

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**

**Reading Literature:
Key Ideas and Details**

<p>RL.5.1</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>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.</p> <p>PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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</p>

	<p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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 sometimes "losing can be winning."</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Optional Lessons</i>, L1 <i>Formulating Classroom Rules</i>/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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	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 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, 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.

		<p>Amanda wants him to stay. To discuss issues of stereotypes and racism.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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 sometimes "losing can be winning."</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>survival pack. To help students examine Brian’s situation more critically and to evaluate some of his choices.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	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, U5, L28 <i>Stating the Problem: I-Statements</i> /Communication skills; oral comprehension; problem solving; role-playing; writing (optional) To discuss the components of an I-statement.
		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, <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 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, <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, <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, <i>Maniac Magee</i>, 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>, 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, <i>Maniac Magee</i>, 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 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 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, <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, <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.
	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

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Reading Literature: Craft and Structure</p>		
<p>RL.5.4</p>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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</p>

		<p>getting help with problems.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.	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, <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>, 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, <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.
Reading Literature: Integration of Knowledge and Ideas		
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	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.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	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>, 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>, 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.
		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 Literature: Range 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 the grades 4–5 text complexity band independently and proficiently.	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, 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 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, 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, 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)		

	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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</p>

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<p>Reading Informational Text: Key Ideas and Details</p>		
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>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.</p>
		<p>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.</p>
		<p>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.</p>
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>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.</p>
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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.	<p>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.</p>
<p>Reading Informational Text: Craft and Structure</p>		
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.	<p>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.</p>
		<p>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</p>

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Reading Informational Text: Integration 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); 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.
Reading Informational Text: Range of 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.
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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 understanding.	<p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U4, L22 <i>Making Good Choices</i>/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.</p> <p>PATHS-Gr5/6, U4, L23 <i>Problem Solving: How to Respond to Bullying</i>/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.</p> <p>PATHS-Gr5/6, U4, L24 <i>Problem Solving: Helping Others in Bullying Situations</i>/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.</p> <p>PATHS-Gr5/6, U5, L26 <i>What is Conflict?</i>/Problem solving; reasoning; role-playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict.</p> <p>PATHS-Gr5/6, U5, L27 <i>Solving Conflicts with the Golden Rule</i>/Brainstorming; cooperative learning; oral comprehension; problem solving; writing (optional) To discuss different ways of resolving conflicts.</p> <p>PATHS-Gr5/6, U5, L28 <i>Stating the Problem: I-Statements</i>/Communication skills; oral comprehension; problem solving; role-playing; writing (optional) To discuss the components of an I-statement.</p> <p>PATHS-Gr5/6, U5, L29 <i>When Others Are Angry</i>/Communication skills; oral comprehension; problem solving; role-playing; writing (optional) To explore skills for being an effective listener during conflict situations.</p> <p>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.</p> <p>PATHS-Gr5/6, U6, L31 <i>Sorry: Feelings vs. Behaviors</i>/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.</p> <p>PATHS-Gr5/6, U6, L33 <i>Emotional Cues in Other People</i>/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.</p> <p>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</p>
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	<p>and uncle, arrives in Two Mills and meets Amanda Beale.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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		<p>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.</p>
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		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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.</p>
		<p>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</p>

		<p>creating their own ideal secret place.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
RF.5.4b	<p>Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
RF.5.4c	<p>Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>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.</p> <p>PATHS-Gr5/6, U4, L22 <i>Making Good Choices/</i>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.</p> <p>PATHS-Gr5/6, U5, L26 <i>What is Conflict?/</i>Problem solving; reasoning; role-playing; writing (optional) To discuss the concepts and processes related to interpersonal conflict.</p> <p>PATHS-Gr5/6, U6, L31 <i>Sorry: Feelings vs. Behaviors/</i>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.</p> <p>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.</p> <p>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.</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Writing: Text Types and Purposes</p>		
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.	<p>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.</p> <p>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.</p> <p>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.</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>W.5.2a</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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<p>W.5.2b</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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W.5.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

