

CATHOLIC DIOCESE OF MEMPHIS

K – 8 Language Arts Academic Content

Standards and Indicators with Educator Support

FOREWORD

The mission statement of the Catholic schools in the Diocese of Memphis is:

The Catholic Diocese of Memphis, Tennessee, System of Catholic Schools is committed to quality education in the spirit of Christ in accordance with the teachings of the Roman Catholic Church. Working in partnership with parents and families, we are dedicated to providing a safe and nurturing environment while preparing our students for the future through spiritual, intellectual, physical, emotional and moral formation.

The above mission statement requires that each school provide relevant, meaningful, and quality instruction, not only in the Catholic religion, but also in all academic subjects.

In promoting the implementation of the mission statement, the Assistant Superintendent of Catholic Schools, Sr. Angela T. Lydon, SBS, PhD, researched current trends in education and developed a curricular process and plan to involve principals and teachers.

A volunteer committee of principals was formed to establish curricular parameters. Utilizing the research of professional educational organizations, the committee agreed on the following curricular guidelines. The curriculum would be: systemic, Gospel-based, standards-based, flexible, usable, and adaptable to the needs of individual schools. The principal's committee also suggested the adoption of academic content standards and indicators for all grade levels, PreK – 12. We are sincerely grateful to the following principals for the initial input:

Kathy Brooks, Richard Bush, Sr. Trudy Foster, Gail Fox, Denise Mason, Sr. Noelita McDermott, Darren Mullis, Richard Orians, Barbara Pettit, Jim Pohlman, Sr. Lynn Marie Ralph, Br. Mark Snodgrass, Karen Stimart, George Valadie, and Patricia Wyckoff.

Throughout the 2004-2005 academic school year, curriculum meetings were held at each school. The sessions detailed what curriculum is, how curriculum is developed, what process would be used, and general information about contemporary objectives in

curriculum. Soliciting input was foundational to the meeting structure. All were encouraged to volunteer for the initial core committee that would develop the curriculum during the summer.

The next step in the process was to choose the standards and indicators best suited to our needs. The standards and indicators developed by the State of Ohio for its PreK – 12 schools were selected. The Ohio State Academic Content Standards are coherent and rigorous. They provide a set of clear expectations for students and teachers and they are user-friendly for parents and others. The standards and indicators delineate expectations at each grade level and facilitate the integration of subjects during instruction. Even further, standards and indicators promote educational equity and opportunity for all students.

Developing a systemic curriculum is an enormous undertaking and requires the commitment, hard work, and dedication of skilled professionals who possess a strong knowledge-base in multiple disciplines. The present curriculum document is testimony to this reality and affirms the dedication of the Catholic school educators who gave freely of their time to align the standards, organizers, and grade-level indicators with realistic classroom instructional modes. We extend our deepest gratitude and appreciation to the dedicated educators of the Diocese of Memphis who gave of their time, energy, and expertise to undertake this curriculum project. We cannot thank them enough.

They are:

Jean Rae Bowers, Catherine Mary Brickhill, Alicia A. Brown, Maureen Conley, Sandra S. M. Dawkins, Sr. Judy Franz, SBS, Nancy Gronostaj, Teddi Niedzwiedz, Linda D. Padawer, Barbara Pettit, Susan S. Powell, Jennifer Styers, and Lou Tansey.

We also wish to thank **St. Benedict High School and Christian Brothers High School** for their assistance in helping us complete this project. They willingly shared expertise and resources with us. For their gracious and generous help, we are greatly indebted.

In August of 2005, elementary and middle schools received draft copies of the PreK – 8 language arts, mathematics, social studies, and science curricula. Grade-level meetings at each school were held in September and October. The purpose of these meetings was to explain the curricular format, answer any questions, and solicit input from the teachers and principals. A process for teacher and principal input to take place in the spring of 2006 was developed at these meetings.

During the 2005-2006 academic school year, a process for developing a standards-based curriculum for the high schools was formulated. High school chairpersons and teachers met to structure and plan a standards-based curriculum for required courses. At

present, a draft curriculum has been formulated and will be used during the 2006-2007 academic school year. Input and evaluation will be ongoing as part of the process. We are most grateful for the hard work and dedication of the high school teachers and thank each of them. We thank especially the following chairpersons:

Adrien Alsobrook, Betsy Baker, Sr. Mary Louis Baltz, OP, Cornelius Barnes, Sr. Mary Brigid Burnham, OP, Wesley Corzine, Annette Dabaldo, Jack Grannin, Eileen Huey, John Juniker, Frank Maranise, Loretta McGrail, Patsy Rush, Sam Sharpe, and Peggy Steffan.

The curriculum project of the Diocese of Memphis is truly in its beginning stages. More meetings will occur and more committees will be rallied. The ultimate goal of the project is to provide systemic academic content standards in all major areas of learning -- religion, math, language arts, science, social studies, technology, foreign language, speech, art, music, library and physical education. Agreed upon standards, organizers, and indicators guiding standards-based teaching plans and outcome reporting will change how we deliver instruction and how we assess learning.

As a living document, the curriculum of the Diocese of Memphis will continue to develop and evolve. Above all, it will challenge educators to rethink curriculum and more appropriately meet the needs of the community of children and families we serve in the Diocese of Memphis.

GENERAL INFORMATION

The following is general information which may be helpful in understanding our curriculum and the terminology used.

Standards are general statements of content that all students should know in order to be considered literate in a discipline or subject. (In our curriculum document, the standards are in bold print and numbered in Roman Numerals)

Organizers categorize the standards; they break down the standards into smaller subgroups. (In our curriculum document, organizers are italicized)

Indicators are grade-level specific statements of knowledge that all students should demonstrate at their particular grade level. Indicators serve as checkpoints; they monitor progress for each grade level.

(In our curriculum document, the indicators are numbered in Hindu-Arabic numbers)

The standards for language arts, mathematics, social studies and science are listed below.

Language Arts has 10 standards; Mathematics has 5 standards; Social Studies has 7 standards; and Science has 6 standards.

LANGAUGE ARTS STANDARDS

Phonemic Awareness, Word Recognition, & Fluency

Acquisition of Vocabulary

Reading Process: Concepts in Print, Comprehension Strategies, & Self-Monitoring Strategies

Reading Application: Informational, Technical, & Persuasive Text

Reading Application: Literary Text

Writing Process

Writing Application

Writing Convention

Research

Communication: Oral & Visual

MATH

Number, Number Sense, and Operations

Measurement

Geometry and Spatial Sense

Patterns, Functions, and Algebra

Data Analysis and Probability

SOCIAL STUDIES

History

People in Society

Geography

Economics

Government

Citizenship Rights
Social Studies Skills & Methods

SCIENCE

Earth & Space Science
Life Science
Physical Science
Science and Technology
Scientific Inquiry
Scientific Ways of Knowing

CONTENT STANDARDS

The content standards of the Catholic Diocese of Memphis describe essential concepts and skills for students to learn and do in the areas of English language arts, mathematics, social studies, and science. The standards and indicators serve as a framework for designing and implementing meaningful curricula and intentional learning experiences within all school settings. Based on research, these achievable indicators serve as checkpoints for the specific knowledge and the understandings and skills students can demonstrate as a result of their learning at the end of the school year. Therefore, educators must understand the range and scope of content represented by the indicators.

The **design of these standards**, which is the same for all grade levels, **is a continuum from which educators can implement curricula** – taking into account the wide variability of children’s learning experiences, pace of learning, learning styles, knowledge, etc. – **to meet the needs of all students no matter where they fall on the continuum**. Educators must start with a very basic interpretation of the indicators which sometimes involves no more than exposure or introduction to a concept. Since **indicators are grade-appropriate and developmental**, a firm foundation is continually formed on which the educator can then build as the children’s knowledge grows. The skilled educator adds detail and complexity to building children’s knowledge as a higher level of interpretation of the indicators is explored in the curriculum. Through varied learning experiences and opportunities, **educators**

support individual children’s construction of conceptual knowledge and skills along their developmental path of learning from the point of entry into the content toward the point of performance levels in the indicators.

It is essential for any successful school program that educators work together in an effort to create a comprehensive and fluid curriculum from the standards. The purpose of this document is to assist educators in the design and implementation of meaningful curricula and intentional learning experiences and practices aligned to standards-based indicators. The list of strategies and ideas to support learners is not comprehensive but serves as a starting point for thoughtful curriculum design and teaching practices.

CATHOLIC DIOCESE OF MEMPHIS

LANGUAGE ARTS STANDARDS for KINDERGARTEN

Students will	Educator can support organizer and indicator	Teacher notes
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<p>I. Phonemic Awareness, Word Recognition and Fluency</p> <ol style="list-style-type: none"> 1. Read own first and last name. 2. Identify and complete rhyming words and patterns. 3. Distinguish the number of syllables in words by using rhythmic clapping, snapping or counting. 4. Distinguish and name all upper and lower case letters. 5. Recognize, say and write the common sounds of letters. 6. Distinguish letters from words by recognizing that words are separated by spaces. 7. Hear and say the separate phonemes in words, such as identifying the initial consonant sound in a word, and blend 	<ul style="list-style-type: none"> • Providing children’s first and last names printed at several locations in the classroom. • Playing games using the children’s first and last names, both orally and in print. • Displaying and discussing names in print. • Allowing for frequent discussions about rhyming sounds, repetitious sounds, word parts (syllables) and words. • Inviting children to play with sounds and rhymes through a variety of games, songs and stories • Leading children to clap, jump, snap, count the number of word parts (syllables) in names, familiar words and unfamiliar words (e.g. dinosaur names). • Providing children access to letters in many forms: alphabet blocks, letters cards, board games, magnetic letters, name puzzles, ABC wall charts, Leap Pad, computer games, etc. • Modeling and demonstrating the common sounds of each letter. • Using children’s names to demonstrate letter sounds. • Using “sight words” and “word wall” words to demonstrate letter sounds. • Providing print materials, such as labels, books, signs, photographs, newspapers, etc. • Showing that a word is a unit of print with space on either side within the context of shared reading or writing experiences. • Talking about letters and words in context, pointing out distinctive features of words (tall letters, letters that go below the line, etc.) • Helping children listen and identify words with the same beginning and ending sounds. • Playing games that lead children to “read” and identify words with the same beginning and ending sounds. 	
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<p>II. Acquisition of Vocabulary</p> <p><i>Contextual Understanding</i></p> <p>1. Understand new words from the context of conversations or from the use of pictures within a text.</p> <p><i>Conceptual Understanding</i></p> <p>2. Recognize and understand words, signs and symbols seen in everyday life.</p> <p>3. Identify words in common categories, such as color words, number words and directional words.</p> <p><i>Resources</i></p> <p>4. Determine the meaning of unknown words, with assistance, using a beginner’s dictionary.</p>	<ul style="list-style-type: none"> • Providing opportunities for children to engage in meaningful conversations. • Using new and meaningful words in conversations with children. • Including time and space for conversations about books. • Developing and extending children’s use of vocabulary in different contexts. • Reading a variety of interesting children’s books. • Visiting the library frequently for story time and to check out books for the class. • Pointing out print on signs, buildings, vehicles, etc. outside of school and discussing their purpose. <ul style="list-style-type: none"> • Engaging children in playful collecting, sorting and classifying of items. • Displaying children’s favorite collections from children’s homes and discussing their attributes and uses. • Providing opportunities for active movement using directional language to describe the actions. <ul style="list-style-type: none"> • Using “Word Walls” or Word Charts and beginning dictionaries to discover the meanings of unknown words. • Maintaining and using age appropriate reference materials. 	
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III. Reading Process, Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

Concepts of Print

1. Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story.
2. Hold books right side up, know that people read pages from front to back and read words from left to right.
3. Know the differences between illustrations and print.

- Providing a variety of print materials throughout the environment for the children to use in play.
- Using a ‘pointer’ when reading from an enlarged text (e.g. Big Book, chart or poster) so that children can follow the print as it is read.
- Talking about how books are read by pointing out cover, back, title, title page, author, illustrator, etc. during read-alouds and shared reading.
- Drawing attention to relationships between words and pictures.
- Modeling and teaching children the appropriate handling of books.

Comprehension Strategies

4. Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions.
5. Predict what will happen next, using pictures and content as a guide.
6. Compare information (e.g., recognize similarities) in texts using prior knowledge and experience.
7. Recall information from a story by sequencing pictures and events.
8. Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts.

