

HAMILTON TOWNSHIP LANGUAGE ARTS PERFORMANCE INDICATORS, 2008-09

= best practices

	K	1	2	3	4	5	6	7	8
I. READING									
A. Concepts About Print / Text									
P 1. Identify concepts of print by distinguishing letters from words, recognizing that words are separated by spaces, following words from left to right and top to bottom; identify the function of a book and its parts, including pictures and illustrations; front, back; and title page. [3.1 (R K) A.2; A.3; A. 4; A. 6; 3.5 (VML K) B. 2]	T								
P 2. Recognize that print represents spoken language and that speech can be recorded in words (e.g., one's own name, common signs and symbols, the labels for familiar objects in the room / the school environment) [3.1 (R K) A.1; A.5; C.3; F.3]	T								
P 3. Read environmental print with assistance, pronouncing on-sight words like <i>exit</i> , <i>stop</i> , <i>fire</i> , and seasonal words, months, and days [3.1 (R 1) A.2]		T							
[text features]		T							
P 4. Identify title, author, illustrator of books or reading selections [3.1 (R 1) A.3]									
1. Locate information related to a specific non-fiction topic by using the title, table of contents, and chapter headings of a non-fiction book. [3.1(R.2) A.1]			T						
2. Identify the purpose of a paragraph as connecting several related details with a main idea or topic sentence. [3.1 (R.2) A.2]			T						
3. Use features of a non-fiction book (i.e., glossary, index, title, table of contents, bold print, end-sentence punctuation, and chapter headings) to show how information can be obtained. [3.1 (R.3) A.1, A.2, A.3]				T					
4. Use reprints from the newspaper, a reference book, a magazine article, and a text section to highlight and explain examples of paragraphs, end punctuation, bold type, and use of visuals (maps, graphs, charts, tables, and/or pictures. [3.1 (R.4) A.1, A.2, A.3]					T				
5. Use index and glossary to locate specific information about a topic; survey text features (e.g., headings, font, graphics) that contribute to comprehension of the topic. Summarize how the features aid understanding of the topic. [3.1 (R.5) A.1, A.2] [3.1 (R.6) A.1, A.2]						T	T		
6. Use common <u>text features</u> from content texts (i.e., table of contents, paragraphs/topic sentences, bold print, italics, index, glossary, significant vocabulary) and <u>graphic features</u> (i.e., charts, maps, diagrams) to prepare (e.g.,) a scavenger hunt about the book; submit a written script of the "pitch." [3.1 (R.7) A.1]								T	
[organizational patterns]									
7. Identify the central (main) ideas from an on-level informational text of three to five paragraphs; prepare a written summary as per <u>organizational pattern</u> (e.g., chronological sequence, cause-effect, compare contrast; main idea/supporting detail). [3.1(R.4) G.7] [3.2(W.4) D.4]						T			

I. Reading: A. Concepts About Print/Text

	K	1	2	3	4	5	6	7	8
8. Analyze various types of on-level nonfiction of at least five paragraphs to identify the <u>organizational pattern (s)</u> used by the author to convey meaning (i.e., chronological sequence; main idea-supporting detail; cause-effect; compare-contrast; and persuasive); prepare a graphic organizer to represent the organizational pattern(s) in each passage. [3.1 (R.5) G.10; G.11] [3.1 (R.6) G.7, G.12]						T	T		
9. Analyze several examples of non-fiction text to discover the <u>organizational patterns</u> for each (i.e., procedure, cause-effect, compare-contrast, chronological order, sequence, persuasion); develop a graphic organizer to display the pattern found in each selection. [3.1 (R.6) E.6; G.10] [3.1 (R.7) A.2; E.2]							T	T	
10. Analyze several examples of non-fiction text to discover the <u>organizational patterns</u> for each (i.e., procedure, cause-effect, compare-contrast, chronological order, sequence, persuasive); locate sample passages for each pattern as it is taught, develop a graphic organizer to display the pattern found in each selection. [3.1 (R.8) A.1, A.2]									T
B. Phonics, Word Recognition, and Decoding									
[sound-symbol relationships]									
P 1. Demonstrate awareness that speech is composed of a series of sounds by <u>matching</u> beginning sounds (e.g., do / <i>leg</i> and <i>dog</i> begin with the same sound ?); <u>isolating</u> beginning sounds (e.g., “dog” begins with /d / sound); <u>blending</u> sounds to make words (e.g., /c / - /a / - /t / = “cat”); <u>segmenting</u> the sounds in words (e.g., “cat” = /c / - /a / - /t /); and <u>substituting</u> initial consonant sounds (e.g., change <i>cat</i> to <i>mat</i>) [3.1 (R. K) B.1; B.2; B.4]	T								
P 2. Identify beginning, middle, and ending sound-symbol relationships (including blends and digraphs,) in writing and from dictation [3.1 (R.1) B. 1; C.1]		T							
P 3. Identify the letter-sound relationships in age-appropriate words; i.e., <u>blending</u> (e.g., cl /a / p); <u>segmenting</u> (e.g., sh / o / p); and <u>substituting</u> (e.g., change <i>cow</i> to <i>how</i> , <i>now</i>) [3.1 (R.1) B.2; B.4; B.5]		T							
[syllabication]									
P 4. Clap syllables for spoken words, produce rhyming words, and substitute initial consonant sounds [3.1 (R.K) B. 5]	T								
P 5. Identify orally the number of syllables in multi-syllable words (i.e., student names) [3.1 (R.1) B.3]		T							
[decoding]									
P 6. Identify at least 22 high-frequency words from lists and in context [3.1 (R. K) C.1]	T								
P 7. Identify orally the high-frequency words from a selection (story, poem, etc.), both in a list and in context [3.1 (R .1) C.5]		T							
P 8. Identify all upper and lower case letters of the alphabet in isolation and in context [3.1 (R. K) C.2]	T								
P. 9. Use word families / spelling patterns to decode real and nonsense words (e.g., fan, can, man, gan, zan) [3.1 (R.1) C.2; C.3]		T							
P 10. Use knowledge of sound-letter correspondence, phonetic analysis, and context clues to decode and pronounce unfamiliar words when reading a passage aloud. [3.1 (R .1) C.2; C.3; C.4; C.6; C.7]		T							

	K	1	2	3	4	5	6	7	8
I. Reading: A. Concepts About Print/Text ; B. Phonics, Word Recognition, and Decoding									
1. Apply decoding skills to sound-out unknown words in an on-level passage using letter-sound relationships, word parts, middle sound replacement, syllabication, and irregularly spelled words (e.g., have, what, once, many, who, sigh, thumbed, clumped, etc.) when reading aloud. [3.1 (R.2) B.1, B.2; C.1, C.2, C.3, C.4]			T						
2. Apply decoding skills, pictures and context to sound-out unknown words in an on-level passage (i.e., prefixes and suffixes; using context clues to read words with more than one pronunciation - - read/read; all phonemes (e.g., blends, digraphs and diphthongs); structural analysis. [3.1 (R.3) B.1; C.1, C.2, C.3; E.3]				T					
3. Apply decoding skills to sound out words in an unfamiliar on-level passage using letter-sound relationships; structural analysis; common word families; and compound words, contractions, homographs and common abbreviations; answer comprehension questions about the passage. [3.1 (R.4) C.1, C.2, C.3; E.1; F.3]					T				
4. Read unfamiliar text and answer comprehension questions to demonstrate decoding skills (e.g., phonics, syllabication, recognition of spelling patterns, prefixes/suffixes); use of context clues; application of self-correcting strategies. [3.1 (R.5) C.2, C.3, C.4; D.2, D.5; F.3]						T			
5. Examine familiar text passages that contain difficult words; use strategies to determine the meaning of each difficult word, including <u>context</u> (e.g., synonym, antonym, definition, example, allusion, etc.), <u>structure</u> (roots, affixes), <u>word origin</u> (e.g., mythology); and <u>tools</u> (e.g., the dictionary, a word wall, etc.); prepare a paraphrase or rewrite of the passage, and indicate the strategy or strategies used to negotiate the difficult words. [3.1 (R.6) C.1, C.2, C.3, C.4; E.5]							T		
6. Examine familiar text passages that contain difficult words; use strategies to determine the meaning of each difficult word, including <u>context</u> (e.g., synonym, antonym, definition, example, allusion, etc.), <u>structure</u> (roots, affixes), <u>word origin</u> (e.g., mythology); homophones (e.g., site, sight, cite) and <u>tools</u> (e.g., the dictionary, a word wall, etc.); prepare a paraphrase or rewrite of the passage, and indicate the strategy or strategies used to negotiate the difficult words. [3.1 (R.7) C.1, C.2, C.3] [3.1 (R.8) C.1, C.2, C.3, C.4]								T	T
C. Fluency and Reading Strategies									
[fluency]									
P 1. Retell or re-enact a response to various familiar poems and stories using movement, artwork, music, and / or dramatization [3.1 (R. K) D. 1; G. 1]	T								
P 2. Follow a story read aloud to identify or detect errors in logic or wording made deliberately by the reader [3.1 (R. K) D.2]	T								
P 3. Follow along in a book or poem while listening to a story or poem read aloud (i.e., finger, eye movements; body posture; being on the correct page; etc.) [3.1 (R.K) D.3]	T								
P 4. Listen to answer literal and inferential questions about fiction and non-fiction read aloud note: <u>fiction</u> = made up (a) might have happened but did not; or (b) could not really happen (e.g., animals talking); <u>non-fiction</u> = really happened, found in a history book [3.1 (R. K) D.4]	T								

