings Private/Brainstorming;
	communication skills; oral discussion
	To encourage children to reflect on their memories of the PATHS program.
	To help children think about the concepts of transitions and endings. To
	practice skills in being interviewed and recorded.
	PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
	in which Jeffrey Magee is orphaned, runs away from his argumentative aunt and uncle, arrives in Two Mills and meets Amanda Beale.
	PATHS-Gr5/6, Maniac Magee, L2 Chapters 4-8/To discuss Chapters 4-8,
	in which Jeffrey (now Maniac Magee) performs amazing feats, including
	catching an amazing football pass and punting it back, rescuing Arnold
	Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
	house, and hitting home runs (including a frogball four-bagger) against John
	McNab. To consider the special importance of nicknames as opposed to
	given names.
	PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
	10, in which Maniac is chased by the Cobras into the East End and has his first confrontation with Mars Bar Thompson. To discuss issues of peer
	relations, such as being embarrassed and losing face.
	PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
	11-15, in which Maniac becomes a member of the Beale household and
	continues to show unusual qualities—untying knots, scoring touchdowns
	and being allergic to pizza. To discuss what it feels like to belong in a family
	versus being alone and homeless.
	PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters
	16-18, in which Maniac begins to have negative experiences in the East
	End because of his skin color; and he wants to leave to avoid trouble, but
	Amanda wants him to stay. To discuss issues of stereotypes and racism.
	PATHS-Gr5/6 , <i>Maniac Magee</i> , L6 Chapters 19-21/To discuss Chapters 19-21 (end of Part I), in which Maniac takes on the challenge of Cobble's
	Knot and succeeds, but leaves the Beales to try to protect them from his
	problems. To explore ways to sort out cultural differences between groups.
	PATHS-Gr5/6, Maniac Magee, L7 Chapters 22-26/To discuss Chapters
	22-26, in which Maniac lives in the buffalo pen at the zoo, meets and
	becomes friends with Earl Grayson, and moves into the equipment room at
	the park. To discuss the qualities that make an unusual friendship.
	PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
	27-29, in which Grayson learns to read and he and Maniac make a home
	together. To share ideas of what makes a family.
	PATHS-Gr5/6 , <i>Maniac Magee</i> , L9 Chapters 30-32/To discuss Chapters 30-32 (end of Part II), in which Maniac and Grayson share a wonderful
	Christmas and then Grayson dies. To explore the experience of sadness
	and grief.
	PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
	33-35, in which Maniac is homeless and forlorn, then meets and brings
	home two runaway boys, finds out they are John McNab's little brothers,
	and moves into the disorderly McNab household. To discuss chaos and
	disorder.
	PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
	36-38, in which Maniac performs amazing feats to keep the McNab kids in
	school, enters the East End of town, and races Mars Bar and wins. To
	discuss when sometimes "losing can be winning." PATHS-Gr5/6, <i>Maniac Magee</i> , L12 Chapters 39-42/To discuss Chapters
	39-42, in which Maniac finally gets fed up with the McNabs and their violent,
	prejudiced ways; gets invited to Piper McNab's birthday party; and brings
	Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
	and prejudice.
	PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
	43-46, in which Maniac runs away again, but has a companion in his
	running—Mars Bar, who realizes Maniac really needs a home. To discuss
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	the two meaning of friendship and helenging
	the true meaning of friendship and belonging.
	PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
	set up the story and describe Brian's predicament of being stuck, alone, in a
	flying plane. To reflect on the main character's powerful emotions.
	PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
	which Brian crash-lands in a lake and finds himself in the wilderness,
	battered but alive. To empathize and identify with the main character in the
	novel.
	PATHS-Gr5/6, Hatchet, L3 Chapters 5-6/To discuss Chapters 5-6, in
	which Brian gets his bearings, takes stock of what he has, and tries to solve
	the problems of thirst and hunger. To show students how to break goals
	down into a series of simple, workable steps.
	PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
	which Brian finds food, meets wildlife, and figures out how to make fire. To
	have students explore dreams and memories as potential avenues for
	getting help with problems.
	PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
	which Brian starts to settle into a routine with his camp, finds new food,
	works on tools to help himself, and sees a plane that does not see him. To
	have students imagine an invention that would simplify their lives.
	PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
	which Brian learns from his mistakes and settles into his new way of life. To
	understand the value of planning ahead. To appreciate the long and
	involved work that goes into many of the conveniences of our modern-day
	world.
	PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in
	which Brian encounters the destructive power of nature, reconnects with the
	idea of the plane in the lake, and starts a major project to retrieve the
	survival pack. To help students examine Brian's situation more critically and
	to evaluate some of his choices.
	PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
	19 and the Epilogue, in which Brian opens the survival kit, is rescued and
	returns to civilization a different person. To help students ask and answer
	final questions they may have about Brian and his experiences.
	PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
	3, which set up the friendship between Annemarie's and Ellen's families,
	and the problems they are facing. To introduce students to the historical
	time and setting of this novel.
	PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
	6, in which the Jewish New Year arrives, the Germans come looking for the
	Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
	the country. To offer student students practice in perspective taking.
	PATHS-Gr5/6, Number the Stars, L3 Chapters 7-9/To discuss Chapters 7-
	9, in which the girls enjoy the countryside, Uncle Henrik tells them that
	"Great-aunt Birte" has died, and Annemarie learns why someone who loves
	her might lie. To help students appreciate the complexity of certain
	decisions and reflect on how they might respond in such situations.
	PATHS-Gr5/6, <i>Number the Stars</i> , L4 Chapters 10-12/To discuss Chapters
	10-12, in which soldiers come to the house, Peter and Mama lead groups
	through the dark to the harbor, and Mama does not return as expected. To
	have students practice perspective taking.
	PATHS-Gr5/6, Number the Stars, L5 Chapters 13-15/To discuss Chapters
	13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
	boat, meets soldiers in the woods and speaks to them bravely. To help
	students recognize Annemarie's use of problem-solving skills.
	PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
	discuss the final chapters, in which Annemarie learns more about Uncle
	Henrik's and Peter's roles—and her own, the war ends and Annemarie
	begins to understand the true nature of her sister's death and the bravery of
	her family and the Danish people. To help students practice research and/or
	writing skills.
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		PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L1 Chapters 1-2/To discuss Chapters 1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
		and Leslie become friends. To have students use their imaginations in
		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
		5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
		Jess finds Leslie the perfect Christmas gift. To encourage students to see
		themselves as creative problem solvers and good friends.
		PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
		7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
		Leslie comes to church with Jess's family, and the constant rain makes the
		creek dangerously high. To allow students to consider and practice new
		approaches to parent-child communication.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.
		PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L6 Chapters 12-13/To discuss
		Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
		others might feel, and builds a bridge to Terabithia and shares its secret
		with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
		PATHS-Gr5/6, Optional Lessons, L1 Formulating Classroom Rules/To
		introduce children to the PATHS curriculum. To help children evaluate the
		subtleties involved in following rules. To allow children to participate in the
		process of creating rules and structure.
		PATHS-Gr5/6, Optional Lessons, L3 Fair/Not Fair 1/To help children
		better understand the relevance of control and intentionality in causes of
		events. To show children how their thoughts of opinions can affect how they
		feel. DATUS CrE/C Ontional Langence LA Fair/Nat Fair 2/Te discuss the
		PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2/To discuss the
		influence of thoughts or opinions on emotional response and behavior. To
		discuss the influence of feelings on thoughts and behavior. To help children
		develop better abstract reasoning abilities.
		PATHS-Gr5/6, Optional Lessons, L5 Fair/Not Fair 3/To review the
		relevance of thoughts or opinions to emotional responses. To discuss
		emotional responses from different perspectives within the same situation.
		To help children develop better abstract reasoning abilities.
		PATHS-Gr5/6, Optional Lessons, L6 Fair/Not Fair 4/To further facilitate
		the development of abstract reasoning skills and the understanding of
		cause-effect attributions. To allow children to evaluate difficult moral
		situations.
		PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the
		relevance of motivation and intentionality to our judgments of fairness. To
		illustrate how our thoughts or opinions are related to our feelings.
		PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
		further explore their personal values of right and wrong. To illustrate how the
		thoughts, feelings, and behaviors of others can affect our thoughts and
		feelings.
SL.5.2	Summarize a written text	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden
	read aloud or information	Rule/Attentional and listening skills; cause/effect reasoning; oral discussion
	presented in diverse	problem-solving skills; social studies—character biography (optional);
	media and formats,	writing (optional)
		To review problem-solving steps.
	including visually, quantitatively, and orally.	PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills:
	quantitatively, and orally.	PATHS-Gr5/6, U1, L4 Ways to Calm Down /Attentional and listening skills; communication skills; self-monitoring; writing; media (optional)

	To discuss the effects of stress on behavior. To reinforce the importance of self-control.
	PATHS-Gr5/6, U3, L13 Study Skills/Attentional and listening skills;
	communication skills; cooperative learning; oral discussion; writing
	(optional)
	To introduce the concept of study skills and their usefulness.
	PATHS-Gr5/6, U3, L14 HEY/Attentional and listening skills; communication
	skills; oral discussion; writing (optional)
	To improve study skills and classroom behavior by increasing attentiveness.
	PATHS-Gr5/6, U3, L15 <i>Triple T: Part 1</i> /Attentional and listening skills; communication skills; oral discussion; writing (optional)
	To raise motivational issues in school performance.
	PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional
	and listening skills; communication skills; reasoning skills
	To help students actively increase their motivation for academics. To
	introduce and explain the basic two-dimensional classification of emotions
	(comfortable/uncomfortable, more energy/less energy). To encourage
	children to put feelings to positive use.
	PATHS-Gr5/6, U3, L17 Triple T: Part 2—SET/Attentional and listening
	skills; communication skills; oral discussion; role-playing; music (optional);
	writing (optional) To teach students a way to get ready for assignments.
	PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
	problem solving; reasoning skills; drama (optional); writing (optional)
	To explain why people want to belong to small groups. To remind children
	that they can control the choices they make. To teach children to use
	problem solving to make good choices. To discuss how to stand up to peer
	pressure.
	PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
	oral comprehension; reasoning; drama (optional); writing (optional)
	To discuss the concept of responsibility. To emphasize the importance of self-evaluation. To teach children the importance of learning from mistakes.
	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	listening skills; communication skills; reasoning; self-monitoring; social
	studies—character biography (optional)
	To compare and contrast internal feeling states with external behaviors. To
	discuss the importance of tone of voice, facial expressions and body
	language for understanding feelings. To demonstrate that the same words
	can have different meanings and connotations.
	PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
	in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
	and uncle, arrives in Two Mills and meets Amanda Beale. PATHS-Gr5/6, <i>Maniac Magee</i> , L5 Chapters 16-18/To discuss Chapters
	16-18, in which Maniac begins to have negative experiences in the East
	End because of his skin color; and he wants to leave to avoid trouble, but
	Amanda wants him to stay. To discuss issues of stereotypes and racism.
	PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
	27-29, in which Grayson learns to read and he and Maniac make a home
	together. To share ideas of what makes a family.
	PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
	43-46, in which Maniac runs away again, but has a companion in his
	running—Mars Bar, who realizes Maniac really needs a home. To discuss
	the true meaning of friendship and belonging. PATHS-Gr5/6 , <i>Hatchet</i> , L8 Chapter 19 and Epilogue/To discuss Chapter
	19 and the Epilogue, in which Brian opens the survival kit, is rescued and
	returns to civilization a different person. To help students ask and answer
	final questions they may have about Brian and his experiences.
	PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
	discuss the final chapters, in which Annemarie learns more about Uncle
	Henrik's and Peter's roles—and her own, the war ends and Annemarie
	begins to understand the true nature of her sister's death and the bravery of
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	her family and the Danish nearly. To help students practice research and/o
	her family and the Danish people. To help students practice research and/o writing skills.
	PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L6 Chapters 12-13/To discuss Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how others might feel, and builds a bridge to Terabithia and shares its secret with May Belle. To help students consider the bridges they cross in their own lives and see that this is part of life for all of us.
	PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2 /To discuss the influence of thoughts or opinions on emotional response and behavior. To discuss the influence of feelings on thoughts and behavior. To help children
	develop better abstract reasoning abilities. PATHS-Gr5/6, Optional Lessons, L5 Fair/Not Fair 3/To review the
	relevance of thoughts or opinions to emotional responses. To discuss emotional responses from different perspectives within the same situation.
	To help children develop better abstract reasoning abilities.
