

ELA
ELA

Curriculum

EIGHTH GRADE

August 29, 2001

TABLE OF CONTENTS

- I. District Philosophy**
- II. District Mission Statement**
- III. NYS Learning Standards**
- IV. Commencement Outcomes**
- V. Scope and Sequence**
- VI. Course Overview with Major Topics**
- VII. Instructional Outline**
- VIII. Course Benchmarks**
- IX. Units of Study:**
 - Unit One:**
 - Unit Two:**
 - Unit Three:**
 - Unit Four:**
 - Unit Five:**
 - Unit Six:**
- X. Course Assessment**
- XI. Curriculum Review Process**

I. District Philosophy

The Wayne Central School District believes that the goal of education is the all-around development of each student. The role of the school is to enable individuals to develop to their fullest potential.

The school, in cooperation with the home and community, will assist the student with intellectual, social, cultural, emotional, physical and moral growth. The school should help create within each student an awareness of civic responsibilities and respect for authority to assist the student in becoming a well-integrated, responsible person capable of assuming a vital role in an evolving civilization.

The Wayne Central School District subscribes to the general theory of individual differences; namely, that each student is an individual and has innate abilities, ambitions, and emotions. In the process of educating this individual, the program should provide a challenge while reflecting a concern for needs based on individual capabilities.

The Wayne Central School District further subscribes to the following fundamental principles:

- 1. Children, regardless of potential, are capable of learning and acquiring the skill and knowledge needed to function to the best of their ability in our society,**
- 2. Our responsibility is to see that children learn. The energies of all participants should be focused on achieving the desired outcomes. Accountability does not end with following established rules and procedures; its essence is found in results,**
- 3. Minimum competence, while necessary, is not enough. Successful participation in our society demands much more. All children are entitled to approved curriculum, to instructional methods, and to expectations that challenge them to perform at their best, and help them to become truly proficient in knowledge and skills,**
- 4. Every child in New York State is entitled to the resources necessary to provide the sound, basic education that the state constitution requires,**
- 5. Each participant in the educational system should have the opportunity to effectively discharge his or her responsibility, and each participant should be held accountable for achieving desired results. This principle applies to all participants in the educational process – students, parents, teachers, counselors, librarians, administrators, the Board of Education, and others,**
- 6. Achievement of desired results by individuals and groups should be rewarded. Creativity in our students needs to be nurtured and encouraged. Occasional failure in a large and diverse system is probably unavoidable. However, failure should not be permitted to persist. When it occurs, with either individuals or groups, help should be provided and the situation changed.**

II. District Mission Statement:

Based upon the belief that all students can learn, the staff of Wayne Central School district accepts the responsibility to teach all students regardless of differences, the fundamental skills. We further accept the responsibility to challenge all students to attain higher levels of achievement. Wayne Central will provide the opportunity, environment, and encouragement to meet this goal while developing the whole child physically, emotionally, and culturally.

III. NYS Learning Standards:

Health, Physical Education, and Home Economics

1. Personal Health and Fitness – Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. A Safe and Healthy Environment – Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment
3. Resource Management – Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

1. Analysis, Inquiry, and Design – Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.
2. Information Systems – Students will access, generate, process, and transfer information using appropriate technologies
3. Mathematics – Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.
4. Science – Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
5. Technology – Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. Interconnectedness: Common Themes – Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.
7. Interdisciplinary Problem Solving – Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

English Language Arts

1. Students will listen, speak, read and write for information and understanding. As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.
2. Language for Literary Response and Expression – Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers. Students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
3. Language for Critical Analysis and Evaluation – Students will listen, speak, read and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speaker and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgements on experiences, ideas, information and issues.
4. Language for Social Interaction – Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As reader and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English

1. Communication Skills – Students will be able to use a language other than English for communication.
2. Cultural Understanding – Students will develop cross-cultural skills and understandings.

The Arts

1. Creating, Performing, and Participating in the Arts – Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
2. Knowing and Using arts materials and Resources – Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
3. Responding to and Analyzing Works of Art – Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Understanding the Cultural Contributions of the Arts – Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

1. Career Development – Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Integrated Learning – Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.
3. Universal Foundation Skills – Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.
4. Career Majors – Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies

1. History of the United States and New York – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
2. World History – Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in world history and examine the broad sweep of history from a variety of perspectives.
3. Geography – Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national and global – including the distribution of people, places, and environments over the Earth's surface.
4. Economics – Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
5. Civics, Citizenship, and Government – Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States Constitution; the basic civil values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship including avenues of participation.

IV. Commencement Outcomes

James A. Beneway High School "Adult Roles, Skills & Knowledge"

CITIZEN

A citizen is a responsible, law-abiding member of society who:

- Has a strong sense of values;
- Knows right from wrong;
- Is aware of community news, issues and norms;
- Accepts diversity in ethnicity and belief;
- Has knowledge of government at all levels and issues relative to each;
- Associates with others in positive and productive ways.

LIFE - LONG LEARNER

A life-long learner is one who perseveres, is self-motivated, is innately curious, focused and:

- Is able to set goals;
- Adheres to deadlines/due-dates, has time management skills and abilities;
- Is a problem solver, can define problems, analyze information and task analyze/prioritize potential solutions, has the ability to select the best "tool/strategy" for the situation, and can enlist others in the process of evaluation and refocusing.

LEADER

A leader is a problem solver with effective communication skills. He/she has an ability to motivate others and:

- Is a strong willed person with vision, beliefs and convictions to carry out each.
- Is able to recognize and effectively use all resources, such as material, time and human
- Is responsible and accountable for self and others.

WORKER/WAGE EARNER/BUSINESS OWNER

A worker/wage earner is an individual who is trust worthy, moral and ethical, and who:

- Possess basic job skills with a willingness to change, grow and develop new skills;
- Is a good communicator;
- Demonstrates leadership skills and initiative and the ability to work as a team player;
- Is responsible, reliable and respectful to others;
- Has the ability to make sound decisions.

CONSUMER

A consumer is an individual who has knowledge of the global economy and:

- Utilizes and applies budgeting skills and credit awareness;
- Maintains long-terms personal financial planning (savings, banking, retirement);
- Understand one's rights, responsibilities and risks.

COUNSELOR/TEACHER/MENTOR

A counselor/teacher/mentor is an individual who is patient, self-confident, assertive leader who:

- Is a problem solver and can guide others to solve problems;
- Is an active listener;
- Is aware of issues, societal, family, religious differences and different customs;
- Has interpersonal skills and values others opinions.

PARENT/FAMILY MEMBER

A parent/family member is an individual who:

- Is nurturing and loving;
- Displays flexibility;
- Has high character and morals;
- Is accountable and consistent with respect to expectations and follow through;
- Becomes actively involved in their children and family's education and other pursuits.

FRIEND

A friend is an individual who shows great interest and respect for others, and who:

- Is non-judgmental and available when a time of need arises;
- Is unselfish, honest, supportive, caring and genuine;
- Is an open-minded listener who seeks to understand before being understood;
- Give him/herself to other without expectations of compensation or return of favor.

V. ELA K-12 Scope and Sequence

English Language Arts

Scope and Sequence

Standard 1: Students will read, write, listen, and speak for information and understanding.

Reading

Standard 1: Reading for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1R.1 Locate and use classroom and library media center resources, with assistance, to acquire information		I	T	T	T	T				
1R.2 Locate and use school and public library resources, with some direction, to acquire information					T	T	T	M		
1R.3 Locate and use school and public library resources independently to acquire information					I	I			M	R
1R.4 Interpret information represented in pictures, illustrations, and simple charts and webs	I	T	M	R	+	+				
1R.5 Recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment, STOP signs*	I	T	M	R						
1R.6 Identify and interpret significant facts taken from the following sources:										
a) Maps				I	T	M				
b) Graphs (line, picto, bar)		I	T	T	M	R				
c) Charts			I	T	M	R				
d) Other visuals (diagrams, posters, picture, timeline, webs)		I	T	T	M	R				
1R.7 Use a picture dictionary as resource for vocabulary*		I	M	R						
1R.8 Read and understand written directions (multi-step directions 3&4)		I	T	T	M	+				
1R.9 Read the steps of a procedure in order to accomplish a task, for example, complete a science experiment or install software			I	I	T	T	T	M		

- Key:**
- I Skill is introduced but not benchmarked
 - T Skill receives considerable instruction (taught) but is not benchmarked.
 - + Denotes a reteaching of this skill at a higher level to meet the needs of intermediate students.
 - * These are the competencies that K-2 students are developing as they learn to read.

- M Concept is mastered and benchmarked. Note that a skill may be introduced and benchmarked in one year. In those cases only “M” appears.
- R Concept is reviewed or expanded
- A Awareness

Standard 1: Reading for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1R.10 Draw on prior experience to understand new data, facts, and ideas*	I	T	M	R	+	+				
1R.11 Distinguish between texts with stories and texts with information*	A	I	M	R						
1R.12 Select books, with teacher assistance, to meet informational needs*	A	I	M	R	T	M				
1R.13 Select books independently to meet informational needs			A	I	T	M				
1R.14 Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas*	A	I	M	R						
1R.15 Read unfamiliar texts independently to collect and interpret data, facts, and ideas	A	A	A	I	T	T	M	R	R	R
1R.16 Locate information in a text that is needed to solve a problem	A	A	I	T	TM	R	R	R	R	R
1R.17 Skim materials to gain an overview of content or locate specific information	A	A	A	A	IT	T	M	R	R	R
1R.18 Preview informational texts to assess content and organization, and select texts useful for the task								IT	T	M
1R.19 Formulate questions to be answered by reading informational text		A	A	I	T	M	R	R	R	R
1R.20 Identify main ideas and supporting details in informational texts			A	I	TM	+	R	R	R	R
1R.21 Recognize and use organizational features of texts to locate information:										
a) Table of contents			A	I	M	R	R	R	R	R
b) Indexes				I	T	M	R	R	R	R
c) Page numbers			I	T	M	R				
d) Chapter headings			I	I	M	R				
e) Chapter subheadings					IT	M				
1R.22 Use text features to understand and interpret informational text:										
a) Headings					I	T	M	R	R	R
b) Captions				I	T	T	M	R	R	R
c) Titles					I	T	M	R	R	R
1R.23 Use glossaries to define terms				I	I	T	M	R	R	R
1R.24 Use knowledge of structure, content, and vocabulary to understand informational text					I	T	T	M	R	R
1R.25 Apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts						A	I	T	T	M
1R.26 Recognize organizational formats to assist in comprehension of informational text				A	I	T	T	M	R	R
1R.27 Use graphic organizers to record significant details from informational texts			A	I	TM	R				

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Standard 1: Reading for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1R.28 Recognize how new information is related to prior knowledge or experience				I	T	T	M	R	R	R
1R.29 Relate new information to prior reading and experience				I	T	M	R	R	R	R
1R.30 Compare and contrast information on one topic from two different sources			A	IT	M	R	R	R	R	R
1R.31 Compare and contrast information on one topic from three different sources				I	T	T	T	M	R	R
1R.32 Compare and contrast information on one topic from four different sources				I	I	T	T	T	M	R
1R.33 Compare and contrast information from a variety of different sources					A	A			T	M
1R.34 Condense, combine, or categorize information from one or more sources					A	A	I	T	T	M
1R.35 Identify missing information and irrelevant information				I	T	T	T	M	R	R
1R.36 Identify missing, conflicting, and/or unclear information					A	A		I	T	M
1R.37 Distinguish between relevant and irrelevant information			I	I	T	T	M	R	R	R
1R.38 Distinguish between fact and opinion			A	I	T	T	T	M	R	R
1R.39 Identify a conclusion that summarizes the main idea			A	I	T	M				
1R.40 Identify information that is implied rather than stated				I	I	I	T	M	R	R
1R.41 Draw conclusions that make inferences based on explicit and implied information							I	T	T	M
1R.42 Make, confirm, or revise predictions			I	T	T	T	T	M	R	R

Writing

Standard 1: Writing for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1W.1 Copy words, phrases, and sentences from books, magazines, signs, charts, and own scribed dictation*	I	M	R	R	R	R				
1W.2 Use classroom resources to support the writing process; charts, word walls, teacher/peer feedback, dictionary, books*		I	M	R	R	R				
1W.3 Write own first name on pictures, drawings, paintings, and written products*	M	R	R	R	R	R				
1W.4 Write own first and last name on pictures, drawings, paintings, and written products*	I	M	R	R	R	R				
1W.5 Write data, facts, and ideas gathered from personal experiences*	I	M	R	R	R	R				
1W.6 Use graphics (for example, posters) to communicate information from personal experience*	I	M	R	R	R	R				
1W.7 Edits work with teacher*		I	M	M	+	+				

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Standard 1: Writing for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1W.8 Maintain with teacher assistance a portfolio of informational writing & drawings*	I	I	I	T	T	T				
1W.9 Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers				I	I	I	M	R	R	R
1W.10 Use at least two sources of information in writing a report				I	T	M	R			
1W.11 Use at least 3 sources of information with appropriate citations to develop report					I	T	T	M		
1W.12 Take notes to record data, facts, and ideas, both by following teacher direction and writing independently				I	T	M	R			
1W.13 Take notes to record and organize relevant data, facts, and ideas				AI	T	T	M	R	R	R
1W.14 Take research notes, using a note taking process				I	T	T	T	M	R	R
1W.15 Use graphic organizer			I	T	T	T				
1W.16 Use outlines and graphic organizers such as semantic webs to plan reports					I	T	M	R	R	R
1W.17 Include relevant information and exclude irrelevant information				I	T	T	T	T	T	M
1W.18 State a main idea and support it with facts and details				IT	M	R	R			
1W.19 State a main idea and support it with details and examples				IT	M	R	M	R	R	R
1W.20 Use paraphrase and quotation correctly							I	T	M	R
1W.21 Support interpretations and explanations with evidence from a text				IT	M	R				
1W.22 Support ideas with examples, definitions, analogies, & direct references to text								I	T	M
1W.23 Use organizational patterns for expository writing such as compare/contrast, cause/effect, and time/order				IT	M	R				
1W.24 Connect personal experiences and observations to new information from school subject areas			I	T	T	T				
1W.25 Compare and contrast ideas and information among two or three sources					I	IT	T	M		
1W.26 Connect, compare, & contrast ideas and information from one or more source							I	T	T	M
1W.27 Use dictionaries or computer software to spell words correctly		I	I	T	T	M	R			
1W.28 Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrating understanding of a topic				I	T	T	M			
1W.29 Use paragraphing to organize ideas and information					I	T	M	R	R	R
1W.30 Write labels or captions for graphics such as charts, maps, graphs, and diagrams used to convey information				I	T	T	M	R	R	R

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Standard 1: Writing for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1W.31 Use graphics such as graphs, charts, and diagrams to enhance the communication of information					I	T	M	R	R	R
1W.32 Use graphics such as graphs, charts, and diagrams to enhance the communication of information								I	T	M
1W.33 Cite sources in bibliography using correct form					A	IT	T	M	R	R
1W.34 Cite sources in footnotes, using correct form									T	M