I. Reading: B. Phonics, etc. C. Fluency and Reading Strategies

	K	1	2	3	4	5	6	7	8
P 5. Read passages orally from grade-level fiction and non-fiction (not previously read) with fluency and answer questions to determine the meaning [3.1 (R.1) D.1; D.2; D.3]		T							
1. Read aloud an on-level passage with proper fluency - - i.e., pauses at commas and periods; pacing (not choppy or word-by-word); inflection; self-correcting as needed by re-reading. [3.1 (R.2) D.1, D.2, D.3, D.5; E.2] [Note: students may be permitted to read the passage silently a few minutes before the oral reading]			T						
2. Read aloud an on-level passage so that it sounds like spoken language - - i.e., proper phrasing, inflection, and intonation. [3.1 (R.3) D.1, D.3] [Note: students may be permitted to read the passage silently a few minutes before the oral reading]				T					
3. Read aloud an on-level passage using appropriate rhythm, flow, meter, and pronunciation, acknowledging punctuation marks. [Note: students may be permitted to read passage silently for a few minutes before oral reading] [3.1 (R.4) D.1] [3.3 (Sp.4) D.6]					T				
4. Read aloud an on-level passage in ways that reflect proper phrasing and intonation. [Note: students may be permitted to read passage silently for a few minutes before oral reading] [3.1 (R.5) D.3] [3.3 (Sp.5) D.8]						T			
5. Adjust oral reading speed when reading for different purposes and audiences (e.g., set of direction to students; letter to the principal or an elderly person, advertisement for peers, etc.) [3.1 (R.5) D.1]						T			
6. Read a paragraph or text aloud with fluency, expression, and proper phrasing; self-correct any mistakes in pronunciation or substitution including homographs (e.g., wind/wind, read/read, etc). [3.1 (R.6) D.2, D.4; F.3] [3.3 (Sp.6) D.7] [3.1 (R.7) D.1, D.3] [3.3 (SP.7) D.8] [3.1 (R.8) D.1, D.3] [3.3 (SP.8) D.8]							T	T	T
[strategies]									
P 6. Track print while someone is reading or writing (e.g., language experience stories, morning messages, etc.) by pointing or eye movements [3.1 (R.K) E.1]	T								
P 7. Make simple predictions about text and visual information using picture clues, and then confirm or revise using <i>actual</i> story content [3.1 (R.K) E.2; E.3; G.6; 3.5 (VML.K) A. 1]	T								
P 8. Identify favorite books and stories; and read at least one selection from memory (not necessarily verbatim) [3.1 (R.K) E.5; G.3]	T								
P 9. Self-monitor reading using prior knowledge, adjusting their reading rate, using pictures as cues, checking to see if it makes sense, and by using fix-up strategies [3.1 (R.1) E.1; E. 2; E. 3; E.4; E. 5]		T							
P 10. Develop study skill strategies by formulating questions about text [3.1 (R.1) E. 7]		T							
7. Read an unfamiliar on-level non-fiction passage without lip movement or finger pointing; use reading strategies such as skipping difficult words, decoding, and context clues to determine the meaning of a passage; demonstrate in an oral or written summary that includes the topic, main idea, and supporting details. [3.1 (R.2) D.4, D.6; E.1]			T						

I. Reading: B. Phonics, etc. C. Fluency and Reading Strategies

	K	1	2	3	4	5	6	7	8
8. Read an unfamiliar on-level non-fiction passage, identifying difficult words that interfere with cause comprehension. [3.1 (R.3) E.2; F.2]				T					
9. Read silently on-level passages, increasing speed, accuracy, and reading fluency; begin with a single paragraph with two to three questions and move to 8 – 10 paragraphs and six to eight questions during the year. [3.1 (R.5) D.4] [Not a standard for 3 rd or 4 th grade]				T	T	T			
10. Read an unfamiliar on-level passage, marking the words or passages that cause comprehension difficulties; seek clarification by notifying the teacher or (e.g.) rereading, using context, reading-on, etc. [3.1 (R.4) E.2]					T				
11. Read at different speeds according to purpose, using scanning (looking for specific details), skimming (getting the big picture), or careful reading to find specific information [3.1 (R.4) D.2]					T				
12. Vary what is looked for when reading according to the purpose and nature of the text, include ... reading <u>to obtain direction</u> → sequence, time-order words; <u>to be convinced</u> → persuasive words; <u>to be informed</u> → new facts; <u>to be entertained</u> → appeal to interest and/or humor; or <u>to obtain a description</u> → sensory words. [3.1 (R.5) E.2]						T			
13. Apply prior knowledge or experience, and adjust reading speeds and strategies according to the various purposes (e.g., to entertain, to inform, to persuade) for reading and type of text; write a reaction to the reading experience, including the type of material read and details or elements to distinguish that type from others. [3.1 (R.6) D.1, D.4; E.1, E.2] [3.1 (R.7) D.3] [3.1 (R.8) D.3, D.4]							T	T	T
14. Read silently several non-fictional passages within a set timeframe, and answer one or more prepared comprehension questions that require re-reading to discover missed detail, or analyze the text in a different way; increase speed and accuracy of questions answered. (helpful for high-stakes testing) [3.1 (R.6) D.3; E.3] [3.1 (R.7) D.2, D.4] [3.1 (R.8) D.2]							T	T	T
15. [Students] monitor reading for understanding through a Literacy Log entry by setting a purpose for reading, making and adjusting predictions, formulating essential questions, and relating new learning to background experiences. [3.1 (R.7) E.1] [3.1 (R.8) E.1]								T	T
[prediction] 16. Use prior knowledge and story clues to make predictions before reading a fiction or non-fiction passage; check to verify or adjust predictions during and after reading; record all predictions and adjustments in Writer's Notebook (or Literacy Log), including the details or cues that led to the right or wrong prediction. [3.1 (R.3) E.1] [3.1 (R.5) E.1, E.4] [3.1 (R.6) E.1, E.4] [NS for grade 4]				T	T	T	T		
[graphic organizer] 17. Select an appropriate <u>graphic/visual organizer</u> to be used before, during, and after the reading of an unfamiliar content area passage, given the purpose (e.g., to compare to, trace main idea with details, sequence of events, compare character to self, descriptive/sensory detail). [3.1 (R.4) E.3]					T				
18. Create a <u>graphic/visual organizer</u> to illustrate key concepts and relationships in a non-fiction chapter; include the purpose for reading the chapter. [3.1 (R.5) E.5]						T			

	K	1	2	3	4	5	6	7	8
D. Vocabulary and Concept Development									
P 1. Sort familiar objects and pictures into basic categories (e.g., toys, clothing, food, etc.) [3.1 (R.K) F.2)	T								
P 2. Pronounce vocabulary of 300-500 high-frequency sight words and phonetically regular words as per the end-of-year assessments [3.1 (R.1) F.1]		T							
P 3. Use common and/or specific vocabulary from information texts and literature to create original sentences [3.1 (R.1) F.3]		T							
1. Pronounce and interpret 500-800 sight words by the end of the year having read multiple fiction and non-fiction on-level passages. [3.1 (R.2) F.1]			T						
[infer meaning from structure or context]			T						
2. Apply prefixes and suffixes to unrehearsed base words to show the capacity to expand one's language repertoire; explain how the process impacts the meaning of the base word: prefixes: re-, un-; suffixes: -ly , -er, -est –ful [3.1 (R.2) F.2, F.3] [may be assessed with teacher observation or written test]			T						
3. Infer the meaning of given unfamiliar words in a new passage using pictures, <u>context clues</u> , and taught roots/base words, prefixes and suffixes (as per grade level); list the words and write the inferred meaning from the context of the passage. [3.1 (R.3) F.3, F.5]				T					
4. Infer the meaning of given unfamiliar words in a new passage using <u>context clues</u> and root/base words and prefixes and suffixes; record the words and their contextual meanings in Writer's Notebook (or Literacy Log) for further reference. [3.1 (R.4) F.1, F.2] [3.1 (R.5) F.1, F.2] [3.1 (R.6) F.1, F.2]					T	T	T		
5. Analyze unfamiliar print and/or media selections to identify several difficult words; record each word in the Literary Log, and predict the definition of each; include any attempt at word attack (roots/affixes), and context clues used to make the prediction; then use the dictionary, or other reference, to find the correct definition, the etymology (origin), an alternate word, and part of speech. [Use sample format on shared drive] [3.1 (R.7) F.1, F.2, F.3] [3.1 (R.8) F.1, F.2, F.3]								T	T
6. Analyze several unread passages to identify the author's use of <u>connotation/denotation</u> , multiple-meaning words, and <u>analogies</u> ; display as an page with the above devices noted in the margin. [3.1 (R.8) F.5]									T
[synonyms / antonyms / homophones / homographs]		T							
P 4. Use common antonyms and synonyms to replace words in the context of sentences [3.2 (R 1) F.2]		T							
7. Show the capacity to expand one's vocabulary by providing synonyms and antonyms for familiar words in an unrehearsed passage; explain what the original words mean and how the new word is a synonym or antonym for the word (e.g., "A Dragon Gets By"). [3.1 (R.2) F.3, F.4] [capture in written assessment]			T						

I. Reading: D. Vocabulary and Concept Development

	K	1	2	3	4	5	6	7	8
8. Analyze a given reading passage (or passage that includes a picture) containing definite attributes of a character; include synonyms, antonyms, and, as appropriate, homophones and homographs of the attributes, and record in Writer's Notebook. (homophones/homographs in Writer's Checklist) [3.1 (R.4) F.3] [3.1 (R.5) F.3]					T	T			
9. Rewrite an above level passage to supply synonyms and antonyms for underlined words and the correct homophone. [3.1 (R.6) F.3]							T		
[dictionary / thesaurus] 10. Explain how a grade-appropriate dictionary is used, including what can be found (e.g., meaning, an example of how the word is used in a sentence, and spelling). [NOTE: students may have teacher assistance as necessary] [3.1 (R.2) F.5]			T						
11. Use a grade-appropriate dictionary with the assistance of the teacher (as needed) to find unfamiliar words; locate the appropriate contextual meaning; part of speech; and pronunciation. [3.1 (R.3) F.4]				T					
12. Use the dictionary to locate given words from an unfamiliar passage (e.g., text, poem, essay, etc.), and record the correct definition of each word according to context in Writer's Notebook. [3.1 (R.4) F.4]					T				
13. Identify potentially difficult words in a new passage; locate the correct meaning of each word in the dictionary; record definition; pronounce words correctly using pronunciation key. [3.1 (R.5) F.4; C.1]						T			
14. Use the dictionary to locate the definitions and root word(s) and part of speech for selected words from a given passage; record in the Literary Log. [3.1 (R.6) F.4]							T		
E. Comprehension Skills and Response to Text									
[Fiction] [sequence] P 1. Sequence a series of three – four pictures or images to tell a story or nursery rhyme. [3.5 (VML.K) B.1]	T								
P 2. Sequence information obtained from text into a logical order to retell the main events using the Story Grammar Marker, coordinated with the Librarian [3.1 (R.1) G.3]		T							
[story elements] P 3. Identify, describe, compare, and contrast elements of two stories (e.g., "The Mitten" and "Mouse's House") using a graphic organizer (e.g., a Venn diagram) [3.1 (R.1) E.6; 3.1 (R.1) G.4]		T							
1. Identify the elements of a story (not covered in class) -- characters, setting, problem, events, and solution -- by developing an original story map. [3.1 (R.2) G.4]			T						
2. Summarize, in writing, a fictional passage including characters, setting, plot events, and problem-solution. [3.1 (R.3) G.7, G.13; H.3] [3.2 (W.3) D.7]				T					

