

| Grade 4 | Grade 5 | Grade 6 |
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| <p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students understand the basic features of words. They see letter patterns and know how to translate them into spoken language by using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, re-, -est, -ful), and context clues (the meaning of the text around a word). They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i></p> | <p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p> | <p>Standard 1 – READING: Word Recognition, Fluency, and Vocabulary Development</p> <p><i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p> |
| <p>Word Recognition</p> <p>4.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.</p> | <p>Word Recognition</p> <p>5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p> | <p>Word Recognition</p> <p>6.1.1 Read aloud grade-level-appropriate poems, narrative text (stories), and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p> |
| <p>Vocabulary and Concept Development</p> <p>4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings), and idioms (expressions that cannot be understood just by knowing the</p> | <p>Vocabulary and Concept Development</p> <p>5.1.2 Use word origins to determine the meaning of unknown words.</p> <p>Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase <i>Herculean task</i>.</p> | <p>Vocabulary and Concept Development</p> <p>6.1.2 Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings</p> <p>Example: Understand the different meanings of the word <i>primary</i> when</p> |

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| <p>meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.</p> <p>4.1.3 Use knowledge of root words (nation, national, nationality) to determine the meaning of unknown words within a passage.</p> <p>4.1.4 Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).</p> <p>4.1.5 Use a thesaurus to find related words and ideas.</p> <p>4.1.6 Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).</p> <p>4.1.7 Use context to determine the meaning of unknown words.</p> | <p>5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).</p> <p>5.1.4 Know less common roots (<i>graph</i> = writing, <i>logos</i> = the study of) and word parts (<i>auto</i> = self, <i>bio</i> = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph</i>, <i>autobiography</i>, <i>biography</i>, <i>biology</i>).</p> <p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i>: <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>).</p> <p>5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p> | <p>used in sentences, such as the following: <i>Tom is a student at the local <u>primary</u> school. Betsy's mother decided to run for a seat on the city council but lost in the <u>primary</u> election.</i> Understand descriptive metaphors, such as <i>The city lay under a blanket off fog.</i></p> <p>6.1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. Example: Understand foreign words that are often used in English, such as <i>enchilada</i> (Spanish), <i>lasagna</i> (Italian), and <i>delicatessen</i> (German).</p> <p>6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.</p> <p>6.1.5 Understand and explain slight differences in meaning in related words. Example: Explain the difference when someone is described as speaking softly and when someone is described as speaking quietly.</p> |
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| <p>Standard 2 - READING: Reading Comprehension</p> <p><i>Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. At Grade 4, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p> | <p>Standard 2 - READING: Reading Comprehension (Focus on Informational Materials)</p> <p><i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p> | <p>Standard 2 – READING: Reading Comprehension (Focus on Informational Materials)</p> <p><i>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.</i></p> |
| <p>Structural Features of Informational and Technical Materials</p> <p>4.2.1 Use the organization of informational text to strengthen comprehension.</p> <p>Example: Read informational texts that are organized by comparing and contrasting ideas, by discussing causes for and effects of events, or by sequential order and use this organization to understand what is read. Use graphic organizers, such as webs, flow charts, concept maps, or Venn diagrams to show the organization of the text.</p> <p>4.2.8 Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal</p> | <p>Structural Features of Informational and Technical Materials</p> <p>5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p> <p>Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.</p> <p>5.2.2 Analyze text that is organized in sequential or chronological order.</p> | <p>Structural Features of Informational and Technical Materials</p> <p>6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.</p> <p>Example: Do a key-word search on the Internet to find information for a research report. Use the section headers for a newspaper to locate information for a report on current world events.</p> <p>6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.</p> <p>Example: Read a section in an English textbook that describes the</p> |