<p>W.5.2e</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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W.5.3a	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>first confrontation with Mars Bar Thompson. To discuss issues of peer relations, such as being embarrassed and losing face.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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 sometimes “losing can be winning.”</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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W.5.3b	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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		<p>Jess finds Leslie the perfect Christmas gift. To encourage students to see themselves as creative problem solvers and good friends.</p> <p>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.</p> <p>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.</p>
W.5.3d	Write narratives to 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.	<p>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.</p>
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.	<p>PATHS-Gr5/6, U1, L2 <i>All About Us</i>/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.</p> <p>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.</p> <p>PATHS-Gr5/6, U4, L22 <i>Making Good Choices</i>/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.</p> <p>PATHS-Gr5/6, U5, L25 <i>Respecting Others When You Disagree</i>/Cooperative learning; problem solving; role-playing; writing (optional) To discuss the idea of respecting others. To discuss the concept of empathy.</p> <p>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.</p> <p>PATHS-Gr5/6, U6, L32 <i>Managing Anxiety</i>/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.</p> <p>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.</p> <p>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 sometimes "losing can be winning."</p> <p>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</p>

		<p>Mars Bar as his guest. To discuss how Maniac tries to overcome ignorance and prejudice.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Writing:		
Production and Distribution of Writing		
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<p>PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional); writing (optional)</p> <p>To build communication with the class. To have students become more familiar with each other.</p> <p>PATHS-Gr5/6, U1, L3 Problem Solving I: Meetings and the Golden Rule/Attentional and listening skills; cause/effect reasoning; oral discussion;</p>

	<p>problem-solving skills; social studies—character biography (optional); writing (optional) To review problem-solving steps.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>PATHS-Gr5/6, U5, L25 Respecting Others When You</p>

	<p>Disagree/Cooperative learning; problem solving; role-playing; writing (optional) To discuss the idea of respecting others. To discuss the concept of empathy.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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</p>

	<p>becomes friends with Earl Grayson, and moves into the equipment room at the park. To discuss the qualities that make an unusual friendship.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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 sometimes "losing can be winning."</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Number the Stars</i>, L1 Chapters 1-3/To discuss Chapters 1-</p>
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		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p>PATHS-Gr5/6, U2, L10 <i>Feelings Thesaurus II</i>/Reasoning skills; self-monitoring; vocabulary development; writing</p> <p>To increase students’ emotional vocabulary and use of emotion labels. To review the concepts related to emotional literacy. To improve writing skills.</p>

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.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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 [e.g., how characters interact]”).	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 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.5.9b	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 an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	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, 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.
Writing: Range of Writing		
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	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, 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

	<p>additional methods for calming down.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U5, L27 Solving Conflicts with the Golden Rule/Brainstorming; cooperative learning; oral comprehension; problem solving; writing (optional)</p>
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	<p>To discuss different ways of resolving conflicts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 first confrontation with Mars Bar Thompson. To discuss issues of peer relations, such as being embarrassed and losing face.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, L10 Chapters 33-35/To discuss Chapters</p>
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		<p>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.</p> <p>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 sometimes "losing can be winning."</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>her might lie. To help students appreciate the complexity of certain decisions and reflect on how they might respond in such situations.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Speaking and Listening: Comprehension and Collaboration		
SL.5.1a	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	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.
		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, 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 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.
PATHS-Gr5/6, U3, L15 Triple T: Part 1 /Attentional and listening skills;		

	<p>communication skills; oral discussion; writing (optional) To raise motivational issues in school performance.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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		<p>develop better abstract reasoning abilities.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
SL.5.1b	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.	<p>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.</p> <p>PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional); writing (optional) To build communication within the class. To have students become more familiar with each other.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U3, L15 Triple T: Part 1/Attentional and listening skills;</p>

	<p>communication skills; oral discussion; writing (optional) To raise motivational issues in school performance.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and listening skills; communication skills; reasoning; self-monitoring; drama (optional); writing (optional)</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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SL.5.1c	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	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.
	PATHS-Gr5/6, U1, L2 All About Us /Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional); writing (optional) To build communication within the class. To have students become more familiar with each other.	
	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 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 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, 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);		