I. Reading: D. Vocabulary and Concept Development; E. Comprehension Skills and Response to Text

	K	1	2	3	4	5	6	7	8
3. <u>Compare/contrast</u> the characters, plot events, and themes within the same selection or between selections; display using a series of Venn Diagrams or a chart. [3.1 (R.3) G.10]				T					
4. Identify the literary elements of a fictional story; include setting, characters, plot, and mood; record in a (e.g.,) graphic organizer, written <u>summary</u> , or book report. [3.1 (R.4) G.9] [3.1 (R.5) G.12]					T	T			
5. Distinguish between major and minor details from a non-fiction selection; develop a diagram that shows the relationship between the major and minor details [3.1 (R.5) G.8]						T			
6. Identify the themes of several stories read; use character traits or other story details to support the explanation; record as a journal entry in the Writer's Notebook. [3.1 (R.5) G.7]						T			
7. Analyze a self-selected fictional selection, play, or poem in terms of the various elements - - character, setting, plot, theme(s), <u>point-of-view</u> - - and explain how each element contributes to the mood of each selection; prepare as an annotated <u>graphic organizer</u> . [3.1 (R.6) G.7, G.12, G.17]							T		
8. Locate at least one fictional selection, play, or narrative poem that reflects each of three themes studied in class; analyze the selection to determine how features of theme are conveyed through characters, action, and images; present as a comparison matrix that displays setting, character, plot detail, and images. [3.1 (R.6) G.7]							T		
[character analysis]									
9. Analyze a character from a novel or short story using prescribed format. [NS for Gr. 8]									T
10. Compare various works by an author, analyzing character, setting, plot detail, stylistic techniques, theme, and underlying message; prepare a visual display that shows the comparison and features each element. [3.1 (R.8) G.15]									T
11. Prepare a fiction Book Report as per the district format; include an overview, an analysis of characters, setting, and plot detail (including conflict and resolution); point of view; author's style including devices (e.g., flashback, foreshadowing), language (e.g., imagery, figurative language); theme or messages, and a personal reaction. [3.1 (R.6) G.7, G.12] [see Fictional Book Report format on shared drive]							T		
12. Prepare a fiction Book Report as per the district format; include a synopsis, an analysis of the characters, setting, and plot detail (including conflict and resolution); point of view; author's style including devices (e.g., flashback, foreshadowing, parallel plot lines, irony, etc.), sentence structure, language (e.g., imagery, figurative language); themes or messages, and a personal reaction. [3.1 (R.7) G.7, G.9, G.10, G.11] [3.1 (R.8) G.4, G.6, G.7, G.8] [see Fictional Book Report format on shared drive]								T	T

I. Reading: E. Comprehension Skills and Response to Text

	K	1	2	3	4	5	6	7	8
[Both Fiction and Non-Fiction] [author's purpose/point of view] 13. Explain how the purpose for reading a fiction selection is different from a non-fiction selection (e.g., Fiction: is for entertainment; Non-fiction: is to gather information); compare the layout of fiction to non-fiction in brief compare-contrast paragraphs. [3.1 (R.3) E.1; G.1]				T					
14. Examine several poems or passages in terms of the author's (first person) point-of-view, use of humor, sarcasm, and imagery; show in a chart how and why the author uses each device to accomplish his/her purpose (suggested sources: Silverstein, Prelutsky). [3.1 (R.3) G.5, G.9]				T					
15. Identify the author's underlying theme or message for a passage; explain how he/she uses details to develop the theme; display in a (e.g.,) an annotated poster, a dramatization, a letter to a character/author, etc. [3.1 (R.3) G.6, G.11]				T					
[connections to self] 16. Make conscious connections to self, author, and others while reading a passage to construct meaning from the text; share connections through (e.g.,) book talk, literature circles, or small group discussion. [3.1 (R.5) G.4] [3.3 (Sp.5) A.4; B.1]						T			
[cause-effect] 17. Identify <u>causes and effects</u> found in both fiction and non-fiction selections not previously read; complete a cause-effect chart (or other graphic organizer) to show these. [3.1 (R.2) G.2] [3.1 (R.3) G.2; E.4]			T	T					
18. Identify <u>causes and effects</u> in non-fiction selections not previously read; generate a graphic organizer to show the relationship. [3.1 (R.4) G.2]					T				
19. Analyze a text in terms of <u>multiple causes and effects</u> that occur in sequence; display as a graphic organizer to show causes and effects among the sequential events. [3.1 (R.5) G.3]						T			
20. Analyze both fiction and non-fiction passages in terms of <u>multiple causes and effects</u> and <u>sequence of detail</u> ; display as a cause-effect chart and an annotated timeline. [3.1 (R.6) G.3]							T		
[essential information] 21. Analyze fiction and non-fiction passages to identify major details and ideas; distinguish between major and minor details; and make valid inferences, citing evidence from the text to support. [3.1 (R.6) G.8, G.9]							T		
22. Distinguish essential from non-essential information in fiction and non-fiction text by developing literal and inferential questions that require use of text detail to be answered. [3.1 (R.7) G.1, G.2]								T	

I. Reading: E. Comprehension Skills and Response to Text

	K	1	2	3	4	5	6	7	8
[recurrent themes] 23. Analyze the ideas and recurring themes (e.g., bravery, loyalty, friendship, loneliness) from at least two fiction and non-fiction texts; compose a personal essay or letter comparing that trait or theme with a personal experience. [3.1 (R.7) G.5, G.12] [3.2 (W.7) A.3; B.4; D.8, D.12]								T	
24. Analyze the ideas and recurring themes (e.g., censorship, survival, friendship, good vs evil) from at least two traditional and contemporary texts; compose a personal essay or letter comparing that trait or theme with a personal experience. [3.1 (R.8) G.3, G.9] [3.2 (W.8) A.3; B.4; D.8, D.12]									T
[cultural/historical perspectives] 25. Compare two or more stories having a common theme but from different cultures (e.g., facing a challenge through relationships with others, etc.); use a graphic organizer (e.g., Venn diagram, T-chart, etc.) to prepare a detailed poster that reflects the different cultures; describe how language reflects specific regions and/or cultures. [3.1 (R.4) G.1] [3.4 (L.4) B.5]					T				
26. Explain the author's point of view (first or third person) and/or opinions in a passage (e.g., "Finding the Titanic" and "Tanya's Reunion"); include how culture, ethnicity, gender, and historical periods were addressed; record in Writer's Notebook. [3.1 (R.4) G.4, G.6] [teachers are encouraged to integrate with Social Studies]					T				
27. Use <u>graphic organizer</u> (e.g., T-Chart) to show historical/cultural biases and different points of view in a text (e.g., Benedict Arnold). [3.1 (R.5) G.6]						T			
28. Make an oral presentation (e.g., talk show dialogue, puppet show, skit, etc.) to reflect an understanding of cultural and historical bias and different points of view from various fictional and non-fictional materials. [3.1 (R.6) G.6]							T		
29. <u>Compare</u> how two authors (i.e., fiction and non-fiction) present the same topic; prepare a Venn Diagram (or other <u>graphic</u>) that shows the <u>similarities and differences</u> between themes, characters, settings, and ideas (e.g., a fictional and actual account of an historical event, scientific discovery, etc.) [3.1 (R.6) H.7]							T		
30. Analyze work(s) of autobiographical literature (e.g., "Barrio Boy" by Ernesto Galarza) in terms of how the piece reflects the heritage, traditions, attitudes, and beliefs of the its author(s) in comparison to the student's own experience; cite text detail to show evidence; display as a chart detailing heritage, traditions, and attitudes relevant to the author; and present the analysis as a letter to the author. [3.1 (R.7) H.2]								T	
31. Analyze a work of literature (e.g., <i>The Devil's Arithmetic</i> by Jane Yolen) in terms of how the piece reflects the heritage, traditions, attitudes, and beliefs of its author; prepare reflections in Literacy Logs. [3.1 (R.8) H.2]									T