	PATHS-Gr5/6, Optional Lessons, L6 Fair/Not Fair 4 /To further facilitate the development of abstract reasoning skills and the understanding of
	cause-effect attributions. To allow children to evaluate difficult moral situations.
	PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5 /To illustrate the relevance of motivation and intentionality to our judgments of fairness. To
	illustrate how our thoughts or opinions are related to our feelings. PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
	further explore their personal values of right and wrong. To illustrate how the thoughts, feelings, and behaviors of others can affect our thoughts and feelings.
L.5.3 Summarize the points a speaker makes and explain how each claim is	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social studies—character biography (optional)
supported by reasons and	
evidence.	discuss the importance of tone of voice, facial expressions and body language for understanding feelings. To demonstrate that the same words can have different meanings and connotations.
	PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
	set up the story and describe Brian's predicament of being stuck, alone, in a flying plane. To reflect on the main character's powerful emotions.
	PATHS-Gr5/6 , <i>Hatchet</i> , L2 Chapters 3-4/To discuss Chapters 3-4, in which Brian crash-lands in a lake and finds himself in the wilderness, battered but alive. To empathize and identify with the main character in the novel.
	PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L1 Chapters 1-2/To discuss Chapter 1-2, in which Jess practices running, his family and farm are described, and he meets Leslie Burke. To help students clarify and describe their own feelings about challenging issues. To prompt students to examine how they
	go about accomplishing their goals.
	PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L2 Chapters 3-4/To discuss Chapter 3-4, in which school starts, Leslie wins the boys' running races, and Jess
	and Leslie become friends. To have students use their imaginations in creating their own ideal secret place.
	PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapter
	7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia, Leslie comes to church with Jess's family, and the constant rain makes the creek dangerously high. To allow students to consider and practice new
	approaches to parent-child communication.
	BATHS Gr5/6 Bridge to Terebithia 1.5 Chapters 10 11/Te discuss
	PATHS-Gr5/6 , <i>Bridge to Terabithia</i> , L5 Chapters 10-11/To discuss Chapters 10-11, in which Jess has an amazing day with his teacher, but comes home to the nightmarish news of Leslie's accidental death. To help
	Chapters 10-11, in which Jess has an amazing day with his teacher, but comes home to the nightmarish news of Leslie's accidental death. To help students see the value in planning out their response to difficult problems.
	Chapters 10-11, in which Jess has an amazing day with his teacher, but comes home to the nightmarish news of Leslie's accidental death. To help

	with May Belle. To help students consider the bridges they cross in their
	own lives and see that this is part of life for all of us.
	PATHS-Gr5/6, Optional Lessons, L3 Fair/Not Fair 1 /To help children better understand the relevance of control and intentionality in causes of events. To show children how their thoughts of opinions can affect how they feel.
	PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2 /To discuss the influence of thoughts or opinions on emotional response and behavior. To discuss the influence of feelings on thoughts and behavior. To help children develop better abstract reasoning abilities.
	PATHS-Gr5/6, Optional Lessons, L5 Fair/Not Fair 3 /To review the relevance of thoughts or opinions to emotional responses. To discuss emotional responses from different perspectives within the same situation. To help children develop better abstract reasoning abilities.
	PATHS-Gr5/6, Optional Lessons, L6 Fair/Not Fair 4 /To further facilitate the development of abstract reasoning skills and the understanding of cause-effect attributions. To allow children to evaluate difficult moral situations.
	PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the relevance of motivation and intentionality to our judgments of fairness. To illustrate how our thoughts or opinions are related to our feelings. PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
	further explore their personal values of right and wrong. To illustrate how the thoughts, feelings, and behaviors of others can affect our thoughts and feelings.
-	Speaking and Listening:
	esentation of Knowledge and Ideas
or present an opinion, sequencing ideas logically and using appropriate	PATHS-Gr5/6, U1, L2 All About Us /Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional); writing (optional) To build communication with the class. To have students become more familiar with each other.
descriptive details to support main ideas or themes; speak clearly at an understandable pace.	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion; problem-solving skills; social studies—character biography (optional); writing (optional)
	To review problem-solving steps. PATHS-Gr5/6, U1, L4 Ways to Calm Down /Attentional and listening skills; communication skills; self-monitoring; writing; media (optional) To discuss the effects of stress on behavior. To reinforce the importance of self-control.
	PATHS-Gr5/6, U1, L7 Problem Solving II: Dear Problem Solvers/Decision making; oral discussion; problem solving; role playing; writing To promote practice in formal problem solving in a group situation with a
	PATHS-Gr5/6, U2, L8 Introduction to Feelings /Brainstorming; cooperative learning; oral discussion; vocabulary development
	To review ideas in emotional literacy from previous grades. To discuss why it is important to share our feelings.
	PATHS-Gr5/6, U2, L9 Feelings Thesaurus I /Attentional and listening skills; reasoning skills; self-monitoring; vocabulary development; writing (optional) To increase students' emotional vocabulary and use of emotion labels. To review the understanding of emotion concepts. To improve writing skills through the use of a thesaurus.
	 PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-monitoring; vocabulary development; writing To increase students' emotional vocabulary and use of emotion labels. To review the concepts related to emotional literacy. To improve writing skills. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at

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	thisking memory retrievely assist studies, writing
	thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events.
	PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
	problem solving; reasoning skills; drama (optional); writing (optional)
	To explain why people want to belong to small groups. To remind children
	that they can control the choices they make. To teach children to use
	problem solving to make good choices. To discuss how to stand up to peer
	pressure.
	PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
	Bullying /Creative thinking; oral discussion; problem solving; self-
	monitoring; role-playing (optional)
	To define bullying behaviors. To further discuss what children can do if they
	are bullied.
	PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
	Situations/Cause-effect reasoning; cooperative group learning; oral
	discussion; problem solving; vocabulary building; writing
	To encourage careful decision making. To encourage responsible behavior.
	To explore the issue of being responsible in order to help others.
	PATHS-Gr5/6, U5, L25 Respecting Others When You
	Disagree /Cooperative learning; problem solving; role-playing; writing
	(optional)
	To discuss the idea of respecting others. To discuss the concept of
	empathy.
	PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
	playing; writing (optional)
	To discuss the concepts and processes related to interpersonal conflict.
	PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
	Rule/Brainstorming; cooperative learning; oral comprehension; problem
	solving; writing (optional)
	To discuss different ways of resolving conflicts.