- Providing a wide choice of materials and opportunities for children to demonstrate and represent their understanding of text (e.g. drawing, clay, oral expression, dramatization, etc.)
- Sharing stories and books with predictable outcomes.
- Demonstrating use of context cues to construct meaning.
- Providing appropriate pauses in reading of text for children to respond or comment.
- Asking children to predict what will happen next, who the character might be, where the action will take place, etc.
- Encouraging children to “bridge” events in their lives and personal experiences with events in books.
- Providing activities that encourage sequencing, such as flannel boards, puzzles, blocks.
- Allowing children to create their own endings to familiar stories.
- Modeling, and encouraging children’s discussion that goes beyond the literal level.

<p>IV. Reading Applications: Informational, Technical and Persuasive Text</p> <ol style="list-style-type: none"> 1. Use pictures and illustrations to aid comprehension. 2. Identify and discuss the sequence of events in informational text. 3. Tell the main idea of a selection that has been read aloud. 4. Identify and discuss simple maps, charts and graphs. 5. Follow simple directions. 	<ul style="list-style-type: none"> • Demonstrating use of context and picture cues to construct meaning. • Providing a large and diverse collection of informational text in the classroom (e.g. books about the alphabet, numbers, animals, space, dinosaurs, famous people in history, etc.) • Modeling use of simple charts, pictures, labels on classroom materials and text to gain information. • Creating signs, rules to follow and labels with children at their request for different areas of the classroom. • Creating and modeling use of charts for following directions (e.g., recipes and simple procedures using rebus and printed words). 	
<p>V. Reading Applications: Literary Text</p> <ol style="list-style-type: none"> 1. Identify favorite books and stories. 2. Identify the characters and setting in a story. 3. Retell or re-enact a story that has been heard. 4. Distinguish between fantasy and reality. 5. Recognize predictable patterns in stories. 	<ul style="list-style-type: none"> • Reading and rereading familiar and favorite stories through read alouds and shared reading experiences. • Sharing stories and poems that reflect family cultures and traditions. • Varying voice to indicate character dialogue while sharing stories. • Asking questions to help children identify with characters and actions in the story. • Incorporating movement, such as hand and finger play into songs and stories. • Making comments about relations between the story and real life. 	

<p>VI. Writing Processes</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others. 2. Choose a topic for writing. 3. Determine audience. <p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 4. Organize and group related ideas. 5. Write from left to right and top to bottom. 6. Use correct sentence structures when expressing thoughts and ideas. 7. Reread own writing. 8. Use resources (e.g., a word wall) to enhance vocabulary. <p><i>Publishing</i></p> <ol style="list-style-type: none"> 9. Rewrite and illustrate writing samples for display and for sharing with others. 	<ul style="list-style-type: none"> • Providing opportunities for large and small group discussions about shared experiences. • Providing varied and interesting experiences in and outside of the classroom. • Generating and selecting topics for shared writing with children. • Using photographs of the children and class activities as story starters. <ul style="list-style-type: none"> • Demonstrating that writing is purposeful and has an intended audience. • Generating ideas to support child selected topics. • Modeling the writing process through authentic, purposeful and meaningful shared writing experiences. • Acting as scribe as children dictate their stories and experiences. • Modeling and pointing out links between oral and written language. (i.e. spoken word written down) • Reading messages or stories composed with children through shared or interactive writing. • Modeling use of resources to compose writing/drawing (e.g., word walls, name charts). <ul style="list-style-type: none"> • Providing a “risk free”, supportive environment for children to share “writing” and stories. • Inviting children to share or “read” their “writing” with others. 	
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<p>VII. Writing Applications</p> <ol style="list-style-type: none"> 1. Dictate or write simple stories, using letters, words or pictures. 2. Name or label objects or places. 3. Write from left to right and from top to bottom. 4. Dictate or write informal writings for various purposes. 	<p>A</p> <ul style="list-style-type: none"> • Acting as scribe as children dictate their stories and experiences. • Demonstrating that writing communicates a message. • Encouraging and celebrating children’s writing attempts. • Writing about pictures and shared experiences. • Encouraging children to experiment with writing within the context of play and daily activities. • Modeling writing and its conventions every day (i.e., left to right and top to bottom composition). • Setting up a message center or communication/ writing interest area in the classroom. • Encouraging children to “write” for a variety of purposes within context of daily activities. • Providing a variety of materials for writing (e.g., writing center with paper, markers, letter stamps, scissors, etc.) • Ensuring that children have opportunities to “write” for a variety of audiences and purpose (e.g. invitation to a classroom party, thank you notes, birthday cards, field trip permission forms, etc.). 	
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<p>VIII. Writing Conventions</p> <p><i>Handwriting</i></p> <ol style="list-style-type: none"> 1. Print capital and lowercase letters, correctly spacing the letters. 2. Leave spaces between words when writing. <p><i>Spelling</i></p> <ol style="list-style-type: none"> 3. Show characteristics of early letter name-alphabetic spelling. 4. Use some end consonant sounds when writing. <p><i>Punctuation</i></p> <ol style="list-style-type: none"> 5. Place punctuation marks at the end of sentences. <p>IX. Research</p> <ol style="list-style-type: none"> 1. Ask questions about a topic being studied or an area of interest. 2. Use books or observations to gather information, with teacher assistance, to explain a topic or unit of study. 3. Recall information about a topic, with teacher assistance. 4. Share findings visually or orally. 	<ul style="list-style-type: none"> • Providing many opportunities to investigate and gather information around ideas and topics generated/identified by children. • Maintaining and using collections of age appropriate reference materials to locate information (e.g., concept books, informational tests, catalogs, picture/"coffee table" books, pictionaries). • Providing time for comparison, creation of possibilities, changes in his/her thinking, and making connections as to newly found information. • Providing children materials to "record their research findings" (paper, pencils, markers, etc.). • Acting as scribe to record the children's findings as they dictate. • Leading children to make a class notebook to record their research findings. • Describing the formation of letters in child related language during model, shared and interactive writing. • Providing resources from which children can copy and/or write letters and familiar words. • Pointing out written words in familiar phrases, indicating the spaces between the words. • Playing games in which children represent letters to spell familiar words. • Using "word families"/rhyming words to help children hear/write ending letters in words. (e.g., 'cat', 'rat', 'sat') • Demonstrating correct spelling, word spacing, and punctuation on a chart tablet or board by writing daily messages to children. • Encouraging children to copy short "messages" 	
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LANGUAGE ARTS STANDARDS for GRADE 1

I. Phonemic Awareness, Word Recognition and Fluency Standard

Students will

Educator can support organizer & indicator

Teacher notes

<ol style="list-style-type: none"> 1. Identify and distinguish between letters, words and sentences. 2. Identify and say the beginning and ending sounds in words. 3. Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long- and short-vowel patterns, and by matching sounds to the corresponding letters. 4. Decode by using letter-sound matches. 5. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words. 6. Blend two to four phonemes (sounds) into words. 7. Add, delete or change sounds in a given word to create new or rhyming words. 8. Demonstrate a growing stock of sight words. 9. Read text using fluid and automatic decoding skills, including knowledge of patterns, onsets and rimes. 10. Read aloud with changes in emphasis, voice, timing and expression that show a recognition of punctuation and an understanding of meaning. 	<ul style="list-style-type: none"> • Place letter strips on desks. • Participate in activities emphasizing individual letters. • Create a Wordwall. • Write a morning message. • Use word puzzles and play on words.. • Manipulate sound bites of words, rhyming and sound spelling. • Sing songs and nursery rhymes. • Use listening centers and books on cassettes. • Utilize Reader Rabbit or other computer reading software in computer centers. • Introduce Dolch list of sight words on flash cards; practice reading word lists. • Use big books and children’s literature. • Create puppet shows. • Utilize guided reading. • Establish reading groups. • Do oral reading • Do choral reading. 	
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II. Acquisition of Vocabulary Standard

<p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading. 	<ul style="list-style-type: none"> • Use picture rebus stories to assist in word identification. 	
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<p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms). 3. Classify words into categories (e.g., colors, fruits, vegetables). 4. Recognize common sight words. 5. Recognize that words can sound alike but have different meanings (e.g., homophones, such as hair and hare). 	<ul style="list-style-type: none"> • Emphasize synonyms, homonyms and compound words, etc. In the morning, use message or journals. • Sort flashcards into categories of words. • Use words from child's surroundings (e.g., McDonalds, cheerios, milk, Play Station, etc.). • Make picture collage or other artistic renderings of homophones. • Read poetry and nursery rhymes. 	
<p><i>Structural Understanding</i></p> <ol style="list-style-type: none"> 6. Predict the meaning of compound words using knowledge of individual words (e.g., daydream, raindrop). 7. Recognize contractions (e.g., isn't, aren't, can't, won't) and common abbreviations (e.g., Jan., Feb.); 8. Read root words and their inflectional endings (e.g., walk, walked, walking). 	<ul style="list-style-type: none"> • Use vocabulary journals and illustrate compound words. • Use daily calendar activities and emphasize both the complete and abbreviated spellings of months and days of the week. • Change well known stories from present to past or to future tense. 	
<p><i>Tools and Resources</i></p> <ol style="list-style-type: none"> 9. Determine the meaning of unknown words using a beginner's dictionary. 	<ul style="list-style-type: none"> • Create student picture dictionaries. • Practice putting words in ABC order. 	

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

<p><i>Concepts of Print</i></p> <ol style="list-style-type: none"> 1. Describe the role of authors and illustrators. 2. Establish a purpose for reading (e.g. to be informed, to follow directions or to be entertained). 3. Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts or writing simple descriptions. 	<ul style="list-style-type: none"> • Invite authors or illustrators to visit. • Write stories and have an author's tea. • Draw pictures of high interest text. • Design a cover for a children's book. 	
<p><i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 4. Make predictions while reading and support predictions with information from the text or prior experience. 5. Compare information (e.g. recognize similarities) in texts with prior knowledge and experience. 6. Recall the important ideas in fictional and non-fictional texts. 7. Create and use graphic organizers, such as Venn diagrams or webs, with teacher assistance, to demonstrate comprehension. 8. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print text and electronic and visual media. 	<ul style="list-style-type: none"> • Use pictures and predictions to engage interest. • Use visual organizers for comparison and contrast activities. • Use KWL charts. • Create classroom Venn diagrams using beads or hula hoops. • Use Accelerated Reader, SRA. 	

IV. Reading Applications: Informational, Technical and Persuasive Text Standard

<p>1. Use title page, photographs, captions and illustrations (text features) to develop comprehension of informational texts.</p> <p>2. Identify the sequence of events in informational text.</p> <p>3. Ask questions concerning essential elements of informational text (e.g., why, who, where, what, when and how).</p> <p>4. Identify central ideas and supporting details of informational text with teacher assistance.</p> <p>5. Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction.</p> <p>6. Follow multiple-step directions.</p>	<ul style="list-style-type: none">• Use title and pictures as a pre-reading strategy to help with later comprehension.• Create stick puppets of characters to reenact the events of a story in the correct order.• Use sentence strips to find who, why, what and where.• Have each student create their own questions about the story.• Use maps and charts to graph information from nonfiction sources.• Play “Simon Says” with multiple directions.	
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V. Reading Applications: Literary Text Standard

<ol style="list-style-type: none"> 1. Provide own interpretation of story, using information from the text. 2. Identify characters, setting and events in a story. 3. Retell the beginning, middle and ending of a story, including its important events. 4. Identify differences between stories, poems and plays. 5. Recognize predictable patterns in stories and poems. 	<ul style="list-style-type: none"> • Dramatize stories, draw characters, setting and events in a story. • Use story frames to depict the characters, setting, and events. • Participate in a round table story where one student creates a beginning and the rest of the students create the middle and the ending. • Offer many opportunities for students to listen, read, and write stories, poems, and plays. • Clap out the rhythm of poem patterns or clap when you read certain words that rhyme. 	
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VI. Writing Process Standard

<p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others. 2. Develop a main idea for writing. 3. Determine purpose and audience. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 	<ul style="list-style-type: none"> • Use group discussion to develop ideas for writing and complete a brainstorm web. • Select main idea from brainstorm web. • Identify reason for writing. • Use <i>Inspiration/Kidspiration</i> software to make Venn Diagrams or other graphic organizers to plan writing. 	
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<p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 5. Organize writing to include a beginning, middle and end. 6. Construct complete sentences with subjects and verbs. 7. Mimic language from literature when appropriate. 8. Use available technology to compose text. 9. Reread own writing for clarity. 10. Add descriptive words and details. 11. Use resources (e.g., a word wall, beginner’s dictionary, word bank to select effective vocabulary). 12. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization). 13. Apply tools (e.g., rubric, checklist, feedback) to judge the quality of writing. 	<ul style="list-style-type: none"> • Use brainstorm sessions and graphic organizers to write a class story modeling the correct format including beginning, middle and end. • Have students use the same language patterns as other stories to create stories of their own. • Use writing prompts for journal writing. • Have students use their imaginations and tell stories out loud before writing. • Have partners proof read (peer edit) each others writing. • Utilize a checklist or simple rubric to set standards and expectations of written product. 	
<p><i>Publishing</i></p> <ol style="list-style-type: none"> 14. Rewrite and illustrate writing samples for display and for sharing with others. 	<ul style="list-style-type: none"> • Illustrate stories for bulletin board display. • Use Kidpix or Paint software to illustrate stories. 	