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| <p>dialogue) using sequence or chronology.</p> <p>4.2.9 Recognize main ideas and supporting details presented in expository (informational texts).</p> | | <p>difference between similes and metaphors. Evaluate how well the organization of the text serves the reader's comprehension.</p> |
| <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>4.2.2 Use appropriate strategies when reading for different purposes.</p> <p>Example: Read and take notes on an informational text that will be used for a report. Skim a text to locate specific information. Use graphic organizers to show the relationship ideas in the text.</p> <p>4.2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.</p> <p>Example: While reading a mystery, such as <i>Encyclopedia Brown: Boy Detective</i> by Donald Sobol, predict what is going to happen next in the story. Confirm or revise the predictions based on further reading. After reading an informational text, such as <i>Camouflage: A Closer Look</i> by Joyce Powzyk, use information gained from the text to predict what</p> | <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>Example: After reading <i>The Life and Death of Crazy Horse</i> by Russell Freedman or <i>Eleanor Roosevelt, A Life of Discovery</i> by Russell Freedman, explain why each of these individuals is recognized as a great person in history. Identify details that support this idea.</p> <p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>Example: After reading <i>Rosa Parks: My Story</i> by Rosa Parks, compare life today with life during the time of Rosa Parks' story, supporting the comparison with ideas from the text and from experience or other outside sources.</p> | <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>6.2.3 Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.</p> <p>Example: Read about another culture in a magazine such as <i>Cricket</i> or <i>National Geographic</i>. Then, compare what was learned to descriptions of other peoples and cultures in other reading sources.</p> <p>6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.</p> <p>Example: Take notes while reading to create an outline or graphic organizer, such as a concept map, flow chart, or diagram, of the main ideas and supporting details from what is read. Read an informational book and summarize the main ideas.</p> <p>6.2.5 Follow multiple-step instructions for preparing applications.</p> <p>Example: Follow directions to fill out an application for a public library card, a bank savings account, or a membership to a boys' or girls' club,</p> |

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| <p>an animal might do to camouflage itself in different landscapes.</p> <p>4.2.4 Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.</p> <p>Example: Compare what is already known and thought about ocean life to new information encountered in reading, such as in the book <i>Amazing Sea Creatures</i> by Andrew Brown.</p> <p>4.2.5 Compare and contrast information on the same topic after reading several passages or articles.</p> <p>Example: Read several fictional and informational texts about guide dogs, such as <i>A Guide Dog Puppy Grows Up</i> by Carolyn Arnold, <i>Buddy: The First Seeing Eye Dog</i> by Eva Moore, and <i>Follow My Leader</i> by James B. Garfield, and compare and contrast the information presented in each.</p> <p>4.2.6 Distinguish between cause and effect and between fact and opinion in informational text.</p> <p>Example: In reading an article about how snowshoe rabbits change color, distinguish facts (such as Snowshoe rabbits change color from brown to white in the winter) from opinion (such as Snowshoe rabbits are very pretty animals because they can change colors).</p> <p>4.2.7 Follow multi-step instructions in a basic technical manual.</p> | | <p>soccer league, or another extra-curricular organization.</p> |
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| <p>Example: Follow directions to learn how to use computer commands or play a video game.</p> | | |
| | <p>Expository (Informational) Critique</p> <p>5.2.5 Distinguish among facts, supported inferences, and opinions in text.</p> <p>Example: In reading an informational text, tell which is a fact and which is an opinion: <i>The color green can be made by mixing yellow and blue. Green is one of the most soothing colors, and makes one think of spring grass and new leaves.</i> Identify facts and opinions in a history book, such as the humorous <i>Lives of the Presidents: Fame, Shame (and What the Neighbors Thought)</i> by Kathleen Krull.</p> | <p>Expository (Informational) Critique</p> <p>6.2.6 Determine the adequacy and appropriateness of the evidence presented for an author’s conclusions and evaluate whether the author adequately supports inferences.</p> <p>Example: In reading <i>Amelia Earhart: Courage in the Sky</i> by Mona Kerby, note the author’s opinions and conclusions. Decide if they are adequately supported by the facts that she presents.</p> <p>6.2.7 Make reasonable statements and conclusions about a text, supporting them with accurate examples.</p> <p>Example: Read some of the 28 poems in Lee Bennett Hopkins’ <i>Been to Yesterdays: Poems of Life</i>, and draw conclusions about what the poet is saying about his experiences</p> |