	PATHS-Gr5/6, U5, L28 Stating the Problem:
	I-Statements/Communication skills; oral comprehension; problem solving;
	role-playing; writing (optional)
	To discuss the components of an I-statement.
	PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
	oral comprehension; problem solving; role-playing; writing (optional)
	To explore skills for being an effective listener during conflict situations.
	PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
	oral comprehension; reasoning; drama (optional); writing (optional)
	To discuss the concept of responsibility. To emphasize the importance of
	self-evaluation. To teach children the importance of learning from mistakes.
	PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
	listening skills; communication skills; reasoning; self-monitoring; social
	studies—character biography (optional)
	To compare and contrast internal feeling states with external behaviors. To
	discuss the importance of tone of voice, facial expressions and body
	language for understanding feelings. To demonstrate that the same words
	can have different meanings and connotations.
	PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills;
	reasoning; self-monitoring; writing (optional)
	To improve conscious awareness and control of emotions. To illustrate the
	association between thoughts and feelings. To emphasize the importance of
	insight and self-evaluation.
	PATHS-Gr5/6, U6, L34 Emotional Cues in Ourselves/Attentional and
	listening skills; communication skills; reasoning; role-playing; self-monitoring
	To teach children to evaluate different emotional cues to better understand
	their own feelings. To practice using deductive reasoning. To facilitate
	greater insight and self-awareness.
	PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and
	listening skills; communication skills; reasoning; self-monitoring; drama
	(optional); writing (optional)
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	To review emotional cues. To discuss the idea that sometimes people don't
	want to communicate their feelings. To introduce the idea that feelings can
	be hidden and review reasons why people sometimes want to hide or
	change their feelings. To encourage the use of perspective-taking skills and
	consideration for others, as well as awareness of differences between one's
	own perspectives and those of others.
	PATHS-Gr5/6, U6, L36 Keeping Our Feelings Private/Brainstorming;
	communication skills; oral discussion
	To encourage children to reflect on their memories of the PATHS program.
	To help children think about the concepts of transitions and endings. To
	practice skills in being interviewed and recorded.
	PATHS-Gr5/6, Maniac Magee, L1 Chapters 1-3/To discuss Chapters 1-3,
	in which Jeffrey Magee is orphaned, runs away from his argumentative aunt
	and uncle, arrives in Two Mills and meets Amanda Beale.
	PATHS-Gr5/6, Maniac Magee, L2 Chapters 4-8/To discuss Chapters 4-8,
	in which Jeffrey (now Maniac Magee) performs amazing feats, including
	catching an amazing football pass and punting it back, rescuing Arnold
	Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
	house, and hitting home runs (including a frogball four-bagger) against John
	McNab. To consider the special importance of nicknames as opposed to
	given names.
	PATHS-Gr5/6, Maniac Magee, L4 Chapters 11-15/To discuss Chapters
	11-15, in which Maniac becomes a member of the Beale household and
	continues to show unusual qualities—untying knots, scoring touchdowns
	and being allergic to pizza. To discuss what it feels like to belong in a family
	versus being alone and homeless.
	PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
	43-46, in which Maniac runs away again, but has a companion in his
	running—Mars Bar, who realizes Maniac really needs a home. To discuss
	the true meaning of friendship and belonging.
	PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
	set up the story and describe Brian's predicament of being stuck, alone, in a
	flying plane. To reflect on the main character's powerful emotions.
	PATHS-Gr5/6, Hatchet, L2 Chapters 3-4/To discuss Chapters 3-4, in
	which Brian crash-lands in a lake and finds himself in the wilderness,
	battered but alive. To empathize and identify with the main character in the
	novel.
	PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
	which Brian starts to settle into a routine with his camp, finds new food,
	works on tools to help himself, and sees a plane that does not see him. To
	have students imagine an invention that would simplify their lives.
	PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
	which Brian learns from his mistakes and settles into his new way of life. To
	understand the value of planning ahead. To appreciate the long and
	involved work that goes into many of the conveniences of our modern-day
	world.
	PATHS-Gr5/6, Hatchet, L7 Chapters 16-18/To discuss Chapters 16-18, in
	which Brian encounters the destructive power of nature, reconnects with the
	idea of the plane in the lake, and starts a major project to retrieve the
	survival pack. To help students examine Brian's situation more critically and
	to evaluate some of his choices.
	PATHS-Gr5/6, Hatchet, L8 Chapter 19 and Epilogue/To discuss Chapter
	19 and the Epilogue, in which Brian opens the survival kit, is rescued and
	returns to civilization a different person. To help students ask and answer
	final questions they may have about Brian and his experiences.
	PATHS-Gr5/6, Number the Stars, L1 Chapters 1-3/To discuss Chapters 1-
	3, which set up the friendship between Annemarie's and Ellen's families,
	and the problems they are facing. To introduce students to the historical
	time and setting of this novel.
	PATHS-Gr5/6, <i>Number the Stars</i> , L3 Chapters 7-9/To discuss Chapters 7-
	9, in which the girls enjoy the countryside, Uncle Henrik tells them that
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"Great-aunt Birte" has died, and Annemarie learns why someone who loves
her might lie. To help students appreciate the complexity of certain
decisions and reflect on how they might respond in such situations.
PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
discuss the final chapters, in which Annemarie learns more about Uncle
Henrik's and Peter's roles—and her own, the war ends and Annemarie
begins to understand the true nature of her sister's death and the bravery of
her family and the Danish people. To help students practice research and/or
writing skills.
PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
1-2, in which Jess practices running, his family and farm are described, and
he meets Leslie Burke. To help students clarify and describe their own
feelings about challenging issues. To prompt students to examine how they
go about accomplishing their goals.
PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
3-4, in which school starts, Leslie wins the boys' running races, and Jess
and Leslie become friends. To have students use their imaginations in
creating their own ideal secret place.
PATHS-Gr5/6, Bridge to Terabithia, L3 Chapters 5-6/To discuss Chapters
5-6, in which Leslie and Jess plot against the bullying Janice Avery, and
Jess finds Leslie the perfect Christmas gift. To encourage students to see
themselves as creative problem solvers and good friends.
PATHS-Gr5/6, Bridge to Terabithia, L4 Chapters 7-9/To discuss Chapters
7-9, in which Jess spends time in Leslie's home, the pair enjoy Terabithia,
Leslie comes to church with Jess's family, and the constant rain makes the
creek dangerously high. To allow students to consider and practice new
approaches to parent-child communication.
PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
Chapters 10-11, in which Jess has an amazing day with his teacher, but
comes home to the nightmarish news of Leslie's accidental death. To help
students see the value in planning out their response to difficult problems.
PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
others might feel, and builds a bridge to Terabithia and shares its secret
with May Belle. To help students consider the bridges they cross in their
own lives and see that this is part of life for all of us.
PATHS-Gr5/6, Optional Lessons, L1 Formulating Classroom Rules/To
introduce children to the PATHS curriculum. To help children evaluate the
subtleties involved in following rules. To allow children to participate in the
process of creating rules and structure.
PATHS-Gr5/6, Optional Lessons, L3 Fair/Not Fair 1/To help children
better understand the relevance of control and intentionality in causes of
events. To show children how their thoughts of opinions can affect how they
feel.
PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2/To discuss the
influence of thoughts or opinions on emotional response and behavior. To
discuss the influence of feelings on thoughts and behavior. To help children
develop better abstract reasoning abilities.
PATHS-Gr5/6, Optional Lessons, L5 Fair/Not Fair 3/To review the
relevance of thoughts or opinions to emotional responses. To discuss
emotional responses from different perspectives within the same situation.
To help children develop better abstract reasoning abilities.
PATHS-Gr5/6 , Optional Lessons , L6 Fair/Not Fair 4 /To further facilitate
the development of abstract reasoning skills and the understanding of
cause-effect attributions. To allow children to evaluate difficult moral
situations.
PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the
relevance of motivation and intentionality to our judgments of fairness. To
illustrate how our thoughts or opinions are related to our feelings.
PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
further explore their personal values of right and wrong. To illustrate how the

		thoughts, feelings, and behaviors of others can affect our thoughts and feelings.
SL.5.5	Include multimedia components (e.g.,	PATHS-Gr5/6, U1, L2 All About Us /Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional);
	graphics, sound) and visual displays in	writing (optional) To build communication with the class. To have students become more
	presentations when	familiar with each other.
	appropriate to enhance the development of main	PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion
	ideas or themes.	problem-solving skills; social studies—character biography (optional); writing (optional)
		To review problem-solving steps.
		PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills
		communication skills; self-monitoring; writing; media (optional) To discuss the effects of stress on behavior. To reinforce the importance o self-control.
		PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
		thinking; memory retrieval; social studies; writing
		To explore feelings and solutions of people in history or in current events.
		PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehension;
		problem solving; reasoning skills; drama (optional); writing (optional)
		To explain why people want to belong to small groups. To remind children
		that they can control the choices they make. To teach children to use
		problem solving to make good choices. To discuss how to stand up to pee
		pressure.
		PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to
		Bullying /Creative thinking; oral discussion; problem solving; self- monitoring; role-playing (optional)
		To define bullying behaviors. To further discuss what children can do if the
		are bullied.
		PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
		Situations/Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing
		To encourage careful decision making. To encourage responsible behavio
		To explore the issue of being responsible in order to help others.
		PATHS-Gr5/6, U5, L25 Respecting Others When You
		Disagree /Cooperative learning; problem solving; role-playing; writing (optional)
		To discuss the idea of respecting others. To discuss the concept of empathy.
		PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; rol
		playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict.
		PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden
		Rule /Brainstorming; cooperative learning; oral comprehension; problem
		solving; writing (optional)
		To discuss different ways of resolving conflicts.
		PATHS-Gr5/6, U5, L28 Stating the Problem:
		I-Statements/Communication skills; oral comprehension; problem solving;
		role-playing; writing (optional)
		To discuss the components of an I-statement.
		PATHS-Gr5/6, U5, L29 When Others Are Angry/Communication skills;
		oral comprehension; problem solving; role-playing; writing (optional)
		To explore skills for being an effective listener during conflict situations.
		PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors /Attentional and listening skills; communication skills; reasoning; self-monitoring; social
		studies—character biography (optional)
		To compare and contrast internal feeling states with external behaviors. To
		discuss the importance of tone of voice, facial expressions and body
		language for understanding feelings. To demonstrate that the same words
	1	can have different meanings and connotations.

PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and
listening skills; communication skills; reasoning; self-monitoring; drama
(optional); writing (optional)
To review emotional cues. To discuss the idea that sometimes people don't
want to communicate their feelings. To introduce the idea that feelings can
be hidden and review reasons why people sometimes want to hide or
change their feelings. To encourage the use of perspective-taking skills and
consideration for others, as well as awareness of differences between one's
own perspectives and those of others.
PATHS-Gr5/6, U6, L36 Keeping Our Feelings Private/Brainstorming;
communication skills; oral discussion
To encourage children to reflect on their memories of the PATHS program.
To help children think about the concepts of transitions and endings. To
practice skills in being interviewed and recorded.
PATHS-Gr5/6, Maniac Magee, L2 Chapters 4-8/To discuss Chapters 4-8,
in which Jeffrey (now Maniac Magee) performs amazing feats, including
catching an amazing football pass and punting it back, rescuing Arnold
Jones from Finsterwald's scary backyard, eating dinner at the Pickwell's
house, and hitting home runs (including a frogball four-bagger) against John
McNab. To consider the special importance of nicknames as opposed to
given names.
PATHS-Gr5/6, Maniac Magee, L3 Chapters 9-10/To discuss Chapters 9-
10, in which Maniac is chased by the Cobras into the East End and has his
first confrontation with Mars Bar Thompson. To discuss issues of peer
relations, such as being embarrassed and losing face.
PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters
16-18, in which Maniac begins to have negative experiences in the East
End because of his skin color; and he wants to leave to avoid trouble, but
Amanda wants him to stay. To discuss issues of stereotypes and racism.
PATHS-Gr5/6, Maniac Magee, L13 Chapters 43-46/To discuss Chapters
43-46, in which Maniac runs away again, but has a companion in his
running—Mars Bar, who realizes Maniac really needs a home. To discuss
the true meaning of friendship and belonging.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
which Brian starts to settle into a routine with his camp, finds new food,
works on tools to help himself, and sees a plane that does not see him. To
have students imagine an invention that would simplify their lives.
PATHS-Gr5/6, <i>Hatchet</i> , L8 Chapter 19 and Epilogue/To discuss Chapter
19 and the Epilogue, in which Brian opens the survival kit, is rescued and
returns to civilization a different person. To help students ask and answer
final questions they may have about Brian and his experiences.