Listening

Standard 1: Listening for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1L.1 Listen for data, facts, and ideas in, for example, circle time and group discussions, group project reports, media presentations, role play*	I	T	M	R	R	R				
1L.2 Listen for data facts and ideas in, for example, small and large group discussions, conferences with teachers, school assemblies, student presentations, multimedia presentations, oral readings		I	I	T	TM	R				
1L.3 Listen to interpret data, facts, and ideas in, for example, short lectures, class discussions, interviews, presentations, multimedia presentations, newscasts				IT	TM	R	R	R	R	R
1L.4 Listen to collect and interpret data, facts and ideas in, for example, lectures, small group and classroom discussions, presentations, multimedia presentations, interviews, directions/instructions					I	T	T	M	R	R
1L.5 Listen in order to:										
a) Acquire information from a nonfiction text*	I	T	M	R	R	R				
b) Acquire information and / or understand procedures (routines, directions)	I	I	T	T	M	R				
c) Identify words and sentences on a chart*	I	T	M							
d) Identify essential details	I	I	T	T	M	R				
e) Follow directions involving a single step*	T	M	R	R	R	R				
f) Follow directions involving a few steps*	I	T	M	R	R	R				
g) Determine the sequence of steps given	I	T	T	T	T	M				
h) Follow instructions which provide information about a task or assignment	I	T	T	T	T	T	M	R	R	R

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Standard 1: Listening for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
i) Listen to and follow multi-step directions which provide information about a task or assignment			I	T	T	T	M	R	R	R
j) Identify and respond to environmental sounds that provide information such as a school bell or a fire alarm	M	R	R	R	R	R				
k) Identify similarities and differences in information*	I	T	M	R	R	R				
l) Identify main ideas and supporting details			I	T	M	R				
m) Identify a conclusion that summarizes the main idea				I	T	M				
n) Interpret information by drawing on prior knowledge and experience				I	T	M				
o) Collect information	I	T	T	T	M	R				
p) Identify essential details for note-taking			I	T	T	T	T	T	T	M
q) Distinguish between relevant and irrelevant oral information				I	T	T	T	T	T	M
s) Identify missing, conflicting or unclear information					A	I	T	T	M	R
u) Identify information that is implicit rather than stated			I	I	I	I	T	M		
w) Connect new information to prior knowledge or experience	I	T	T	T	T	M	R	R	R	R
x) Listen in planning or brainstorming sessions with peers		I	T	T	T	M	R	R	R	R
z) Recall significant ideas and details and relationships between and among them		I	T	T	T	T	R	R	R	R
bb) Make, confirm, or revise predictions	I	T	T	T	M	R	R	R	R	R
cc) Draw conclusions and make inferences based on explicit and implied information				I	T	T	T	T	T	M
ee) Recognize that the speaker's voice quality and delivery impact communication	I	T	T	T	T	M	R	R	R	R

Speaking

Standard 1: Speaking for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1S.1 Speak to share data, facts, ideas in, for example:										
a) role play, small and large group discussions, and reports on classroom projects and field trips*	I	T	M	R	R	R				
b) small group interactions, class discussions and meetings, conferences with teachers, classroom presentations, read-aloud situations	I	T	T	T	M	R				

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Standard 1: Speaking for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
c) small and large group class discussions, presentations to classmates and other students, school assemblies		I	I	T	T	T	T	M	R	R
d) discussions, class meetings, multimedia presentations, debates, mock trials, panel discussions, interviews of school and community representatives, reports for adults and peers							I	T	T	M
1S.2 Speak in order to:										
a) Dictate information*	I	T	M	R	R	R				
b) Report information briefly to peers and familiar adults*	T	M	R	R	R	R				
c) Connect information from personal experiences to information from nonfiction texts*	M	R	R	R						
d) Retell more than one piece of information in sequence	T	M	R	R	R	R				
e) Ask questions to clarify topics, directions, and/or classroom routines*	I	M	R	R	R	R				
f) Ask questions		I	T	T	M	R				
g) Ask probing questions			I	T	T	T	T	M	R	R
h) Interview peers			I	T	T	T	T	M	R	R
i) Respond verbally to questions and/or directions	T	M	R	R	R	R				
j) Provide directions			I	I	TM	R				
k) Express an opinion			I	I	T	M				
l) Summarize			I	I	T	M				
m) Provide a sequence of steps		I	T	T	T	M				
n) Describe a problem and suggest one or more solutions			I	T	M	R				
o) State a main idea with supporting examples and details		I	T	T	M	R				
p) State a main idea and support it with facts, details, and examples				I	T	T	T	M	R	R
q) Explain a line of reasoning			I	T	T	M				
r) Share information from personal experience	I	T	T	M	R	R	R	R	R	R
s) Share information from a variety of texts			I	T	T	T	T	M	R	R
t) Compare and contrast information*	I	T	T	M	R	R	R	R	R	R
u) Make connections between sources of information*		I	T	M	R	R	R	R	R	R
1S.3 Use appropriate visual aids (for example, puppets, toys, pictures) to illustrate a word or concept when speaking to share information	I	T	M							

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Standard 1: Speaking for Information and Understanding	PK	K	1	2	3	4	5	6	7	8
1S.4 Present a short oral report using at least two sources of information (person, book, a magazine article, television program, electronic text)				I	T	M				
1S.5 Present reports of five to seven minutes for teachers and peers on topics related to all school subjects						I	T	M	R	R
1S.6 Prepare and give presentations on informational topics					T	T	T	M	R	R
1S.7 Present information to address audience needs and to anticipate questions					T	T	T	M	R	R
1S.8 Use the conventions of the presentational format for panel discussions, debates, and mock trials								I-T	T	M
1S.9 Use complete sentences, age and content appropriate vocabulary		I	T	T	T	M				
1S.10 Use logical order in presentations			I	T	M	R				
1S.12 Summarize main points as part of the conclusion					A	I	T	M		
1S.13 Use notes or outlines appropriate to the presentation				I	T	T	T	M		
1S.14 Contribute to group discussions by offering comments to clarify and interpret ideas and information				I	T	T	T	T	T	M
1S.15 Connect, compare and contrast ideas and information				I	I	T	T	M	R	R
1S.16 Ask and respond to questions to clarify information		I	T	T	T	I	T	M	R	R

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Standard 2: Students will read, write, listen, and speak for literary response and expression.

Reading

Standard 2: Reading for literary response and expression	PK	K	1	2	3	4	5	6	7	8
2R.1 Comprehend, interpret, and respond to imaginative texts and performances*	I	T	M	R	+	+				
2R.2 Engage in pre-reading and reading activities in order to:*										
a) Select books, tapes and poems based on personal choice/interest or teacher-selected criteria such as theme / topic	I	T	M	R	R	R				
b) Make connections between personal experiences and stories read	I	T	M	R	R	R				
c) Connect a picture or illustration to a story	I	T	M	R	R	R				
d) Predict what might happen next in a story	I	T	M	R	R	R				
e) Draw conclusions from a story	I	T	M	R	R	R				
f) Identify characters, settings and events in a story	I	T	M	R	R	R				
g) Retell a story	I	T	M	R	R	R				
h) Distinguish between what is real and what is imaginary	I	T	M	R	R	R				
2R.3 Dramatize or retell stories using puppets, toys, and other props*	I	T	M	R	R	R				
2R.4 Select literature based on personal needs and interests from a variety of genres and by different authors	I	I	T	T	T	M				
2R.5 Read aloud from a variety of genres, for example, read the lines of a play or recite a poem			I	T	T	T	M	R	R	R
2R.6 Read silently and aloud from a variety of genres, authors, and themes			I	T	T	T	M	R	R	R
2R.7 Recognize that the same story can be told in different genres; for example, novel, poem, or play			I	T	T	T	R	R	R	R
2R.8 Read print-based and electronic imaginative texts silently on a daily basis for enjoyment			I	T	M	R				
2R.9 Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods			I	T	T	T	M	R	R	R
2R.10 Read, view, and interpret imaginative texts from a variety of genres					T	T	T	M		

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Standard 2: Reading for literary response and expression	PK	K	1	2	3	4	5	6	7	8
2R.11 Recognize the differences among the genres of stories, poems, and plays			I	T	T	M				
2R.12 Define characteristics of different genres			I	I	T	T	T	M		
2R.13 Relate setting, plot, and characters in literature to own lives				I	T	M				
2R.14 Explain the difference between fiction and nonfiction			I	I	TM	R				
2R.15 Use previous reading and life experiences to understand and compare literature			I	I	T	M				
2R.16 Make predictions and draw conclusions and inferences about events and characters				I	T	M				
2R.17 Identify cultural influences in texts and performances				I	T	M				
2R.18 Recognize the value of illustration in imaginative text				I	M	R				
2R.19 Maintain a personal reading list to reflect reading accomplishments and goals			I	T	M	R				
2R.20 Use specific evidence from stories to identify themes, describe characters, their actions and motivations; and relate sequence of events			I	T	M	R				
2R.21 Use knowledge of story structure, story elements, and key vocabulary to interpret stories				IT	TM	R				
2R.22 Use graphic organizers to record significant details about characters and events in stories				I	T	M				
2R.23 Identify literary elements:										
a) Setting			I	T	T	T	M	R	R	R
b) Plot					I	T	M	R	R	R
c) Character		I	T	T	T	T	M	R	R	R
d) Rhythm					A	I	T	M	R	R
e) Rhyme					I	T	T	M	R	R
2R.24 Recognize how the author uses devices to create meaning:										
a) Simile				I	I	T	T	M	R	R
b) Metaphor					A	T	T	M	R	R
c) Personification					A	T	T	M	R	R
2R.25 Determine how the use and meaning of literary devices convey the author's message or intent:										
a) Symbolism								T	T	M
b) Metaphor							I	T	T	M

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Standard 2: Reading for literary response and expression	PK	K	1	2	3	4	5	6	7	8
c) Simile							T	T	T	M
d) Alliteration							T	T	T	M
e) Personification							T	T	T	M
f) Flashback								I	T	M
g) Foreshadowing								I	T	M
2R.26 Recognize how the author’s use of language creates images or feelings				I	I	T	T	T	M	R
2R.27 Recognize that one text may generate multiple interpretations					A	I	T	T	T	M
2R.28 Recognize recurring themes in a variety of literary works								T	T	M
2R.29 Identify the ways in which characters change and develop throughout the story					IT	T	T	M	R	R
2R.30 Compare characters in literature to people in own lives				I	T	T	M	R	R	R
2R.31 Interpret the following using evidence from the text:										
a) Characters				I	T	T	T	T	M	R
b) Plot					A	A	I	T	T	M
c) Setting					A	I	T	M	R	R
d) Theme					A	I	I	T	T	M
e) Dialogue						I	T	T	M	R
2R.32 Identify poetic elements in order to interpret poetry:										
a) Repetition					A	I	T	M	R	R
b) Rhythm					A	I	T	T	T	M
c) Rhyming patterns						A	I	T	T	M
2R.33 Identify questions of personal importance and interest and literature that addresses them							I	T	T	M
2R.34 Identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text					A	I	T	T	M	R
2R.35 Compare a film, video, or stage version of a literary work with the written version				I	T	T	T	M	R	R

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Writing

Standard 2: Writing for literary response and expression	PK	K	1	2	3	4	5	6	7	8
2W.1 Write original imaginative texts:										
a) Create a story with a beginning, middle, and end using pictures/drawings and some words*	I	I	M	R						
b) Create poems or jingles, using pictures/drawings and some words*	I	I	M	R						
c) Create characters, simple plot, and setting				I	T	M	R	R	R	R
d) Use rhythm and rhyme to create short poems and songs				I	T	M	R	R	R	R
e) Use dialogue to create short plays				I	T	M	R	R	R	R
f) Use vivid and playful language			I	I	T	M	R	R	R	R
g) Use descriptive language to create an image			I	T	T	M	R	R	R	R
h) Use organizing structures such as stanzas, chapters, scenes, and verses					A	I	T	M	R	R
i) Create a lead that attracts the reader's interest				I	T	T	T	M	R	R
j) Provide a title that interests the reader			I	T	T	T	T	M	R	R
k) Develop characters, create a setting, and establish a plot				I	T	T	T	M	R	R
l) Develop complex characters and create a setting								I	T	M
m) Use examples of literary devices such as rhythm, rhyme, simile, and personification					A	I	T	M	R	R
n) Establish consistent point of view; for example, first or third person					I	T	T	M	R	R
o) Maintain a consistent point of view that enhances the message and/or establishes the mood							I	T	T	M
p) Use vocabulary to create desired effect					T	T	T	M	R	R
q) Use language that is creative			I	I	T	T	T	T	T	M
r) Develop a narrative, using an organizational plan such as chronology or flashback							IT	T	T	M
s) Sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution)							IT	T	M	R
t) Use literary devices							I	T	T	M

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Standard 2: Writing for literary response and expression	PK	K	1	2	3	4	5	6	7	8
u) Select a genre and use appropriate conventions such as dialogue, rhythm, and rhyme								I	T	M
2W.2 Write in order to respond to text:										
a) Express feelings about characters or events in one or more stories*		I	M	R	R	R				
b) Describe characters, settings, or events*		I	M	R	R	R				
c) List a sequence of events in a story*		I	M	R	R	R				
d) Retell a story using words and pictures*		I	M	R	R	R				
e) Identify the problem and solution in a simple story*		I	M	R	R	R				
2W.3 Write interpretive and responsive essays in order to, for example:										
a) Identify title, author, and illustrator				I	T	M				
b) Describe literary elements such as plot, setting, characters				I	T	M				
c) Describe themes of imaginative texts				I	T	M				
d) Express a personal response to literature				I	T	M				
e) Compare and contrast elements of text				I	TM	R				
f) Summarize the plot			I	I	T	T	T	M	R	R
g) Describe the characters and how they change					I	T	T	M	R	R
h) Describe the setting and recognize its importance to the story					I	T	T	M	R	R
i) Draw a conclusion about the work						I	T	M	R	R
j) Interpret the impact of literary devices such as simile and personification							I	T	T	M
k) Recognize the impact of rhythm and rhyme						A	IT	M	R	R
2W.4 Write interpretive and responsive essays of approximately three to five pages in order to:										
a) Express opinions and support them through specific references to the text								I	T	M
b) Demonstrate understanding of plot and theme								I	T	M
c) Identify and describe characters and their motivations								I	T	M
d) Analyze the impact of the setting								I	T	M
e) Identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning								I	T	M
f) Draw conclusions and provide reasons for the conclusions								T	T	M

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Standard 2: Writing for literary response and expression	PK	K	1	2	3	4	5	6	7	8
g) Compare and contrast characters, setting, mood, and voice in more than one literary text or performance								I	T	M
h) Make connections between literary text and personal experience or knowledge								T	T	M
2W.5 Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from the story				I	TM	R	R	R	R	R
2W.6 Produce imaginative stories and personal narratives				I	T	M	R	R	R	R
2W.7 Produce imaginative stories and personal narratives that show insight, development, organization, and effective language				A	IT	M	R	R	R	R
2W.8 Use resources such as personal experiences and themes from other texts and performances to stimulate own writing			I	T	T	M	R	R	R	R
2W.9 Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text				I	I	T	T	M	R	R
2W.10 Use a computer to create, respond to, and interpret imaginative texts				I	T	M	R	R	R	R
2W.11 Respond to literature, connecting the response to personal experience				I	I	T	T	M	R	R
2W.12 Maintain, with teacher assistance, a portfolio of writings and drawings in response to literature*	I	T	M	R	R	R				
2W.13 Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers				I	T	M	R	R	R	R
2W.14 Maintain a portfolio that includes imaginative, interpretive, and responsive writing				I	T	T	T	M	R	R