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| | | <p>in the middle school years. Describe Leonardo da Vinci's greatest achievements, after reading <i>Leonardo da Vinci, Artist, Inventor, and Scientist of the Renaissance</i> by Francesca Romei.</p> <p>6.2.8 Note instances of persuasion, propaganda, and faulty reasoning in text.</p> <p>Example: After reading an article by one author on the reasons for repopulating western national parks with wolves and another article by a different author reporting ranchers' opposition to the program, describe the ways each author tries to persuade the reader.</p> <p>6.2.9 Identify problems with an author's use of figures of speech, logic, or reasoning (assumption and choice of facts or evidence).</p> |
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| <p>Standard 3 - READING: Literary Response and Analysis</p> <p><i>Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where the story takes place) of stories that they read.</i></p> | <p>Standard 3 - READING: Literary Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</i></p> | <p>Standard 3 – READING: Literacy Response and Analysis</p> <p><i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.</i></p> |
| <p>Structural Features of Literature</p> <p>4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.</p> <p>Example: Show how fables were often told to teach a lesson, as in Aesop’s fable, The Grasshopper and the Ant. Discuss how legends were often told to explain natural history, as in the stories about Johnny Appleseed or Paul Bunyan and Babe, the Blue Ox. Use a graphic organizer to compare the two types of literature.</p> | <p>Structural Features of Literature</p> <p>5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</p> <p>Example: Analyze an author’s purpose for writing, whether it is to inform, to teach, to entertain, or to elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced. After reading a nonfiction, instructional manual, such as <i>Computer Basics for Non-Techies: Course 1, Understanding the Basics</i>, use a graphic organizer to compare this to a humorous portrayal of the same subject, such as the humorous poem “A Dragon Is in My Computer” by Jack Prelutsky.</p> | <p>Structural Features of Literature</p> <p>6.3.1 Identify different types (genres) of fiction and describe the major characteristics of each form.</p> <p>Example: Describe the common characteristics of different types of fiction, such as folklore, mystery, science fiction, adventure, fantasy, or biography, and provide examples of each type from books read by students in the class. Use a graphic organizer to show comparisons.</p> |

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| <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>4.3.2 Identify the main events of the plot, including their causes and the effects of each even on future actions, and the major theme from the story action.</p> <p>Example: After reading <i>Sarah, Plain and Tall</i> by Patricia MacLachlan, discuss the causes and effects of the main event of the plot, when the father in the story acquires a new wife. Describe the effects of this event, including the adjustments that the children make to their new stepmother and that Sarah makes to living on the prairie. Plot the story onto a story map, and write a sentence identifying the major theme.</p> <p>4.3.3 Use knowledge of the situation, setting, and a character’s traits, motivations, and feelings to determine the causes for that</p> | <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>Example: Read a story with a central conflict, such as <i>The Pushcart War</i> by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.</p> <p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>Example: Read a book, such as <i>Mrs. Frisby and the Rats of NIMH</i> by Robert C. O’Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the</p> | <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict.</p> <p>Example: After reading the story <i>Dragonwings</i> by Laurence Yep, describe how the boy’s courage and loyalty to his father help him to realize his father’s dreams of making a flying machine</p> <p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p> <p>Example: Recognize the influence of the settings in a book, such as the role of the North and South in the book <i>The Watsons Go to Birmingham — 1963</i> by Christopher Paul Curtis, in which an African-American family from Michigan goes to visit relatives in Alabama in the summer of 1963.</p> <p>6.3.4 Define how tone and meaning are</p> |