	<p>writing (optional) To teach students a way to get ready for assignments.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>PATHS-Gr5/6, U6, L31 Sorry: Feelings vs. Behaviors/Attentional and</p>

	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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</p>

	<p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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 sometimes "losing can be winning."</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, <i>Hatchet</i>, L8 Chapter 19 and Epilogue/To discuss Chapter</p>
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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		<p>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.</p> <p>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 or opinions can affect how they feel.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>SL.5.1d</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>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.</p> <p>PATHS-Gr5/6, U1, L2 All About Us/Attentional and listening skills; brainstorming; communication skills; cooperative learning; art (optional); writing (optional) To build communication within the class. To have students become more familiar with each other.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

	<p>it is important to share our feelings.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U4, L23 Problem Solving: How to Respond to Bullying/Creative thinking; oral discussion; problem solving; self-monitoring; role-playing (optional)</p>
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		<p>To define bullying behaviors. To further discuss what children can do if they are bullied.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>own perspectives and those of others.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.”</p> <p>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.</p> <p>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</p>
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		<p>the true meaning of friendship and belonging.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>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.</p> <p>PATHS-Gr5/6, U1, L4 Ways to Calm Down/Attentional and listening skills; communication skills; self-monitoring; writing; media (optional)</p>

		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 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, 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, 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, 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, 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

		<p>her family and the Danish people. To help students practice research and/or writing skills.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>SL.5.3</p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Speaking and Listening: Presentation of Knowledge and Ideas</p>		
SL.5.4	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 an understandable pace.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U2, L12 Linking Feelings and Social Studies/Creative</p>

	<p>thinking; memory retrieval; social studies; writing To explore feelings and solutions of people in history or in current events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U6, L35 Keeping Our Feelings Private/Attentional and listening skills; communication skills; reasoning; self-monitoring; drama (optional); writing (optional)</p>
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		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>“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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>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.</p>
	<p>PATHS-Gr5/6, <i>Optional Lessons</i>, L1 <i>Formulating Classroom Rules/</i>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.</p>
	<p>PATHS-Gr5/6, <i>Optional Lessons</i>, L3 <i>Fair/Not Fair 1/</i>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.</p>
	<p>PATHS-Gr5/6, <i>Optional Lessons</i>, L4 <i>Fair/Not Fair 2/</i>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.</p>
	<p>PATHS-Gr5/6, <i>Optional Lessons</i>, L5 <i>Fair/Not Fair 3/</i>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.</p>
	<p>PATHS-Gr5/6, <i>Optional Lessons</i>, L6 <i>Fair/Not Fair 4/</i>To further facilitate the development of abstract reasoning skills and the understanding of cause-effect attributions. To allow children to evaluate difficult moral situations.</p>
	<p>PATHS-Gr5/6, <i>Optional Lessons</i>, L7 <i>Fair/Not Fair 5/</i>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.</p>
	<p>PATHS-Gr5/6, <i>Optional Lessons</i>, L8 <i>Fair/Not Fair 6/</i>To help children further explore their personal values of right and wrong. To illustrate how the</p>

		thoughts, feelings, and behaviors of others can affect our thoughts and feelings.
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	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, 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, 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 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, 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.		

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.	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 problem solving to test situations. To teach a persistent approach to solving 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, <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, <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

	<p>together. To share ideas of what makes a family.</p> <p>PATHS-Gr5/6, <i>Maniac Magee</i>, 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.</p> <p>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 sometimes "losing can be winning."</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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<p>L.5.4b</p>	<p>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 common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>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.</p> <p>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.</p>
<p>L.5.4c</p>	<p>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, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
L.5.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

L.5.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	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, 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, 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)		

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
L.5.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>PATHS-Gr5/6, U2, L11 Linking Feelings and Literature/Creative thinking; writing To write about feelings using characters from literature.</p> <p>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.</p> <p>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.</p> <p>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.</p>