I. Reading: E. Comprehension Skills and Response to Text

	K	1	2	3	4	5	6	7	8
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<p>[interdisciplinary]</p> <p>32. Compare and contrast at least two selections dealing with the same interdisciplinary issue (e.g., racial hatred in the south, genetic engineering, censorship, etc.); from a Pre-write, compose a five-paragraph essay that includes summaries and a comparison of the two pieces re: (a) fiction: character, setting, plot events, theme or message, and author's style (e.g., language, imagery, tone, etc.); (b) non-fiction: purpose, audience, type of writing, organizing structure, thesis idea, and major supporting details; include an overall 'sense' of how the two were alike and different in their portrayal or treatment of the issue. [3.1 (R.7) G.6, G.14; H.5] [3.2 (W.7) A.2, A.3; D.4, D.12] [3.1 (R.8) G.2, G.12; H.5] [3.2 (W.8) A.2, A.3; D.4, D.12]</p>									T	T
<p>[making inferences / drawing conclusions]</p> <p>P 4. Make simple inferences from on-level text - - accompanied by pictures - - to answer questions in writing (e.g., dog / cat story in theme test) [3.1 (R.1) G. 5]</p>		T								
<p>P 5. Interpret various graphs, charts, and diagrams (e.g., in math), identifying more and less, differences between, and equal to; draw at least three simple conclusions from the information provided [3.1 (R.1) A.4] [3.5 (VML.1) A.5] [3.1 (R.1) G. 1; H. 2]</p>		T								
<p>33. Make inferences about fiction and non-fiction passages, citing details from the text by answering how, why, "what-if" questions. [3.1 (R.2) G.3, G.5]</p>			T							
<p>34. Develop how, why, and "what-if" questions to interpret fiction and non-fiction texts; record them in the Writer's Notebook to share in small groups. [3.1 (R.3) G.4]</p>				T						
<p>35. Make inferences and draw conclusions about fiction and non-fiction passages; use personal experience and text evidence to make the inference; record in a graphic organizer and a response sheet . [3.1 (R.3) G.8]</p> <p>fixed</p>				T						
<p>36. Interpret charts, graphs, and diagrams in various subjects by listing 3 statements that represent literal information found and 1 \neq inference or conclusion that can be drawn from these charts, graphs, and diagrams. (Recommend cross-curricular integration) [3.1 (R.3) G.3]</p>				T						
<p>37. Develop appropriate questions and contribute ideas, information, and experiences about a given topic in a class discussion; use given information and reasoning about a topic to examine two or more hypotheses and opinions about why/how something happens (e.g., effects of color on the temperature of an organism, raising the temperature will cause water to evaporate faster etc.); record the events of the experiment including the bases for each hypothesis and draw conclusions about the one that is correct. (Recommend doing with Science) [3.1 (R.3) G.14] [3.3 (Sp.3) B.1, B.2]</p>				T						
<p>38. Draw valid conclusions about the "how" or "why" or "what happens next" in unfamiliar fiction and non-fiction selections, citing details and/or inferences taken from the text; record in a graphic organizer or in Writer's Notebook. [3.1 (R.4) G.3]</p>					T					

	K	1	2	3	4	5	6	7	8
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39. Develop how, why, and “what-if” <u>questions</u> that require making inferences about fiction and non-fiction passages; use personal experience and text evidence to make the inference; record questions and answers in Writer’s Notebook,” and discuss material in small groups. [3.1 (R.5) G.9] [3.3 (Sp.5) A.4; B.1]						T			
[Non-Fiction] [author’s purpose] 40. Read and follow simple multiple-step written instructions to complete an activity or project (e.g., holiday project, morning work, learning centers). [3.1 (R.4) G.5]						T			
41. Identify the author’s purpose, views, and beliefs in an editorial or non-fiction piece. [3.1 (R.5) G.1]						T			
42. Prepare a critical response to an assigned non-fiction passage; include the author’s purpose, main ideas, views, and beliefs; make connections to one’s own life, an author, or other individuals; indicate how well the author achieved his/her purpose by citing at least one supporting detail from the work. [3.1 (R.6) G.1, G.4]							T		
[important details] 43. Recall facts and details of a non-fiction passage by writing five facts. [3.1 (R.2) G.1]				T					
44. Analyze non-fiction passages to identify the main idea(s) and supporting details; display using a graphic organizer. [3.1 (R.3) E.4; G.2] [3.1 (R.4) G.2]				T	T				
[fact-opinion] 45. Distinguish <u>facts from opinions</u> in a non-fiction passage, justify each with the criteria (Fact : never changes, can be proven; Opinion : could be different for everyone, based on how one thinks or feels); display as a table or chart. [3.1 (R.3) G.2] [3.1 (R.4) G.2]				T	T				
[persuasion/propaganda] 46. Identify <u>persuasive and propaganda techniques</u> used to influence readers in texts (e.g., newspapers, magazines, Pioneer Girl). [3.1 (R.5) G.5]							T		
47. Analyze current print advertisements or persuasive pamphlets or passages to identify and explain how the <u>persuasive techniques</u> and propaganda are used to influence readers; prepare in letter format to the author or publisher. [3.1 (R.6) G.5]								T	
48. Analyze articles from magazines, newspapers, and electronic texts to distinguish <u>facts from opinions</u> , message credibility, the presence of bias vs balance vs neutrality, and specify propaganda techniques (e.g., bandwagon, testimonial, scare tactics, etc.); display as an annotated chart or poster. [3.1 (R.7) G.3] 3.5 (VML.7) B.2]									T

I. Reading: E. Comprehension Skills and Response to Text

	K	1	2	3	4	5	6	7	8
49. Analyze articles from magazines, newspapers, and electronic texts to distinguish <u>facts from opinions</u> , message credibility, and the presence of bias vs balance vs neutrality, and specify propaganda techniques: bandwagon, transfer, testimonial, cardstacking, etc.; display as an annotated collage of advertisements demonstrating propaganda techniques. [3.1 (R.8) G.1] [3.5 (VML.8) B.2] fixed									T
[workplace documents] 50. Analyze work place documents or 'everyday text' (e.g., bus/train schedules, school schedule, evacuation procedures, etc.) to determine its function; explain how the document is beneficial to everyday life; present orally, including at least one visual aid. [3.1 (R.7) G.16; H.1] [3.3 (Sp.7) D.2, D.3] [3.1 (R.8) G.14; H.1] [3.3 (Sp.8) D.2, D.3] fixed								T	T
51. Prepare an analysis of non-fiction text including the purpose, structure, and elements of non-fiction; include an overview, type of writing (e.g., personal narrative, expository, descriptive, and persuasive); the author's purpose and audience; the <u>organizing structure</u> (e.g., compare/contrast, cause/effect, chronological sequence); thesis idea(s); supporting details; and whether the author cited any major corroborating sources. [3.1 (R.6) G.8, G11]							T		
52. Prepare a non-fiction Book Review or critique as per the adopted format that analyzes the purpose, structure, and elements of non-fiction; include a synopsis, type of writing (e.g., personal, narrative, expository, descriptive, and persuasive); the author's purpose and audience; the <u>organizing structure</u> (e.g., compare/contrast, cause effect, chronological sequence, main idea, details, etc.); thesis idea(s); supporting details; and whether the author(s) cited any major corroborating sources. [3.1 (R.7) G.8] [3.1 (R.8) G.5]								T	T
F. Literary Devices/Figurative Language/Stylistic Techniques									
1. Identify and interpret specific <u>literary devices</u> used in short stories to achieve the author's purpose; and the figurative language of (i.e., idioms, metaphors, similes, personification, alliteration, onomatopoeia and flashback); prepare a written explanation of each as an entry in the Writer's Notebook, including how the piece would be impacted if the devices were not used . [3.1(R.4) G.10]					T				
2. Analyze multiple pieces of literature (e.g., teacher-provided selections or student-developed works of poetry, short stories, essays, diaries, journals, etc.) to locate and interpret <u>figurative language</u> (e.g., idioms, metaphors, similes, personification, hyperbole, alliteration, and onomatopoeia); prepare as entries in the Writer's Notebook to explain each selection and how each device impacted the author's message. [3.1 (R.5) G.13; G.17]						T			
3. Examine passages from poetry and prose containing <u>figurative language</u> -- including idiomatic expressions, similes, metaphors, personification, onomatopoeia, etc.; sensory details; and other literary devices (e.g., flashback, extended metaphor or analogy, basic irony, etc.); explain how each piece would be different if the devices were not used; prepare an entry in the Literary Log. [3.1 (R.6) G.13, G.18]							T		
	K	1	2	3	4	5	6	7	8

4. Analyze given passages from prose and poetry to identify figurative devices (i.e., idioms, similes, metaphors, hyperbole, symbols, personification, proverbs, oxymoron); record each, interpret it and explain why the author uses that specific image. [3.1 (R.7) F.4, G.11, G.13, G.17] [3.1 (R.8) F.4, G.8, G.11]										T	T
G. Types / Genres of Literature											
[Types/Genres of Literature]											
P 1. Engage in guided reading using a variety of level materials such as storybooks, expository text, poetry, and newspapers; record genre and title of text in reading log (e.g., poem, short story, 'information,' newspaper) [3.1 (R.1) G.2]		T									
P 2. Select a variety of fiction and non-fiction texts (3 of each) on an independent reading level to be read independently and complete a reader response form for each (e.g. graphic organizer, illustration with sentence, [3.1 (R.1) G.6, G.7; H.3]		T									
1. Read independently, a prescribed number of various types of literature across the school year selected from grade-appropriate lists; record notes on a Reading Log, and independently maintain one's own checklist of works read. [3.1 (R.2) H.2] [3.1 (R.3) D.2; G.12] [3.1 (R.4) G.13] [3.1 (R.5) G.16]			T	T	T	T					
2. Distinguish among the various genres of literature including drama, poetry, fiction and non-fiction, listing the attributes of each including form, structure, and author's voice, and giving a sample title. [3.1 (R.4) G.8; G.11, G.12]					T						
3. Distinguish among various types of student writing to determine if the pieces are expository, narrative, poetry, or reflection (note: all types must be included in a prepared packet of writing samples); select appropriate checklist, and label, highlight, and make notes on each piece as to the conventions used including form, structure, and author's voice. [3.2 (W.4) A.2; B.4; D.2]					T						
4. Differentiate among the most prevalent genres and sub-genres, citing the distinguishing characteristics; and provide an example of each. [3.1 (R.5) G.2, G.14, G.15]							T				
5. Differentiate among the most prevalent genres and sub-genres, citing the distinguishing characteristics, (including historical and cultural biases and diverse points of view); and provide an example of each. [3.1 (R.6) G.2, G.6]								T			
6. Distinguish among various types of writing to determine if the pieces are expository, narrative, persuasive, poetry, critiques, everyday work place writing; using form, structure, and author's voice explain how the type of writing can be identified. [3.2 (W.5) A.4; B.1; D.3]							T				
7. Identify the various formats (or sub-genres) of non-fiction (e.g., autobiography, biography, journal/diary, essay, correspondence, and technical manual, etc.), the elements or characteristics of each, its typical purpose, and the various types of writing an author might use in all non-fiction; display in a table. [3.1 (R.6) G.11]								T			

fixed	8. <u>Compare/contrast</u> in various genres and subgenres of writing (e.g., non-fiction: biography, autobiography, essay, etc.; fiction: myths, historical, science, mystery, etc.; poetry: limerick, etc. -- see Genre Matrix); construct a Genre Dictionary that includes (a) the distinguishing attributes of each genre and sub-genre; (b) a sample title for each; (c) why an author might use one genre and sub-genre over another; and (d) a sample pre-write in response to a generic prompt for each genre and designated sub-genre. [3.1 (R.7) G.4] [3.2 (W.7) B.1; D.2] [3.2 (W.8) B.1; D.2, D.3]									T	T
	I. Reading: G. Types of / Genres of Literature										

