

*Literature*

Standard	Quarter			
	1st	2nd	3rd	4th
<b><i>Read and understand literature representative of various societies, eras and ideas.</i></b>				
1. Read a wide range of fiction.				
2. Identify literary elements and techniques in literary genres (e.g., fables, biographies, historical fiction) and tell how they affect the story.				
3. Predict how the story might be different if the author changed literary elements or techniques (e.g., dialect, setting, vocabulary).				
4. Explain how a technique or element affects the events or characterization in a literary work.				
5. Make inferences about character traits and check text for verification.				
6. Analyze the use of unfamiliar vocabulary.				
7. Use comprehension strategies (e.g., association, categorization, graphic organizers) to enhance understanding.				
8. Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).				
9. Create an extension to a literary text (e.g., alternate ending, additional dialog for a character).				
10. Make inferences, draw conclusions, and make connections from text to text, text to self, and text to world.				
11. Analyze and remedy difficulties in comprehension (e.g., questioning, rephrasing, analyzing).				
12. Compare ideas from texts representing a variety of times and cultures.				
13. Make inferences and draw conclusions about contexts, events, character, and settings.				
14. Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).				
15. Support plausible interpretations with evidence from the text.				
16. Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.				
17. Identify and explain themes that have been explored in literature from different societies and eras.				
18. Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.				

**Reading**

<b>A. Apply word analysis &amp; vocabulary skills to comprehend selections.</b>				
1. Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.				
2. Use synonyms and antonyms to define words.				
3. Recognize the difference between denotative and connotative meanings of words.				
4. Determine the meaning of a word in context when the word has multiple meanings.				
5. Recognize literary devices (e.g., figurative language, description, dialogue) in text.				
6. Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.				
<b>B. Apply reading strategies to improve understanding &amp; fluency.</b>				
1. Use self-questioning and teacher questioning to promote active reading.				
2. Infer before, during, and after reading.				
3. Identify author's ideas and purposes.				
4. Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.				
5. Identify main plot elements, conflicts, and themes in a variety of texts.				
6. Identify explicit and implicit main ideas.				
7. Differentiate between fact and opinion.				
8. Infer cause/effect relation-ships in expository text.				
9. Paraphrase/summarize information in a text.				
10. Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.				
11. Critique text using personal reflections and responses.				
12. Generalize meanings from figurative language.				
13. Read age-appropriate material aloud with fluency and accuracy.				
14. Make connections to real world situations or related topics before and during reading				
15. Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).				

16. Apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding				
17. Read aloud fluently (with expression, accuracy, and appropriate speed).				
18. Develop creative interpretations of reading.				
19. Select and read books for recreation				
<b>C. Students who meet the standard can comprehend a broad range of reading materials.</b>				
1. Use evidence in text to respond to open-ended questions.				
2. Use evidence in text to generate, confirm, reject hypotheses.				
3. Compare themes, topics, and story elements of various selections by one author.				
4. Interpret concepts or make connections through comparison, analysis, evaluation, and inference.				
5. Make generalizations based on relevant information from expository text.				
6. Recognize main ideas and secondary ideas in expository text.				
7. Paraphrase/summarize narrative text according to text structure.				
8. Recognize similarities and differences when presented with varying styles or points of view.				
9. Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.				
10. Develop familiarity with available electronic literary forms (e.g., interactive web sites, interactive software, e- mail).				
11. Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.				
12. Synthesize key ideas & supporting details to form conclusions.				
13. Interpret imagery and figurative language (e.g., alliteration, metaphor, simile, personification).				
14. Explain how authors and illustrators use text & art to express their ideas (e.g., points of view, design hues, metaphors).				
15. Show examples of cultural styles in art to enhance meaning and comprehension as done by different illustrators.				
16. Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.				
17. Confirm, reject and modify questions, predictions, and hypotheses based on evidence in text.				
18. Use relevant & accurate references, most of which are specific and fully supported to make generalizations from content.				
19. Recognize the influence media (e.g., television, film) can have on the reader's point of view concerning fiction materials.				

**Research**

<b>A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.</b>				
Formulate questions and construct a basic research plan.				
1. Generate questions of interest & narrow the focus of research				
2. Develop hypotheses based on prior knowledge				
3. Gather information based on a hypothesis (e.g., note taking).				
<ul style="list-style-type: none"> <li>Identify &amp; use (with limited support) a variety of sources (e.g., reference books, magazines, interviews).</li> </ul>				
<ul style="list-style-type: none"> <li>Recognize criteria for determining credible sources.</li> </ul>				
<ul style="list-style-type: none"> <li>Determine appropriate resources.</li> </ul>				
4. Compare (limited support) information from various sources.				
5. Arrange information in an orderly manner (e.g., outlining, sequencing, graphic organizers).				
6. Design a research plan and prepare a project.				

**Communication Skills**

<b>Speaking</b>				
1. Analyze characteristics of one's audience and prepare appropriate presentations.				
2. Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.				
3. Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.				
4. Use language that is clear, audible, and appropriate.				
5. Use appropriate grammar, word choice, and pacing.				
6. Use appropriate verbal & nonverbal communication elements (appropriate space, body language, pleasant tone, rate, volume)				
7. Use notes and outlines.				
8. Prepare & practice presentations to fit within a time limit.				
9. Contribute meaningfully to small & large group discussions by following accepted guidelines for verbal interaction (proper volume & rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language & vocabulary).				
10. Identify & use discussion techniques to arrive at a consensus of opinion.				
11. Present oral reports in correct language & nonverbal expressions for intended purpose & message within a suggested organizational format.				

12. Use speaking skills and procedures to participate in group discussions.				
13. Identify methods to manage or overcome communication anxiety & apprehension (topic outlines, repetitive practice).				
<b><i>Listening and responding</i></b>				
1. Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.				
2. Restate and carry out a variety of oral instructions.				
<b><i>Group discussions and interaction</i></b>				
1. Take turns to speak, listen to each other's suggestions and talk about what they are going to do.				
2. Ask and answer questions, make relevant contributions, offer suggestions and take turns.				

\* Note: Standards shaded across all 4 terms indicate an ongoing skill developed throughout the school-year.