VII. Writing Applications Standard

<p><i>Spelling</i></p> <ol style="list-style-type: none"> 1. Spell words correctly with regular short vowel patterns and most common long vowel words (e.g., time, name). 2. Spell high-frequency words correctly. 3. Create phonetically-spelled written work that can usually be read by the writer and others. 4. Spell unfamiliar words using strategies such as segmenting, sounding out and matching familiar words and word parts. 	<ul style="list-style-type: none"> • Have practice sound spelling tests. • Display “word family” posters. • Have regular spelling tests that include high-frequency words. • Play sight word Bingo. • Create file folder games to reinforce phonics skills, punctuation, and grammar skills. 	
<p><i>Punctuation and Capitalization</i></p> <ol style="list-style-type: none"> 5. Use end punctuation correctly, including question marks, exclamation points and periods. 6. Use correct capitalization (e.g., the first word in a sentence, names and the pronoun, I). 	<ul style="list-style-type: none"> • Create a game where students have to sort words based on their parts of speech. • Have daily language messages on the computer, overhead, or board that students have to correct. 	
<p><i>Grammar and Usage</i></p> <ol style="list-style-type: none"> 7. Use nouns, verbs, and adjectives (descriptive words). 	<ul style="list-style-type: none"> • Write journal entries or weekly writing assignments that emphasizes a particular grammar concept. Underline “concept words” with chosen color. 	

IX. Research Standard

<ol style="list-style-type: none">1. Discuss ideas for investigation about a topic or area of personal interest.2. Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g. classroom, school library, public library, or community resources).3. Use books or observations to gather information to explain a topic or unit of study with teacher assistance.4. Recall important information about a topic with teacher assistance.5. Report information to others.	<ul style="list-style-type: none">• Provide lists of narrow topics for student research. Discuss why narrow topics are better for research rather than broad, wide-open topics.• Teach students how to do a basic search of a topic with previously selected library texts, online or using multi-media CD-Rom.• Provide access to nonfiction books on first grade reading level for students to do research.• Begin discussions on good sources of information.• Begin to teach basic paraphrasing and summarizing skills. (e.g. "How can we put this in our own words and say the same thing?")	
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X. Communication: Oral and Visual Standard

<p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Use active listening skills, such as making eye contact or asking questions. 2. Compare what is heard with prior knowledge and experience. 3. Follow simple oral directions. 	<ul style="list-style-type: none"> • Display posters that describe the steps in active listening. Discuss this process often. • Practice listening games, such as “Simon Says” and “Telephone” Also use auditory round-robin memory games where the students introduce themselves and tell about their likes and interests. • Give simple two-step and three-step directions orally and monitor student progress. 	
<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 4. Speak clearly and understandably. 	<ul style="list-style-type: none"> • Model proper speaking in the classroom and have students repeat statements using proper grammar and speech. 	
<p><i>Speaking Applications</i></p> <ol style="list-style-type: none"> 5. Deliver brief informational presentations that: <ol style="list-style-type: none"> a. demonstrate an understanding of the topic; b. include and sort relevant information and details to develop topic; c. organize information with a clear beginning and ending; and d. express opinions. 6. Deliver brief informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. 7. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories). 	<ul style="list-style-type: none"> • Use cooperative learning groups to create a poster or project containing information about specific topic. Provided clear roles, guidelines, and expectations for student involvement. Participate in a group presentation of finished project. • Provide many opportunities for students to participate in public speaking: (e.g., plays, skits, speeches, oral reports, etc.). 	

LANGUAGE ARTS STANDARDS for GRADE 2

I. Phonemic Awareness, Word Recognition and Fluency Standard

Students will

Educator can support organizer & indicator

Teacher notes

<ol style="list-style-type: none"> 1. Identify rhyming words with the same or different spelling patterns. 2. Read regularly spelled multi-syllable words by sight. 3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables. 4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words. 5. Segment letter, letter blends and syllable sounds in words. 6. Distinguish and identify the beginning, middle and ending sounds in words. 7. Identify words as having either short- or long-vowel sounds. 8. Demonstrate a growing stock of sight words. 9. Read text using fluid and automatic decoding skills. 10. Read passages fluently with appropriate changes in voice, timing and expression. 	<ul style="list-style-type: none"> • Use riddles and poems to identify rhyming words. • Use flashcards and pictures of objects. • Use songs and chants for rhyming words. • Create word webs of short and long vowel words. • Relate short-long vowel sounds to children’s names. • Use word searches and puzzles for vowel sounds. • Play “I Spy” giving clues for words beginning with certain letters. • “Change a Word” substituting different beginning and ending sounds. 	
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II. Acquisition of Vocabulary Standard

<p><i>Contextual Understanding</i></p> <p>1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.</p>		
<p><i>Conceptual Understanding</i></p> <p>2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).</p> <p>3. Classify words into categories (e.g., colors, fruits, vegetables).</p> <p>4. Read accurately high-frequency sight words.</p> <p>5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.</p>		
<p><i>Structural Understanding</i></p> <p>6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.</p> <p>7. Identify contractions and common abbreviations and connect them to whole words.</p> <p>8. Determine the meaning of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful, -less.</p> <p>9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.</p>	<ul style="list-style-type: none"> • Use words with suffixes and prefixes to describe them. • Look in magazines for pictures of words containing prefixes and suffixes. • Use a “Word of the Day” word on board with a prefix or suffix; students must decode. Use that word several times a day and students decode meaning. 	
<p><i>Tools and Resources</i></p> <p>10. Determine the meaning and pronunciations of unknown words using a beginner’s dictionary, glossaries and technology.</p>	<ul style="list-style-type: none"> • Create a dictionary using pictures, ABC order, meanings and guide words. 	

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

<p><i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). 2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge. 3. Compare and contrast information in texts with prior knowledge and experience. 4. Summarize text by recalling main ideas and some supporting details. 5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension. 6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<ul style="list-style-type: none"> • Use stick puppets to act out story and understand feelings of characters. • Track print to increase fluency. • Use running record form to evaluate reading rate by recording words read per minute. • Use pictures to illustrate main idea and supporting details. • Fill in ending to stories to predict outcome. • Use story illustrations to establish purpose of reading. 	
<p><i>Self-Monitoring Strategies</i></p> <ol style="list-style-type: none"> 7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension. 8. Monitor reading comprehension by identifying word errors and self-correcting. 	<ul style="list-style-type: none"> • Model dialogue to understand textual clues. 	
<p><i>Independent Reading</i></p> <ol style="list-style-type: none"> 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). 	<ul style="list-style-type: none"> • Develop independent reading using Accelerated Reading, SRA or other programs with independent testing to monitor comprehension. 	

IV. Reading Applications: Informational, Technical and Persuasive Text Standard

<ol style="list-style-type: none"> 1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text. 2. Arrange events from informational text in sequential order. 3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers. 4. Classify ideas from informational texts as main ideas or supporting details. 5. Identify information in diagrams, charts, graphs and maps. 6. Analyze a set of directions for proper sequencing. 	<ul style="list-style-type: none"> • Write their own books using title, table of contents, glossary and illustrations. • Create story webs and maps illustrating who, what, etc. • Use supplemental science experiments to teach sequencing. • Use supplemental social studies and draw maps of classroom, school and neighborhood to learn to read information. 	
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V. Reading Applications: Literary Text Standard

<ol style="list-style-type: none"> 1. Compare and contrast different versions of the same story. 2. Describe characters and setting. 3. Retell the plot of a story. 4. Distinguish between stories, poems, plays, fairy tales and fables. 5. Identify words from texts that appeal to the senses. 6. Identify the theme of a text. 	<ul style="list-style-type: none"> • Use older students to do read alouds of various genres: poems, plays, and fairy tales. • Invite a local theatre group to do different productions of genres. • Play “identify that sound” by using tape recordings. • Identify smells from different canisters and try to match your smell to someone else. • Create word lists of words that appeal to senses. • Go outside to gather sensory information. • Play tape recordings of sounds and experience smells and try to guess the place. 	
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<p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others. 2. Develop a main idea for writing. 3. Develop a purpose and audience for writing. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 	<ul style="list-style-type: none"> • Write prompts to stimulate creative writing. • Use sequence charts to organize details. • Use word webs to organize story. 	
<p><i>Drafting, Revising, and Editing</i></p> <ol style="list-style-type: none"> 5. Organize writing with a developed beginning, middle and end. 6. Use a range of complete sentences, including declarative, interrogative and exclamatory. 7. Include transitional words and phrases. 8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate. 9. Use available technology to compose text. 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair). 11. Add descriptive words and details and delete extraneous information. 12. Use resources (e.g., word wall, beginner’s dictionary and word bank) to select effective vocabulary. 13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization). 14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. 	<ul style="list-style-type: none"> • Use story charts and models to show revisions. • Write a class story and revise together. • Explore alternative forms of writing, such as pictographs. • Use dry erase boards for proofreading to improve conventions. • Use data processing program to compose text. 	
<p><i>Publishing</i></p> <ol style="list-style-type: none"> 15. Rewrite and illustrate writing samples for display and for sharing with others. 	<ul style="list-style-type: none"> • Publish a class newspaper or collection of stories or poems to share with others and post on school web site. 	

VI. Writing Process Standard

VII. Writing Applications Standard

<ol style="list-style-type: none"> 1. Write stories that convey a clear Write message, include details, use vivid language and move through a logical sequence of steps and events. 2. Write responses to stories by comparing text to other texts or to people or events in their own lives. 3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature). 4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. 	<ul style="list-style-type: none"> • Write in journal. • Compose letters for various purposes (invitation, thank you etc.) • Use writing prompts to write informational, entertaining stories. • Create a class message and announcement board maintained by students. 	
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VIII. Writing Conventions Standard

<p><i>Handwriting</i></p> <ol style="list-style-type: none"> 1. Print legibly and space letters, words and sentences appropriately. 	<ul style="list-style-type: none"> • Place name, word and sentence strips on desks. 	
<p><i>Spelling</i></p> <ol style="list-style-type: none"> 2. Spell words with consonant blends and digraphs. 3. Spell regularly used and high-frequency words correctly. 4. Spell words studied (e.g., word lists, text words) correctly. 5. Spell plurals and verb tenses correctly. 6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing). 7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes). 	<ul style="list-style-type: none"> • Create a word wall, word lists, stories with spelling words. • Use spelling bees and spelling games to learn words. • Create scrambled words, word riddles and crossword puzzles. • Use fill- in sentences. • Create personal word list journals. 	

<p><i>Punctuation and Capitalization</i></p> <p>8. Use periods, question marks and exclamation points as endpoints correctly.</p> <p>9. Use quotation marks.</p> <p>10. Use correct punctuation for contractions and abbreviations.</p> <p>11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).</p>	<ul style="list-style-type: none"> • Connect daily language activities to correct capitalization, punctuation, etc. in sample sentences. • Make month by month calendars of school or class activities using abbreviations for months. 	
<p><i>Grammar and Usage</i></p> <p>12. Use nouns, verbs and adjectives correctly.</p> <p>13. Use subjects and verbs that are in agreement.</p> <p>14. Use personal pronouns.</p> <p>15. Use past and present verb tenses (e.g., “we were” rather than “we was”).</p> <p>16. Use nouns and pronouns that are in agreement</p>	<ul style="list-style-type: none"> • Use songs and videos to teach parts of speech (School House Rock). • Use magazine pictures, newspapers etc. to identify nouns, verbs. • Use posters, advertisements, Super Market products to identify nouns, verbs and pronouns. 	