Listening

Standard 2: Listen for literary response and expression	PK	K	1	2	3	4	5	6	7	8
2L.1 Listen to imaginative texts and performances in order to:										
a) Appreciate and enjoy literary works*	I	T	M	R	R	R				
b) Match spoken words with pictures*	I	T	M	R						
c) Recall sequence of events from a personal experience*	I	T	M	R						
d) Identify: -character*	I	T	M	R						

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Standard 2: Listen for literary response and expression	PK	K	1	2	3	4	5	6	7	8
-setting*	I	T	M	R						
-plot*	I	T	M	R	R	R				
e) Respond to vivid language; for example, nonsense words	I	T	M	R						
f) Identify specific: -people*	I	T	M	R						
-places*	I	T	M	R						
-events*	I	T	M	R						
g) Distinguish between a story and a poem	I	T	M	R						
2L.2 Listen in order to:										
a) Identify elements of character, plot, and setting to understand author’s message or intent				I	T	M	R	R	R	R
b) Identify characters’ motivation					A	I	T	M	R	R
c) Connect imaginative texts to previous reading and life experiences to enhance understanding and appreciation			I	I	T	M	R	R	R	R
d) Use personal experience and prior knowledge to interpret and respond to imaginative texts and performances					A	I	T	M	R	R
e) Identify author’s use of rhythm, repetition, and rhyme			I	T	T	M	R	R	R	R
f) Recognize the use of literary devices such as simile, personification, rhythm, and rhyme in presentation of imaginative texts and determine their impact on meaning					A	I	T	M	R	R
g) Compare and contrast ideas of others to own ideas				I	T	M	R	R	R	R
h) Identify cultural and historical influences in texts and performances					A	I	T	M	R	R
2L.3 Use note taking and webbing strategies to organize information and ideas recalled from stories read aloud		I	I	T	T	M	R	R	R	R
2L.4 Interpret and respond to texts on a variety of themes from different genres and authors						A	I	T	T	M
2L.5 Listen to class lectures, small group and classroom discussions to comprehend, interpret, and critique literary text					A	I	T	T	T	M
2L.6 Recognize different levels of meaning in presentations							T	T	T	M
2L.7 Identify how the author’s choice of words, characterization, and use of other literary devices affects the listener’s interpretation of the oral text						A	I	I	T	M
2L.8 Identify how the poet’s use of repetition, rhythm, and rhyming affects the listener’s interpretation of poetry						A	I	T	T	M

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Standard 2: Listen for literary response and expression	PK	K	1	2	3	4	5	6	7	8
2L.9 Recognize that meaning of the spoken word can vary based on tone, volume, pitch, and rate		I	T	T	T	T	T	T	T	M
2L.10 Recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response		I	T	T	T	T	T	T	T	M
2L.11 Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings							T	T	T	M
2L.12 Recognize social, historical, and cultural features in presentations of imaginative texts							T	T	T	M

Speaking

Standard 2: Speak for literary response and expression	PK	K	1	2	3	4	5	6	7	8
2S.1 Speak in order to:										
a) Interpret words of characters in stories*	I	T	M	R						
b) Engage in conversations with adults and peers regarding pictures, books, and experiences*	I	T	M	R						
c) Role play characters or events from stories*	I	T	M	R						
d) Express feelings about a work of fiction or poetry*	I	T	M	R						
e) Respond to stories, legends, and songs from different cultural and ethnic groups	I	T	M	R						
f) Compare stories from personal experience with stories heard or read*	I	T	M	R						
g) Compare imaginative texts and performances to personal experience and prior knowledge				I	T	M	R	R	R	R
h) Connect a personal response to literature to prior experience or knowledge				I	I	T	M	R	R	R
i) Explain cultural and ethnic features in imaginative texts					IT	M	R	R	R	R
j) Recognize the importance of cultural, ethnic, and historical characteristics in texts and performances						I	T	M	R	R
k) Dictate stories with a beginning, middle, and end*	I	T	M	R						
l) Express the mood or emotion of a story by using a variety of words*	I	T	M	R						
m) Describe the actions of characters in a story*	I	T	M	R						

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Standard 2: Speak for literary response and expression	PK	K	1	2	3	4	5	6	7	8
n) Tell real or imaginative stories based on response to illustrations*	I	T	M	R						
o) Retell familiar stories in a logical sequence*	I	T	M	R						
p) Ask for clarification of events in a story*	I	T	M	R						
q) Ask questions to clarify and interpret imaginative texts and performances				I	T	M	R	R	R	R
r) Ask questions and respond to questions for clarification					A	I	T	M	R	R
s) Ask and respond to questions to clarify an interpretation or response to imaginative texts and performances						I	T	T	M	R
t) Discuss themes of imaginative texts				I	T	M	R	R	R	R
u) Describe familiar persons, places, or objects*	I	T	M	R						
v) Recite short poems, nursery rhymes, and finger plays*	I	T	M	R						
w) Present original works such as stories, poems, and plays to:										
x) Classmates		I	T	T	T	M	R	R	R	R
y) Adults						I	T	M	R	R
z) Give book reviews			I	T	M	R	R	R	R	R
aa) Describe characters, setting and plot		I	T	T	M	R	R	R	R	R
bb) Summarize the plot, describe the motivation of characters, and explain the importance of setting					A	I	T	M	R	R
cc) Make inferences			I	T	T	M	R	R	R	R
dd) Draw conclusions			I	T	T	M	R	R	R	R
2S.2 Use complete sentences, correct verb tense, age appropriate vocabulary, and logical order in oral presentation		I	T	T	T	M	R	R	R	R
2S.3 Use notes or outlines appropriately in presentations				I	T	T	T	M	R	R
2S.4 Express interpretations and support them through specific references to text							T	T	I	M
2S.5 Explain the social, historical, and cultural features of imaginative text						A	I	T	T	M
2S.6 Present original imaginative texts, using language and text structures that are inventive; for example:										
a) Use conventions of the literary genre (story, poem, play)						A	I	T	T	M
b) Use rhyme, rhythm, and repetition to create an emotional or aesthetic effect								I	T	M
c) Use an introduction that catches and excites the interest of the listener						A	I	T	M	R

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Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Reading

Standard 3: Read for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
3R.1 Identify, explain, and evaluate ideas, themes, and experiences from texts and performances	I	T	T	T	M	R				
3R.2 Engage in pre-reading and reading activities in order to:										
a) Identify what they know, want to know, and have learned (KWL process) about a specific story, theme or topic	I	T	T	T	M	R				
b) Use illustrations in understanding the context of a text and to anticipate what will happen next	I	T	M	R	R	R				
c) Predict what could happen next or the outcome of a story or article	I	T	T	T	M	R				
d) Change the sequence of events in a story to create a different ending	I	T	T	T	M	R				
e) Compare a character in a story or article to a person with the same career or experience	I	T	T	T	M	R				
f) Form an opinion about the differences between events in a story and events in their own lives	I	T	T	T	M	R				
g) Evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author and illustrations	I	T	T	T	M	R				
h) Identify the characters in a story and what each contributes to the events of the story	I	T	T	T	M	R				
i) Recognize different plots in books by the same author	I	T	T	T	M	R				
j) Distinguish between real and imaginary stories	I	T	T	T	M	R				
3R.3 Evaluate the content by identifying:										
a) Author's purpose				I	T	M	R	R	R	R
b) Important and unimportant details			I	I	T	M	R	R	R	R
c) Whether events, actions, characters, and/or settings are realistic		I	T	T	M	R	R	R	R	R
d) Recurring themes across works in print and media				I	T	M	R	R	R	R

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Standard 3: Read for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
3R.3 Compare and contrast characters, plot, and setting in two literary works			I	T	T	M	R	R	R	R
3R.4 Analyze ideas and information based on prior knowledge and personal experience				I	T	M	R	R	R	R
3R.5 Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor				I	T	M	R	R	R	R
3R.6 Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions				I	T	M	R	R	R	R
3R.7 Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information and experience				A	IT	M	R	R	R	R
3R.8 Evaluate information, ideas, opinions and themes in texts by identifying:										
a) The central idea and supporting details					I	T	T	M	R	R
b) Details that are primary and those that are less important					I	T	T	M	R	R
c) Precise and vague language					I	T	T	M	R	R
d) Statements of fact, opinion and exaggeration					I	T	T	M	R	R
e) Missing or unclear information					I	T	T	M	R	R
3R.9 Identify different perspectives:										
a) Social					A	I	T	M	R	R
b) Cultural					A	I	T	M	R	R
c) Ethnic							T	M	R	R
d) Historical					I	T	T	M	R	R
3R.10 Use established and personal criteria to analyze and evaluate the quality of ideas and information in text					A	I	T	M	R	R
3R.11 Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including:										
a) Identify conflicting information							I	I	T	M
b) Consider the background and qualifications of the writer							I	T	I	M
c) Question writer’s assumptions, beliefs, intentions, and biases							I	I	T	M
d) Evaluate examples, details, or reasons used to support ideas							I	I	T	M
e) Identify fallacies of logic that lead to unsupported conclusions								I	T	M
f) Discriminate between the apparent message and hidden agenda								I	M	R
g) Identify propaganda and evaluate its effectiveness							T	T	M	R

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Standard 3: Read for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
h) Identify techniques an author uses to persuade; for example emotional and ethical appeals							I	T	T	M
i) Identify differing points of view in texts and presentations							T	T	T	M
j) Identify cultural and ethnic values and their impact on content							I	T	T	M
k) Identify multiple levels of meaning							T	T	T	M
3R.12 Judge a text by using evaluative criteria from a variety of perspectives such as literary, political, and personal							T	T	T	M
3R.13 Recognize how one’s own point of view contributes to forming an opinion about information, ideas and issues							T	M	R	R
3R.14 Suspend judgment until all information has been presented							I	T	T	M

Writing

Standard 3: Write for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
3W.15 Write to express opinions and judgments in order to:										
a) Share what they know, want to know, and have learned (KWL process) about a theme or topic*	I	T	T	M	R	R				
b) Respond in pictures or words to an experience or event shared by a classmate*	I	T	M	M						
c) Depict an opinion about statements, illustrations, characters, and events in written and visual texts*	I	T	T	M	R	R				
d) Compare characters, settings, and events within and between stories	I	T	T	T	M	R				
e) Describe the differences between real and imaginary experiences	I	T	T	T	M	R				
f) Describe the connections between personal experiences, and ideas, and information in written and visual texts	I	T	M	R	M	R				
3W.16 Use prewriting tools such as semantic webs and concept maps to organize ideas and information		I	T	T	M	R	R	R	R	R
3W.17 Use strategies such as note taking, semantic webbing or mapping, and outlining to plan and organize writing			I	T	T	T	T	M	R	L

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Standard 3: Write for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
3W.18 State a main idea, theme or opinion and provide supporting details from the text				I	TM	R	R	R	R	R
3W.14 Use relevant examples, reasons, and explanations to support ideas				I	TM	R	R	R	R	R
3W.15 Use supporting evidence from text to evaluate ideas, information, themes, or experiences				I	I	T	T	M	R	R
3W.16 Express opinions and make judgments that demonstrate a personal point of view				I	T	M	R	R	R	R
3W.17 Use personal experiences and knowledge to analyze and evaluate new ideas				I	T	M	R	R	R	R
3W.18 Analyze the impact of an event or issue from personal, peer group, and school community perspectives					A	I	T	M	R	R
3W.19 Analyze and evaluate the author’s use of setting, plot, character, rhyme, rhythm, and language in written and visual text				I	T	M	R	R	R	R
3W.20 Analyze literary elements in order to evaluate the quality of ideas and information in text							T	M	R	R
3W.21 Compare and contrast use of literary elements in more than one genre by more than one author								I	T	M
3W.22 Create an advertisement, using words and pictures, in order to illustrate an opinion about a product			I	T	T	M	R		R	R
3W.23 Use effective vocabulary in persuasive and expository writing				I	T	M	R	R	R	R
3W.24 Use details from stories or informational texts to predict, explain, or show relationships between information and events				I	T	M	R	R	R	R
3W.25 Use ideas from two or more sources of information to generalize about causes, effects, or other relationships				I	T	M	R	R	R	R
3W.26 Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments					A	I	T	M	R	R
3W.27 Present clear analyses, using examples, details, and reasons from text						I	T	M	R	R
3W.28 Present a hypothesis and predict possible outcomes from one or more perspectives							I	T	T	M
3W.29 Present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other schools subjects					A	I	T	T	T	M
3W.30 Explain the connections between and among texts to extend the meaning of each individual text								T	T	M

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Standard 3: Write for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
3W.31 Adopt an organizational format appropriate for critical analysis and evaluation such as compare / contrast					A	I	T	M	R	R
3W.32 Select content and choose strategies for written presentations based on audience, purpose, and content					A	I	T	T	T	M
3W.33 Use precise vocabulary in writing analysis and evaluation					A	I	T	M	R	R
3W.34 Maintain with teacher assistance, a portfolio of writings and drawings that express opinions or judgments		I	TM	R	R	R				
3W.35 Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers				I	T	M	R	R	R	R
3W.36 Maintain a portfolio that includes writing for critical analysis and evaluation						A	IT	T	T	M

Listening

Standard 3: Listen for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
3W.37 Listen in order to:										
a) Form an opinion or evaluate information based on information in the world around them	I	T	M	R	R	R				
b) Form an opinion about a book read aloud by using established criteria to judge books, such as the choice of title and vocabulary	I	T	M	R	R	R				
c) Form a personal opinion about the quality of texts				I	T	M	R	R	R	R
d) Form an opinion about the message of advertisements, based on the language				I	T	TM	R	R	R	R
e) Form an opinion on a subject based on information, ideas, and themes expressed in presentations					A	I	T	M	R	R
f) Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes and experiences					A	I	T	T	T	M
g) Distinguish between information in media texts such as live action news coverage, and fictional material in dramatic productions				I	T	M	R	R	R	R
h) Recognize differences in two or more versions of a familiar story, song, or finger play	I	T	M	R	R	R				

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Standard 3: Listen for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
i) Identify messages in advertisements by listening to the words, music, and sound effects	I	T	M	R	R	R				
j) Distinguish between fact and opinion			I	T	T	M	R	R	R	R
k) Evaluate the speaker's style of delivery by using criteria such as volume and tone of voice		I	T	T	M	R	R	R	R	R
l) Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate					T	T	T	M	R	R
m) Evaluate organization of presentations				I	T	T	T	T	T	M
n) Evaluate the quality of speaker's presentations style by using criteria such as voice quality, enunciation, and delivery					T	T	T	T	M	R
o) Suspend judgment until all information has been presented					I	T	T	T	T	M
p) Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations							I	T	T	M
q) Recognize the perspectives of others				I	T	M	R	R	R	R
r) Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening					A	I	T	M	R	R
s) Recognize and use the perspectives of others, including teachers and peers, in order to analyze and evaluate presentations					A	I	T	M	R	R
t) Use prior knowledge and experiences in order to more fully evaluate and analyze content of presentations							T	M	R	R
u) Identify conflicting, missing or unclear information					A	I	T	T	T	M
v) Recognize persuasive presentations and identify the techniques used to accomplish that purpose, such as choice of language and use of sound effects						I	T	M	R	R
w) Recognize persuasive techniques, such as emotional and ethical appeals in presentations									IT	M