	K	1	2	3	4	5	6	7	8	
[drama] 9. Analyze a full-length play to identify the dramatic elements (conventions), including setting, plot events, characterizations, and technical elements such as lighting, scenery, sound, props, etc.; explain how “drama” is a source of information, entertainment, persuasion, and/or transmitter of culture and how it is distinct from prose; prepare as a written review of the play that contains the above elements. [3.1 (R.6) G.15, G.16]							T			
[poetry] 10. Analyze various forms of poetry (e.g., Haiku, Diamante, Narrative, Limerick, Cinquain, Free Verse) to identify the structural elements and the author’s use of sound to achieve his/her purpose. [3.1 (R.6) G.14]							T			
11. Analyze a poem to determine the author’s <u>stylistic and rhetorical devices</u> (i.e., meter, rhyme, rhythm, alliteration, onomatopoeia) and use of figurative language (i.e., similes, metaphors, personification, idioms); prepare as an annotated copy of the poem (i.e., labels with wide margins.) [3.1 (R.7) G.11, G.13] [3.1 (R.8) G.8, G.10, G.11]								T	T	
H. Inquiry and Research										
P 1. Locate and identify the purpose for various literacy areas of the classroom (e.g., the Word Wall, alphabet, seasonal words, book center, listening center, number words) and the Library Media Center; select books related to topics of interest [3.1 (R.K) H.1; H.2]	T									
P 2. Ask and explore questions related to a designated topic by creating a KWL chart to be completed with information found in the text [3.1 (R.1) H.1]		T								
1. <u>Locate information</u> according to ABC order, including (e.g.,) the dictionary, phone book, glossary, thesaurus, encyclopedias, index, etc.; complete a “Treasure Hunt” citing source and page numbers. [3.1 (R.2) H.1]			T							
2. Use the library classification system to <u>locate appropriate reference books</u> , internet cites, and non-fiction trade books; collect notes (not copied) and summarize notes; prepare a list of references cited using title, author, and date of publication; write a poem, create a poster or timeline. [3.1 (R.3) G.7, G.13; H.1, H.2, H.3]				T						

<p>3. Locate information about four assigned topics from Social Studies, Science, Careers, and Hobbies or Personal Interests; use Web-Sites, periodicals, reference books, and content texts as sources, record information on note cards (as per teacher format), including citation of each source. Select one topic, and create an informational report that complies with the Informational Report Checklist or Rubric; report must include student generated graphs, charts, or diagrams to report data [3.1 (R.4) H.1; H.3] [3.2 (W.4) B.2, D.8, D.12] [3.5 (VML.4) A.3]</p>					T				
<p>4. Locate specific information (as per guidelines given by the teacher) about an assigned author from the Internet or a reference book; prepare as a(n) (e.g.,) book jacket, interview, letter to the author, etc., examples of the types of information to locate include: birthplace, family, interests / experiences as a child; schooling; inspiration to become an author; accomplishments such as other books written and careers. [3.1 (R.4) H.2]</p>					T				

I. Reading: H. Inquiry and Research

	K	1	2	3	4	5	6	7	8
<p>5. Present information from a research study to an audience, including visuals , media, and/or technology; answer questions posed; use district Speaking Rubric to plan and appraise delivery. [3.1 (R.5) H.8]</p>						T			
<p>6. Conduct a research study on an approved topic; begin with a central research question; develop related questions to guide the inquiry before, during, and after reading; locate and interpret information from electronic, print, and graphic sources; record information as per set format; organize and summarize the information collected to produce an outline; draw valid conclusions about the topic, produce final draft including illustrative charts, tables, photographs, maps, or graphs; prepare a bibliography of works consulted for the research study. [3.1. (R.5) H.1, H.2, H.3, H.4, H.5, H.6, H.7] [3.2 (W.5) B.3, B.5, B.8; D.2, D.9, D.14] [3.5 (VML.5) A.2; B.7]</p>						T			
<p>7. Conduct a research project (e.g., with the Math department) that is built around an approved research question to drive the study; select and use multiple print and electronic sources to gather relevant information, including graphics such as maps, graphs, timelines, or tables; take notes and summarize information, prepare an outline, and develop graphs / illustrations / charts / tables; draw conclusions from information collected; prepare a final presentation or paper that sets forth a main idea, supports it with facts, examples, and explanations from authoritative sources, and includes a works consulted page as per guidelines. [3.1(R.6) A.3; H.1, H.2, H.3, H.4, H.5, H.6] [3.2 (W.6) B.1, B.3, B.5, B.8; D.2, D.7, D.12] [3.5 (VML.6) A.2; B.7]</p>							T		
<p>[careers] 8. Collect materials for a portfolio dedicated to career choices. [3.1 (R.7) H.3]</p>								T	
<p>9. Collect materials for a portfolio dedicated to two career choices. [3. 1 (R.8) H.3]</p>									T

II. WRITING

A. Process									
[handwriting] P 1. Print first and last name independently and all upper and lower case letters from teacher copy; show control of the writing utensil (i.e. proper grip), paper position, and beginning strokes) [3.2 (W.K) A.5; C.2; C.4; C.5]	T								
P 2. Write upper and lower case letters of the alphabet from memory [3.2 (W.1) C.1]		T							
[writing readiness] P 3. Participate in group writing and oral reading (e.g., morning messages and language experience stories) by adding specific ideas and explaining why the teacher wrote each detail (i.e., that it represents a student's thought or talk) [3.1 (R.K) G.5] [3.2 (W.K) A.1; A.2]	T								

II. Writing: A. Process / Readiness / Pre-write

	K	1	2	3	4	5	6	7	8
P 4. Communicate a personal response to literature (e.g., like-dislike and why; connection to a personal experience, reminder of text read or heard) showing comprehension; using drawing, telling, and writing by the end of the year [3.2 (W.K) D. 1]	T								
[pre-write / writing process] P 5. Observe the teacher model the Writing Process; record notes in Journal, and adapt the Process for one's own writing [3.2 (W.1) A.2; A.3]		T							
P 6. Increase writing fluency by generating ideas for writing through talking, sharing, and drawing and from personal experiences to improve written stories, using developmental spelling and conventional text [3.2 (W.1) A.1; A.5; A.6; B.2]		T							
1. List ideas for writing (e.g., from the "Me" web), and select a graphic organizer (e.g., web, Venn, picture square, make a list, etc.) to plan for a written piece. [3.2 (W.2) A.1, A.6]			T						
2. Collect writing ideas in the Writer's Notebook including prompts from other content areas; use graphic organizer to elaborate on ideas for pre-writing. (e.g., Science, Social Studies, Art, Music) [3.2 (W.3) A.1, A.3; D.2, D.3]				T					
3. Generate ideas for writing topics (e.g., through prior experiences, familiar stores, brainstorming, interviews, asking questions, or research) to devise a pre-write for an original composition that addresses a prompt; display the pre-write as a graphic organizer that demonstrates an organizational pattern (e.g., cause-effect, compare-contrast, time-order, problem-solution, order of importance). [3.2 (W.4) A.1, A.3; D.3, D.10] [3.2 (W.5) A.3, A.5; D.12]					T	T			
4. Structure a pre-write to include the conventions of a particular genre and voice (i.e., point-of-view, recurring idea or message, and tone (e.g., sarcasm, anger, sadness, etc.) [3.2 (W.4) A.2]					T	drop ped			
fixed 5. Use a graphic organizer and/or outline to devise pre-writes for various types of compositions for specific audiences and topics; include the conventions of each genre or type; use ideas from reading and connections from content areas and/or current events; state a clear purpose, establish a voice, and develop the topic using the appropriate organizational pattern. [3.2 (W.6) A.1, A.2, A.4, A.5]							T		

13. Use the Writer's Checklist to evaluate the mechanics of one's own writing, identify strengths and set goals for improvement; edit draft; use the appropriate reference materials, including the thesaurus, and the checklists for (a) mechanics and (b) language/word choice; use computer applications to prepare final product. [3.2 (W.6) A.6, A.9, A.10, A.11, A.13; C.8, C.9; F.5] [3.1 (R.6) F.5]							T		
II. Writing: A. Process / Readiness / Pre-write									

	K	1	2	3	4	5	6	7	8
14. Use the Writer's Checklist and New Jersey Scoring rubric to revise and edit selected compositions, including reference materials (e.g., dictionary, thesaurus, etc.); submit the first draft with appropriate markings that include both strengths and areas needing improvement, a marked rubric and checklist, and the finished product. [3.2 (W.7) A.4, A.5, A.7; C.6, C.7; D.15] [3.2 (W.8) A.4, A.5, A.7; C.6, C.7; D.15]								T	T
B. Products									
P 1. Demonstrate how the sequence of letters in a written word represents a sequence of sounds in the spoken word by attempting to put ideas into journal-writing about personal experience using pictures, developmental spelling, or conventional text; use left-to-right and top-to-bottom directionality and proper spacing [3.1 (R.K) B.3] [3.2 (W.K) D. 1]	T								
P 2. Write and share with others "a story" (e.g., a 'how-to,' fiction, or a personal narrative) that shows events in a beginning, middle, and end using pictures, developmental spelling, or conventional text; use correct letter-sound knowledge to print <u>some</u> words [3.2 (W.K) A.7; B.1; C.1]	T								
P 3. Produce a variety of writings that reflect an author's 'voice' [3.2 (W.1; A.8]		T							
P 4. Sequence a series of pictures or images to create simple sentences for others to read and interpret [3.1 (W.1) A.4, D.1; 3.5 (VML.1) B.2]		T							
P 5. Use punctuation, capitalization, left-to-right directionality, appropriate spacing, developmental spelling, phonics-based spelling, and sound-symbol associations for spelling by last writing sample of the year [3.2 (W.1) C.2; C.3; C.4; C.5; C.6]		T							
P 6. Use simple computer applications to prepare final draft [3.2 (W.1) A.10]		T							
P 7. Produce a variety of finished writing products (i.e., picture prompts, personal narrative, friendly letter, narrative description, expository report, and compare and contrast) that show a relationship between illustration and text [3.2 (W.1) D.2]		T							
[poetry] 1. Write an original poem (e.g., cinquain) according to the guidelines of the type selected (e.g., couplet, acrostic, single stanza, free verse); follow the conventions set forth in the poetry Checklist or Rubric. [3.2 (W.2) D.5] [3.2 (W.3) D.1] fixed			T	T					