IX. Research Standard

<ol style="list-style-type: none"> 1. Create questions for investigations, assigned topic or personal area of interest. 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. 4. Identify important information and write brief notes about the information. 5. Sort relevant information about the topic into categories with teacher assistance. 6. Report important findings to others. 	<ul style="list-style-type: none"> • Use student generated topics or questions to write about. • Have librarian from school, public library, technology advisors come as guest speakers. • Take trips to media center with guided practice on various information sources (CD Rom, Web etc.). • Assign students a school employee to interview and report to the class on the interview. 	
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X. Communication: Oral and Visual Standard

<p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Use active listening strategies, such as making eye contact and asking for clarification and explanation. 2. Compare what is heard with prior knowledge and experience. 3. Identify the main idea of oral presentations and visual media. 4. Follow two- and three-step oral directions. 	<ul style="list-style-type: none"> • Create “Experience Charts”. • Find an object using two or three oral directions. 	
<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 5. Demonstrate an understanding of the rules of the English language. 6. Select language appropriate to purpose and use clear diction and tone. 7. Adjust volume to stress important ideas. 	<ul style="list-style-type: none"> • Assign oral report on topic from subject areas, such as science or social studies. • Create oral presentations on favorite vacation, pet, my best friend, etc. using clear diction and tone. 	

<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations that:</p> <ol style="list-style-type: none"> present events or ideas in logical sequence and maintain a clear focus; demonstrate an understanding of the topic; include relevant facts and details to develop a topic; organize information with a clear beginning and ending; include diagrams, charts or illustrations as appropriate; and identify sources. <p>9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.</p> <p>10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).</p>	<ul style="list-style-type: none"> Identify relevant and non relevant information from the internet, reference materials, or one of their textbooks Organize information, using charts, diagrams; also identify sources. Deliver dramatic presentations, poems, stories, etc. for parents, neighboring classroom or different grades. Attend a forensics or other public speaking presentation and have a class “Forensic Day” with different categories (prose, poetry, storytelling, etc.). 	
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LANGUAGE ARTS STANDARDS for GRADE 3

I. Phonemic Awareness, Word Recognition and Fluency Standard

Students will

Educator can support organizer & indicator

Teacher notes

<ol style="list-style-type: none"> 1. Identify rhyming words with the same or different spelling patterns. 2. Use letter-sound knowledge and structural analysis to decode words. 3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words. 4. Demonstrate a growing stock of sight words. 5. Read text using fluid and automatic decoding skills. 6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension. 	<ul style="list-style-type: none"> • Read aloud poems. • Listen to CD or tape player. • Create a spelling journal which includes writing word rhymes. • Use phonics realistic photo cards which represent common letter sounds. • Use newspaper in the classroom scanning the articles to find common word families and complex word families to sound out unfamiliar words. • Work in pairs to search textbooks or storybooks. • Make a list of objects in the room whose names contain one of the sounds. • Create small groups to practice spelling patterns. • Create mobiles. • Play games, such as tick-tack-toe; clap out the sounds of the letters in the rhyming words. • Create a picture dictionary. 	
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II. Acquisition of Vocabulary Standard

<p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. 2. Use context clues to determine the meaning of homophones, homonyms and homographs. 	<ul style="list-style-type: none"> • Use index cards to record unknown words. • Create a word web. 	
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<p><i>Conceptual Understanding</i></p> <p>3. Apply the meaning of the terms synonyms and antonyms.</p> <p>4. Read accurately high-frequency sight words.</p>	<ul style="list-style-type: none"> • Create word wall of high-frequency words. • Write on the overhead, words in random order leaving out one or more letters in each word. • Point to objects in the room and identify (name) them. 	
<p><i>Structural Understanding</i></p> <p>5. Apply knowledge of individual words in unknown compound words to determine their meanings.</p> <p>6. Use knowledge of contractions and common abbreviations to identify whole words.</p> <p>7. Apply knowledge of prefixes, including un-, re-, pre- and suffixes, including -er, -est, -ful and -less to determine meaning of words.</p> <p>8. Decode and determine the meaning of words by using knowledge of root words and their various inflections.</p>	<ul style="list-style-type: none"> • Create crossword puzzles. • Play Prefix Bingo • Make a collage from magazine and newspaper headlines or advertisements that contain words with contractions and/or specific prefixes or suffixes. 	
<p><i>Tools and Resources</i></p> <p>9. Determine the meanings and pronunciations of unknown words by using dictionaries, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<ul style="list-style-type: none"> • Use the dictionary, thesaurus and other reference materials. 	

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

<p><i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). 2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text. 3. Compare and contrast information between texts and across subject areas. 4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate. 5. Make inferences regarding events and possible outcomes from information in text. 6. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension. 7. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<ul style="list-style-type: none"> • Use independent reading or teacher read alouds. • Listen to cassette tape and make inferences about the events and possible outcomes from the information in the text. • Brainstorm a list of events and make a story web. • Give an oral book report. • Identify and select appropriate multimedia resources for a given topic. • Draw and write meaning in a picture dictionary. • Use the graphic component of the computer to create shapes, such as circles, squares, and rectangles. Use colors to highlight or distinguish specific items as students' compare and contrast. Use graphics to prepare T-charts and Venn diagrams. 	
<p><i>Self-Monitoring Strategies</i></p> <ol style="list-style-type: none"> 8. Monitor own comprehension by adjusting speed to fit the purpose or by skimming, scanning, reading on or looking back. 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). 	<ul style="list-style-type: none"> • Use Accelerated Reader. • Read and write a book critique. • Keep a classroom book/author recommendation list. 	
<p><i>Independent Reading</i></p> <ol style="list-style-type: none"> 10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). 	<ul style="list-style-type: none"> • Utilize classroom reading privileges or Star Reader Awards 	

IV. Reading Applications: Informational, Technical and Persuasive Text Standard

<ol style="list-style-type: none"> 1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts. 2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers. 3. Identify and list the important central ideas and supporting details of informational text. 4. Draw conclusions from information in maps, charts, graphs and diagrams. 5. Analyze a set of directions for proper sequencing, clarity and completeness 	<ul style="list-style-type: none"> • Create graphic organizer using selected multimedia resources. • Write a six question (why, who, where, what, when, and how) quiz and exchange questions with a classmate and respond. • Identify a diagram and predict how the diagram might be useful in understanding the text. • Label diagrams and match corresponding information. • Study diagrams and write a short paragraph describing the diagram. 	
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V. Reading Applications: Literary Text Standard

<ol style="list-style-type: none"> 1. Recognize and describe similarities and differences of plot across literary works. 2. Use concrete details from the text to describe characters and setting. 3. Retell the plot sequence. 4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction. 5. Explain how an author’s choice of words appeals to the senses. 6. Identify stated and implied themes. 7. Describe methods authors use to influence readers’ feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language). 	<ul style="list-style-type: none"> • Make a “quilt” of the characters, setting, and main events from a story. • Write a summary of a story in your own words. • Create a character map. • Create a chart, listing examples of different literary forms or genres • Small groups of students to discuss the story using their own questions. • Listen to the selection and use story details and personal knowledge to predict what might happen to the characters. 	
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VI. Writing Processes Standard

<p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material. 2. Develop a clear main idea for writing. 3. Develop a purpose and audience for writing. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. 	<ul style="list-style-type: none"> • Work in groups to brainstorm different types of media that is appropriate for a report and draw up a plan for incorporating the specific media. 	
<p><i>Drafting, Revising, and Editing</i></p> <ol style="list-style-type: none"> 5. Organize writing by providing a simple introduction, body and a clear sense of closure. 6. Use a wide range of simple, compound and complex sentences. 7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation and are linked by transitional words and phrases. 8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate. 9. Use available technology to compose text. 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer's circle or author's chair). 11. Add descriptive words and details and delete extraneous information. 12. Rearrange words, sentences and paragraphs to clarify meaning. 13. Use resources and reference materials, including dictionaries, to select more effective vocabulary. 14. Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. 15. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing. 	<ul style="list-style-type: none"> • Utilize a writing folder for organizing all writing. • Utilize word processing program and its functions (spell check/ grammar check) to compose text. • Use Author's chair to assess clarity or written product. • Using dictionaries and reference materials to add to quality of writing. • Use peer edit or a student/teacher writing conference. • Use checklists and simple rubrics to judge the quality of writing. 	

<p><i>Publishing</i></p> <p>16. Rewrite and illustrate writing samples for display and for sharing with others.</p>	<ul style="list-style-type: none"> • Create a writing portfolio with selective collection of a students writing. 	
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VII. Writing Applications Standard

<ol style="list-style-type: none"> 1. Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot. 2. Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text. 3. Write formal and informal letters (e.g., thank you notes, letters of request) that include relevant information and date, proper salutation, body, closing and signature. 4. Write informational reports that include the main ideas and significant details from the text. 5. Produce informal writings (e.g., messages, journals, note and, poems) for various purposes. 	<ul style="list-style-type: none"> • Write in journals. • Write a thank you note. • Write a letter to a pen-pal. • Write a friendly letter. • Create a chart containing the sequence of events and outlining the details about different parts of a story. • Create a writing folder. 	
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VIII. Writing Conventions Standard

<ol style="list-style-type: none"> 1. Write legibly in cursive, spacing letters, words and sentences appropriately. 	<ul style="list-style-type: none"> • Create a cursive writing folder. 	
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<ol style="list-style-type: none"> 2. Spell multi-syllabic words correctly. 3. Spell all familiar high-frequency words, words with short vowels and common endings correctly. 4. Spell contractions, compounds and homonyms (e.g., hair and hare) correctly. 5. Use correct spelling of words with common suffixes such as –ion, -ment and -ly. 6. Follow common spelling generalizations (e.g., consonant doubling, dropping e and changing y to i). 7. Use resources to check spelling (e.g., a dictionary, spell check). 	<ul style="list-style-type: none"> • Write in journal. • Utilize word webs and graphic organizers. • Illustrate homonyms to show understanding. • Use sentence scrambles. • Use mnemonic devices and sayings to aid retention of common spelling patterns.(e.g., “i before e, except after c”). • Use a dictionary to check and correct misspelled words. 	
<ol style="list-style-type: none"> 8. Use end punctuation marks correctly. 9. Use quotation marks around dialogue, commas in a series and apostrophes in contractions and possessives. 10. Use correct capitalization. 	<ul style="list-style-type: none"> • Display punctuation posters; use for drill work. • Utilize proofreading marks to show errors in capitalization and punctuation. 	

<p>11. Use nouns, verbs and adjectives correctly.</p> <p>12. Use subjects and verbs that are in agreement.</p> <p>13. Use irregular plural nouns.</p> <p>14. Use nouns and pronouns that are in agreement.</p> <p>15. Use past, present and future verb tenses.</p> <p>16. Use possessive nouns and pronouns.</p> <p>17. Use conjunctions.</p>	<ul style="list-style-type: none"> • Use textbooks to find and list nouns. Label each as either a common or a proper noun. • Plan a party. Write an invitation for the party using pronouns in sentences. Exchange invitations and locate all pronouns used. • Learn a grammar song/ School House Rock for teaching parts of speech. • Choose a paragraph in a book or magazine. List the verbs found in the paragraph and identify if the verb is a linking/state of being verb or an action verb. The students exchange paragraphs and lists with a partner and circle any verbs that are not on the lists. 	
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IX. Research Standard

<ol style="list-style-type: none"> 1. Choose a topic for research from a list of questions, assigned topic or personal area of interest. 2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources). 3. Acquire information from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic. 4. Identify important information found in the sources and summarize the important findings. 5. Sort relevant information into categories about the topic. 6. Understand the importance of citing sources. 7. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. 	<ul style="list-style-type: none"> • Identify five subjects to use as the basis of trivia questions. Write five questions on index cards with the correct answers on the back. Use with partners as a study tool. • Participate in a field trip to public library. • Arrange for a visit by school librarian. • Students draw a map of the school library. Have students identify fiction, nonfiction, or reference sections, etc. • Have students write a book title and name a type of reference book. • Utilize various resources to complete a research paper. • Use the newspaper to complete various activities in the classroom. • Create a power point project on a specific topic. 	
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X. Communication: Oral and Visual Standard

<p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Ask questions for clarification and explanation, and respond to others' ideas. 2. Identify the main idea, supporting details and purpose of oral presentations and visual media. 3. Identify the difference between facts and opinions in presentations and visual media. 	<ul style="list-style-type: none"> • Use journal writing to promote self expression and fluency. 	
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<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 4. Demonstrate an understanding of the rules of the English language. 5. Select language appropriate to purpose and audience. 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas. 7. Adjust speaking content according to the needs of the audience. 	<ul style="list-style-type: none"> • Record student's voice on tape and critique focusing on diction and speech. • Practice speech with a partner. Give and receive oral and written critiques. (Positive comments and suggestions for improvement). 	
<p><i>Speaking Applications</i></p> <ol style="list-style-type: none"> 8. Deliver informational presentations that: <ol style="list-style-type: none"> a. present events or ideas in logical sequence and maintain a clear focus; b. demonstrate an understanding of the topic; c. include relevant facts and details from multiple sources to develop a topic; d. organize information, including a clear introduction, body and conclusion; e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and f. identify sources. 9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details. 	<ul style="list-style-type: none"> • Students give oral presentations and provide visual aids to support their talk. • Video tape presentations; evaluation will focus on diction, speech, body language and eye contact. Use video tape for performance analysis and critique. 	