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Speaking

Standard 3: Speak for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
3S.1 Speak in order to:										
A) Share what they know, want to know, and have learned (KWL Process) about a theme or topic	I	T	M	R	R	R				
B) Express an opinion or judgment about:										
i. a story, poem, finger play, poster or advertisement	I	T	M	R	R	R				
ii. the color, form, style of illustrations	I	T	M	R	R	R				
iii. a character, setting, and plot in a variety of works		I	T	T	T	M	R	R	R	R
iv. school or community issues		I	T	T	M	R	R	R	R	R
iii. the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements supported by the text				I	T	M	R	R	R	R
v. information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements						I	T	M	R	R
vii. information, ideas, opinions, issues, themes, and experiences							IT	T	T	M
C) Compare characters, settings, or events in two or more stories	I	T	M	R	R	R				
D) Explain personal criteria (for example, color, pictures, and vocabulary) for choosing a book, poem, or story	I	T	M	R	R	R				
E) Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information and experiences				I	T	M	R	R	R	R
F) Dramatize differences and similarities in characters	I	T	M	R	R	R				
G) Brainstorm to create an experience chart	I	T	M	R	R	R				
H) Explain the reasons for a character’s actions considering both the situation and the motivation of the character			I	T	M	R	R	R	R	R
I) Compare and contrast different versions of the same story	I	T	M	R	R	R				
J) Compare and contrast events or characters in a story with own lives	I	T	M	R	R	R				
K) Use personal experience and knowledge to analyze and evaluate new ideas				I	T	M	R	R	R	R

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Standard 3: Speak for critical analysis and evaluation	PK	K	1	2	3	4	5	6	7	8
L) Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments						I	T	M	R	R
M) Role play to communicate an interpretation or evaluation of real or imaginary people or events		I	T	T	M	R	R	R	R	R
N) Use role play as a strategy to analyze or evaluate an event or issue					A	I	T	M	R	R
O) Ask and respond to questions	I	T	T	T	M	R	R	R	R	R
P) Ask questions and respond to questions for clarification					I	T	T	M	R	R
Q) Ask and respond to questions to clarify an opinion or judgment						I	T	T	T	M
R) Articulate a thesis statement and support it with details, examples, and reasons							IT	M	R	R
3S.2 Use appropriate eye contact and gestures in presentations and responses		I	T	T	T	M	R	R	R	R
3S.3 Speak with appropriate rate and volume for the audience		I	T	T	M	R	R	R	R	R
3S.4 Persuade using appropriate language, tone, volume, and gestures						I	T	M	R	R
3S.5 Take turns speaking in a group		I	T	T	TM	R	R	R	R	R
3S.6 Use notes or outlines appropriately in presentations					A	I	T	M	R	R
3S.7 Use an organizational format (for example question/answer, compare/contrast, cause/effect) so that ideas and information are clear					A	I	T	T	T	M
3S.8 State a hypothesis and predict possible outcomes from one or more perspectives							I	I	IT	M
3S.9 Present content, using strategies designed for the audience, purpose, and context						I	T	T	T	M
3S.10 Present a subject from one or more perspectives						I	T	T	T	M
3S.11 Credit sources of information and opinions accurately in presentations and handouts						A	I	I	T	M

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Standard 4: Students will read, write, listen, and speak for social interaction.

Reading

Standard 4: Read for social interaction.	PK	K	1	2	3	4	5	6	7	8
4R.1 Share reading experiences to establish, maintain, and enhance a personal relationship with peers or adults (for example, reading together silently or aloud)	I	T	T	T	M	R	R	R	R	R
4R.2 Respect age, gender, and cultural traditions of the writer	I	T	T	T	T	M	R	R	R	R
4R.3 Respect the position of the writer				I	T	M	R	R	R	R
4R.4 Recognize the vocabulary of social communication; for example, the language of salutations and closings	I	T	M	R	R	R				
4R.5 Recognize the types of language appropriate to social communication; for example, informal vocabulary and jargon				I	T	M	R	R	R	R
4R.6 Recognize the types of language appropriate to social communication:										
a) Jargon/colloquialisms							T	T	T	M
b) Informal							T	M	R	R
c) Conventions of e-mail							I	T	T	M
d) Culture specific								I	T	M
4R.7 Recognize conversational tone in friendly communication							T	M	R	R

Writing

Standard 4: Write for social interaction.	PK	K	1	2	3	4	5	6	7	8
4R.8 Share the process of writing with peers and adults; for example, write with a partner or in a cooperative group	I	T	T	T	T	M	R	R	R	R
4R.9 Respect the age, gender, and culture of the recipient	I	T	M	R	R	R				
4R.10 Respect the age, gender, position, and cultural traditions of the recipient when writing for social communication				I	T	M	R	R	R	R
4R.11 Write friendly letters to others, using salutation and closing	I	T	M	R	R	R				

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Standard 4: Write for social interaction.	PK	K	1	2	3	4	5	6	7	8
4R.12 Develop a personal “voice” that enables the reader to get to know the writer				I	I	T	T	T	M	R
4R.13 Use the tone, vocabulary, and sentence structure of informal conversation				I	T	M	R	R	R	R
4R.14 Write personal reactions to experiences, events, and observations, using a form of social communication		I	I	T	T	T	T	M	R	R
4R.15 Identify and model the social communication techniques of published writers									T	M
4R.16 Maintain, with teacher assistance, a portfolio of writings and drawings for social interaction		I	TM	R	R	R				
4R.17 Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers				I	T	M	R	R	R	R
4R.18 Maintain a portfolio that includes writing for social communication				I	I	T	T	M	R	R
4R.19 Use the conventions of electronic mail								I	IT	M

Listening

Standard 4: Listening for social interaction	PK	K	1	2	3	4	5	6	7	8
4L.1 Respect the age, gender, and culture of the speaker	I	T	T	T	M	R	R	R	R	R
4L.2 Respect the position of the speaker		I	T	T	M	R	R	R	R	R
4L.3 Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners	I	T	T	T	T	M	R	R	R	R
4L.4 Participate as a listener in social conversation with one or more people who are friends or acquaintances	I	T	T	T	T	T	T	T	M	R
4L.5 Listen for the tone of voice and content that signal friendly communication	I	T	T	T	M	R	R	R	R	R
4L.6 Recognize friendly communication based on volume, tone, and rate of the speaker’s voice	I	T	T	T	T	T	M	R	R	R
4L.7 Recognize that social communication may include informal language such as jargon and colloquialisms					I	T	M	R	R	R
4L.8 Recognize the meaning of the speaker’s nonverbal cues	I	T	T	T	T	T	T	T	T	M
4L.9 Listen for more than one level of meaning, articulated and unspoken					A	I	T	T	T	M
4L.10 Encourage the speaker with appropriate facial expressions and gestures		I	T	T	T	T	T	T	T	M
4L.11 Withhold judgment		I	T	T	T	T	T	T	T	M
4L.12 Appreciate a speaker’s uniqueness		I	T	T	T	T	T	T	T	M

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Speaking

Standard 4: Speak for social interaction	PK	K	1	2	3	4	5	6	7	8
4L.13 Participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment	T	T	M	R	R	R				
4L.14 Share favorite anecdotes, riddles, and rhymes with peers and familiar adults	T	T	M	R	R	R				
4L.15 Respect the age, gender, and interests of the listener	I	T	T	T	T	T	T	T	M	R
4L.16 Respect position and cultural traditions of the listener when speaking	I	T	T	T	T	T	T	T	T	M
4L.17 Discuss the content of friendly notes, cards, letters, drawings and personal narratives with a partner or in a small group to get to know the writer and each other	I	T	T	T	T	T	M	R	R	R
4L.18 Avoid interrupting in social conversation	I	T	T	T	T	M	R	R	R	R
4L.19 Use the informal language of social communication	I	T	T	T	T	T	T	M	R	R
4L.20 Provide feedback by asking questions designed to encourage further conversation		I	T	T	T	T	T	T	T	M
4L.21 Avoid sarcasm, ridicule, dominating the conversation, and interrupting		I	T	T	T	T	T	T	T	M
4L.22 Use culture-specific language jargon, colloquialism, and gesture appropriate to the purpose, occasion, and listener							IT	T	T	M
4L.23 Respond to listener interests, needs, and reactions to social conversation		I	T	T	T	T	T	T	T	M
4L.24 Adopt conventions of e-mail to establish friendly tone in electronic-based social communication							I	T	T	M

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5. Skills across all ELA Standards

Reading

Reading across four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5R.1 Distinguish between print and pictures	I	M	R							
5R.2 Recognize the difference between letters and words	I	M	R							
5R.3 Knows most concepts of print		M	R							
5R.4 Focuses on print as well as pictures	I	M	M							
5R.5 Follow left to right direction when reading	I	M								
5R.6 Follow left to right and top to bottom direction when reading		I	M							
5R.7 Locate parts of a book (title, front and back cover, pages)	I	M	R							
5R.8 Locate the following:										
a. Author's name		I	M	R	R	R				
b. Illustrator		I	I	T	M	R				
c. Title page		I	M	R	R	R				
d. Table of contents			I	T	M	R				
e. Index					IT	M				
f. Chapter headings			I	I	TM	R				
5R.9 Has 1 to 1 correspondence		M	R							
5R.10 Recognize and identify the letters of the alphabet	I	M	R							
5R.11 Alphabetize high frequency words according to the first letter		I	M							
5R.12 Distinguish the difference between vowels and consonants		I	M							
5R.13 Identify words using beginning and ending;										
a. Consonant sounds		M	R							
b. vowel sounds		I	M							
c. Recognize that different sounds make up a word	I	M	R							
5R.14 Point to words in a text or on a chart when read aloud, matching spoken word to print	I	M	R							

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Reading across four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5R.15 Recognizes 10-15 of the 24 RR sight words		M								
5R.16 Recognizes 100 high frequency words (from word matter)			M							
5R.17 Recognize the singular and plural of frequently used words		I	M							
5R.18 Recognize own names and the names of friends and family in print	I	M	R							
5R.19 Recognize letter / sound correspondence (phonetic awareness)	I	I	M							
5R.20 Recognize that words consist of a combination of sounds (phonemic awareness)	I	M	R							
5R.21 Identify rhyming words		I	M							
5R.22 Use predictable language patterns to anticipate or recall text		T	M							
5R.23 Use decoding strategies:										
a. Sounding out words		T	T	M	R	R				
b. Comparing similar words		I	T	M	R	R				
c. Breaking words into smaller words			I	M	R	R				
d. Looking for word parts (root words, prefixes and suffixes)			I	T	TM	R				
5R.24 Recognize the difference between phrases and sentences			I	M	R	R				
5R.25 Monitor own reading by applying the following strategies:										
a. Sounding out of letters		T	M							
b. Using context grammar		I	M							
c. Using picture clues		M	R							
d. Rereading to determine meaning		I	T	M	R	R				
e. Cross-checking		I	T	M	R	R				
5R.26 Identify purpose for reading			I	T	T	T	T	M	R	R
5R.27 Adjust reading rate according to purpose for reading				I	T	T	T	M	R	R
5R.28 Read aloud with expression and fluency		I	M							
5R.29 Read with increasing fluency and confidence from a variety of texts		I	M	R	R	R				
5R.30 Read aloud, using inflection and intonation appropriate to text read and audience					T	T	T	M	R	R
5R.31 Use word recognition and context clues to read fluently				I	T	T	T	T	T	M
5R.33 Determine the meaning of unfamiliar words by using:										
a. Context clues			I	T	T	M	T	T	T	M
b. Dictionary				I	TM	R	T	T	M	R
c. Other classroom resources		I	T	T	T	M				
▪ Glossary					T	T	T	T	M	R

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Reading across four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5R.34 Structural analysis (roots, prefixes, suffixes) of words			I		T	T	T	T	T	M
5R.35 Distinguish between dictionary meaning and implied meaning of the author's words							T	T	T	M
5R.36 Identify signal words (finally, in addition) that provide clues to organizational formats such as time order					T	T	T	M	R	R
5R.37 Identify transitional words or phrases (furthermore, in comparison) that provide clues to organizational formats such as compare / contrast							T	T	T	M
5R.38 Read with attention to sentence structure to assist in comprehension			I	T	T	M	R	R	R	R
5R.39 Use knowledge of punctuation such as periods, question marks, and commas to assist in comprehension			I	T	T	T	T	T	M	R
5R.40 Apply corrective strategies to assist in comprehension:										
a. Discussing with others (teachers, peers)			I	T	T	T	T	T	T	M
b. Rereading			I	T	T	T	T	M	R	R
c. Classroom resources				I	T	M	R	R	R	R
d. Monitoring for misunderstandings				I	T	M	T	T	T	M
5R.41 Recognize and discriminate among a variety of informational texts				I	T	M	R	R	R	R
5R.42 Engage in independent silent reading			I	T	M	R	R	R	R	R
5R.43 Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics and texts							T	T	T	M
5R.44 Maintain a personal reading list to reflect reading goals and accomplishments			I	I	T	M	T	M	R	R
5R.45 Use computer software to support early reading development	I	I	M							
5R.46 Use computer software to support reading				I	T	T	R	R	R	R

Writing

Writing across all four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5w.1 Create a drawing, picture, sign, or other graphic to represent a word or concept	I	M								
5w.2 Develop ideas using drawings and repetitive text		M	R	R						
5w.3 Present and develop ideas with details		I	M	R						
5w.4 Begin using varied sentence patterns using different sentence starters		I	T	M						

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Writing across all four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5w.5 Begin to develop a voice in writing			I	T	M	R	R	R	R	R
5w.6 Determine the intended audience before writing		I	I	T	M	R	T	M	R	R
5w.7 Identify the intended audience							T	T	T	M
5w.8 Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings					I	T	T	T	T	M
5w.9 Use tone and language appropriate for audience and purpose					I	T	T	T	T	M
5w.10 Follow left to right and top to bottom direction when writing		I	M	R						
5w.11 Use spacing between letters and words when writing on a line		I	M	R						
5w.12 Write recognizable upper and lower case letters in manuscript		M	R	R						
5w.13 Capitalize;										
a. proper names	I	T	M	R						
b. letter “I”		M	R							
5w.14 Use sound symbol linkages relying heavily on most obvious sounds of a word i.e. Beginning and ending consonants		M	R	R						
5w.15 Use basic word patterns		I	M	R						
5w.16 Writes letters of own first name	M	R	R							
5w.17 Writes letters of own first and last name	I	M	R							
5w.18 Spell high frequency words correctly (5-10)		M								
5w.19 Spell frequently used words correctly (50)		I	M		R	R				
5w.20 Spell frequently used words correctly (100)			I	M	R	R				
5w.21 Use the singular and plural of high frequency words		I	M	R						
5w.22 Put words together in sentence format		M	R	R						
5w.23 Use beginning-of-sentence capitalization and end punctuation		I	M	R						
5w.24 Use some descriptive words		I	T	T	T	M				
5w.25 Construct sentences that make sense		I	T	T	T	M				
5w.26 Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks		I	I	T	M	R				
5w.27 Observe rules of punctuation, capitalization, and spelling:										
a. Punctuation of simple and compound sentences, of dialogue, of titles of articles						I	T	T	T	M
b. Spelling of commonly misspelled words, of homonyms, of content-area vocabulary					I	T	T	T	T	M