PATHS-Gr5/6, Number the Stars, L6 Chapters 16-17 and Afterword/To
discuss the final chapters, in which Annemarie learns more about Uncle
Henrik's and Peter's roles—and her own, the war ends and Annemarie
begins to understand the true nature of her sister's death and the bravery of
her family and the Danish people. To help students practice research and/or
writing skills.
PATHS-Gr5/6, Bridge to Terabithia, L6 Chapters 12-13/To discuss
Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how
others might feel, and builds a bridge to Terabithia and shares its secret
with May Belle. To help students consider the bridges they cross in their
own lives and see that this is part of life for all of us.
PATHS-Gr5/6, Optional Lessons, L2 Feelings Review: Feelings and
Your Brain/To provide an overview of the brain and how emotions and
thinking work together. To help your students understand the importance of
self-control for appropriate expression of emotions. To increase motivation
for mastering self-control.

SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	 PATHS-Gr5/6, <i>Maniac Magee</i>, L13 Chapters 43-46/To discuss Chapters 43-46, in which Maniac runs away again, but has a companion in his running—Mars Bar, who realizes Maniac really needs a home. To discuss the true meaning of friendship and belonging. PATHS-Gr5/6, <i>Hatchet</i>, L8 Chapter 19 and Epilogue/To discuss Chapter 19 and the Epilogue, in which Brian opens the survival kit, is rescued and returns to civilization a different person. To help students ask and answer final questions they may have about Brian and his experiences. PATHS-Gr5/6, <i>Number the Stars</i>, L4 Chapters 10-12/To discuss Chapters 10-12, in which soldiers come to the house, Peter and Mama lead groups through the dark to the harbor, and Mama does not return as expected. To have students practice perspective taking. PATHS-Gr5/6, <i>Bridge to Terabithia</i>, L6 Chapters 12-13/To discuss Chapters 12-13, in which Jess realizes Leslie is really gone, recognizes how others might feel, and builds a bridge to Terabithia and shares its secret with May Belle. To help students consider the bridges they cross in their
		own lives and see that this is part of life for all of us.
		Language: Knowledge of Language
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	 PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-monitoring; vocabulary development; writing To increase students' emotional vocabulary and use of emotion labels. To review the concepts related to emotional literacy. To improve writing skills. PATHS-Gr5/6, U5, L28 Stating the Problem: I-Statements/Communication skills; oral comprehension; problem solving; role-playing; writing (optional) To discuss the components of an I-statement.
		Language:
		Vocabulary Acquisition and Use
L.5.4a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	 Vocabulary Acquisition and Use PATHS-Gr5/6, U2, L9 Feelings Thesaurus I/Attentional and listening skills; reasoning skills; self-monitoring; vocabulary development; writing (optional) To increase students' emotional vocabulary and use of emotion labels. To review the understanding of emotion concepts. To improve writing skills through the use of a thesaurus. PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-monitoring; vocabulary development; writing To increase students' emotional vocabulary and use of emotion labels. To review the concepts related to emotional literacy. To improve writing skills. PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events. PATHS-Gr5/6, U4, L21 <i>Mr. Nelson and the Test: Part 2</i>/Oral discussion; problem solving; reasoning skills; art (optional); writing (optional) To apply problems. PATHS-Gr5/6, U6, L30 <i>The Guilt Demon</i>/Attentional and listening skills; oral comprehension; reasoning; drama (optional); writing (optional) To discuss the concept of responsibility. To emphasize the importance of self-evaluation. To teach children the importance of learning from mistakes. PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters 16-18, in which Maniac begins to have negative experiences in the East End because of his skin color; and he wants to leave to avoid trouble, but Amanda wants him to stay. To discus issues of stereotypes and racism. PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discus Chapters 27-29, in which Grayson learns to read and he and Maniac make a home

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together. To share ideas of what makes a family.
PATHS-Gr5/6, Maniac Magee, L10 Chapters 33-35/To discuss Chapters
33-35, in which Maniac is homeless and forlorn, then meets and brings
home two runaway boys, finds out they are John McNab's little brothers,
and moves into the disorderly McNab household. To discuss chaos and
disorder.
PATHS-Gr5/6, Maniac Magee, L11 Chapters 36-38/To discuss Chapters
36-38, in which Maniac performs amazing feats to keep the McNab kids in
school, enters the East End of town, and races Mars Bar and wins. To
discuss when sometimes "losing can be winning."
PATHS-Gr5/6, <i>Hatchet</i> , L1 Chapters 1-2/To discuss Chapters 1-2, which
set up the story and describe Brian's predicament of being stuck, alone, in a
flying plane. To reflect on the main character's powerful emotions.
PATHS-Gr5/6, <i>Hatchet</i> , L4 Chapters 7-9/To discuss Chapters 7-9, in
which Brian finds food, meets wildlife, and figures out how to make fire. To
have students explore dreams and memories as potential avenues for
getting help with problems.
PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
which Brian starts to settle into a routine with his camp, finds new food,
works on tools to help himself, and sees a plane that does not see him. To
have students imagine an invention that would simplify their lives.
PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
which Brian learns from his mistakes and settles into his new way of life. To
understand the value of planning ahead. To appreciate the long and
involved work that goes into many of the conveniences of our modern-day
world.
PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
1-2, in which Jess practices running, his family and farm are described, and
he meets Leslie Burke. To help students clarify and describe their own
feelings about challenging issues. To prompt students to examine how they
go about accomplishing their goals.
PATHS-Gr5/6, Bridge to Terabithia, L2 Chapters 3-4/To discuss Chapters
3-4, in which school starts, Leslie wins the boys' running races, and Jess
and Leslie become friends. To have students use their imaginations in
creating their own ideal secret place.
PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
Chapters 10-11, in which Jess has an amazing day with his teacher, but
comes home to the nightmarish news of Leslie's accidental death. To help
students see the value in planning out their response to difficult problems.
PATHS-Gr5/6, Optional Lessons, L2 Feelings Review: Feelings and
Your Brain/To provide an overview of the brain and how emotions and
•
thinking work together. To help your students understand the importance of
self-control for appropriate expression of emotions. To increase motivation
for mastering self-control.
PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2/To discuss the
influence of thoughts or opinions on emotional response and behavior. To
discuss the influence of feelings on thoughts and behavior. To help children
develop better abstract reasoning abilities.
PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the
relevance of motivation and intentionality to our judgments of fairness. To
illustrate how our thoughts or opinions are related to our feelings.
PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
further explore their personal values of right and wrong. To illustrate how the
thoughts, feelings, and behaviors of others can affect our thoughts and
feelings.
тееннуз.

 multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). To increase students' emotional vocabulary and use of emotion I review the understanding of emotion concepts. To improve writin through the use of a thesaurus. PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; and listening skills; communication skills; reasoning skills To help students actively increase their motivation for academics introduce and explain the basic two-dimensional classification of (comfortable/uncomfortable, more energy/less energy). To encou- children to put feelings to positive use. 	g skills attentional s. To emotions
 L.5.4c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly. from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruse), both print and digital, to find the pronunciation and determine or clarify the proces meaning of key words and phrases. PATHS-Gr5/6, U2, L10 Feelings Thesaurus I/Reasoning skills; reasoning skills; oral discussion; problem solving; reasoning skills; oral discussion; writing To increase students' emotional iteracy. To improve writin through the use of a thesaurus. PATHS-Gr5/6, U2, L110 Feelings Thesaurus I/Reasoning skills; monitoring; vocabulary development; writing To increase students' emotional iteracy. To improve writin through the use of a thesaurus. PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/ Writing To explore feelings and solutions of people in history or in current PATHS-Gr5/6, U3, L15 Triple T: Part 1/Attentional and listening communication skills; oral discussion; writing (optional) To axise motivational issues in school performance. PATHS-Gr5/6, U4, L22 Making Good Choices/Oral comprehen problem solving; reasoning skills; drama (optional); writing (optional) to raylain why people want to belong to small groups. To remind that they can control the choices they make. To tach children to problem solving; roasoning; worabulary buling; writing To encourage careful decision making. To encourage responsible to explore the lissue of being responsible in order to help others. PATHS-Gr5/6, U6, L30 The Guit Demon/Attentional and listenin or a clarge set importance of toem of voice, facial expressions and b ressure. PATHS-Gr5/6, U6, L30 The Guit Demon/Attentional and listenin or a comprehension; reasoning; self-monitoring; studies-character biograph (optional) To compare and contrast internal feeling states with external bef discuss the importance of toem of voice	g (optional) abels. To g skills ; self- abels. To ting skills. ve thinking; Creative at events. skills; skills; usion; nal) d children o use up to peer ullying oral e behavior. ng skills; al) rtance of n mistakes. nal and social haviors. To ody me words Chapters iderful sadness Chapters

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		home two runaway boys, finds out they are John McNab's little brothers,
		and moves into the disorderly McNab household. To discuss chaos and
		disorder.
		PATHS-Gr5/6, Maniac Magee, L12 Chapters 39-42/To discuss Chapters
		39-42, in which Maniac finally gets fed up with the McNabs and their violent,
		prejudiced ways; gets invited to Piper McNab's birthday party; and brings
		Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance
		and prejudice.
		PATHS-Gr5/6, Number the Stars, L2 Chapters 4-6/To discuss Chapters 4-
		6, in which the Jewish New Year arrives, the Germans come looking for the
		Rosens, and Annemarie's family hides Ellen and takes her on a train ride to
		the country. To offer student students practice in perspective taking.
		PATHS-Gr5/6, Number the Stars, L4 Chapters 10-12/To discuss Chapters
		10-12, in which soldiers come to the house, Peter and Mama lead groups
		through the dark to the harbor, and Mama does not return as expected. To
		have students practice perspective taking.
1		PATHS-Gr5/6, <i>Number the Stars</i> , L5 Chapters 13-15/To discuss Chapters
		13-15, in which Annemarie runs to deliver the package to Uncle Henrik's
		boat, meets soldiers in the woods and speaks to them bravely. To help
		students recognize Annemarie's use of problem-solving skills.
L.5.5a	Demonstrate	PATHS-Gr5/6, Maniac Magee, L5 Chapters 16-18/To discuss Chapters
	understanding of figurative	16-18, in which Maniac begins to have negative experiences in the East
	language, word	End because of his skin color; and he wants to leave to avoid trouble, but
	relationships, and	Amanda wants him to stay. To discuss issues of stereotypes and racism.
	nuances in word	PATHS-Gr5/6, Maniac Magee, L8 Chapters 27-29/To discuss Chapters
	meanings. Interpret	27-29, in which Grayson learns to read and he and Maniac make a home
	figurative language,	together. To share ideas of what makes a family.
	including similes and	PATHS-Gr5/6, Hatchet, L1 Chapters 1-2/To discuss Chapters 1-2, which
	metaphors, in context.	set up the story and describe Brian's predicament of being stuck, alone, in a
		flying plane. To reflect on the main character's powerful emotions.
		PATHS-Gr5/6, Hatchet, L4 Chapters 7-9/To discuss Chapters 7-9, in
		which Brian finds food, meets wildlife, and figures out how to make fire. To
		have students explore dreams and memories as potential avenues for
		getting help with problems.
		PATHS-Gr5/6, Hatchet, L5 Chapters 10-12/To discuss Chapters 10-12, in
		which Brian starts to settle into a routine with his camp, finds new food,
		works on tools to help himself, and sees a plane that does not see him. To
		have students imagine an invention that would simplify their lives.
		PATHS-Gr5/6, Hatchet, L6 Chapters 13-15/To discuss Chapters 13-15, in
		which Brian learns from his mistakes and settles into his new way of life. To
		understand the value of planning ahead. To appreciate the long and
		involved work that goes into many of the conveniences of our modern-day
		world.
		PATHS-Gr5/6, Bridge to Terabithia, L1 Chapters 1-2/To discuss Chapters
		1-2, in which Jess practices running, his family and farm are described, and
		he meets Leslie Burke. To help students clarify and describe their own
		feelings about challenging issues. To prompt students to examine how they
		go about accomplishing their goals.
		PATHS-Gr5/6, <i>Bridge to Terabithia</i> , L2 Chapters 3-4/To discuss Chapters
		3-4, in which school starts, Leslie wins the boys' running races, and Jess
1		and Leslie become friends. To have students use their imaginations in
		creating their own ideal secret place.