LANGUAGE ARTS STANDARDS for GRADE 4

Students will learn

Educator can support organizer and indicators

Teacher notes

I. Phonemic Awareness, Word Recognition and Fluency Standard

Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.

II. Acquisition of Vocabulary Standard

Contextual Understanding

1. Determine the meaning of unknown words by using a variety of context clues, including word, sentence and paragraph clues.

- Develop Vocabulary by using books, such as Wordly Wise or Vocabulary Workshop. Wordly Wise 3000 is very effective in teaching English vocabulary. It is a best-seller as a vocabulary builder, and it will give the child a better understanding of the English language.

- http://www.readwritethink.org/lessons/lesson_view.asp?id=92
Using the award-winning picture book Martin's Big Words: The Life of Dr. Martin Luther King, Jr., this lesson focuses on the words Dr. King used to express his ideas. Students explore information on King's "big" words then choose one of two options: (1) they write about their own "big" words and dreams in stapled or stitched books, or (2) they construct found poems using an excerpt from one of King's speeches. Students are encouraged to think reflectively about their own dreams and ideas and create a list of their own "big words" either originally or as a found poem. Resources, including links to

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Comprehension Strategies

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
3. Compare and contrast information on a single topic or theme across different text and non-text resources.
4. Summarize important information in texts to demonstrate comprehension.

- Use Literature Circles.
- Use KWL Charts.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=8
Reading and reflecting on a story written by a celebrity like Shaquille O'Neal can help motivate otherwise reluctant readers. Students will read two different versions of a story—the classic version of Jack and the Beanstalk and the version written by Shaquille O'Neal (Shaq and the Beanstalk).
- <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2befor.htm> This resource summarizes widely accepted comprehension strategies that effective readers use to understand a variety of texts. Organized in a flow chart, the format of this resource makes the strategies easy to review and discuss with students.
- Use Venn Diagrams to compare and contrast different novels: Old Yeller and Sign of the Beaver.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=231 Strategic reading allows students to monitor their own thinking and make connections between the texts and their own experiences. Based on the Guided Comprehension Model developed by Maureen McLaughlin and Mary Beth Allen, this lesson introduces students to

<p>IV. Reading Applications: Informational, Technical and Persuasive Text Standard</p> <ol style="list-style-type: none"> 1. Make inferences about informational text from the title page, table of contents and chapter headings. 2. Summarize main ideas in informational text, using supporting details as appropriate. 3. Locate important details about a topic using different sources of information including books, magazines, newspapers, and online sources. 4. Identify examples of cause and effect used in informational text. 5. Draw conclusions from information in maps, charts, graphs and diagrams. 6. Clarify steps in a set of instructions or procedures for completeness. 7. Distinguish fact from opinion. 	<ul style="list-style-type: none"> • Create a classroom newspaper. • Write summaries from social studies book using headings, vocabulary and graphs. • Create biography timelines. • Use cross curriculum with math, science, and social studies. • Use Weekly Reader and Time Magazine for Kids, they offer great diagrams with comprehension questions to go along with graphs, maps and diagrams. • http://edsitement.neh.gov/view_lesson_plan.asp?id=288 This resource, maintained by the National Endowment for the Humanities, uses historical documents and tall tales about Davy Crockett as the focus for a unit on American tall tales. The suggested lessons allow students to examine the characteristics of 	
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<p>V. Reading Applications: Literary</p> <p>Text Standard</p> <p>1. Describe the thoughts, words and interactions of characters.</p> <p>2. Identify the influence of setting on the selection.</p> <p>3. Identify the main incidents of a plot sequence, identifying the major conflict and its resolution.</p>	<ul style="list-style-type: none"> • http://artsedge.kennedy-center.org/content/2357/ <p>In this lesson, students analyze how a character's personality traits, actions and motives influence the plot of a story. Students learn to recognize emotions and feelings that are being displayed by a character. The activities in this lesson will appeal to kinesthetic learners and may be adapted to match various learning styles.</p> <ul style="list-style-type: none"> • http://www.maslibraries.org/infolit/samplers/watsons.html <p>This resource uses the novel <u>The Watsons Go to Birmingham</u>, (1963) by Christopher Paul Curtis, as the basis for an instructional unit which examines the social and historical context surrounding the book's events. Students use the internet to gather information. The website lays out numerous research oriented activities to implement, depending on the interests and abilities of the students.</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/lessons/lesson_view.asp?id=236 <p>Knowing and understanding the elements of a story help students with their comprehension of what is taking place in the book or novel. When students apply their knowledge of story elements of characters, setting, problems, events, and solutions, they become more involved in the story and take a greater interest in details. In this lesson, students use a six-paneled comic strip to create a story map, summarizing a book or story that they've read either as a class or independently. The story strips also provide a way to assess student's understanding of important events and elements in a novel.</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/lessons/lesson_view.asp?id=127 Escaping Slavery: <u>Sweet Clara and the Freedom Quilt</u>. This interdisciplinary lesson integrates 	
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<p>VI. Writing Process Standard</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material. 2. State and develop a clear main idea for writing. 3. Develop a purpose and audience for writing. 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing. <p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 5. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details. 6. Vary simple, compound and complex sentence structures. 7. Create paragraphs with topic sentences and supporting sentences that are marked by indentation) and are linked by transitional words and phrases. 8. Vary language and style as appropriate to audience and purpose. 	<ul style="list-style-type: none"> • Use graphic organizers to meet writing need. • Participate in writing contests both locally and nationally. • http://www.gigglepotz.com/cc.htm Correspond with another classroom. http://readwritethink.org/materials/letter_generator/Letter_Generator. http://www.manatee.k12.fl.us/sites/elementary/palmasola/ps35glews1a2.htm Establish a purpose for writing - tutorial and many online practices. • Create a class newspaper. • Model how to extend simple sentences with colorful vocabulary. • Pair students together for editing. • Utilize editing marks. • http://danenet.wicup.org/mmsd-it/lang_arts/sentence_fluency.pdf This resource packet provides materials and instructional ideas for teaching sentence fluency. Part of the six-trait writing approach, these materials can be used to assist in teaching and reinforcing the use of sentence structure, flowing language, smooth pacing, and varied sentence beginnings and lengths. Sample rubrics, models for classroom posters, ideas for minilessons are included in the packet. 	
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<p>VII. Writing Application Standard</p> <ol style="list-style-type: none"> 1. Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters and setting and to establish a point of view. 2. Write responses to novels, stories and poems that include a simple interpretation of a literary work and support judgments with specific references to the original text and to prior knowledge. 3. Write formal and informal letters (e.g., thank you notes, letters of request) that follow letter format (e.g., date, proper salutation, body, closing and signature), include important information and demonstrate a sense of closure. 4. Write informational reports that include facts and examples and present important details in a logical order. 5. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes. 	<ul style="list-style-type: none"> • Brainstorm story starters. • Write book reviews or critiques. • Write prayers. • Write letters thanking guest speakers, Mother Day letter, letters to elected officials. • http://flatstanley.enoreo.on.ca/ Write a letter and send your own Flat Stanley on an adventure. • Research on environment conservation, culture and ethnic heritage report, biography. • Create/Write journals. • http://www.peacecorps.gov/www/guides/voices/magicpablo/home.html This lesson explores the meaning of a personal narrative "'Magic' Pablo"-- a true story about imagination, determination, and cross-cultural friendship. Accompanying this memoir are four lessons designed to encourage discussion and allow students to see the connections between Pablo's experiences and their own lives. 	
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VIII. Writing Conventions Standard

Handwriting

1. Write legibly in cursive, spacing letters, words and sentences appropriately.

Spelling

2. Spell high-frequency words correctly.
3. Spell plurals and inflectional endings correctly.
4. Spell roots, suffixes and prefixes correctly.

Punctuation and Capitalization

5. Use commas, end marks, apostrophes and quotation marks correctly.
6. Use correct capitalization.

Grammar and Usage

7. Use various parts of speech, such as nouns, pronouns and verbs (e.g., regular and irregular, past, present and future).
8. Use conjunctions and interjections.
9. Use adverbs.
10. Use prepositions and prepositional phrases.
11. Use objective and nominative case pronouns.
12. Use subjects and verbs that are in agreement.

- Model writing in cursive, using individual student-sized white boards and erasable markers.
- Differentiate spelling lists meeting the needs of students of different readiness levels.
- Use content words from science, social studies, reading book, English and religion.
- Use daily oral language into correct written drills.
- <http://www.rhlschool.com/> This website provides great practice sheets that reinforce parts of grammar or usage.

<p>IX. Research Standard</p> <ol style="list-style-type: none"> 1. Identify a topic and questions for research and develop a plan for gathering information. 2. Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 3. Identify important information found in the sources and summarize important findings. 4. Create categories to sort and organize relevant information charts, tables or graphic organizers. 5. Discuss the meaning of plagiarism and create a list of sources. 6. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered. 	<ul style="list-style-type: none"> • Provide cross curriculum opportunities by writing a report on a scientist, famous inventor, a state, country, rain forest animal, etc. • Use computer lab and/or librarian to help students find information to research a specific topic such as a scavenger hunt. • Create a time line. 	
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<p>X. Communication: Oral and Visual Standard</p> <p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact). 2. Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media. 3. Distinguish between a speaker's opinions and verifiable facts. <p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 4. Demonstrate an understanding of the rules of the English language. 5. Select language appropriate to purpose and audience. <ol style="list-style-type: none"> 6. Use clear diction and tone, and adjust volume and tempo to stress important ideas. 7. Adjust speaking content according to the needs of the audience. <p><i>Speaking Application</i></p>	<ul style="list-style-type: none"> • Ask appropriate questions relative to the subject addressed. • Interview grandparent or community helper. • Listen to story on tape in a listening center. • Write a persuasive essay. • Assess through student conferences or grading using a rubric. • http://www.readwritethink.org/lessons/lesson_view.asp?id=115 Figurative Language Awards Ceremony: In this lesson students will use their background knowledge of figurative language. They will listen to texts read aloud to them, as well as explore texts to find their favorite examples of similes, metaphors, and personification. • Have students report the results from a Poll. • Conduct a mock election. 	
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LANGUAGE ARTS STANDARDS for GRADE 5

Students will	Educator can support Organizer & Indicator	Teacher Notes
<p>I. Phonemic Awareness, Word Recognition and Fluency Standard</p> <p><i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p>		

II. Acquisition of Vocabulary Standard

Contextual Understanding

1. Define the meaning of unknown words by using context clues and the author's use of definition, restatement and example.

- Develop Vocabulary by using books, such as Wordly Wise or Vocabulary Workshop. Wordly Wise 3000 is very effective in teaching English vocabulary.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=170 This lesson explores ways to foster students' vocabulary skills through direct instruction and small-group discussions. Teacher demonstration, group work, discussion, using context clues from the text, prior knowledge, and print and online resources, and extension exercises make this a useful tool.
- <http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/readclin4.htm> This resource describes two activities for helping students to learn unfamiliar words so they can comprehend texts more fully. The mini-lessons, designed for primary and intermediate classrooms, encourage students to make connections between what they know about words and what they need to know in order to understand texts better. A sample outline for a vocabulary recording sheet is included at the site and can easily be adapted to create vocabulary charts for use with a variety of texts.