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| <p>character's actions.</p> <p>Example: After reading <i>The Sign of the Beaver</i> by Elizabeth George Speare, tell how the Native American character's actions are influenced by his being in a setting with which he is very familiar and feels comfortable, as opposed to the reactions of another character, Matt.</p> <p>4.3.4 Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.</p> <p>Example: Read a book of trickster tales from other countries, such as <i>The Barefoot Book of Trickster Tales</i> retold by Richard Walker. Describe the similarities in these tales in which a main character, often an animal, outwits other animals, humans, or forces in nature. Then, tell how these tales are different from each other.</p> <p>4.3.5 Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.</p> <ul style="list-style-type: none"> • Simile: a comparison that uses like or as • Metaphor: an implied comparison • Hyperbole: an exaggerative for effect • Personification: a description that represents a thing as a person | <p>Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.</p> <p>5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p> <p>Example: Describe the themes in a fictional story, such as <i>A Wrinkle in Time</i> by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.</p> <p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader's mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. <p>5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.</p> | <p>conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme.</p> <p>Example: Describe the features of a poem, such as "Mother to Son" by Langston Hughes, which illustrates many of the characteristics of poetry: sound, rhythm, repetition, and metaphorical language.</p> <p>6.3.5 Identify the speaker and recognize the difference between first-person (the narrator tells the story from the "I" perspective) and third-person (the narrator tells the story from an outside perspective) narration.</p> <p>Example: Read an autobiography, such as <i>Michael Jordan: My Story</i>, and compare it to a biography on the same person, such as <i>Michael Jordan</i> by Richard Rambeck. Tell how the life story of the person is shown in different ways when told in the first-person or third-person narration.</p> <p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>Example: Analyze the way a theme is developed throughout a book, such as the themes of prejudice and criticism of others shown throughout the events and characters in <i>Summer of My German Soldier</i> by Bette Greene.</p> |
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| <p>Example: Identify a simile, such as Twinkle, twinkle little star...like a diamond in the sky. Identify a metaphor, such as You were the wind beneath my wings. Identify an example of hyperbole, such as Cleaner than clean, whiter than white. Identify an example of personification, such as The North Wind told the girl that he would blow so hard it would be impossible to walk up the steep hill.</p> <p>4.3.6 Determine the theme.</p> <p>4.3.7 Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.</p> | | <p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and non-fictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace • Imagery: the use of language to create vivid pictures in the reader's mind • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. <p>Example: Select a variety of examples of sports writing from a local or national newspaper. Explain the use of metaphors and symbolism throughout sports writing.</p> |
| | <p>Literary Criticism</p> <p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> <p>Example: Discuss the meaning of the walls in <i>The Secret Garden</i> by Frances Hogsdon Burnett.</p> <p>5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.</p> <p>Example: Tell how the details in the pictures support and add to the text in a picture book, such~ as <i>Bill and</i></p> | <p>Literary Criticism</p> <p>6.3.8 Critique the believability of characters and the degree to which a plot is believable or realistic.</p> <p>Example: Read myths, such as <i>Hercules</i> or <i>Jason and the Argonauts</i>, and discuss the believability of the characters and plots as compared to realistic fiction.</p> |

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| | <p><i>Pete Go Down the Nile</i> by Tomie DePaola. In the fictional picture book about Emily Dickinson, <i>Emily</i> by Michael Bedard, tell how the realistic illustrations and the writing style that imitates the style of Emily Dickinson's poetry make the story seem more realistic to the reader.</p> | |
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| <p>Standard 4 - WRITING: Writing Process <i>Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</i></p> | <p>Standard 4 - WRITING: Writing Process <i>Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p> | <p>Standard 4 – WRITING: Writing Process <i>Students discuss and keep a list of writing ideas and use graphic organizers to plan writing. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p> |
| <p>Organization and Focus</p> <p>4.4.1 Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.</p> <p>4.4.2 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.</p> <p>4.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. | <p>Organization and Focus</p> <p>5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p> <p>5.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details. <p>5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p> | <p>Organization and Focus</p> <p>6.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>6.4.2 Choose the form of writing that best suits the intended purpose.</p> <p>6.4.3 Write informational pieces of several paragraphs that:</p> <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. <p>6.4.4 Use a variety of effective organizational patterns, including comparison and contrast; organization by categories; and arrangement by order of importance or climactic order.</p> |