2. Compose an original poem according to the guideline of type selected (e.g., cinquains, limericks, diamonte, conventional rhyme, etc.); follow conventions set forth in the Poetry Checklist or Rubric. [3.2 (W.4) D.4, D.14] [3.2 (W.5) D.3]					T	T			
3. Compose original poems as per guidelines of each specific type (i.e., specifying rhythm, rhyme, meter, number of lines, etc.); include an overall message and at least two figures of speech (Grade 8 must include an idiom). [3.2 (W.6) B.1; D.3] [3.2 (W.7) D.4] [3.2 (W.8) D.4]							T	T	T
[narrative: short story]									
4. Write an original story that is a sequel to a theme book (e.g., "Dragon Gets By"); follow the conventions of a "story" including characters; setting details (where/when); plot events, including a conflict or problem; and a resolution; tell the story from a character's (e.g., the dragon) point-of-view, including their own experience. Use the Short Story Checklist / Rubric [3.2 (W.2) A.3, B.2]			T						
5. Write an original story using the conventions of short story (i.e., characters, setting details (when/where); plot that follows a logical sequence, conflict or problem/ solution) based on a picture prompt, following the writing process (i.e., prewriting, first draft, revising, peer-conferencing, editing using reference materials); use the Short Story Checklist. [3.2 (W.3) A.4, A.5, A.6, A.9, A.10, A.12; D.5; B.4; C.1, C.2, C.4]				T					

II. Writing: A. Process / Readiness / Pre-write; B. Products

	K	1	2	3	4	5	6	7	8
6. Write an original short story from a picture or prompt that follows the conventions of the Short Story Checklist or Rubric; place particular emphasis on dialogue and character development. [3.2 (W.4) B.3; C.4; D.4]					T				
7. Write an original narrative short story that develops characterization, setting, and plot including problem/solution and resolution of conflict, placing particular emphasis on dialogue, sensory description, actions, thoughts and feelings of characters, and point of view. Follow the conventions of the Short Story Checklist or Rubric [3.2 (W.5) A.1; B.4; D.7, D.8]						T			
8. Write an original short story that follows the conventions of the Short Story Checklist or Rubric; establish a plot or conflict, setting, characters, point-of-view, and resolution; use narrative techniques (story elements, dialogue, specific actions of characters, sensory descriptions, and expression of thoughts and feelings of characters). [3.2 (W.6) A.11; B.1; D.5, D.6]							T		
9. Write a short story (in response to a picture prompt) that includes multiple characters, dialogue, detailed setting, plot events in logical sequence, at least one conflict, and one compositional risk; use the Writing Checklist for mechanics as a guide; use a graphic organizer or outline as a Pre-write. [3.2 (W.7) A.1, A.3; B.4; D.1, D.4, D.5, D.12]								T	
10. Write a narrative speculative that includes multiple characters, dialogue, at least two settings, plot events in logical sequence, at least two conflicts, and one compositional risk; see the Writing Checklist for mechanics as a guide; use a graphic organizer or outline as a Pre-write. [3.2 (W.8) A1, A.3; B.4; D.1, D4, D.5, D.12]									T

[narrative: personal narrative] 11. Write a personal narrative that follows the conventions of personal narrative (i.e., central focus, interesting beginning and ending, character (including feelings and reactions), logical sequence of events)for publication using the writing process (i.e., generate ideas, pre-write, draft, revise/elaborate, edit (peer and self) and the Personal Narrative Writing Checklist [3.2 (W.2) B.1, D.1, A.1, A.5, A.6, A.7, A.9, A.10, A.11, A.12]				T						
12. Write a personal narrative observing the conventions of personal narrative: (i.e., Pronoun I; single focus, sequence of events; strong beginning and ending; setting; others involved) with a strong sense of voice (e.g., personality, mood, and feeling); use the Personal Narrative Checklist. [3.2 (W.3) B.2, D.4, A.8, D.8]					T					
13. Create a narrative (e.g., memoir, diary, or personal narrative) about an event or experience; include descriptive detail, and follow the conventions set forth in the Personal Narrative Checklist or Rubric. [3.2 (W.4) B.1, D.4, D.7, D.14]						T				
14. Write personal narratives or memoirs that contain character, setting, and plot line (i.e., conflict-resolution or rising-falling action) that relate clear, coherent events or situations in specific detail. [3.2 (W.7) A.3; B.2; D.4, D.12] [3.2 (W.8) A.3; B.2; D.4, D.12]									T	T

II. Writing: B. Products

	K	1	2	3	4	5	6	7	8
[narrative prose: autobiography / biography] 15. Write a biography about a person important to the student; include (a) vital statistics about the subject; (b) major accomplishments; (c) his/her impact on the student's life and/or others; (d) milestones or life-changing events that shaped his/her destiny. [3.2 (W.5) B.1, B.4; D.3]						T			
16. Write a five-paragraph autobiography that includes the following: (a) a Pre-write that is a timeline from birth through projection into young adulthood; (b) characters; (c) settings; (d) at least three momentous events; use the Writing Checklist for guidance. [3.2 (W.6) B.1, B.4; D.3, D.10]							T		
[expository] 17. Write a procedure (e.g., cooking in science, how to do a household chore, etc.) relative to a subject area (e.g., Science, Social Studies, Art, etc.) using the writing process as per the following guidelines: easy to follow; all materials used are listed; steps are sequential using time-order words; and mechanics as per the Procedure Checklist or Rubric. [3.2 (W.2) A.5, 7, 9, 10, 11, 12; B.4; D.2, D.5]			T						
18. Write an informal report on a topic (e.g., animal, dinosaur, famous person) that includes a title, opening and closing sentences, and details; follow the conventions set forth in the Writer's Checklist or Rubric. [3.2 (W.2) B.4; D.5]			T						
19. Write a procedure for doing or making something (e.g., how to ride a horse, how to make a sandwich); include all materials, easy to follow, steps are sequential using time-order words; and mechanics as per the Procedure Checklist. [3.2 (W.3) D.9]				T					

30. Write a descriptive composition about a person, place, object, or event that includes the conventions of descriptive writing (i.e., clear statement of topic, sensory detail, high interest beginning, vivid adjectives) and follows the Descriptive Writing Checklist and Rubric. [3.2 (W.5) B.2] [NS for Gr. 4]						T	T		
31. Write a descriptive paragraph about an object, person, event, or picture; follow the conventions of Descriptive writing and use the district Writing checklist for guidance. [3.2 (W.6) B.1, B.2]								T	
32. Write a descriptive essay about a still image; follow the conventions of Descriptive Writing (i.e., focused on sensory detail using precise language to create vivid sensory images, including figurative language, and indicating tone or attitude, etc.), and use the District Writing Checklist for guidance. [3.2 (W.7) D.5] [3.5 (VML.7) B.4] [3.2 (W.8) D.5] [3.5 (VML.8) B.4]									T T
[research] standards for grades 2 and 3 are in expository writing standards for grades 4, 5, and 6 are reflected in the reading / research section									
33. Conduct a research project stemming from a research question from another content area (e.g., art, music, science, social studies); include two primary and two secondary sources, two of which are electronic; direct quotations; citations; include a works cited page. Follow guidelines for a 5-paragraph essay. [3.2 (W.7) A.3; B.3; D.6, D.7, D.12] [3.1 (R.7) H.4] [3.2 (W.8) A.3; B.3; D.6, D.7, D.12] [3.1 (R.8) H.4]									T T

II. Writing: B. Products

	K	1	2	3	4	5	6	7	8
[persuasive] 34. Develop an issue-based persuasive essay that takes a position or argument, provides supportive detail that clarifies the 'benefits' of that position to a larger good, and conveys intense feeling; adhere to the criteria set forth in the Writer's Checklist. [3.2 (W.5) B.1, B.2; D.3, D.10]						T			
35. Write a persuasive / issue-based essay that takes a "stand" (advocates a position) and supports it with at least three valid, objective reasons; cite sources when needed; follow the conventions of Persuasive Writing rubric, and use the district Writing Checklist for guidance. [3.2 (W.6) B.1, B.2; D.3, D.8]							T		
36. Use a graphic organizer to compose, revise, edit, and publish a persuasive essay on a controversial issue that (a) takes a clear position, (b) supports the position with factual evidence and valid examples from external sources, and (c) acknowledges alternate points-of-view; use word processing software to develop the essay. [3.2 (W.7) A.3, A.6; B.4; D.4, D.10, D.11, D.12] [3.2 (W.8) A.3, A.6; B.4; D.4, D.10, D.11, D.12]								T	T
[response to literature] 37. Examine selections from various genres to determine the way the author uses paragraphs and how the author communicates ideas through form, structure, voice, author's feelings or message (e.g., indenting; using vivid verbs; use of dialogue; using headings, etc.); record observations in Writer's Notebook. [3.2 (W.3) A.2, A.7, C.3]				T					

38. Examine real-world writing (e.g., advertisements, newspapers and magazines, specific short story, non-fiction, song lyrics, etc.) to discover and explain why authors use sentences, paragraphs/indentations, and sentence fragments to achieve their purpose. [3.2 (W.4) B.7, B.9, C.6] [3.2 (W.5) C.7]						T	T			
39. Respond to a literary passage or text by writing an essay that shows comprehension of the text, gives a personal reaction, and makes a connection to one's personal experience. [3.2 (W.4) D.6, D.11]						T				
40. Respond to a literary passage or text by making a connection to one's life; cite text detail for support. [3.2 (W.5) B.1, B.2; D.4] [3.2 (W.6) D.4]							T	T		
41. Answer higher-order open-ended questions about non-fiction content area passages or text; include in the answer (a) paraphrased detail from the text, and (b) something new learned from the piece. [3.2 (W.4) D.5, D.11]						T				
42. Answer higher-order open-ended essay questions about non-fiction content area passages or text; include in the answer (a) paraphrased detail from the text, and (b) something new learned from the piece. [3.2 (W.5) D.13]							T			
43. Prepare Literary Log entries that show insights into text interpretation and indicates how effectively the author achieved his or her purpose; connect to the reader's personal experience, and include text details for support (e.g., put oneself in the role of a character). [3.2 (W.6) D.4] [3.1 (R.7) G.15] [3.2 (W.7) D.3] [3.1 (R.8) G.13] [3.2 (W.8) D.3]								T	T	T