2. Use context clues to determine the meaning of synonyms, antonyms, homophones, homonyms and homographs.

- Write a descriptive paragraph and rewrite the paragraph using antonyms or other homophones.
- Interactive web pages can be found on http://www.internet4classrooms.com/skills_5th_lang.htm
- http://www.readwritethink.org/lessons/lesson_view.asp?id=75 In designing a lesson to promote effective word choice in students' writing, the object is to start with something familiar. This lesson provides opportunities

Conceptual Understanding

3. Identify the connotation and denotation of new words.

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Comprehension Strategies

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict and support predictions with specific references to textual examples that may be in widely separated sections of text.

- Literature Circles.
- <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2befor.htm>
This resource summarizes widely accepted comprehension strategies that effective readers use to understand a variety of texts.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=105
Literature as a Catalyst for Social Action: Breaking Barriers, Building Bridges. This lesson uses picture books with prevalent social themes to engage students in the analysis and discussion of complex issues of race, class, and gender discrimination.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=86
Breaking Barriers, Building Bridges: Critical Discussion of Social Issues. This lesson uses picture books to invite students to engage in critical discussions of such complex issues as race, class, and gender. After reading several picture books set in historically significant eras, students engage in critical discussions, analyze and compare the shared texts in terms of genre, historical settings, conflicts, character development, and themes, and respond to shared texts in individual response journals.
- http://www.litandlearn.lpb.org/strategies/strat_concept.pdf
This resource provides directions for using concept mapping with expository texts.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=8
Reading and reflecting on a story written by a celebrity like Shaquille O'Neal can help motivate otherwise reluctant readers. Students will read two different versions of a story...the classic version of *Jack and the*

3. Make critical comparisons across texts.

4. Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each.

5. Make inferences based on implicit information in

story—the classic version of *Jack and the Beanstalk* and the version written by Shaquille O'Neal, *Shaq and the Beanstalk*.

- <http://www.sdcoe.k12.ca.us/score/stalstaltg.html>

This instructional unit uses *The White Stallion* to explore the lives of pioneer families. Students study the characters and events from the novel and compare those to the challenges faced by real pioneers.

The cliché, "A picture is worth a thousand words," is put to the test in this lesson. Students think critically about their interpretations of the events depicted in an image and then write about their ideas. Students focus on establishing setting, point of view, and tone in their responses. They then apply those elements of writing to their own narratives.

- <http://www.writedesignonline.com/organizers/>

This resource provides a gallery of graphic organizers useful for teaching reading and writing processes. These graphic organizers, designed to help students visualize information in a clear, concise way, are easily adapted for use with fiction and nonfiction text.

- <http://www.enchantedlearning.com/graphicorganizers>
- <http://www.graphic.org/goindex.html>

From inspiration.

- <http://www.eduplace.com/graphicorganizer/> Graphic Organizers are pdf.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=255

Understanding poetry can be a daunting task for the young poetry student. Through the exploration of various poetry websites, students define alliteration, assonance, simile, and rhyme. The definitions are then used to identify the use of these terms in a variety of poems. Finally, an in depth reading of "The Eskimos Have No Word For 'War'" by Mary Oliver allows students to identify examples of the four poetic terms and prepares them for a variety of extension activities.

- <http://www.readwritethink.org/lessons/>

<p>IV. Reading Applications: Informational, Technical and Persuasive Text Standard</p> <ol style="list-style-type: none"> 1. Use text features, such as chapter titles, headings and subheadings; parts of books including the index and table of contents and online tools (search engines) to locate information. 2. Identify, distinguish between and explain examples of cause and effect in informational text. 3. Compare important details about a topic, using different sources of information, including books, magazines, newspapers and online resources. 4. Summarize the main ideas and supporting details. 	<ul style="list-style-type: none"> • http://www.readwritethink.org/lessons/lesson_view.asp?id=26 Studying the lives of others is a topic of interest and value to young learners. This lesson supports students' exploration of multiple sources to create a timeline about the life of a person of their choosing. Further, the experience requires students to work together and to research and resolve potentially conflicting pieces of information about the individual they research. • http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm Reading Strategies <i>Scaffolding Students' Interactions with Texts</i>. • http://english.unitecology.ac.nz/resources/units/persuading/home.html This resource uses magazine advertisements and television commercials to examine the persuasive techniques seen in the media. • http://www.artsmia.org/world-myths/viewallart/compare-contrast.html <i>Compare and Contrast</i> - Students select two works of art from a list of 26, and then write their own short essay comparing the works of art. • http://www.oswego.org/testprep/ela4/h/mainideap2.cfm <i>Identify the main idea</i>, using Benjamin Franklin. • http://www.manatee.k12.fl.us/sites/elementary/palmasola/rcpit1.htm <i>Put-It-Together Questions</i> are questions which require specific information from more than one sentence, or spot, in the text to be used to answer them. Answering put-it-together 	
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VI. Writing Processes Standard

Prewriting

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interviews or surveys when appropriate.
3. State and develop a clear main idea for writing.
4. Determine a purpose and audience.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.

- Have a brainstorm board where elements of a story can be listed.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=14 Writing and Assessing an Autobiographical Incident.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=159 Audience, Purpose, and Language Use in Electronic Messages. With the increasing popularity of e-mail and online instant messaging among teens, a recognizable change has occurred in the language that students use in their writing. This lesson explores the language of electronic messages and how it affects academic writing and more formal communication.
- <http://its.leesummit.k12.mo.us/writing.htm#AUDIENCE%20AND%20PURPOSE> Audience and Purpose - numerous lessons and activities.
- Use graphic organizers to meet writing need.
- <http://www.heinemann.com/Shared/onlineresources/0506/lesson30.pdf> The Main Character Questionnaire. This resource provides a detailed process for showing students how to develop believable characters for fictional narratives.

Drafting, Revising and Editing

<p>VII. Writing Applications Standard</p> <ol style="list-style-type: none"> 1. Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting. 2. Write responses to novels, stories and poems that organize an interpretation around several clear ideas, and justify the interpretation through the use of examples and specific textual evidence. 3. Write letters that state the purpose, make requests or give compliments and use business letter format 4. Write informational essays or reports, including research, that organize information with a clear introduction, body and conclusion following 	<ul style="list-style-type: none"> • http://home.freeuk.net/elloughton13/characte.htm Write a short story about that character must have a total of 4 paragraphs with one of those being an effective concluding paragraph • http://www.readwritethink.org/lessons/lesson_view.asp?id=140 Lights, Camera, Action: Interviewing a Book Character. During a novel study, students closely examine the different characters in the text by keeping journal entries, meeting for group discussions, and using graphic organizers. This lesson may be adapted for use with many novels. • http://alex.state.al.us/lesson_view.php?id=4264 This lesson allows the students to explore imagery poetry through the use of a digital camera. The students visualize an imagery poem then look at a painting that pays tribute to the poem. Then the students think of a moment in time important to them, take a picture that represents it, and write a poem about it. • http://www.gigglepotz.com/cc.htm Correspond with another classroom. • http://readwritethink.org/materials/letter_generator/ Letter Generator. • http://www.manatee.k12.fl.us/sites/elementary/palmasola/ps35glews1a2.htm Establish a Purpose for Writing - tutorial and many online practices. • Design an educational TV show students; write a letter to the president of a television network about ideas for a new educational show. • Topics can include science (health), Religion 	
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VIII. Writing Conventions Standard

Spelling

1. Spell high-frequency words correctly.
2. Spell contractions correctly.
3. Spell roots, suffixes and prefixes correctly.

Punctuation and Capitalization

4. Use commas, end marks, apostrophes and quotation marks correctly.
5. Use correct capitalization.

Grammar and Usage

6. Use various parts of speech, such as nouns, pronouns and verbs (regular and irregular).
7. Use prepositions and prepositional phrases.
8. Use adverbs.
9. Use objective and nominative case pronouns.
10. Use indefinite and relative pronouns.
11. Use conjunctions and interjections.

- Differentiate spelling lists meeting the needs of students of different readiness levels.
- Use content words from science, social studies, reading book, English and religion.
- <http://www.edhelper.com/spelling.htm> a few free worksheets.
- Daily oral language.

- <http://www.rhlschool.com/> This website provides great practice sheet that reinforce parts of grammar of usage.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=34 Playing with Prepositions Through Poetry. Using the text *Behind the Mask* as a springboard, students are introduced to prepositions through a fun and engaging activity.

IX. Research Standard

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

- <http://teacher.scholastic.com/writewit/biograph/> Writing with Writers: Biography. This promising practice, part of a Scholastic's *Writing with Writers* series, provides strategies for teaching students to write biographies. Designed for implementation within writing workshop, this resource includes a warm-up exercise, genre-specific tips for biography writing, and an example of a biographical sketch. An assessment rubric and a list of support materials are also posted.
- <http://questioning.org/module/module.html> Module Makers: Building Online Research Modules. This online research module creator guides teachers through the process of building an online research project that will engage and challenge students. These modules can be designed to integrate research and presentation strategies with challenging content.

2. Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

- http://www.readwritethink.org/lessons/lesson_view.asp?id=26 Biographies: Creating Timelines of a Life. Studying the lives of others is a topic of interest and value to young learners. This lesson supports students' exploration of multiple sources to create a timeline about the life of a person of their choosing.

3. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables or graphic organizers).

- http://alex.state.al.us/lesson_view.php?id=5553 This lesson compares and contrasts the traditional *Little Red Riding Hood*, by the Brothers Grimm, to *Little Red Cowboy Hat*, by Susan Lowell
- http://www.readwritethink.org/lessons/lesson_view.asp?id=261 Behind the Scenes With Cinderella. This lesson begins by having students compare a version of the Cinderella folk tale from France with a version from the United States to help students make connections between the characters, setting, and plot.

4. Compare and contrast important findings and select sources to support central ideas, concepts,

X. Communication: Oral and Visual Standard

Listening and Viewing

1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).
2. Interpret the main idea and draw conclusions from oral presentations and visual media.
3. Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Discuss how facts and opinions are used to shape the opinions of listeners and viewers.

Speaking Skills and Strategies

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
6. Use clear diction, pitch, tempo and tone, and adjust volume and tempo to stress important ideas.

- Life skills on ordering food in a restaurant, survey, filling in a form.
- Invite guest speakers for a variety of reasons.
- <http://www.nytimes.com/learning/teachers/lessons/20040129thursday.html> Spell Check: Appraising the Value of Good Spelling. Students examine scenarios in which misspelling words may have unfortunate results. Accurate spelling has taken on new importance in the Internet age. Working in teams, students investigate why misspellings can sometimes lead to mishaps on eBay and in other situations.
- The Yacker Tracker is so ideal for this indicator! It can also help develop appropriate noise levels in the classroom and help with teaching how sound waves travel.
- Have students critique each other.
- http://www.readwritethink.org/lessons/lesson_view.asp?id=243 Biography Project:

Student Will	Educator can support organizer & indicators	Teacher notes
<p>I. Phonemic Awareness, Word Recognition and Fluency</p> <p><i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p> <p>II. Acquisition of Vocabulary</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example <p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 2. Apply knowledge of connotation and denotation to determine the meaning of words. 3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words. 4. Interpret metaphors and similes to understand new uses of words and phrases in text. 5. Recognize and use words from other languages that have been adopted into the English language. 	<ul style="list-style-type: none"> • Before reading a story, make a list of new words or unique expressions. Divide class into teams and give each team member an index card. One card has the real meaning and the others say, “Make It Up”. The other team tries to guess the real meaning. • Word Association Race: Call out a word; students write down as many synonyms or antonyms that they can think of in ten seconds. • Create an extended simile in the form of a diamante poem. • Create an international bulletin board with nations’ flags in each section. Group English “loan” words in each nation’s section. 	

III. Reading Process: Concept of Print, Comprehension Strategies and Self-Monitoring Strategies

Comprehension Strategies

1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.
2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.
3. Make critical comparisons across texts, noting author's style as well as literal and implied content of text.
4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.
5. Select, create and use graphic organizers to interpret textual information.
6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading ahead, looking back, note taking or summarizing what has been read so far in text.

Self-Monitoring Strategies

8. List questions and search for answers within the text to construct meaning.
9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres, or recommendations from others).