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Writing across all four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5w.28 Use correct verb tense			I	T	T	M				
5w.29 Use specific vocabulary and varied sentence structure			I	T	TM	R				
5w.30 Write a story in logical order of beginning, middle, end		I	M	M						
5w.31 Write sentences in logical order to develop ideas and create paragraphs			I	T	TM	R				
5w.32 Use an organizational format that reflects a beginning, middle, and end				I	T	M				
5w.33 Use correct grammatical construction:										
a. Parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections					I	I	T	T	T	M
b. Complete a simple sentence with subject/verb agreement		I	M	R	R	R	R	R	R	R
c. Complete simple, compound, and complex sentences using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents					I	I	T	T	T	M
5w.34 Use signal words to provide clues to the organizational format; <i>for example, in addition, finally, as a result, similarly, on the other hand</i>					I	I	T	M	R	R
5w.35 Use transitional words or phrases (<i>first, in addition</i>) to produce organized, cohesive text					I	T	T	T	T	M
5w.36 Write clear, concise sentences					T	T	T	T	T	M
5w.37 Develop an idea within a brief text (stay on topic)			I	T	TM	R				
5w.38 Learn and use the “writing process” (prewriting, drafting, revising, proofreading, publishing)			I	T	T	M				
5w.39 Use the “writing process” independently					I	T	T	T	M	R
5w.40 Use dictionaries, thesauruses, and style manuals				I	I	T	T	T	M	R
5w.41 Use prewriting activities; for example, brainstorming, free writing, note taking, and outlining		I	I	T	T	T	T	M	R	R
5w.42 Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste		I	I	T	T	M				
5w.43 Use teacher conferences and peer review to revise written work				I	T	T	T	M	R	R
5w.44 Use tone and language appropriate for audience and purpose					I	T	T	M	R	R
5w.45 Use legible print and/or cursive writing		I	T	T	T	M				
5w.46 Use word processing			I	T	T	T	T	RM	R	R
5w.47 Use classroom resources (word walls, picture dictionaries, peers, teachers) to support the writing process	I	T	M							

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Writing across all four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5w.48 Give and seek constructive feedback in order to improve writing		T	M	R						
5w.49 Use computer software to support the development of early writing skills		I	M	R						
5w.50 Use computer software to support the “writing process”; for example, use word processing, import graphics							T	T	M	R
5w.51 Write for authentic purpose, including publication							T	T	M	R

Listening

Listening across all four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5L.1 Listen respectfully and responsively	I	M	R	R	R	R	R	R	R	R
5L.2 Attend to a listening activity for a specified period of time										
a. 5 minutes	M									
b. 6-8 minutes		M								
c. 15 minutes			M							
d. 20 minutes				M						
5L.3 Attend to a listening activity for an extended period of time				T	M	R				
5L.4 Avoid interrupting	I	M	R	R	R	R				
5L.5 Respond with expression appropriate to what is heard		M	R							
5L.6 Respond appropriately to what is heard		I	T	T	T	M				
5L.7 Identify own purpose for listening					I	T	T	T	M	R
5L.8 Recognize content-specific vocabulary or terminology			I	T	T	T	T	T	TM	R
5L.9 Listen for unfamiliar words and learn their meaning			I	T	T	T	T	M	R	R
5L.10 Adapt listening strategies to different purposes and settings				I	T	T	T	T	T	M

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Speaking

Speaking across all four ELA Standards	PK	K	1	2	3	4	5	6	7	8
5S.1 Respond respectfully	I	M	R	R	R	R	R	R	R	R
5S.2 Initiate communication with peers and familiar adults	I	T	T	M	R	R				
5S.3 Initiate communication with peers, teachers, and others in the school community		I	T	T	T	T	T	T	T	M
5S.4 Initiate communication with peers and adults in the local community							T	T	M	R
5S.5 Use age-appropriate vocabulary	M	M	M	M	M	M				
5S.6 Speaks in grammatically correct sentences		I	T	T	T	M				
5S.7 Use language and grammar appropriate to the purpose for speaking					T	T	T	M	R	R
5S.8 Take turns speaking in a group	T	M	R	R						
5S.9 Correct the pronunciation of words by using classroom resources such as teachers, peers, audio-videotapes, and computer software	I	T	M	R						
5S.10 Speak in complete sentences when required	I	T	M	R						
5S.11 Stay on topic (at show and tell etc.)	I	M	R	R						
5S.12 Speak audibly	I	T	M	R						
5S.13 Speak loudly enough to be heard by the audience			I	T	TM	R				
5S.14 Use audible voice and pacing appropriate to the purpose for speaking					I	T	T	M		
5S.15 Adapt language and presentational features for the audience and purpose					I	T	T	T	M	R
5S.16 Use volume, tone, pitch, and rate appropriate to content and audience					I	T	T	T	T	M
5S.17 Speak with expression appropriate to the occasion		T	M							
5S.20 Use gestures appropriate to conveying the meaning				I	T	M				
5S.21 Establish eye contact to engage the audience			I	T	M	R				
5S.22 Establish eye contact during presentations and group discussions					I	T	T	M	R	R
5S.23 Establish and maintain eye contact with audience					I	T	T	T	T	M
5S.24 Use facial expressions and gestures which enhance communication					I	T	T	M	R	R
5S.25 Use visual aids to support the presentation				I	T	T	T	M	R	R
5S.26 Use visual aids and nonverbal communication to enhance the presentation					I	I	T	T	T	M

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Standard 1: Students will read, write, listen, and speak for information and understanding.

Listening & Reading

Standard 1: Reading for Information and Understanding	9	10	11	12
1LR.1 Interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses.		R		R
1LR.2 Synthesize information from diverse sources and identify complexities and discrepancies in the information	T	T	T	T
1LR.3 Use a combination of techniques (e.g. previewing, use of advance organizers, structural cues) to extract salient information from texts	T	T	T	T
1LR.4 Make distinctions about the relative value and significance of specific data, facts and ideas	T	R	T	R
1LR.5 Make perceptive and well developed connections to prior knowledge	R	T	T	T
1LR.6 Evaluate writing strategies and presentational features that affect interpretation of the information		T	T	

Speaking & Writing

Standard 1: Speaking and Writing for Information and Understanding	9	10	11	12
1SW.1 Write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects	T	T		T
1SW.2 present a controlling idea that conveys an individual perspective and insight into the topic		T	R	R
1SW.3 use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast		T	T	
1SW.3 support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument	T	R	R	R
1SW.4 revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect		T	T	T
1SW.5 use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively		T	T	T

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Standard 2: Students will read, write, listen, and speak for literary response and expression.

Listening and Reading

Standard 2: Listening and Reading for Literary Response and Expression	9	10	11	12
2LR.1 Read and view independently and fluently across many genres of literature from many cultures and historical periods				
2LR.2 Identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work		T	T	
2LR.3 Recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work	R	R	T	T
2LR.4 Understand how multiple levels of meaning are conveyed in a text	R	T	R	T
2LR.5 Read aloud expressively to convey a clear interpretation of the work	T	R	T	T
2LR.6 Evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition	R		R	

Speaking and Writing

Standard 2: Speaking and Writing for Literary Response and Expression	9	10	11	12
2SW.1 Present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge			R	
2SW.2 Produce literary interpretations that explicate the multiple layers of meaning	R	T	T	R
2SW.3 Write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect.		T		R
2SW.4 Use standard English skillfully and with an individual style	T	T	T	T

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Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Listening & Reading

Standard 3: Listening and Reading for Critical Analysis and Evaluation	9	10	11	12
3LR.1 analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism				R
3LR.2 evaluate the quality of the tests and presentations from a variety of critical perspectives within the field of study (e.g. using both Poe’s elements of a short story and the elements of “naturalist fiction” to evaluate a modern story)		T		T
3LR.4 make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (e.g. one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length)		R	R	T
3LR.5 evaluate and compare their own and others’ work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important	T	R	R	

Speaking and Writing

Standard 3: Speaking and Writing for Critical Analysis and Evaluation	9	10	11	12
3SW.1 present orally and in writing well developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analysis			T	
3SW.2 make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position		T	T	T
3SW.3 monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience		T	T	T
3SW.4 use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate	T	T	T	T

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Standard 4: Students will read, write, listen, and speak for social interaction.

Listening and Speaking

Standard 4: Listening and Speaking for Social Interaction	9	10	11	12
4LS.1 engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them		T		
4LS.2 express their thoughts and views clearly with attention to the perspectives and voices concerns of the others in the conversation	R	R	R	R
4LS.3 use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service				

Reading and Writing

Standard 4: Reading and Writing for Social Interaction	9	10	11	12
4RW.1 use a variety of print and electronic forms for social communication with peers and adults				
4RW.2 make effective use of language and style to connect the message with the audience and context		T	T	R
4RW.3 study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups.				

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VI. Course Overview with Major Topics

Grade 8 Language Arts

Using a whole language approach to the study of language and literature, students will demonstrate the ability to

- ◆ use a variety of writing process techniques to effectively communicate in written form.
- ◆ gain personal insights, skills, knowledge, and enjoyment from literature by reading from a variety of genre.
- ◆ gain and relate information, discover and express meaning, and understand and identify logical relationships.
- ◆ acquire and apply language skills related to critical and creative thinking processes, word and vocabulary acquisition and principles of grammar and usage.

Unit Titles

- I. Diversity, Change and Identity (YA)
- II. Civil War: Human Interactions - When Cultures Clash
- III. The Novel: Family Values in a Changing Society
- IV. Coping With Conflict: World War II
- V. A Look Into the Future: Science Fiction

Process-Based Skill Units

- I. Writing Workshop
- II. Reading Workshop
- III. Vocabulary Development
- IV. Integrated Instruction

VII. Instructional Outline

- I. Unit 1 – Diversity, Change, and Identity
 - A. Reading/Literature
 - 1. Genres
 - a. Fiction
 - b. Novel
 - c. Science Fiction
 - d. Drama/Video
 - e. Informational Text/Books/Articles
 - f. Current Events
 - g. YA Fiction
 - 2. Literary Elements
 - a. Character
 - b. Personality
 - c. Characterization
 - i. Stereotype
 - ii. Dialect
 - iii. Change and Development
 - iv. Motivation
 - v. Tone and Mood
 - d. Symbolism
 - e. Interpretation of Visuals and Illustrations
 - f. Protagonist/Antagonist
 - g. Conflict
 - B. Writing
 - 1. Essays
 - 2. Journals
 - 3. Reading Logs
 - 4. Personal Reactions
 - 5. Opinions
 - 6. Analysis of Connections to Social Studies Concepts (15)
 - 7. Note-taking
 - C. Language Skills/Conventions
 - 1. Language Structure
 - a. Parts of Speech
 - b. Sentences
 - 2. Paragraphing
 - 3. Composition/Essay
 - 4. Punctuation
 - 5. Spelling
 - 6. Writing Process
 - 7. Graphic Organizers
 - 8. Vocabulary Development and Enrichment
 - D. Speaking & Listening
 - 1. Informative Presentations by experts
 - a. psychologist

- b. teacher of developmentally disabled
- 2. Oral/Aural Interpretation of text
- 3. Discussion
 - a. Class size
 - b. Small group
- 4. Reading Circles
- 5. Individual Presentations

II. Unit 2 – *Civil War* – Human Interactions in a Culture at War

A. Reading/Literature

- 1. Genres
 - a. Fiction
 - b. Non-fiction
 - c. Biography
 - d. Primary Sources
 - i. journals
 - ii. letters
 - iii. diaries
 - iv. text of speeches
 - e. Speeches
 - f. Poetry
 - i. narrative
 - ii. ballad
 - iii. lyric
 - g. Drama/Video
 - h. Picture Books
 - i. Historical Documents
 - j. Reference Books
 - k. Maps
 - l. Charts
 - m. Diagrams
- 2. Literary Elements
 - a. Character
 - b. Characterization
 - i. Stereotype
 - ii. Dialect
 - iii. Change and Development
 - iv. Motivation
 - v. Tone and Mood
 - c. Symbolism
 - d. Figurative Language
 - e. Interpretation of Visuals and Illustrations
 - f. Biography
 - g. Protagonist/Antagonist
 - h. Conflict

B. Writing

- 1. Essays
- 2. Journals

3. Reading Logs
 4. Personal Reactions
 5. Opinions
 6. Analysis of Connections to Social Studies Concepts (15)
 7. Note-taking
 8. Poetry
 9. Report
 - C. Language Skills/Conventions
 1. Language Structure
 - a. Parts of Speech
 - b. Sentences
 2. Paragraphing
 3. Composition/Essay
 4. Punctuation
 5. Spelling
 6. Writing Process
 7. Graphic Organizers
 8. Vocabulary Development and Enrichment
 - D. Speaking/Listening
 1. Informative Presentations by Experts
 - a. Sharing Personal Experiences
 2. Oral/Aural Interpretation of Text
 3. Discussion
 - a. class size
 - b. small group
 4. Reading Circles
 5. Individual/Group Presentations
 - a. Report
 - b. Debate
 - c. Discussion
- III. Unit 3 – The Novel: Family Values in a Changing Society
- A. Reading/Literature
 1. Genres
 - a. Fiction
 - b. Non-fiction
 - c. Primary Sources
 - d. Poetry
 - e. Picture Books
 - f. Historical Documents
 2. Literary Elements
 - a. Character
 - b. Characterization
 - i. Stereotype
 - ii. Dialect
 - iii. Change and Development
 - iv. Motivation
 - v. Tone and Mood
 3. Symbolism

4. Figurative Language
5. Interpretation of Visuals and Illustrations
6. Biography
7. Protagonist/Antagonist
8. Conflict
9. Foreshadowing
- B. Writing
 1. Essays
 2. Journals
 3. Reading Logs
 4. Personal Reactions
 5. Opinions
 6. Analysis of Connections to Social Studies Concepts (15)
 7. Note-taking
- C. Language Skills/Conventions
 1. Language Structure
 - a. Parts of Speech
 - b. Sentences
 2. Paragraphing
 3. Composition Essay
 4. Punctuation
 5. Spelling
 6. Writing Process
 7. Graphic Organizers
 8. Vocabulary Development and Enrichment
- D. Speaking/Listening
 1. Oral/Aural Interpretation of Text
 2. Discussion
 - a. Class size
 - b. Small group
 3. Reading Circles
 4. Dramatizations/Role Playing
- IV. Unit 4 – Coping with Conflict: World War II
 - A. Reading/Literature
 1. Genres
 - a. Fiction
 - b. Non-fiction
 - c. Biography
 - d. Primary Sources
 - i. Journals
 - ii. letters
 - iii. diaries
 - iv. text of speeches
 - e. Poetry
 - i. Narrative
 - ii. Ballad
 - iii. Lyric
 - f. Drama/Video