II. Writing: B. Products

	K	1	2	3	4	5	6	7	8
[critique] 44. Critique a selection in terms of how well the author achieved his/her purpose; include (a) the author's purpose (i.e., persuade, entertain, inform, etc.) (b) the author's style (i.e., consistency of topic and point-of view; effectiveness of sentence structure; and word choice); and (c) a recommendations to others to read or not and why; use the Writer's Checklist for guidance. [3.2 (W.6) B.1, B.3; D.3]							T		
[correspondence] 45. Write a friendly letter (e.g., to an author, best friend, etc.) that includes a date, greeting, body, closing, and signature; follow the conventions set forth in the Writer's Checklist/Rubric. [3.2 (W.2) B.4, D.5] [3.2 (W.3) D.4, D.9]			T	T					
46. Write formal and informal letters to meet personal academic, and social needs that follow a prescribed format and adhere to the Writer's Checklist / Rubric [3.2 (W.4) D.4, D.9, D.14]						T			
47. Prepare a friendly letter that includes a heading, greeting, body, and closing which conveys a casual message <u>and</u> a business letter that includes proper tone, a heading, inside address, greeting, body, and closing and which states an opinion about a product or makes a request for information on a specific topic; follow other criteria on the Writing Checklist. [3.2 (W.5) D.11]							T		

C. Conventions									
Use the Writer's Checklist to organize and revise written products; include all conventions listed.									
[See Checklist for actual cites to the section C standards - - Mechanics, Spelling, and Handwriting]									

III. SPEAKING									
A. Group Discussion									
1. Participate in group discussion about a common topic or experience (e.g., Scholastic News; science or social studies text; fiction/non-fiction book; film, etc.); remain focused, offer a personal opinion, looks at the speaker, and wait one's turn. [3.3 (Sp.2) A.1, A.2, A.3, A.4; D.2] [3.4 (L.2) A.3]									T
2. Participate in a small group or whole class discussion about a common topic or experience; listen to and follow the discussion, paraphrasing another's comment and contribute an appropriate opinion supported with details; stay focused on the topic; and take turns. [3.3 (SP.3) A.1, A.2, A.3, A.4] [3.4 (L.3) B.3]									T
3. Participate in a group discussion, offering a particular relevant point-of-view - - supported with examples or details; staying focused; taking turns without dominating; and asking relevant questions. [3.3. (Sp.4) A.1, A.2, A.3]									T
4. Participate in a group discussion, offering a particular relevant point-of-view - - supported with examples or details; staying focused; taking turns without dominating; accepting others' opinions and responding appropriately, and asking relevant questions. [3.3. (Sp.5) A.1, A.2, A.3, A.5]									T

II. Writing: B. Products; C. Conventions / III. Speaking: A. Group Discussion

	K	1	2	3	4	5	6	7	8
5. Participate in a group literature discussion (e.g., literature circles), offering a particular relevant point-of-view - - supported with examples or details; staying focused; taking turns without dominating; accepting others' opinions and responding appropriately, and asking relevant questions. [3.3 (Sp.6) A.1, A.2, A.3, A.4, A.5]								T	
6. Participate actively in class discussion about a literature selection, listening to others' opinions and questioning for clarification, paraphrasing others' comments, and responding appropriately when asked (i.e., giving opinions and ideas). [3.3 (Sp.7) A.2, A.6, A.7; B.1, B.2; C.1] [3.3 (Sp.8) A.2, A.6, A.7; B.1, B.2; C.1] [3.4 (L.7) B.3] [3.4 (L.8) B.3, B.6]									T T
7. Generate lists of all pros and negative points of view on a controversial issue (e.g., the draft, school uniforms, etc.); define group roles and rules for an informal debate; conduct the actual debate in small groups with each group member taking a side and acknowledging other points of view; prepare a 'debate' protocol that captures the positions presented. [3.3 (Sp.7) A.1, A.3, A.4, A.5] [3.4 (L.7) A.5, B.5, B.6]									T

2. Participate in a dramatization or role play. [3.3 (Sp.2) D.1]			T						
3. Translate a familiar scenario into a skit that includes at least one prop and dialogue; feature the purposeful use of figurative language. [3.3 (Sp.4) C.1, C.2; D.5] [3.3 (Sp.5) C.1, C.2, C.3, C.4; D.5, D.7]					T	T			
4. Talk about an experience (e.g., trip to Disney World, going to see a specific event, experiencing something like going to the dentist, etc.) or work sample (e.g., written product such as the procedure piece) in front of a small group; use the Hamilton Township Speaking Rubric. [3.3 (Sp.2) D.3]			T						
5. Prepare, rehearse, and deliver an oral book talk / report; use language to persuade the listeners to share your opinion about the book; entertain questions and seek clarification from the listeners; use feedback from peers/teachers to adjust for future presentations. Use Hamilton Township Speaking Rubric [3.3 (Sp.3) C.1, C.2, C.3] [3.3 (Sp.3) D.1, D.2, D.3]				T					
6. Prepare, rehearse, and deliver a formal presentation to a specific audience for a particular purpose; include an opening, supportive details in logical or sequential order to develop ideas, and a closing statement; use notes or memory aids; maintain audience interest with catchy phrases, inflection, and gestures; follow the district Speaking Rubric; use listener feedback from a rubric to identify specific area(s) of improvement. [3.3 (Sp.4) D.1, D.2, D.3, D.4, D.7]					T				
7. Prepare, rehearse, and deliver a formal presentation based on a central theme; include an opening, supportive details in logical or sequential order to develop ideas, and a closing statement; include visual aids, using appropriate media such as chart s/ graphs, audio/video, photos, etc.; maintain audience interest; as per the district Speaking Rubric; use listener feedback from a rubric to identify specific area(s) of improvement. [3.3 (Sp.5) D.1, D.2, D.3, D.4, D.6, D.7, D.9, D.10] [3.5 (VML.5) C.2]						T			

III. Speaking: C. Oral

	K	1	2	3	4	5	6	7	8
8. Prepare, rehearse, and deliver with fluency a formal presentation based on a central theme (e.g., research project, book review); include an opening, main ideas, supportive details in a logical or sequential order, and a closing statement; use props and visual aids for clarification; use a variety of suitable vocabulary and figurative language to clarify, illustrate, and elaborate on ideas; follow the district Speaking Rubric; use listener feedback from a rubric to identify specific areas of improvement. [3.3 (Sp. 6) C.1, C.2, C.3, D.1, D.2, D.3, D.4, D.5, D.6, D.7, D.8, D.9]							T		
9. Prepare an oral presentation as per guidelines (e.g., an appealing introduction, a well-developed body, a summative conclusion, and at least one visual aid or technology); deliberately plan to use advanced vocabulary, varied sentence structure, correct grammar, and language that will stimulate audience interest; submit outline to teacher; deliver to peers as per the District Speaking rubric, using the appropriate body language, eye contact, vocal qualities, etc.; answer audience questions; use the listener feedback from the scoring rubric to indicate in a summary to the teacher, the areas needing improvement [3.3 (Sp.7) C.2, C.3, C.4; D.1, D.2, D.3, D.4, D.5, D.6, D.7] [3.5 (VML.7) B.3] [3.3 (Sp.8) C.2, C.3, C.4; D.1, D.2, D.3, D.4, D.5, D.6, D.7] [3.5 (VML.8) B.3]								T	T

IV. LISTENING									
A. Active Listening									
P 1.	Listen to a story read aloud to identify the main character, setting, and important events in a story; retell the story (e.g., using the Grammar Marker) [3.4 (L.K) A.2; 3.1 (R.K) G.2; G. 4]	T							
P 2.	Listen to and participate (by singing along and performing actions) in rhymes and songs to develop an understanding of letter/sound relationships [3.4 (L.K) A.3]	T							
P 3.	Track and match oral words to printed words using finger or pointer when listening to text or original writing read aloud [3.4 (L.1) A.3; B. 6; 3.1 (R.1) A.1]		T						
P 4.	Identify orally the beginning, middle, and ending sound in words, and produce a rhyming word for a given word - - all in a phonemic awareness interview [3.4 (L.1) A.2; A.4]		T						
P 5.	Recall information, having heard a poem or story read aloud and having watched a film/video; write a retell and answer comprehension on a form [3.4 (L.1) B.3; B.5] [3.5 (VML.1) A.1]		T						
1.	Listen to a speaker or reader to identify the main idea(s) and supporting detail(s); complete a <u>graphic organizer</u> [3.4 (L.2) A.1, B.2]			T					
2.	Distinguish among types of speech (e.g., a joke, chat, directive, request, warning), including the distinguishing criteria for each. [3.4 (L.2) A.2]			T					

III. Speaking: C. Oral; IV. Listening: A. Active Listening

	K	1	2	3	4	5	6	7	8
3. Connect messages heard during the discussion to preview a reading selection to one's own life experiences and prior knowledge; express verbally and non-verbally. [3.4 (L.3) A.1, A.2]				T					
4. Listen to a formal presentation (e.g., another students' speech / oral presentation) for enjoyment or to obtain information; complete a Speaking Rubric to provide critical and constructive feedback to the speaker. [3.4 (L.4) A.1, A.2]					T				