- Create a story extension – “What happens when the story ends?”
- Select a passage from the work of one author. Re-write it in the style of another author.
- Students create permanent graphic organizers on personal size marker boards.
- Information Race: (Use to introduce a lesson) Teams of students race to be the first to locate answers to questions found in the unit.
- Create a Question Wheel with a spinner in the center. In wedges, write questions from a Unit. Teams of students take turns answering questions on the wheel.
- Make a personal reading chart with headings: Enjoyment; Literary Experience; Information. To complete this task, track reading for a semester.

<p>IV. Reading Applications: Informational, Technical and Persuasive Text</p> <ol style="list-style-type: none"> 1. Use text features, such as chapter titles, headings and subheading, parts of books, including index, appendix, table of contents and online tools (search engines) to locate information. 2. Analyze examples of cause and effect and fact and opinion. 3. Compare and contrast important details about a topic, using different sources of information, including books, magazines, newspapers and online resources. 4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text. 5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways. 6. Identify an author’s argument or viewpoint and assess the adequacy and accuracy of details used. 7. Identify and understand an author’s purpose for writing, including to explain, entertain, persuade or inform. 8. Summarize information from informational text, identifying the treatment, scope and organization of ideas. 	<ul style="list-style-type: none"> • Create permanent personal size marker boards illustrating Cause/Effect; Fact/Opinion. • Create a Venn diagram illustrating points of view about a topic. • Compare a book and a movie indicating what was left out. Theorize about why it was left out and the impact on the story. • Represent data found in one informational design in another design, e.g., present a graph as a map. • Opposing Voice: Prepare an argument refuting the author that includes questioning details. • Play “What’s Your Point?” After completing a unit in literature, call out titles and authors. Students respond with: explain, entertain, or persuade and offer supporting evidence for the answer. 	
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<p>V. Reading Applications: Literary Text</p> <ol style="list-style-type: none"> 1. Analyze the techniques authors use to describe characters, including narrator or other characters' point of view; characters' own thoughts, words or actions. 2. Identify the features of setting and explain their importance in literary text. 3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next. 4. Explain first, third and omniscient points of view, and explain how voice affects the text. 5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures. 6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction. 7. Distinguish how an author establishes mood and meaning through word choice, figurative language and syntax. 	<ul style="list-style-type: none"> • Create a backdrop (like a stage scene) on poster board to illustrate a story or book. • Create a graphic organizer illustrating the main and minor events of a story. • Retell an omniscient story in the first person. Note the details that will be left out and why. • Make a Virtue Bulletin Board. Illustrate with books, stories, and characters thematic of that quality. • Students create a collection of their favorite examples of figurative language and linguistic expressions that they have read in literature. 	
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<p>VI. Writing Processes</p> <p><i>Prewriting</i></p> <ol style="list-style-type: none"> 1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Conduct background reading, interviews or surveys when appropriate. 3. Establish a thesis statement for informational writing or a plan for narrative writing. 4. Determine a purpose and audience. 5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing. 6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by closing statement or a summary of important ideas and details. 7. Vary simple, compound and complex sentence structures. <p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 8. Group related ideas into paragraphs, including topic sentences, following paragraph form, and maintain a consistent focus across paragraphs. 	<ul style="list-style-type: none"> • Students make a file of writing topics of at least one event, happening, etc. that strikes them each day. • Students interview an older relative or friend about favorite stories when they were the student's age. • Create voices for a variety of audiences, e.g., children, letter-to-the editor, term paper. • Create a permanent marker board with writing format & blank spaces that can be used repeatedly. • Sentence Board – display examples of simple, compound, complex sentences that students can refer to when writing. • Sentence Strips – cut paragraphs into sentence strips, interspersed with irrelevant 	
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<p>VII. Writing Applications</p> <ol style="list-style-type: none"> 1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and specific setting. 2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and that support judgments with specific references to the text. 3. Write letters that state the purpose make requests or give compliments and use business letter format. 4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context. 5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas. 6. Produce informal writings (e.g., journals, notes and poems) for various purposes. 	<ul style="list-style-type: none"> • Create a portfolio of narratives, including incomplete works and idea fragments. Create a section for characters that are in various stages of formation. • Journal of Responses – as students read, they write responses to selections that move them, positively or negatively. • Journal of Letters – students keep examples of each type of letter to use as template for future writing. • Convince Yourself – students take “the other side” when arguing for a favorite, team, sport, activity, pastime, etc., to practice examining all sides of an issue. 	
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VIII. Writing Conventions Standard

Spelling

1. Spell frequently misspelled and high-frequency words correctly.

Punctuation and Capitalization

2. Use commas, ending punctuation marks, apostrophes and quotation marks correctly.
3. Use semicolons, colons, hyphens, dashes and brackets.
4. Use correct capitalization.
5. Use all eight parts of speech: noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection.

Grammar and Usage

6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.
7. Use nominative, objective, possessive, indefinite and relative pronouns.
8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases

IX. Research

1. Generate a topic, of assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.

- Create a Word Wall of frequently misspelled & high-frequency words. Illustrate ambiguous words (e.g. “two, too, to”).
- Create a board game that calls for providing correct punctuation and capitalization.
- Teach sentence diagramming using soda straws and popsicle sticks to create diagramming frames.
- Linking Verb Chain – write linking verbs on construction paper, cut into strips, glue strips to form a chain.
- Create a story wherein the protagonist and antagonist are nominative and objective pronouns. Why don’t they get along?
- Create a journal of topics for research in various content areas.
- Teachers introduce students to the I-Search process.
- Summarize class notes in two or three sentences at the end of each lesson.

X. Communication: Oral and Visual

Listening and Viewing

1. Demonstrate active listening strategies, (e.g., asking focused questions, responding to cues, making visual contact).
2. Summarize the main idea and draw conclusions from presentations and visual media.
3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).
4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.

Speaking Skills and Strategies

1. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.
2. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.
3. Adjust speaking content and style according to the needs of the situation, setting and audience.
4. Deliver informational presentations, (e.g.,

- Teach focusing techniques to filter out distractions to active listening (e.g. trace through a maze).
- Have students state the main idea in one or two words at the end of a passage.
- Represent a passage written for one purpose rewritten for one of the other purposes.
- Provide students a variety of ads from newspapers, magazines, infomercials, etc. and list persuasive terms.
- Students prepare speeches for the PTA telling about their favorite authors.
- Students make tape recordings of prepared speeches, listening for public speaking qualities.
- Students re-work PTA speeches to present to students two or three grade levels lower than they.
- Travel Agent – students select vacation spots and pretend they are members of their

<p>I. Phonemic Awareness, Word Recognition and Fluency Standard</p> <p><i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p> <p>II. Acquisition of Vocabulary Standard</p> <p><i>Contextual Understanding</i></p> <ol style="list-style-type: none"> 1. Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example. 2. Apply knowledge of connotation and denotation to determine the meaning of words. 3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms <p><i>Conceptual Understanding</i></p> <ol style="list-style-type: none"> 4. Interpret metaphors and similes to understand new uses of words and phrases in text. 5. Recognize and use words from other languages that have been adopted into the English language. 6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary. 	<p>Educator can support Organizer & Indicators:</p> <ul style="list-style-type: none"> • Provide a weekly paragraph for homework that each student reads independently to the teacher throughout the week. Provides one-on-one as well as enabling the teacher to note oral reading problems. • Administer an IRI (Individual Reading Inventory) to determine independent reading needs. • Provide each student with a list of vocabulary words. Student pronounces the words to the teacher until they miss. Students continue where they left off in the next session. <ul style="list-style-type: none"> • Rewrite sentences using a synonym, i.e., ‘It was a sultry day’; ‘It was a dry, humid day’. • Have students keep a log of sentences from their independent reading containing words they do not know. Try the various approaches to determine the meaning from context. • Place an analogy on the board or overhead each day for students to solve. <ul style="list-style-type: none"> • Discuss the differences between literal and metaphorical interpretation of metaphors and similes and the problem this creates for someone learning another language. <ul style="list-style-type: none"> • Cooperative groups use the dictionary to create word trees with a common root. Use an actual drawing of a tree. 	<p>Teacher notes</p>
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LANGUAGE ARTS STANDARDS for GRADE 8

I. Phonemic Awareness Standard

<p><i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i></p>	<p>Educator can support organizer and indicator</p> <ul style="list-style-type: none"> • Students create oral reading cadences. • On written text student will indicate pauses and intonation and practice reading it. 	<p>Teacher notes</p>
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II. Acquisition of Vocabulary Standard

<p><i>Contextual Understanding</i></p> <p>1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.</p>	<ul style="list-style-type: none"> • Utilize a vocabulary self-collection portfolio that contains chosen words from reading selections. • Identify words using “Knowledge Rating” Literacy Strategies” (info. can be found at http://www.litandlearn.lpb.org/strategies/strat_2krating.pdf). 	
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<p><i>Conceptual Understanding</i></p> <p>2. Apply knowledge of connotation and denotation to determine the meaning of words.</p> <p>3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.</p> <p>4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.</p> <p>5. Examine and discuss the ways that different events, (e.g., cultural, political, social, technological, and scientific events) have impact on impact and change the English language.</p>	<ul style="list-style-type: none"> • Examine car names and generate ideas and emotions about the cars based on their names. Work in small groups to explore the various meanings of words used to name cars. • Create an Analogy Power Point Quiz (can be created by teacher or by students in partnerships or small groups.) Utilize the template found at http://www.norman.k12.ok.us/092/templates/analogyquiz.ppt . • Utilize <i>Inspiration / Kidspiration</i> software to make graphic organizers that identify various forms of figurative language and include examples for each form. • Illustrate the literal meaning of common idioms or clichés. (“you’ve got ants in your pants” or “get your ducks in a row”). The poster should also contain the figurative definition. • Survey five adults and create a list of words that have been added to the English languages since they were in school. Make a pie chart to show the percentages of words that have been added to the different categories (cultural, political, social, technological, scientific, etc.). • Read selections from the children’s novel, <i>Frindle</i>, by Andrew Clements. Discuss how words are added to our language. 	
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<p><i>Structural Understanding</i></p> <p>6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary, (e.g., unknown words in science, mathematics and social studies).</p>	<ul style="list-style-type: none"> • Invent a Language: Divide the class into groups. Each team first makes up a name for a nonexistent language — Arcanian, Friktic, whatever — then fleshes it out with ten verbs, ten nouns, ten adjectives, and five prepositions. Common prefixes, suffixes and roots should be utilized so others may later decipher these terms using their knowledge of the word parts. Groups share their languages by creating grammar books or dictionaries. 	
<p><i>Tools and Resources</i></p> <p>7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<ul style="list-style-type: none"> • Create a complex work word hunt. Students utilize dictionaries, thesauruses, and computer references to identify definitions, word origins, pronunciations, and other language building properties. 	

III. Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

<p><i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p>		
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<p><i>Comprehension Strategies</i></p> <ol style="list-style-type: none"> 1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions. 2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. 	<ul style="list-style-type: none"> • Use the “Character Card Bookmark,” a note-making tool that encourages students to document their thoughts as they read fictional text. One side of the template provides space for students to record their ideas, while the reverse side lists questions to prompt comprehension and reflection. This tool may be used with a variety of texts and adapted to many learning situations. http://www.englishcompanion.com/pdfDocs/toolcharcardbmark.pdf • Demonstrate comprehension by actively involving students in group and whole-class discussions. Analyze the characters of the story by participating in a simulation “press conference.” 	
<p><i>Self-Monitoring Strategies</i></p> <ol style="list-style-type: none"> 3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, not taking or summarizing what has been read so far in text. 	<ul style="list-style-type: none"> • Complete a story frame that includes main characters, setting, and plot developments through chapter events. 	
<p><i>Independent Reading</i></p> <ol style="list-style-type: none"> 4. Use criteria to choose independent reading materials, (e.g., personal interest, knowledge of authors and genres, or recommendations from others). 5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). 	<ul style="list-style-type: none"> • Write book reviews for a classroom “Critique Corner” in which students rate reading material and offer recommendations of favorite books. 	