		PATHS-Gr5/6, Bridge to Terabithia, L5 Chapters 10-11/To discuss
		Chapters 10-11, in which Jess has an amazing day with his teacher, but
1		comes home to the nightmarish news of Leslie's accidental death. To help
		students see the value in planning out their response to difficult problems.

L.5.5c	Demonstrate	PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self-
	understanding of figurative	monitoring; writing
	language, word	To relate abstract feeling concepts to personal experiences. To introduce
	relationships, and	additional methods for calming down.
	nuances in word	PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative
	meanings. Use the	learning; oral discussion; vocabulary development
	relationship between	To review ideas in emotional literacy from previous grades. To discuss why
	particular words (e.g.,	it is important to share our feelings.
	synonyms, antonyms,	PATHS-Gr5/6, U2, L9 Feelings Thesaurus I/Attentional and listening skills;
	homographs) to better	reasoning skills; self-monitoring; vocabulary development; writing (optional)
	understand each of the words.	To increase students' emotional vocabulary and use of emotion labels. To
	worus.	review the understanding of emotion concepts. To improve writing skills
		through the use of a thesaurus.
		PATHS-Gr5/6, U2, L10 Feelings Thesaurus II /Reasoning skills; self- monitoring; vocabulary development; writing
		To increase students' emotional vocabulary and use of emotion labels. To
		review the concepts related to emotional literacy. To improve writing skills.
		PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking;
		writing
		To write about feelings using characters from literature.
		PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
		thinking; memory retrieval; social studies; writing
		To explore feelings and solutions of people in history or in current events.
		PATHS-Gr5/6, U3, L16 Positive Motivation/Analytic reasoning; attentional
		and listening skills; communication skills; reasoning skills
		To help students actively increase their motivation for academics. To
		introduce and explain the basic two-dimensional classification of emotions
		(comfortable/uncomfortable, more energy/less energy). To encourage
		children to put feelings to positive use.
		PATHS-Gr5/6, U4, L21 Mr. Nelson and the Test: Part 2/Oral discussion;
		problem solving; reasoning skills; art (optional); writing (optional)
		To apply problem solving to test situations. To teach a persistent approach
		to solving problems.
		PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
		Situations /Cause-effect reasoning; cooperative group learning; oral discussion; problem solving; vocabulary building; writing
		To encourage careful decision making. To encourage responsible behavior.
		To explore the issue of being responsible in order to help others.
		PATHS-Gr5/6, U5, L25 Respecting Others When You
		Disagree /Cooperative learning; problem solving; role-playing; writing
		(optional)
		To discuss the idea of respecting others. To discuss the concept of
		empathy.
		PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
		playing; writing (optional)
		To discuss the concepts and processes related to interpersonal conflict.
		PATHS-Gr5/6, U6, L30 The Guilt Demon/Attentional and listening skills;
		oral comprehension; reasoning; drama (optional); writing (optional)
		To discuss the concept of responsibility. To emphasize the importance of
		self-evaluation. To teach children the importance of learning from mistakes.
		PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and
		listening skills; communication skills; reasoning; self-monitoring; social
		studies—character biography (optional) To compare and contrast internal feeling states with external behaviors. To
		discuss the importance of tone of voice, facial expressions and body
		language for understanding feelings. To demonstrate that the same words
		can have different meanings and connotations.
		PATHS-Gr5/6, U6, L32 Managing Anxiety/Attentional and listening skills;
		reasoning; self-monitoring; writing (optional)

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		To improve conscious awareness and control of emotions. To illustrate the
		association between thoughts and feelings. To emphasize the importance of
		insight and self-evaluation.
		PATHS-Gr5/6, Optional Lessons, L4 Fair/Not Fair 2/To discuss the
		influence of thoughts or opinions on emotional response and behavior. To
		discuss the influence of feelings on thoughts and behavior. To help children
		develop better abstract reasoning abilities.
		PATHS-Gr5/6, Optional Lessons, L7 Fair/Not Fair 5/To illustrate the
		relevance of motivation and intentionality to our judgments of fairness. To
		illustrate how our thoughts or opinions are related to our feelings.
		PATHS-Gr5/6, Optional Lessons, L8 Fair/Not Fair 6/To help children
		further explore their personal values of right and wrong. To illustrate how the
		thoughts, feelings, and behaviors of others can affect our thoughts and
		feelings.
L.5.6	Acquire and use	PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills;
	accurately grade-	brainstorming; communication skills; cooperative learning; art (optional);
	appropriate general	writing (optional)
	academic and domain-	To build communication with the class. To have students become more
	specific words and	familiar with each other.
	phrases, including those	PATHS-Gr5/6, U1, L5 Calm or Relaxed, Tense/Oral discussion; self-
	that signal contrast,	monitoring; writing
	addition, and other logical	To relate abstract feeling concepts to personal experiences. To introduce
	relationships (e.g.,	additional methods for calming down.
	however, although,	PATHS-Gr5/6, U2, L8 Introduction to Feelings/Brainstorming; cooperative
	nevertheless, similarly,	learning; oral discussion; vocabulary development
	moreover, in addition).	To review ideas in emotional literacy from previous grades. To discuss why
		it is important to share our feelings.
		PATHS-Gr5/6, U2, L9 Feelings Thesaurus I/Attentional and listening skills;
		reasoning skills; self-monitoring; vocabulary development; writing (optional)
		To increase students' emotional vocabulary and use of emotion labels. To
		review the understanding of emotion concepts. To improve writing skills
		through the use of a thesaurus.
		PATHS-Gr5/6, U2, L10 Feelings Thesaurus II/Reasoning skills; self-
		monitoring; vocabulary development; writing
		To increase students' emotional vocabulary and use of emotion labels. To
		review the concepts related to emotional literacy. To improve writing skills.
		PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking;
		writing
		To write about feelings using characters from literature.
		PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative
		thinking; memory retrieval; social studies; writing
		To explore feelings and solutions of people in history or in current events.
		PATHS-Gr5/6, U4, L24 Problem Solving: Helping Others in Bullying
		Situations/Cause-effect reasoning; cooperative group learning; oral
		discussion; problem solving; vocabulary building; writing
		To encourage careful decision making. To encourage responsible behavior.
		To explore the issue of being responsible in order to help others.
		PATHS-Gr5/6, U5, L26 What is Conflict?/Problem solving; reasoning; role-
		playing; writing (optional)
1	1	To discuss the concepts and processes related to interpersonal conflict.

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