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| <ul style="list-style-type: none"> • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs. <p>4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.</p> | | |
| <p>Research and Technology</p> <p>4.4.5 Quote or paraphrase information sources, citing them appropriately.</p> <p>4.4.6 Locate information in reference texts by using organizational features, such as prefaces and appendixes.</p> <p>4.4.7 Use multiple reference materials and online information (the Internet) as aids to writing.</p> <p>4.4.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.</p> <p>4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer technology.</p> | <p>Research and Technology</p> <p>5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p> <p>5.4.5 Use note-taking skills.</p> <p>5.4.6 Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.</p> <p>5.4.7 Use a thesaurus to identify alternative word choices and meanings.</p> | <p>Research and Technology</p> <p>6.4.5 Use note-taking skills.</p> <p>6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.</p> <p>6.4.7 Use a computer to compose documents with appropriate formatting by using word-processing skills and principles of design, including margins, tabs, spacing, columns, and page orientation.</p> |

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| 4.4.10 Review, evaluate, and revise writing for meaning and clarity. | 5.4.8 Review, evaluate, and revise writing for meaning and clarity. | 6.4.8 Review, evaluate, and revise writing for meaning and clarity. |
| 4.4.11 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors. | 5.4.9 Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors. | 6.4.9 Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors |
| 4.4.12 Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas. | 5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences. | 6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs. |