- g. Picture Books
 - h. Historical Documents
 - 2. Literary Elements
 - a. Character
 - b. Characterization
 - i. Stereotype
 - ii. Dialect
 - iii. Change and Development
 - iv. Motivation
 - v. Tone and Mood
 - c. Symbolism
 - d. Figurative Language
 - e. Interpretation of Visuals and Illustrations
 - f. Biography
 - g. Protagonist/Antagonist
 - h. Conflict
 - B. Writing
 - 1. Essays
 - 2. Journals
 - 3. Reading Logs
 - 4. Personal Reactions
 - 5. Opinions
 - 6. Analysis of Connections to Social Studies Concepts (15)
 - 7. Note-taking
 - C. Language Skills/Conventions
 - 1. Language Structure
 - 2. Parts of Speech
 - 3. Sentences
 - 4. Paragraphing
 - 5. Composition/Essay
 - 6. Punctuation
 - 7. Spelling
 - 8. Writing Process
 - 9. Graphic Organizers
 - 10. Vocabulary Development and Enrichment
 - D. Speaking/Listening
 - 1. Informative Presentations by Experts
 - a. Holocaust Survivor
 - b. WWII Veteran
 - 2. Oral/Aural Interpretation of text
 - 3. Discussion
 - a. Class size
 - b. Small group
 - 4. Literature Circles
 - 5. Individual Presentations
- V. Unit 5 – A Look Into the Future: Science Fiction
- A. Reading/Literature
 - 1. Genres

- a. Fiction
- b. Non-fiction
 - i. Scientific documents
 - ii. Research documents
- c. Drama/Video
- d. Picture Books
- e. Research Text and References
- 2. Literary Elements
 - a. Character
 - b. Characterization
 - 1. Stereotype
 - 2. Dialect
 - 3. Change and Development
 - 4. Motivation
 - c. Tone and Mood
 - d. Symbolism
 - e. Figurative Language
 - f. Interpretation of Visuals and Illustrations
 - g. Biography
 - h. Protagonist/Antagonist
 - i. Conflict
 - j. Foreshadowing
 - k. Irony
 - l. Connotation/Denotation
- B. Writing
 - 1. Essays
 - 2. Journals
 - 3. Reading Logs
 - 4. Personal Reactions
 - 5. Opinions
 - 6. Analysis of Connections to Social Studies Concepts (15)
 - 7. Note-taking
 - 8. Creative Writing
 - a. short story
 - 9. Futures Project
- C. Language Skills/Conventions
 - 1. Language Structure
 - a. Parts of Speech
 - b. Sentences
 - 2. Paragraphing
 - 3. Composition/Essay
 - 4. Punctuation
 - 5. Spelling
 - 6. Writing Process
 - 7. Graphic Organizers
 - 8. Vocabulary Developments and Enrichment
- D. Speaking/Listening
 - 1. Oral/Aural Interpretation of text

2. Discussion
 - a. Class size
 - b. Small group
3. Literature Circles
4. Individual Presentations
5. Futures Project Presentation

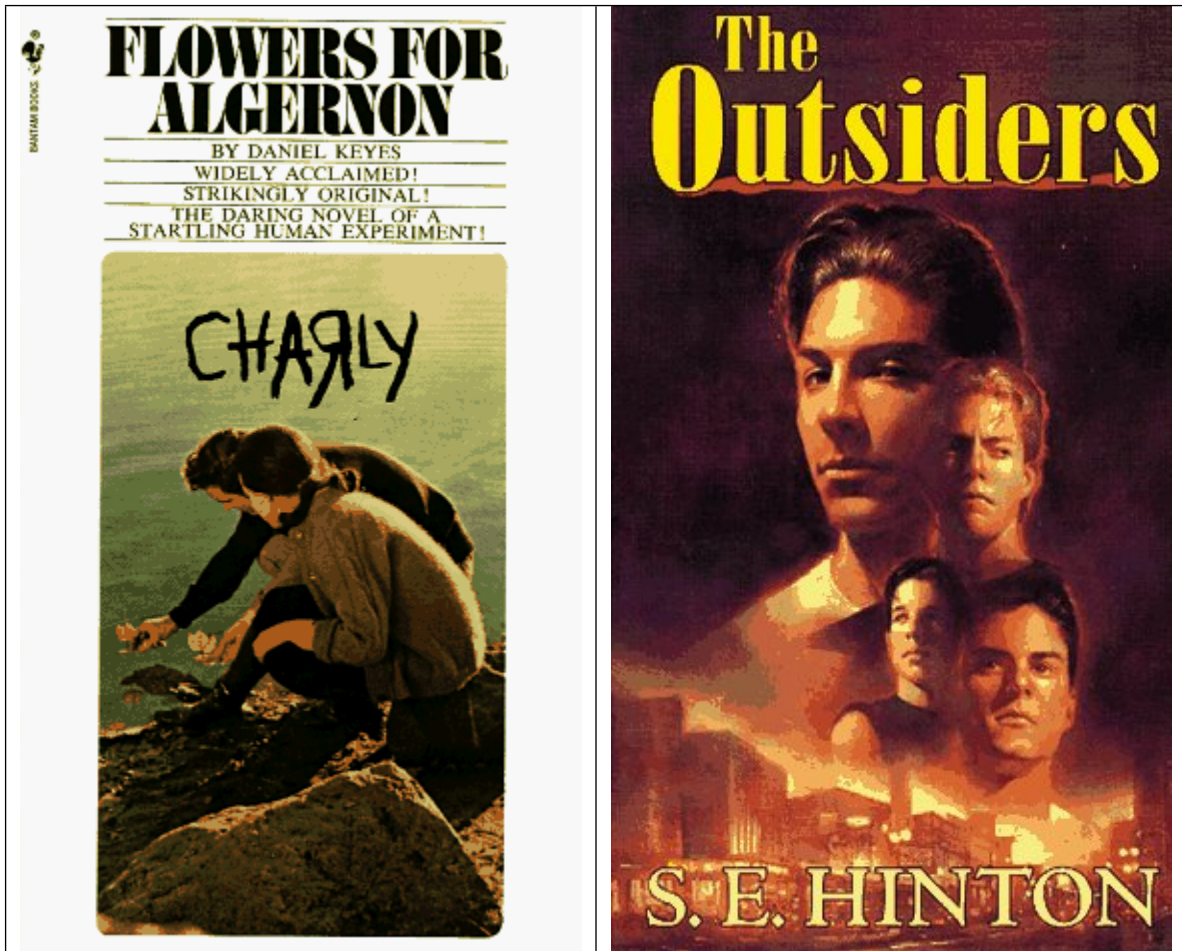
VIII. Course Benchmarks

IX. Units of Study

Unit One

Title:

Unit 1 – Diversity, Change and Identity



A. Unit Benchmarks

- 1. Students will be able to recognize that one text may generate multiple interpretations. (2R-27)**
- 2. Students will be able identify questions of personal importance and interests and literature that addresses them. (2R-33)**
- 3. Students will be able to recognize the types of language appropriate to social communication – jargon, colloquialisms, culture specific (4R-6)**
- 4. Students will be able to seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts. (5R-43)**
- 5. Students will be able to identify how the author’s choice of words, characterization, and use of other literary devices affects the listeners interpretation of oral text. (2L-7)**
- 6. Students will be able to recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response. (2L-10)**
- 7. Students will be able to recognize the meaning of the speaker’s non-verbal cues. (4L-8)**
- 8. Students will be able to identify and model the social communication techniques of published writers. (4W-15)**
- 9. Students will be able to will use the conventions of E-mail. (4W-19)**
- 10. Students will be able to identify the intended audience. (5W-7)**
- 11. Students will be able to use tone and language appropriate for audience and purpose. (5W-9)**
- 12. Students will be able to observe rules of punctuation, capitalization, and spelling. (Punctuation of simple and compound sentences, dialogue, titles of articles; Spelling of commonly misspelled words, homonyms, content-area vocabulary) (5W27)**
- 13. Students will be able to write clear, concise sentences. (5W-36)**

A. Unit Assessment

- 1. Students will prepare and introduce themselves with an autobiographical sketch.
(Benchmarks: 4R.6; 2L.7; 2L.10; 4L.8; 5W.7; 5W.9; 5W.27; 5W.36)**

2. **Students will maintain a Reading Log of participation in “Literary Circles” and “DEAR Silent Reading” activities.**
(Benchmarks: 2R.27; 2R.33; 5R.43; 4W.15; 4W.19; 5W.7; 5W.9; 5W.27; 5W.36)

3. **Students will create a script and present a skit for a scene from a selected text.**
(Benchmarks: 2R.27; 4R.6; 2L.7; 2L.10; 4L.8; 4W.15; 5W.7; 5W.9; 5W.27; 5W.36)

4. **Students will apply one of the Social Studies Concepts (Change, diversity, identity, etc.) to a text and support a thesis with examples and explanations [proof].**
(Benchmarks: 2R.27; 2R.33; 4W.15; 5W.7; 5W.27; 5W.36)

B. Rubric

C. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

1: Knowledge

2: Apply in Discipline

3: Apply Across Disciplines

4: Apply to Real World Predictable Situations

5: Apply to Real World Unpredictable Situations

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

D. Vocabulary

intelligence
personality
character
handicap
subconscious
conscious
sympathy
empathy
fact
opinion

<i>Social Studies Concepts</i>		
1. Change	6. Empathy	11. Justice
2. Choice	7. Environment	12. Political System
3. Citizenship	8. Human Rights	13. Power
4. Culture	9. Identity	14. Scarcity
5. Diversity	10. Interdependence	15. Technology

E. References and Resources

Required texts:

“Flowers for Algernon” by Daniel Keyes (short story version)
***The Outsiders* by S.E. Hinton**

Supplemental texts (optional):

***Can You Sue your Parents for Malpractice* by Paula Danzinger**
***The Pigman* by Paul Zindel**
***That Was Then This Is Now* by S.E. Hinton**
***Joni* by Joni Eareckson**
***The Acorn People* by Ron Jones**
***Tex* by S.E. Hinton**
***Pistachio Prescription* by Paula Danzinger**

Optional Poetry & Miscellaneous Genres

“Memories of Dating” by Dave Barry	-nonfiction
“your little voice” by e e cummings	-poetry
“Dusting” by Julia Alvarez	-poetry
“For Poets” by Al Young	-poetry
“Watching Gymnasts”	-poetry
“Nothing Gold Can Stay” by Robert Frost	-poetry
“Baseball and the Facts of Life” by Bob Greene	-nonfiction
“It Is Better to Die Forever” by Chewing Blackbones	-myth
“Strawberries” by Gayle Ross	-legend
“Brer Possum’s Dilemma” by Jackie Torrence	-fable
“Glad to Have A Friend Like You” by Carol Hall	-poetry

“Sisters and Brothers” by Bruce Hart	-poetry
“free to be ... you and me” by Bruce Hart	-poetry
“The Pain” and “The Great One”	-poetry

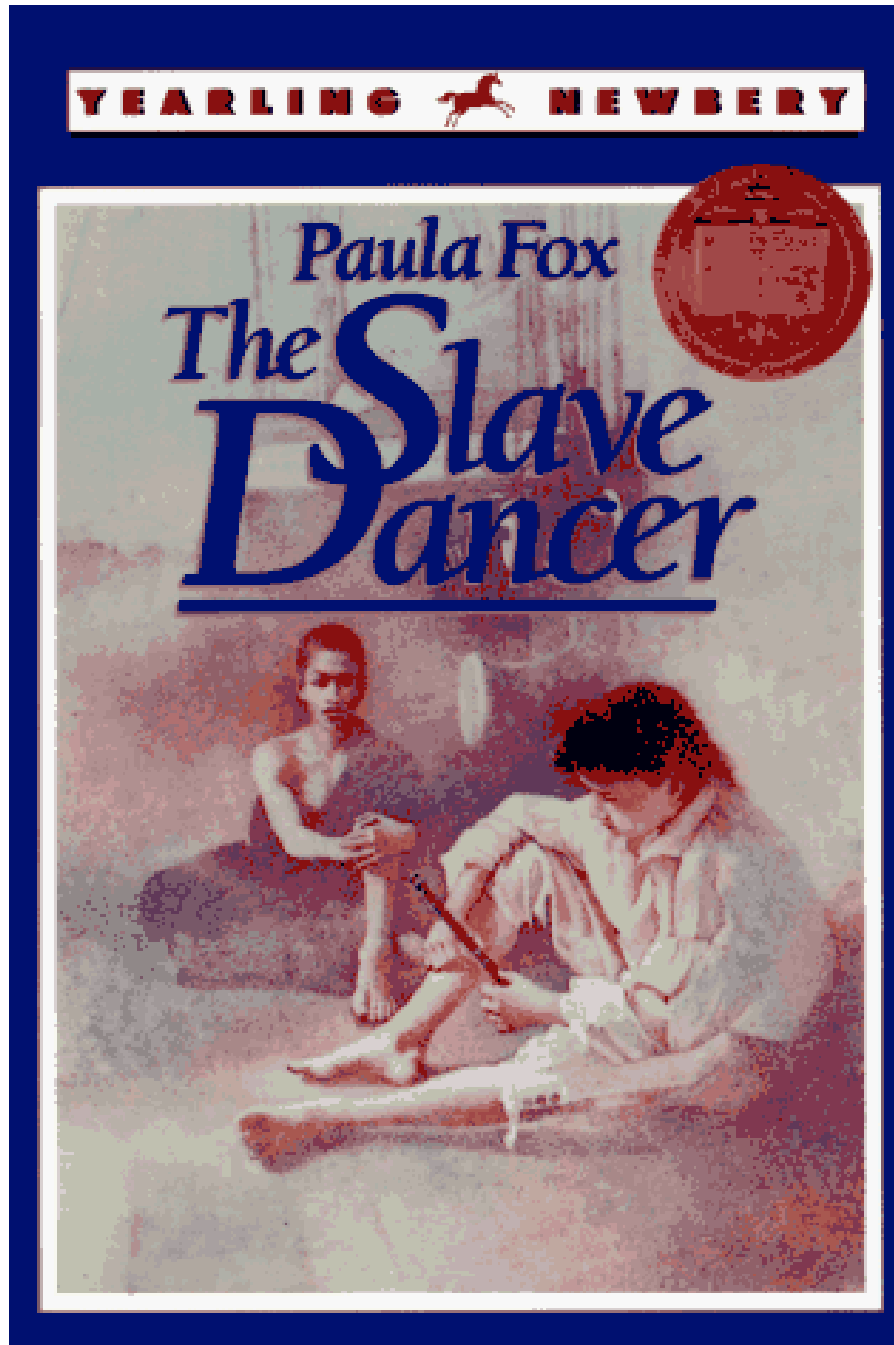
Videos:

Charly (104 minutes) related to “Flowers for Algernon”

The Outsiders (108 minutes) related to *The Outsiders* novel

Unit Two

Title: Human Interactions in a Culture at War



A. Unit Benchmarks

- 1. Students will be able to preview informational text to assess content and organization, and select texts useful for the task. (1R-18)**
- 2. Students will be able to condense, combine, or categorize information from one or more sources. (1R-34)**
- 3. Students will be able to determine how the use and meaning of literary devices convey the author's message or intent through symbolism, metaphor, simile, alliteration, personification, flashback, and foreshadowing. (2R-25)**
- 4. Students will be able to identify poetic elements in order to interpret poetry: rhythm and rhyming patterns. (2R-32)**
- 5. Students will be able to identify transitional words or phrases that provide clues to organizational formats such as compare / contrast. (5R-37)**
- 6. Students will be able to interpret and respond to texts on a variety of themes from different genres and authors. (2L-4)**
- 7. Students will listen to class lectures, small group and classroom discussions to comprehend, interpret, and critique literary text. (2L-5)**
- 8. Students will identify how the poet's use of repetition, rhythm, and rhyming affects the listener's interpretation of poetry. (2L-8)**
- 9. Students will be able to recognize that meaning of the spoken word can vary based on tone, volume, pitch, and rate. (2L-9)**
- 10. Students will be able to form an opinion or judgement about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences. (3L-37f)**
- 11. Students will evaluate organization of presentations. (3L-37m)**
- 12. Students will suspend judgment until all information has been presented. (3L-37o)**
- 13. Students will consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations. (3L-37p)**
- 14. Students will be able to identify conflicting, missing, or unclear information. (3L-37u)**