IV. Reading Applications: Informational, Technical and Persuasive Text Standard

<p>1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.</p>	<ul style="list-style-type: none"> • Compare similar structure of class text. • Have cooperative groups engage in speed drills to locate text structural information. 	
<p>2. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p> <p>3. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.</p> <p>4. Identify the author's purpose and intended audience for the text.</p> <p>5. Analyze an author's argument, perspective or viewpoint and explain the development of key points.</p> <p>6. Recognize how writers cite facts, draw inferences and present opinion in informational text.</p> <p>7. Distinguish the characteristics of consumer material, (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents, (e.g., speeches or newspaper editorials).</p>	<ul style="list-style-type: none"> • From a given source, e.g., have students present information found in one graphic organizer in the framework of another. • Create a collage of words found in various print materials used to persuade consumers, or words that demonstrate stereotyping. • Explore the impact of the media in shaping one's intellectual and emotional responses. Look at broadcast, print and web-based news sites to discern subtexts conveyed through the use of language, audio, and visual elements. • Analyze advertising to identify subliminal messaging. • Students create cards from a variety of sources and challenge others to identify the author's purpose and audience. 	

<p>8. Recognize how writers cite facts, draw inferences and present opinion in informational text.</p> <p>9. Distinguish the characteristics of consumer material, (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents, (e.g., speeches or newspaper editorials).</p>		
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V. Reading Applications: Literary Text Standard

<p>1. Identify and explain various types of character, (e.g., flat, round dynamic, static) and how their interactions and conflicts affect the plot.</p> <p>2. Analyze the influence of setting in relation to other literary elements.</p> <p>3. Explain how authors pace action and use subplots, parallel episodes and climax.</p>	<ul style="list-style-type: none"> • Create a web of the characters from a story. • Have students ‘become’ one of the characters in a book and describe themselves. • Have students assume the moods of characters in a story and act out portions of the story. • Illustrate the setting of a story in a way that creates the mood. • Have students create their own graphic representation of the elements of a story. 	
<p>4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.</p>	<ul style="list-style-type: none"> • Retell a portion of a story in a different person than it is written. 	
<p>5. Identify and explain universal themes across different works by the same author and by different authors.</p> <p>6. Explain how an author's choice of genre affects the expression of theme or topic.</p>	<ul style="list-style-type: none"> • Students portray and compare characters from a variety of authors to identify universal themes. 	

<p>7. Identify examples of foreshadowing and flashback in a literary text.</p> <p>8. Explain ways in the author conveys mood and tone through word choice, figurative language, and syntax.</p> <p>9. Examine symbols used in literary texts.</p>	<ul style="list-style-type: none"> • Sketch two scenes from a story, one in color for present time and the other in black and white for a flashback scene. • Sketch the literal and the literary meaning of symbols in a story. • Use famous artwork to identify symbols; then compare this to how a writer uses symbols. 	
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VI. Writing Processes Standard

<p><i>Prewriting</i></p> <p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Conduct background reading, interviews or surveys when appropriate.</p> <p>3. Establish a thesis statement for informational writing, or a plan for narrative writing.</p> <p>4. Determine a purpose and audience, and plan strategies, (e.g., adapting focus, content structure and point of view) to address purpose and audience.</p> <p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<ul style="list-style-type: none"> • Keep an ongoing journal of ideas for writing themes. • Interview an elder to generate ideas/stories for writing. • Create webs to organize ideas for a topic. 	
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<p><i>Drafting, Revising and Editing</i></p> <ol style="list-style-type: none"> 6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing. 7. Vary simple, compound and complex sentence structures. 8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs. 9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose. 10. Use available technology to compose text. 11. Reread and analyze clarity of writing and consistency of point of view. 12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose. 13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning. 14. Use resources and reference materials, (e.g., dictionaries and thesauruses) to select more effective vocabulary. 15. Proofread writing, edit to improve conventions, (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons. 16. Apply tools, (e.g., rubric, checklist and feedback) to judge the quality of writing. 	<ul style="list-style-type: none"> • Use a rubric to do peer editing. • Develop a story web on an individual writing board and refer to it throughout the development of the story. • Post examples of simple, compound and complex sentences to remain on display in the classroom. • Create verb trees. • Do a verb search in literature to correspond to the five senses. • Have students cut apart paragraphs into sentence strips, including some irrelevant sentences, and interchange with other students to reassemble and eliminate. Use ‘Word’ to enlarge and separate sentences prior to cutting apart. <ul style="list-style-type: none"> • Improve a story summary through initially collecting students’ individual summaries. Pull sentences from beginning, middle and end of summaries and transfer to a transparency. Combine the best sentences into summary paragraphs. Then improve through the “Seven Traits of Good Writing.” Students get excited about seeing their own work anonymously. 	
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<p><i>Publishing</i></p> <p>17. Prepare for publication, (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design, (e.g., margins, tabs, spacing and columns) and graphics, (e.g., drawings, charts and graphs) to enhance the final product.</p>	<ul style="list-style-type: none"> • Have cooperative groups develop a story from a picture book. Each reads and discusses ideas, and together they develop a storyline. Text for each page is written on a post-it note & placed on coordinating page. 	
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VII. Writing Applications Standard

<p>1. Write narratives that:</p> <ol style="list-style-type: none"> sustain reader interest by pacing action and developing an engaging plot, (e.g., tension and suspense); use literary devices to enhance style and tone; and create complex characters in a definite, believable setting. 	<ul style="list-style-type: none"> • Using the previous publishing <i>indicator support</i>, students will agree on a plot. They will divide the other narrative elements among themselves and compose a book. 	
<p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p>	<ul style="list-style-type: none"> • Have students locate a topic in one of their class texts. Write responses following <i>Indicators</i>. 	

<p>3. Write business letters, letters to the editor and job applications that:</p> <p>a. address audience needs, stated purpose and context in a clear and efficient manner.</p> <p>b. follow the conventional style appropriate to the</p> <p>c. text using proper technical terms;</p> <p>d. include appropriate facts and details;</p> <p>e. exclude extraneous details and inconsistencies;</p> <p>f. and</p> <p>e. provide a sense of closure to the writing.</p>	<ul style="list-style-type: none"> • Write a letter in response to a job opening in the newspaper. If the job has a website, access the information that can be included in the letter. • Place parts of a business letter, including the individual punctuation marks in envelopes. Students assemble the parts to form the letter. • Respond to an editorial in the newspaper concerning youth. Edit a class and mail. 	
<p>4. Write informational essays or reports, including research, that:</p> <p>a. pose relevant and tightly- drawn questions that engage the reader;</p> <p>b. provide a clear and accurate perspective on the subject;</p> <p>c. create an organizing structure appropriate to the purpose, audience and content;</p> <p>d. support the main ideas with facts, details, examples and explanations from sources; and</p> <p>e. document sources and include bibliographies.</p>	<ul style="list-style-type: none"> • Place an assortment of essay topics in a box. Students draw a topic and discuss it in a cooperative group. The group comes up with relevant questions on their topic, researches them, and follows a rubric to complete an essay. The group presents their essay to the class. • Write informational essays on hobbies. Essays must give evidence of research and include a bibliography. 	

<p>5. Write persuasive compositions that:</p> <ol style="list-style-type: none"> establish and develop a controlling idea; support arguments with detailed evidence; exclude irrelevant information; and cite sources of information. <p>6. Produce informational writings, (e.g., journals, notes and poems) for various purposes.</p>	<ul style="list-style-type: none"> Using entire lesson plan on persuasive writing available at http://www.readthinkwrite.com. Write a persuasive essay on a topic connected with what is being currently studied in a particular subject area, e.g. science, religion, social studies. 	
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VIII. Writing Conventions Standard

<p><i>Spelling</i></p> <p>1. Use correct spelling conventions.</p>	<ul style="list-style-type: none"> Keep the tone of each mini-lesson on writing conventions as one of discovery, rather than of preoccupation with accurate use of the convention. 	
<p><i>Punctuation and Capitalization</i></p> <p>2. Use correct punctuation and capitalization.</p>	<ul style="list-style-type: none"> http://teacher.scholastic.com/professional/ Teach writing. 	

<p><i>Grammar and Usage</i></p> <ol style="list-style-type: none"> 3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection). 4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial). 5. Use parallel structure to present items in a series and items juxtaposed for emphasis. 6. Use proper placement of modifiers. 7. Maintain the use of appropriate verb tenses. 8. Conjugate regular and irregular verbs in all tenses correctly. 	<ul style="list-style-type: none"> • Post examples of the eight parts of speech in the classroom, and refer to them in context frequently. • Write two or three sentences across the board that use parts of speech interchangeably, e.g. “bark” as a verb and as a noun. Create a set of cards with the parts of speech. Individual students match their part of speech with a word. • Make up sentences with nonsense words to identify a part of speech, e.g. The <i>pask sotted</i> the <i>mapo</i>. Replace the nonsense word with real words. • Conjugate verbs through a rhythm of rap, music or dance. 	
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IX. Research Standard

<ol style="list-style-type: none"> 1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation. 2. Identify appropriate sources and gather relevant information from multiple sources, (e.g., school library catalogs, online databases, electronic resources and Internet-based resources). 3. Explain the usefulness and accuracy of sources by determining their validity, (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources. 4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers). 5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes. 6. Integrate quotations and citations into written text to maintain a flow of ideas. 7. Use style guides to produce oral and written reports that give proper credit for sources, and include an acceptable format for source acknowledgement. 8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas. 	<ul style="list-style-type: none"> • Limit a topic for research through a web. Choose a class topic and research a section of the web. Put together for the final product. • Parallel the setup of a grocery or department store to limiting a topic. • Identify, compare and validate information from three sources on the internet. • Have students impersonate a primary source. Translate the oral into a written account. Compare this to a secondary source on the same subject. • As a preliminary activity for teaching organizational skills for a research project, elicit the different ways students organize their textbooks, folders, supplies, etc. and what happens when they deviate from their system. • Use the index card approach for organizing research on a topic. • Use cooperative groups to follow a rubric to create a power point presentation on a topic. A question and answer period will follow. 	
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X. Communication: Oral and Visual Standard

<p><i>Listening and Viewing</i></p> <ol style="list-style-type: none"> 1. Apply active listening strategies, (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace). 2. Identify and analyze the persuasive techniques, (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages. 3. Determine the credibility of the speaker, (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages. 4. Identify the speaker's choice of language and delivery styles, (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning. 	<ul style="list-style-type: none"> • Memorize and present a portion of a famous document, speech or poem. • Use real movie footage to discuss how a viewer is so drawn into the story that he forgets it is acting; identify the traits of a good actor. • Have cooperative groups write and perform a skit to be analyzed by the audience. The skit will be improved and represented. • Use TV commercials to analyze the various persuasive techniques. • Pretend you are the inventor of a new product. Present a commercial to persuade others to buy it. Create a rubric for critiquing the commercial. 	
<p><i>Speaking Skills and Strategies</i></p> <ol style="list-style-type: none"> 5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and affect audience response. 7. Vary language choices as appropriate to the context of the speech. 	<ul style="list-style-type: none"> • Write one to two minute speeches on an approved topic from the teacher. • Incorporate oral presentations into a class once a week or bi-weekly. Provide the rubric and work on one facet at a time. Keep the same speech until all facets are covered. 	

<p><i>Speaking Applications</i></p> <p>8. Deliver informational presentations, (e.g., expository, research) that:</p> <ol style="list-style-type: none"> demonstrate an understanding of the topic and present events or ideas in a logical sequence; support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes; include an effective introduction and conclusion and use a consistent organizational structure, (e.g., cause-effect, compare-contrast, problem-solution); use appropriate visual materials, (e.g., diagrams, charts, illustrations) and available technology; and draw from multiple sources, including both primary and secondary sources, and identify sources used. <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p> <p>10. Deliver persuasive presentations that:</p> <ol style="list-style-type: none"> establish and develop a logical and controlled argument; include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; consistently use common organizational structures as appropriate, (e.g., cause-effect, compare-contrast, problem-solution). 	<ul style="list-style-type: none"> Dissect a famous speech into the elements listed under “<i>Speaking Applications</i>”, a-e. If possible use a topic currently being taught. Using a real event as a starter, write and present a speech that incorporates the essential communication skills. Write and deliver a speech that incorporates a visual aid. Using a visual aid, demonstrate its purpose and use, e.g. a machine, tool, compass, etc. Watch for opportunities to form debate teams on a topic from classroom questions or issues that arise. In this way, the interest is generated by the students. Employ peer mediation concepts and techniques when appropriate to practice problem-solving. 	
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