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| | <p>Standard 5 - WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research organizational, and drafting strategies outlined in Standard 4 - Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p> | <p>Standard 5 – WRITING: Writing Applications (Different Types of Writing and Their Characteristics)</p> <p><i>At Grade 6, students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 to 700 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p> |
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| <p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 4 students use the writing strategies outlined in Standard 4 – Writing Process to:</p> <p>4.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> include ideas, observations, or memories of an event or experience. provide a context to allow the reader to imagine the world of the event or experience. use concrete sensory details. <p>Example: Prepare a narrative on how and why immigrants come to the United States. To make the story more realistic, use information from an older person who may remember firsthand the experience of coming to America.</p> <p>4.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate an understanding of a literary work. support judgments through references to both the text and prior knowledge. <p>4.5.3 Write informational literature that:</p> <ul style="list-style-type: none"> ask a central question about an issue or situation. include facts and details for focus. use more than one source of information, including speakers, books, newspapers, media sources, and online information. <p>Example: Use information from a</p> | <p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 - Writing Process to:</p> <p>5.5.1 Write narratives (stories) that:</p> <ul style="list-style-type: none"> establish a plot, point of view, setting, and conflict, show, rather than tell the events of the story. <p>Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.</p> <p>5.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate an understanding of a literary work, support judgments through references to the text and to prior knowledge, develop interpretations that exhibit careful reading and understanding. <p>Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with</p> | <p>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 6 students use the writing strategies outlined in Standard 4 Writing Process to:</p> <p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> establish and develop a plot and setting and present a point of view that is appropriate to the stories. include sensory details and clear language to develop plot and character. use a range of narrative devices, such as dialogue or suspense. <p>Example: Write a short play that could be presented to the class. Rewrite a short story that was read in class, telling the story from another point of view</p> <p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> state the thesis (position on the topic) or purpose. explain the situation. organize the composition clearly. offer evidence to support arguments and conclusions. <p>Example: Write successive drafts of a one- or two-page newspaper article about <i>Summer Sports Camps</i>, including details to support the main topic and allow the reader to compare and contrast the different camps described.</p> |
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| <p>variety of sources, such as speakers, books, newspapers, media sources, and the Internet, to provide facts and details for a report on life in your town when it was first settled or for a report about the water cycle.</p> <p>4.5.4 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> <p>Example: Write a book review, including enough examples and details about the plot, character, and setting of the book to describe it to a reader who is unfamiliar with it.</p> | <p>a problem, such as <i>The Best Bad Thing</i> by Yoshiko Uchida or <i>Shiloh</i> by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.</p> <p>5.5.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> ▪ Frame questions that direct the investigation. ▪ Establish a main idea or topic. ▪ Develop the topic with simple facts, details, examples, and explanations. ▪ Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report. <p>Example: After talking to local officials and conducting library research, write about the history of the different people and immigrant groups who settled in Maryland. Prepare a class book on <i>The History of Maryland</i> that includes information about where these groups came from, where they first lived in the state, and what work they did.</p> <p>5.5.4 Write persuasive letters or compositions that:</p> <ul style="list-style-type: none"> ▪ state a clear position in support of a proposal. ▪ support a position with relevant evidence and | <p>6.5.3 Write research reports that:</p> <ul style="list-style-type: none"> • pose relevant questions that can be answered in the report. • support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches. • include a bibliography. <p>Example: Write a research report on <i>George Washington</i>, explaining what Washington accomplished during his presidency and why he is such a significant figure in American history. Write a research report on Native American groups that lived in Maryland and the surrounding states. Include information on whether descendents of these groups still live in the area.</p> <p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • develop and justify the interpretation through the use of examples and evidence from the text. <p>Example: After reading some Grimm fairy tales and folktales from other countries, such as Japan, Russia, India, and the United States, write a response to the stories. Identify the</p> |
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| <p>4.5.5 Use varied word choices to make writing interesting.</p> <p>Example: Write stories using descriptive words in place of common words; for instance, use enormous, gigantic, or giant for the word big.</p> <p>4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.</p> <p>Example: Write a persuasive report for your class about your hobby or interest. Use charts or pictures, when appropriate, to help motivate your audience to take up your hobby or interest.</p> | <p>effective emotional appeals.</p> <ul style="list-style-type: none"> ▪ follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. ▪ address reader concerns. <p>Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.</p> <p>5.5.5 Use varied word choices to make writing interesting.</p> <p>Example: Write stories, reports, and letters showing a variety of word choices: use inquired or requested instead of asked.</p> <p>5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.</p> <p>Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.</p> <p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> | <p>beliefs and values that are highlighted in each of these folktales and develop a theory to explain why similar tales appear in many different cultures.</p> <p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counter-arguments. <p>Example: Write a persuasive essay on how the class should celebrate the end of the school year, including adequate reasons for why the class should participate in the activity described. Create an advertisement for a product to try to convince readers to buy the product.</p> <p>6.5.6 Use varied word choices to make writing interesting.</p> <p>Example: Write stories, reports, and letters showing a variety of word choices. (Use <i>delicious</i> instead of <i>good</i>; <i>overcoat</i> or <i>parka</i> instead of <i>coat</i>.)</p> <p>6.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.</p> <p>Example: Write a review of a favorite book or film for a classroom <i>Writers' Workshop</i>. Use clear organization and careful word choices to help the</p> |
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| | | <p>readers of the review decide if they might be interested in reading the book or viewing the film.</p> <p>6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details.</p> |
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| <p>Standard 6 - WRITING: Written English Language Conventions Students write using Standard English conventions appropriate to this grade level.</p> | <p>Standard 6 – WRITING: Written English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i></p> | <p>Standard 6 – WRITING: Written English Language Conventions <i>Students write using Standard English conventions appropriate to this grade level.</i></p> |
| <p>Handwriting 4.6.1 Write smoothly and legibly in cursive, forming letters and words that can be read by others.</p> | | |