5. Listen to a formal presentation (e.g., another student's speech or oral presentation) for enjoyment or to obtain information; acknowledge the speaker through eye contact and non-verbal cues; record the speaker's purpose, attitude toward the subject, and perspective; ask pertinent questions to clarify; complete a Speaking Rubric to provide critical and constructive feedback to the speaker. [3.4 (L.5) A.1, A.2, A.3, A.4, A.6, A.7] [3.5 (VML.5) C.3]								T			
6. Listen to a formal presentation (e.g., another student's speech, a recorded speech, etc.) to obtain information; use the Listening Rubric to evaluate, including eye contact, persuasive techniques used, the speaker's attitude, etc.; provide constructive feedback to the speaker. [3.4 (L.6) A.1, A.2, A.3, A.4, A.5, A.6, A.7, B.3] [3.5 (VML.6) C.3] [3.4 (L.6) B.1, B.2, B.4]									T		
7. Listen actively to a formal oral presentation or speech prepared and presented as per specific guidelines and the district Speaking Checklist; use a Listening Rubric to evaluate the presentation (including purpose, delivery techniques, content, visual aids, body language, and facial expressions); interpret the speaker's message and critique the overall preparation and performance; provide feedback to the speaker, and ask questions to clarify the message. [3.4 (L.7) A.3, A.6,B.1, B.4] [3.4 (L.8) A.3, A.6, B.1, B.4]										T	T
B. Listening Comprehension / Oral Directions											
P 1. Answer questions correctly about books or stories read aloud by identifying the sequence of events and story details to support the main idea [3.4 (L.K) B.2]	T										
P 2. Listen to instructions and/or daily messages to follow 1- and 2-step oral directions [3.4 (L.K) A. 1]	T										
P 3. Listen to, follow, and respond appropriately to simple 2-step oral directions [3.4 (L .1) A.1; B.2]		T									
P 4. Make predictions about partial stories read aloud; convey predictions in simple written sentences; confirm or revise based on actual ending [3.4 (L.1) B.1; 3.2 (W.1) A. 4]		T									
P 5. Ask questions for clarification (e.g., who, what, when, where, why) of text read aloud [3.4 (L.1) B.7]		T									
1. Follow 2- and 3-step directions to successfully complete a holiday project. [3.4 (L.2) B.1] [3.4 (L.3) B.3]			T	T							
2. Follow 3- and 4- step oral directions. [3.4 (L.4) B.6] [3.4)L.5) B.5] [3.4 (L.6) B.5]					T	T	T				

IV. Listening: A. Active Listening ; B. Listening Comprehension / Oral Directions

	K	1	2	3	4	5	6	7	8
3. Explain orally how an author uses specific words and phrases to create vivid images (e.g., responding to the teacher reading material - - they might draw a picture and explain words used that caused them to create a certain image or describe a mental image using the words that convey the image. [3.3 (Sp.2) C.2]			T						
4. Listen to story or video, and write a summary of the main ideas. [3.4 (L.3) B.2]				T					

1. Speculate about characters, settings, events in media, focusing on 2 characters to compare/contrast traits using Venn diagram. [3.5 (VML.2) A.1, A.3, A.5]			T						
2. List traits of a favorite illustrator (e.g., Tomie de Paola, Patricia Polacco, and Eric Carle) through viewing and discussing illustrations. [3.5 (VML.2) A.4]			T						
3. Use background knowledge to determine which media forms (e.g., telephone book, newspaper, encyclopedia, television, advertisements, internet, fine arts) best communicate the information needed (e.g., What is Aunt Sally's phone number? What will the weather be tomorrow?); answer questions dealing with life skills and finding needed information. [3.5 (VML.3) A.1] fixed				T					
4. Use a student –selected text that contains both factual and fictional illustrations, distinguish between the two in order to determine how each supports the text, and write a reflecting piece that indicates how they make the content easier to understand. [3.5 (VML.4) A.1, A.2, A.4] [3.5 (VML.5) A.1, A.3] [3.5 (VML.6) A.1, A.3] Factual illustrations = pictures or drawings of actual people or events Fictional Illustrations = pictures or drawings of imaginary people or depiction of events that may be realistic.					T	T	T		
5. Analyze the print and electronic versions of an important speech (e.g., JFK, Ronald Reagan, etc.) to identify aspects of the text that support the author's point-of-view; focus on how the author/producer uses words, sounds, and still or moving images to convey certain messages. [3.5 (VML.7) A.1, A.3]								T	
6. Analyze the print and electronic versions of an important speech (e.g., Martin Luther King Jr.'s "I Have a Dream") to identify aspects of the text that support the author's point-of-view; focus on how the author/producer uses words, sounds, and still or moving images to convey certain messages. [3.5 (VML.8) A.1, A.3]									T
7. Compare and contrast the "coverage" of a news event by two different forms of media (e.g., newspaper, radio, television, internet news outlets); prepare as a <u>graphic organizer</u> [3.5 (VML.7) A.4] [3.5 (VML.8) A.4]								T	T
B. Visual and Verbal Messages									
[advertisements]									
1. View simple advertisements from various sources; recognize and interpret messages created for a specific purpose (e.g., to inform, entertain, persuade); use a simple rating scale to judge media products. [3.5 (VML.2) A.2, B.1, B.2]			T						
2. Interpret messages found in advertisements, texts, and different media; record the central theme and main idea in Writer's Notebook. [3.5 (VML.3) A.2, B.2]				T					

V. Viewing and Media Literacy: A. Constructing Meaning

	K	1	2	3	4	5	6	7	8
3. Analyze a set of print advertisements and T.V. commercials to identify target audience, purpose, and underlying messages; complete a listening guide that includes supporting details. [3.5 (VML.4) A.6; B.1, B.2]					T				

<p>4. Analyze various print and media advertisements in terms of their <u>purpose</u> and <u>target audience</u>; the <u>persuasive techniques</u> used; the verbal and non-verbal “<u>message(s)</u>” stated or implied; and submit a written evaluation of the credibility of the advertisement . [3.5 (VML.5) A.5, A.7; B.1, B.2, B.3]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Sample:</p> <p>Product: commercial for EA Sports Video Games Target Audience: Kids and teens Purpose: convince people to buy EA Sports games instead of other video games Underlying Message: EA Sports Games have better graphics and features so you'll enjoy playing the games more</p> </div>						T			
<p>5. Analyze various print and media advertisements in terms of the <u>target audience</u>; the <u>persuasive techniques</u> used (i.e., in your face, testimonials, poison the well, bandwagon); <u>credibility</u> (i.e., FDA, AMA, ADA-approved); and the verbal and non-verbal “<u>message(s)</u>” stated or implied; submit a mini-critique (oral or written), and make an oral presentation with a visual.. [3.5 (VML.6) A.5, A.7; B.1, B.2, B.3; C.2]</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Sample:</p> <p>Product: commercial for Propel Sports Drink Target Audience: Teens or adults who are physically active Purpose: convince people to buy Propel instead of another sports drink Underlying Message: Propel keeps you hydrated and replaces the nutrients you lose when working out or playing a sport</p> </div>						T			
<p>6. Analyze advertisements shown on television and displayed in magazines in terms of persuasive techniques used and emotional effect; use T-charts to show the comparative strengths and weaknesses of each. [3.5 (VML.7) B.1; C.2] [3.4 (L.7) A.4] [3.5 (VML.8) B.1; C.2] [3.4 (L.8) A.4]</p>							T	T	
<p>[film]</p> <p>7. Compare the film version of a story with the book or print version including the central theme; use a graphic organizer to display the comparison, and prepare a written explanation of how the two forms communicate the theme of the “story;” write an evaluation of which is the preferred form and why. [note: help students realize that the details of the print version and film version may not be the same; their focus should be on HOW the two media work, not the text detail] [3.5 (VML.4) A.5, A.7; B.4; C.1]</p>					T				

V. Viewing and Media Literacy: A. Constructing Meaning

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8.	Compare the film version of a story with the book or print version including the central theme; use a graphic organizer to display the comparison, and prepare a written critique of how the two forms communicate the theme of the “story.” [note: help students realize that the details of the print version and film version may not be the same; their focus should be on HOW the two media work, not the text detail] [3.5 (VML.5) A.4, A.6; B.6; C.1] [3.2 (W.5) D.3] [3.5 (VML.6) A.4, A.6; B.6; C.1]						T	T		
9.	Compare and contrast the film and print versions of a story (novel) or play to analyze the treatment of fictional elements (e.g., character, setting, plot events, conflict-resolution); and prepare as an annotated <u>graphic organizer</u> . [3.5 (VML.7) A.2; B.5] [3.5 (VML.8) A.2; B.5]								T	T
fixed 10.	Analyze a film to determine the messages conveyed through verbal and non-verbal cues; explain how the two work together to achieve the central purposes or theme of the film (e.g., never give up as in <i>Finding Nemo</i> ; good wins over evil, etc.); record explanation in the Writer’s Notebook. [3.5 (VML.5) A.4, B.4]						T			
11.	Analyze a film to determine the messages conveyed through verbal and non-verbal cues; explain how the two work together to achieve the central purposes or theme of the film (e.g., never give up, good wins over evil, self-sacrifice / deferring goals as in <i>Where the Red Fern Grows</i> , etc.); record explanation in the Writer’s Notebook. [3.5 (VML.5) A.4, B.4]						T			
[still images] 12.	Identify the mood and emotion felt while viewing various visual arts (e.g., paintings, posters, and illustrations); record in writer’s notebook. [3.5 VML.2) B.3]			T						
13.	Describe the mood and emotion evoked when viewing a variety of visual arts (e.g., Norman Rockwell pictures, paintings, posters, illustrations); use Writer’s Notebook to record. [3.5 (VML.3) B.1]				T					
14.	Determine the emotional impact of a still <u>photo</u> identifying the emotions the viewer is to feel and how the photograph aids one’s understanding of the subject; record reflections in the Writer’s Notebook. [3.5 (VML.4) B.3]					T				
15.	Determine the emotional impact of a still <u>photo, drawing, or picture</u> identifying the emotions the viewer is to feel and how the photograph aids one’s understanding of the subject; record reflections in the Writer’s Notebook. [3.5 (VML.5) B.5]						T			
16.	Locate a still image (e.g., photo, poster, painting, etc.) that conveys an emotional impact; prepare a caption to convey the feelings inspired and how it increases one’s depth of understanding about the subject. [3.5 (VML.6) B.5]							T		
[comparing points of view] 17.	Compare two or more different points-of-view expressed on the same subject or topic in two different media (e.g., editorial vs. T.V.; two T.V. networks; magazine vs. newspaper; etc.); display as a graphic organizer. [3.5 (VML.5) A.8]						T			

V. Viewing and Media Literacy: A. Constructing Meaning

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