15. **Students will be able to recognize persuasive techniques, such as emotional and ethical appeals in presentations. (31-37w)**
16. **Students will listen for more than one level of meaning, articulated and unspoken. (4L-9)**
17. **Students will encourage the speaker with appropriate facial expressions and gestures. (4L-10)**
18. **Students will withhold judgment. (4L-11)**
19. **Students will be able to appreciate a speaker's uniqueness. (4L-12)**
20. **Students will appreciate a speaker's uniqueness. (4L-12)**
21. **Students will be able to interpret the impact of literary devices such as simile and metaphor. (2W-3)**
22. **Students will be able to select content and choose strategies for written presentations. (3W-32)**
23. **Students will be able to speak to share data, facts, and ideas in discussions, presentations, class meetings, panel discussions, interviews, and reports for adults and peers. (1S-1)**
24. **Students will be able to use the conventions of the presentational format for panel discussions, debates, and mock trials. (1S-8)**
25. **Students will contribute to group discussions by offering comments to clarify and interpret ideas and information. (1S-14)**
26. **Students will be able to use conventions of the literary genre (story, poem, play) and use rhyme, rhythm, and repetition to create an emotional or aesthetic effect. (2S-6)**
27. **Students will be able to present content, using strategies designed for the audience, purpose, and context. (3S-9)**
28. **Students will be able to respect position and cultural traditions of the listener when speaking. (4S-16)**
29. **Students will be able to provide feedback by asking questions designed to encourage further conversation. (4S-20)**
30. **Students will avoid sarcasm, ridicule, dominating conversation, and interruptions. (4S-21)**

31. **Students will be able to use culture-specific language: jargon, colloquialisms, and gesture appropriate to the purpose, occasion, and listener. (4S-22)**
32. **Students will respond to listener interests, needs, and reactions to social conversation. (4S-23)**
33. **Students will be able to adopt conventions of e-mail to establish friendly tone in electronic-based social communication (4S-24)**
34. **Students will be able to initiate communication with peers, teachers, and others in the school community. (5S-3)**
35. **Students will be able to use volume, tone, pitch, and rate appropriate to content and audience. (5S-16)**
36. **Students will be able to establish and maintain eye contact with audience. (5S-23)**
37. **Students will be able to use visual aids and nonverbal communication to enhance the presentation. (5S-26)**

B. Unit Assessment

1. **Students will research topics appropriate to the Civil War and/or Civil Rights Movement and communicate positions through written and spoken activities (position paper/debate)
(Benchmarks: 1R.18; 1R.34; 5R.37; 2L.9; 3L.37f; 3L.37m; 3L.37o; 3L.37p; 3L.37u; 3L.37w; 4L.10; 4L.11; 3W.32; 1S.1; 1S.8; 3S.9; 4S.21; 5S.16; 5S.23; 5S.26)**
2. **Students will create and present pieces of narrative poetry to illustrate themes related to the Civil War and Civil Rights Movement.
(Benchmarks: 2R.25; 2R.32; 2L.8; 2L.9; 3L.37m; 3L.37u; 4L.9; 2W.3; 3W.32; 1S.1; 2S.6; 5S.16)**
3. **Students will develop and state opinions based on information gleaned from fiction and non-fiction genre and first person accounts and presentations.
(Benchmarks: 2L.4; 2L.5; 2L.9; 3L.37f,o,p,u; 4L.12; 1s.14; 4S.16; 4S.20; 4S.21; 4S.22; 4S.23; 4S.24; 5S.3; 5S.16; 5S.23; 5S.26)**

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

E. Vocabulary

(Word Cell Vocabulary – continual throughout year)

duce, duct	induce, conductor
ex-	exit
et, -etta, -ette, -etta	duet, operetta, barrette, umbrella
crit-	critic
co-, col-, com-, con-	co-exist, collect, company, contain
il-, im-, in-	illuminate, import, inner
homi-, homo-	homicide, homogenized
frater	fraternity
hepta	heptathlon
fore-	forearm
fac, fact	factory, manufacture
libr-	library
-ism	industrialism, imperialism
mal, male	malicious, malevolent
hexa	hexagon
mega	megaphone, megaton
mit	emit, transmit
mortem	mortal, mortality
norm	normal
mill-, milli, mile	million, millipede
pent, penta	pentagon, pentathlon
peri	perimeter
pel, puls	repel, pulse
prim	primary
quad, quart	quadrant, quarter
sol, sole	solitude
sor, soir	sorority
spir, spire, pir	inspire, perspiration
sui	suicide
tract	tractor, contract

(Unit 2 Vocabulary)

casement
claret
doeskin
galleon
moor
refrain
snigger
tawny
torrent
wicket
rapier
plaiting
ostler
priming

F. References and Resources

Required texts:

***Slave Dancer* by Paula Fox (read aloud in class)**

Supplemental text for Literature Circles

(student must select a book from list to read in group)

***Harriet Tubman* by Ann Petry**

***The Red Badge of Courage* by Stephen Crane**

***Across Five Aprils* by Irene Hunt**

***Rifles for Watie* by Keith Harold**

***Autobiography of Miss Jane Pittman* by Ernest J Gaines**

***To Be A Slave* by Julius Lester**

***Narrative of the Life of Frederick Douglass* by Frederick Douglass**

***The Killer Angels* by Michael Shaara**

***Jubilee* by Margaret Walker**

***Black Like Me* by John Howard Griffin**

***Shades of Gray* by Carolyn Reeder**

***Brady* by Jean Fritz**

***The Root Cellar* by Janet Louise Swoboda Lunn**

Poetry & Miscellaneous Genres

“Pole Vault” by Shiro Murano -poetry

“400-Meter Freestyle” by Maxine W. Kumin -poetry

“A Loaf of Poetry” by Naoshi Koriyama -poetry

“O Captain! My Captain! By Walt Whitman -poetry

“The Dream Keeper” by Langston Hughes -poetry

“Moco Limping” by David Nava Monreal -poetry

“Pigeon Woman” by May Swenson -poetry

“The Highwayman” by Alfred Noyes -poetry

“Old Ironsides” by Oliver Wendell Holmes

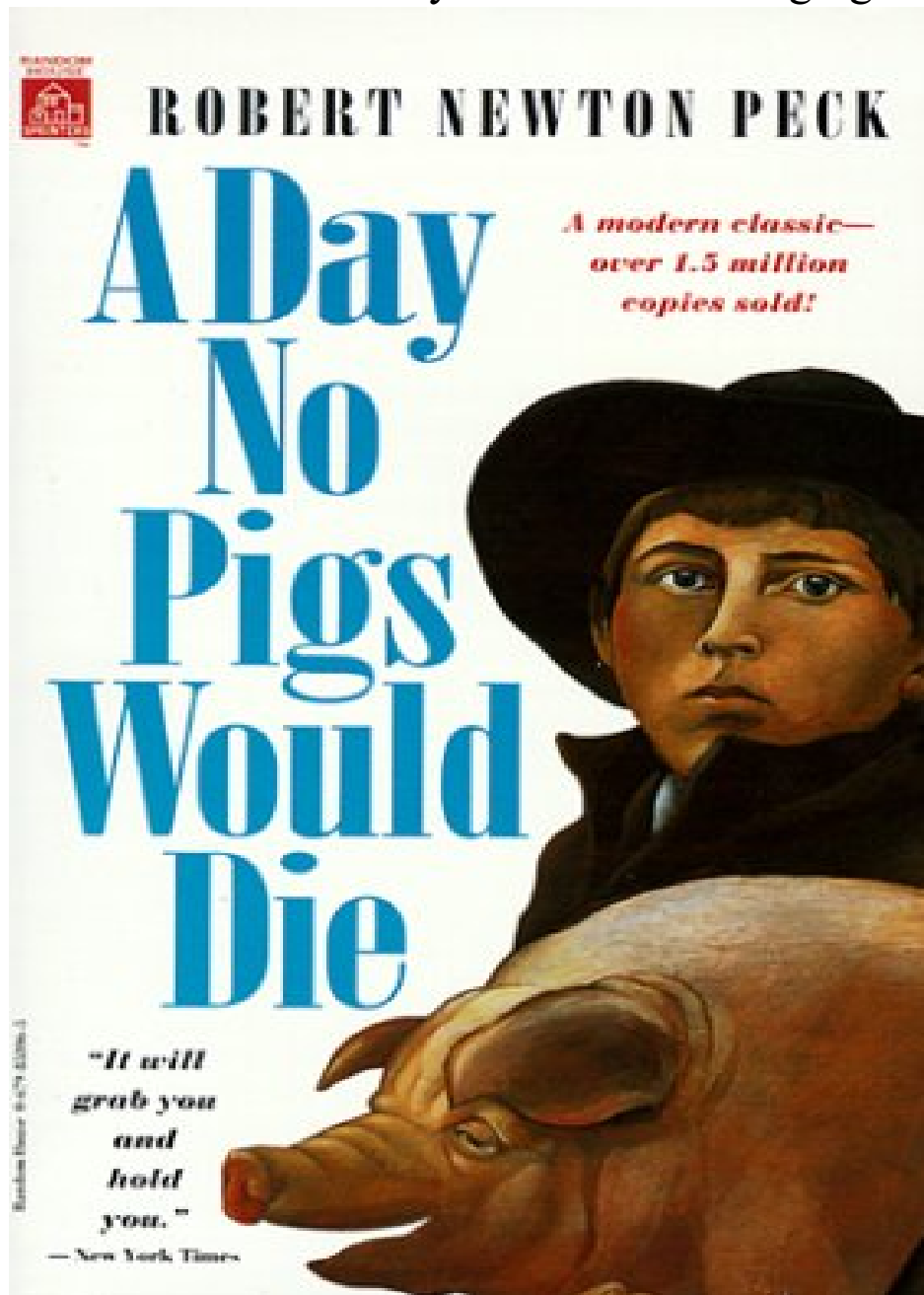
“I Have a Dream” by Martin Luther King
“The Star Spangled Banner” written 1812 bombardment of Baltimore
“Battle Hymn of the Republic” by Julia Ward Howe
Jackie Torrance recordings of Br’er Rabbit Tales
“Barbara Frietchie” by John Greenleaf Whittier
“The Empty Sleeve” by Henry H. Meacham
“Our Mother Tongue” by Lord Houghton
Cherokee Legends, tales and stories

Videos:

Amistaad (excerpts) related to Slave Dancer
Gettysburg I and II related to Civil War (*Killer Angels* novel)
Glory (school version)

Unit Three

Title: The Novel: Family Values in a Changing Society



A. Unit Benchmarks

- 1. Students will be able to identify missing, conflicting, and/or unclear information. (1R-36)**
- 2. Students will be able to draw conclusions that make inferences based on explicit and implied information. (1R-41)**
- 3. Students will be able to interpret plot and theme by using evidence from the text. (2R-31)**
- 4. Students will be able to distinguish between dictionary meaning and implied meaning of the author's words. (5R-35)**
- 5. Students will be able to develop complex characters and create a setting for an imaginative text. (2W-1l)**
- 6. Students will be able to maintain a consistent point of view that enhances the message and/or establishes the mood in an imaginative text. (2W-1o)**
- 7. Students will be able to use language that is creative for an imaginative text. (2W-1q)**
- 8. Students will be able to develop a narrative, using an organizational plan such as chronology or flashback. (2W-1r)**
- 9. Students will be able to effectively use literary devices. (2W-1t)**
- 10. Students will be able to select a genre and use appropriate conventions such as dialogue, rhythm, and rhyme. (2W-1u)**
- 11. Students will be able to speak in order to use an organizational format so that ideas and information are clear. (3S-7)**

B. Unit Assessment

- 1. Students will read a culture and period specific novel and develop short theses about change, choice, citizenship, empathy, environment, human rights, identity, interdependence, power, scarcity or technology.
(Benchmarks: 1R.36, 1R.41; 2R.31; 5R.35; 3S.7)**
- 2. Students will write to a task that parallels the published model(s) used in class.
(Benchmarks: 2W.11; 2W.1o; 2W.1q; 2W.1r; 2W.1t; 2W.1u; 3S.7)**

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

F. References and Resources

Required text:

***A Day No Pigs Would Die* by Robert Newton Peck
(whole class literature study)**

Poetry & Miscellaneous Genres

Robert Frost Poems from Poetry for Young People

“Mending Wall” by Robert Frost

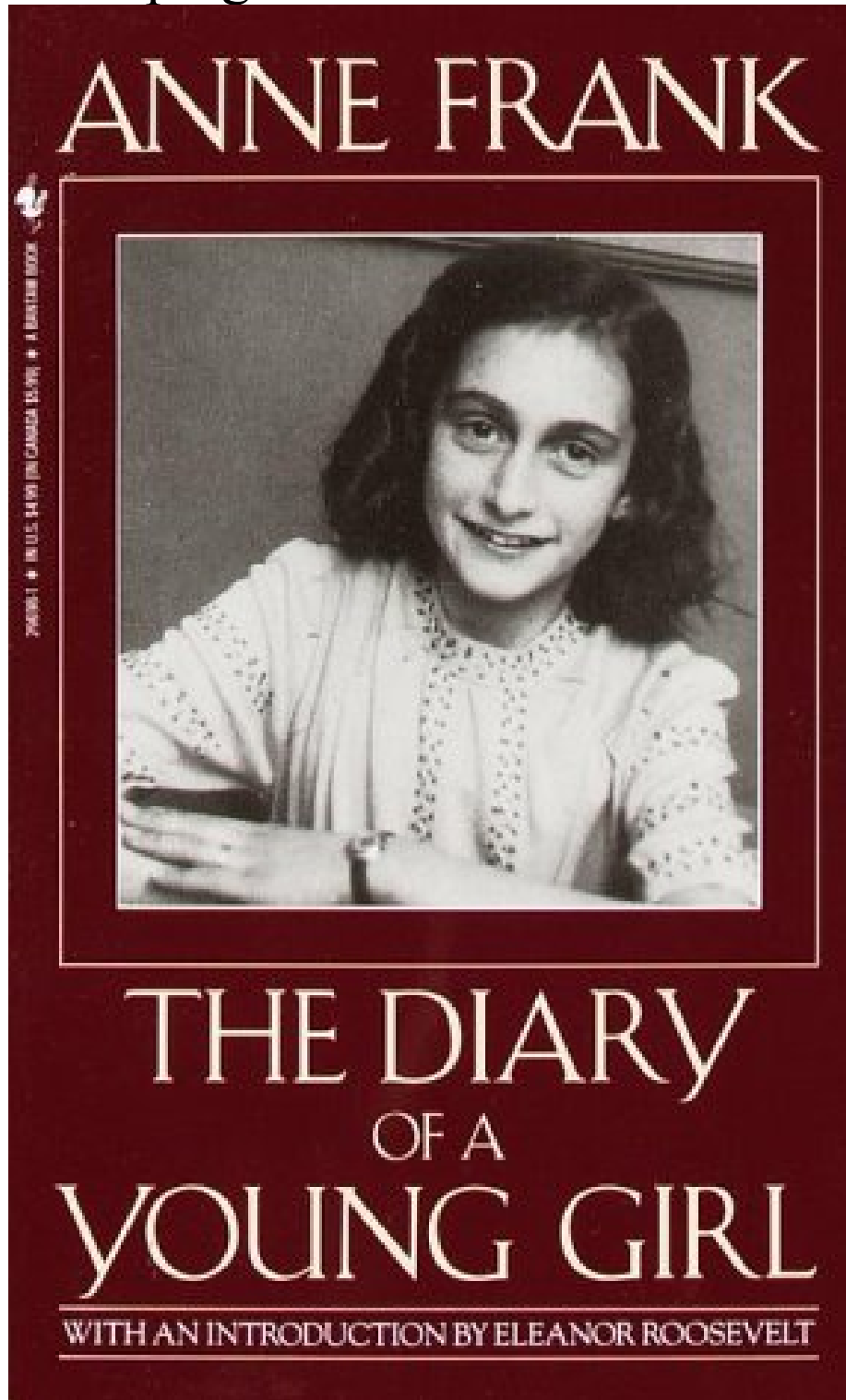
“The Rescue” by Hal Summers

“Snowbound” by John Greenleaf Whittier

“The Snow Storm” by John Greenleaf Whittier

Unit Four

Title: Coping with Conflict: World War II



A. Unit Benchmarks

- 1. Students will be able to apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts. (1R-25)**
- 2. Students will be able to compare and contrast information from a variety of sources. (1R-33)**
- 3. Students will be able to evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including:**
 - a) Identify conflicting information**
 - b) Consider the background and qualifications of the writer**
 - c) Question writer's assumptions, beliefs, intentions, and biases**
 - d) Evaluate examples, details, or reasons used to support ideas**
 - e) Identify fallacies of logic that lead to unsupported conclusions**
 - h) Identify techniques an author uses to persuade; for example emotional and ethical appeals**
 - i) Identify differing points of view in texts and presentations**
 - j) Identify cultural and ethnic values and their impact on content**
 - k) Identify multiple levels of meaning (3R-11 a-e,h-k)**
- 4. Students will be able to judge a text by using evaluative criteria from a variety of perspectives such as literary, political, and personal. (3R-12)**
- 5. Students will listen in order to identify essential details for note-taking. (1L-5p)**
- 6. Students will listen in order to distinguish between relevant and irrelevant oral information. (1L-5q)**
- 7. Students will listen in order to draw conclusions and make inferences based upon explicit and implied information. (1L-5cc)**
- 8. Students will be able to recognize different levels of meaning in presentations. (2L-6)**
- 9. Students will be able to identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings. (2L-11)**
- 10. Students will be able to recognize social, historical, and cultural features in presentations of imaginative texts. (2L-12)**
- 11. Students will include relevant information and exclude irrelevant information. (1W-17)**

12. **Students will support ideas with examples, definitions, analogies, and direct references to the text. (1W-22)**
13. **Students will be able to connect, compare, and contrast ideas and information from one or more sources. (1W-26)**
14. **Students will use graphics such as graphs, charts, and diagrams, to enhance the communication of information. (1W-32)**
15. **Students will be able to cite sources in footnotes, using correct form. (1W-34)**
16. **Students will be able to write interpretive and responsive essays of approximately three to five pages in order to:**
 - a) **Express opinions and support them through specific references to the text**
 - b) **Demonstrate understanding of plot and theme**
 - c) **Identify and describe characters and their motivations**
 - d) **Analyze the impact of the setting**
 - e) **Identify and interpret how the use of literary devices affects meaning**
 - f) **Draw conclusions and provide reasons for conclusions**
 - g) **Compare and contrast characters, setting, mood, and voice in more than one literary text or performance**
 - h) **Make connections between literary text and personal experience or knowledge (2W-4 a-h)**
17. **Students will present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other school subjects. (3W-29)**
18. **Students will be able to use correct grammatical construction:**
 - a) **Parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections**
 - c) **Complete simple, compound, and complex sentences using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents (5W-33 a,c)**
19. **Students will be able to use transitional words or phrases to produce organized, cohesive text. (5W-35)**
20. **Students will be able to explain the social, historical, and cultural features of imaginative text. (2S-5)**
21. **Students will speak in order to share information, ideas, opinions, issues, themes, and experiences. (3S-1vii)**

22. **Students will speak in order to ask and respond to questions to clarify an opinion or judgement. (3S-1q)**
23. **Students will be able to present a subject from one or more perspectives. (3S-10)**
24. **Students will be able to credit sources of information and opinions accurately in presentations and handouts. (3S-11)**

B. Unit Assessment

1. **Students will evaluate and compare the various ways groups manipulated the minds and opinions of others by...
(Benchmarks: 1R.25; 1R.33; 3R.11 a-e, h-k; 1L.5p; 1L.5q; 1L.5cc; 2L.6; 2L.11; 2L.12; 1W.17; 1W.22; 1W.26; 1W.32; 1W.34; 5W.33 a,c; 5W.35; 3S.1 vii; 3S.1q; 3S.10; 3S.11)**
2. **Students will identify methods to recognize and avoid oppression by.... (Benchmarks: 1R.25; 1R.33; 3R.11 a-e,h-k; 3R.12; 1L.5q; 1L.5cc; 1W.17; 1W.22; 1W.26; 1W.34; 3W.29)**
3. **Students will describe the effects of prolonged imprisonment, suppression and denial on human relationships through creating...
(Benchmarks: 2W.4 a-h; 3W.29; 5W.33 a,c; 5W.35; 2S.5; 3S.1 vii; 3S.1q; 3S.10; 3S.11)**
4. **Students will describe how a person's character is affected by outside factors by...
(Benchmarks: 3R.12; 2L.11; 2L.12; 1W.22; 1W.26; 2W.4 a-h; 3W.29; 5W.33 a,c; 5W.35; 2S.5; 3S.1 vii; 3S.1q; 3S.10; 3S.11)**

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

F. References and Resources

Required text:

***The Diary of Anne Frank* by Anne Frank (play version)**

Supplemental text for Literature Circles:

(student must select a book from list to read in group)

***The Hiding Place* by Corrie Ten Boom**

***An Upstairs Room* by Johanna Reiss**

***Number the Stars* by Lois Lowry**

***I Am Rosemarie* by Marietta D. Moskin**

***Gideon* by Chester Aaron**

***Summer of My German Soldier* by Bette Greene**

***Hiroshima* by John Hershey**

***Day of Infamy* by Walter Lord**

***Farewell to Manzanar* by Jeanne Wakatuski Houston**

***I Am Fifteen – And I Don't Want to Die* by Christine Arnothy**

***Endless Steppe: Growing up in Siberia* by Esther Hautzig**

***Friedrich* by Hans Peter Richter**

***Night* by Elie Wiesel**

***Alicia: My Story* by Alicia Appleman-Jurman**

***Devil's Arithmetic* by Jane Yolen**

Poetry & Miscellaneous Genres

“Stop the Sun” by Gary Paulsen - short story

“Once Upon a Time We Were Colored” by Clifton Taulbert
- nonfiction

“America the Beautiful” by Katherine Lee Bates

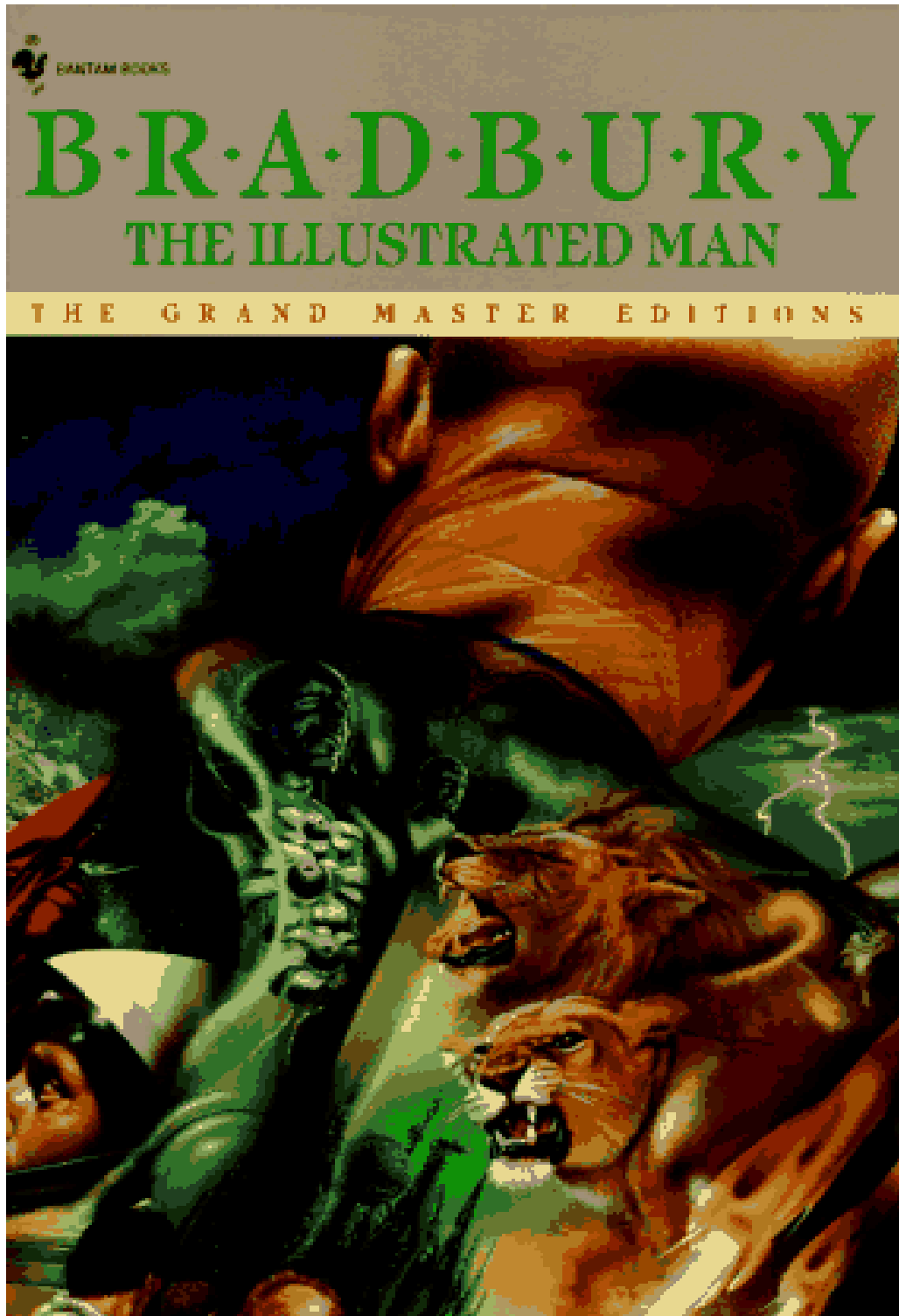
“America” by Samuel Francis Smith
Haiku and other poetry
Pablo Casala “Something for Peace”

Videos:

The Diary of Anne Frank {2 versions}
Auschwitz: If You Cried You Died
Joseph Schultz (13 minutes)
To Bear Witness (30 minutes)
Triumph of Memory (30 minutes)
Time To Remember (19 minutes)
Out of the Ashes
One Survivor Remembers (39 minutes)
Kristallnacht 1938-1988 (60 minutes)
Heritage: Jews
Wallenberg
Through Our Eyes : Children Witness the Holocaust
Miep Gies (interview) short
The Writing on the Wall (contemporary anti-Semitism)
Witness to the Holocaust (7 shorts of 17-20 minutes)
G.I. Diary: Iwo Jima (30 minutes)
Saving Private Ryan (excerpts)

Unit Five

Title: A Look Into the Future: Science Fiction



A. Unit Benchmarks

- 1. Students will be able to recognize recurring themes in a variety of literary works. (2R-28)**
- 2. Students will be able to suspend judgment until all information has been presented. (3R-14)**
- 3. Students will be able to use word recognition and context clues to read fluently. (5R-31)**
- 4. Students will be able to determine the meaning of unfamiliar words by using context clues. (5R-33)**
- 5. Students will be able to identify the structural analysis (root, prefix, suffix) of words. (5R-34)**
- 6. Students will be able to apply corrective strategies to assist in comprehension through discussions with others and monitoring for misunderstandings. (5R-40)**
- 7. Students will be able to adapt listening strategies to different purposes and settings. (5L-10)**
- 8. Students will be able to compare and contrast the use of literary elements in more than one genre by more than one author. (3W-21)**
- 9. Students will be able to present a hypothesis and predict possible outcomes from one or more perspectives. (3W-28)**
- 10. Students will be able to explain the connections between and among texts to extend the meaning of each individual text. (3W-30)**
- 11. Students will be able to understand the purpose for writing; for example, explain, explain, describe, narrate, persuade, and express feelings. (5W-8)**
- 12. Students will be able to express interpretations and support them through specific references to text. (2S-4)**
- 13. Students will be able to state a hypothesis and predict possible outcomes from one or more perspectives. (3S-8)**

G. Unit Assessment

- 1. Students will compare and contrast several works by Ray Bradbury by... (Benchmarks: 2R.28; 3R.14; 5R.31; 5R.33; 5R.43; 5R.40; 5L.10; 3W.28; 3W.30; 5W.8; 2S.4)**
- 2. Students will be able to describe and show how human history shapes the future by... (Benchmarks: 2R.28; 3R.14; 5R.31; 5R.33; 5R.43; 5R.40; 5L.10; 3W.28; 3W.30; 5W.8; 2S.4; 3S.8)**

C. Rubric

D. Activities

1. Teacher Constructed Activities:

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

2. Textbook with Teaching Strategies

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

3. Computer Assisted Instruction

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge**
- 2: Apply in Discipline**
- 3: Apply Across Disciplines**

- 4: Apply to Real World Predictable Situations**
- 5: Apply to Real World Unpredictable Situations**

4. Cross Disciplinary

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

5. Miscellaneous

Activity	Benchmark	Standard	Application Level
<p>a.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>b.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>c.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	
<p>d.</p> <p><i>Materials:</i></p>		HPEHE: MST: ELA: Arts: LOTE: CDOS: SS:	

Application Level:

- 1: Knowledge
- 2: Apply in Discipline
- 3: Apply Across Disciplines

- 4: Apply to Real World Predictable Situations
- 5: Apply to Real World Unpredictable Situations

E. Vocabulary

F. References and Resources

Required text:

The Illustrated Man by Ray Bradbury

Videos:

“The Veldt” Ray Bradbury Theatre

“Marionettes, Inc.” Ray Bradbury Theatre

“The Electric Grandmother” as supplementary viewing for comparison with “Marionettes, Inc.”

X. Course Assessment

XI. Curriculum Review Process