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| <p>Sentence Structure</p> <p>4.6.2 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth and Dr. Stone checks for cavities.) in writing.</p> <p>4.6.3 Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.</p> <ul style="list-style-type: none"> • Adjectives: <u>brown</u> eyes, <u>younger</u> sisters • Adverbs: We walked <u>slowly</u>. • Appositives: noun phrases that function as adjectives, such as We played the Cougars, <u>the team from Newport</u>. • Participial phrases: verb phrases that function as adjectives, such as The man <u>walking down the street</u> saw the delivery truck. • Prepositional phrases: in the field, across the room, over the fence • Conjunctions: and, or, but | <p>Sentence Structure</p> <p>5.6.1 Identify and correctly use prepositional phrases (<u>for school</u> or <u>In the beginning</u>), appositives (<u>We played the Cougars, the team from Newport</u>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <p><i>We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause).</i></p> <p><i>Although the weather, <u>a violent snowstorm</u>, (appositive) threatened our trip, we were never discouraged (main clause).</i></p> <p>5.6.2 Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.</p> <p>5.6.8 Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.</p> | <p>Sentence Structure</p> <p>6.6.1 Use simple sentences, compound sentences, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p> <ul style="list-style-type: none"> • Simple sentence: sentences with one subject and verb, such as <i>The pine tree is native to many parts of America.</i> • Compound sentence: sentences with two equal clauses, such as <i>The giraffe has a long neck and long legs but it is a very graceful animal.</i> • Complex sentence: sentences that include one main clause and at least one subordinate clause, <i>I just sat at my desk, not knowing what to do next, although others around me were writing furiously.</i> |
| <p>Grammar</p> <p>4.6.4 Identify and use in writing regular verbs (live/lived, shout/shouted) and irregular verbs (swim/swam), (ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions</p> | <p>Grammar</p> <p>5.6.3 Identify and correctly use appropriate tense (<i>present, past, present participle, past participle</i>) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>).</p> | <p>Grammar</p> <p>6.6.2 Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses</p> |

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| <p>(through, beyond, between).</p> | <p>5.6.4 Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>).</p> <p>Correct: <u>On the walls</u> there are many pictures of people who have visited the restaurant.</p> <p>Incorrect: There are many pictures of people who have visited the restaurant <u>on the walls</u>.</p> <p>Correct: Jenny and Kate finished <u>their</u> game.</p> <p>Incorrect: Jenny and Kate finished <u>her</u> game.</p> | <p>(<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> • Indefinite pronouns: <u>Each</u> should do his or her work. • Indefinite pronouns: <u>Many</u> were absent today. • Correct verb agreement: Todd and Amanda <u>were</u> chosen to star in the play. • Incorrect verb agreement: Todd and Amanda <u>was</u> chosen to star in the play. <p>6.6.6 Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, <u>the team from Newport</u>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> • We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). • <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause). |
| <p>Punctuation</p> <p>4.6.5 Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (<i>He said, "I'd be happy to go."</i>),</p> | <p>Punctuation</p> <p>5.6.5 Use a colon to separate hours and minutes (<i>12:20 a.m., 3:40 p.m.</i>) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of</p> | <p>Punctuation</p> <p>6.6.3 Use colons after the salutation (greeting) in business letters (<i>Dear Sir:</i>), semicolons to connect main clauses (<i>The girl went to school; her brother stayed home.</i>), and commas before the conjunction in compound</p> |

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| <p>apostrophes to show possession (<i>Jim's shoes, the dog's food</i>), and apostrophes in contractions (<i>can't, didn't, won't</i>).</p> <p>4.6.6 Use underlining, quotation marks, or italics to identify titles of documents.</p> <ul style="list-style-type: none"> • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer <i>italicize</i> the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions. | <p>articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>)</p> | <p>sentences (<i>We worked all day, but we didn't complete the project.</i>).</p> |
| <p>Capitalization</p> <p>4.6.7 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p> | <p>Capitalization</p> <p>5.6.6 Use correct capitalization.</p> | <p>Capitalization</p> <p>6.6.4 Use correct capitalization.</p> |
| <p>Spelling</p> <p>4.6.8 Spell correctly roots (bases of words, such as <u>unnecessary</u>, <u>cowardly</u>), inflections (words like <u>care/careful/caring</u> or words with more than one acceptable spelling like <u>advisor/adviser</u>), suffixes and prefixes (-ly, -ness, mis-, un-), and</p> | <p>Spelling</p> <p>5.6.7 Spell roots or bases of words, prefixes (<u>understood/misunderstood</u>, <u>excused/unexcused</u>), suffixes (<u>final/finally</u>, <u>mean/mean<u>ness</u></u>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (in·for·ma·tion, mol·e·c<u>u</u>le) correctly.</p> | <p>Spelling</p> <p>6.6.5 Spell correctly frequently misspelled words (<i>their/they're/there, loose/lose/loss, choose/chose, through/threw</i>).</p> |

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| syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-gy). | | |
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| <p>Standard 7 - LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.</i></p> | <p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p> | <p>Standard 7 – LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications</p> <p><i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p> |
| <p>Comprehension</p> <p>4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.</p> <p>4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.</p> <p>4.7.3 Identify how language use (sayings and expressions) reflects regions and cultures.</p> <p>4.7.4 Give precise directions and instructions.</p> <p>4.7.15 Connect and relate experiences and ideas to those of a speaker.</p> | <p>Comprehension</p> <p>5.7.1 Ask questions that seek information not already discussed.</p> <p>5.7.2 Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.</p> <p>5.7.3 Make inferences or draw conclusions based on an oral report.</p> | <p>Comprehension</p> <p>6.7.1 Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).</p> <p>6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>6.7.3 Restate and carry out multiple-step oral instructions and directions.</p> <p>6.7.15 Ask questions that seek information not already discussed.</p> |

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| <p>Organization and Delivery of Oral Communication</p> <p>4.7.5 Present effective introductions and conclusions that guide and inform the listener’s understanding of important ideas and details.</p> <p>4.7.6 Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.</p> <p>4.7.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.</p> <p>4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.</p> <p>4.7.9 Engage the audience with appropriate words, facial expressions, and gestures.</p> | <p>Organization and Delivery of Oral Communication</p> <p>5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.</p> <p>5.7.5 Clarify and support spoken ideas with evidence and examples.</p> <p>5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p> <p>5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p> | <p>Organization and Delivery of Oral Communication</p> <p>6.7.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.</p> <p>6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts.</p> <p>6.7.6 Support opinions with researched, documented evidence and with visual or media displays that use appropriate technology.</p> <p>6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.</p> |
| <p>Analysis and Evaluation of Oral and Media Communication</p> <p>4.7.10 Evaluate the role of the media in focusing people’s attention on events and in forming their options</p> <p>4.7.16 Distinguish between the speaker’s opinions and verifiable facts.</p> | <p>Analysis and Evaluation of Oral and Media Communications</p> <p>5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p> <p>5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p> <p>5.7.14 Identify claims in different kinds of text (print, image, multimedia) and</p> | <p>Analysis and Evaluation of Oral and Media Communications</p> <p>6.7.8 Analyze the use of rhetorical devices including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>) for intent and effect.</p> <p>6.7.9 Identify persuasive and propaganda techniques used in electronic media (<i>television, radio, online sources</i>) and identify false and misleading</p> |

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| | evaluate evidence used to support these claims. | information. 6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques. |
| <p>Speaking Applications</p> <p>4.7.11 Make narrative (story) presentations that:</p> <ul style="list-style-type: none"> • relate ideas, observations, or memories about an event or experience. • provide a context that allows the listener to imagine the circumstances of the event or experience. • provide insight into why the selected event or experience should be of interest to the audience. <p>4.7.12 Make information presentations that:</p> <ul style="list-style-type: none"> • focus on one main topic • include facts and details that help listeners to focus. • incorporate more than one source of information (including speakers, books, newspapers, television broadcasts, radio reports, or Web sites). <p>4.7.13 Deliver oral summaries of articles and books that contain the main</p> | <p>Speaking Applications</p> <p>5.7.9 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens. <p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. <p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to | <p>Speaking Applications</p> <p>6.7.10 Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense. <p>6.7.11 Deliver informative presentations that:</p> <ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. <p>6.7.12 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. |

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| <p>ideas of the event or article and the most significant details.</p> <p>4.7.14 Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.</p> <p>4.7.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> | <p>support conclusions.</p> <p>5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p> | <ul style="list-style-type: none"> • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text. <p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • provide a clear statement of the position. . • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal. <p>6.7.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions. |
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