

MSAD #53 Languages Arts Curriculum

Statement of Philosophy

MSAD #53 believes that a strong Language Arts curriculum provides a solid foundation for developing skill in all facets of literacy: reading, writing, listening, thinking, speaking and viewing. In cooperation with the MSAD #53 Five Year Strategic Plan for Literacy, the Language Arts curriculum emphasizes a balanced approach to literacy, capable of supporting student efforts through the guiding principles of the Maine's Learning Results.

MSAD #53 Curriculum: Language Arts GR K-2

Fundamental Knowledge & Skill – A Process of Reading

Students will develop an understanding of how to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Indicator 1: Students will develop an ability to seek out and enjoy experiences with books and other print materials. (MLR – A1)

SWBAT...

...seek out books at Drop Everything And Read (D.E.A.R.) and Sustained Silent Reading (S.S.R.) (K, GR1,2)

...participates daily in “Take Home” program. (GR2)

...read books daily from the Baggie Book program. (K,GR1)

...chooses to read during “free choice” time. (K,GR1,2)

...recommend books read to others. (GR2)

Indicator 2: Students will develop an ability to demonstrate an understanding that reading is a way to gain information about the world. (MLR – A2)

SWBAT...

...illustrate the life cycle of a frog. (K)

...illustrate and/or write facts and/or new information (for example, research). (GR1,2)

...project on a specific animal and/or entries in learning logs. (K,GR1,2)

...present new information to peers/teachers. (GR1,2)

... make relevant connections when reading. (GR1,2)

...read non-fiction books to add to schema. (GR2)

Indicator 3: Students will develop an ability to make and confirm predictions about what will be found in a text. (MLR A-3)

SWBAT...

...listen to a story and make prediction about the story’s main idea and then confirm or disconfirm their prediction after hearing the story. (K,GR1,2)

...predict the sentence frame and confirm using repetition of phrase, rhyme or other patterns used (opposites, alliteration, etc.). (K,GR1,2)

... make predictions while completing a picture walk and confirm/disconfirm predictions after reading a piece. (GR1,2)

...make predictions based on schema. (K,GR1,2)

...make predictions based on message and confirm/disconfirm using visual information. (GR1,2)

...make predictions based on knowledge of genre features (for example, there will be magic in “fairy tales”). (GR2)

...use title to make predictions. (GR2)

Indicator 4: Students will develop an ability to recognize and use rereading as an aid to developing fluency and to understanding appropriate material. (MLR – A4)

Strategies To Be Reinforced At All Grade Levels:

* use schema/
make connections

*choose books

*skimming/
scanning

*structure/
features of fiction and nonfiction

*asking questions

*determining importance

*inferring

*synthesizing

*sensory imaging

*character interaction

*using:
think alouds
pair share
literacy circles

SWBAT...

- ...participates in the home practice program (Baggie Books). (K,GR1,2)
- ...self monitor for comprehension. (GR1,2)
- ...practice for fluency: Baggie Books (K,GR1) , “Take Home” program. (GR2).
- ...articulate metacognitive awareness of comprehension strategy in use. (GR1,2)
- ...locate specific information to evidence their understanding. (GR2)

Indicator 5: Students will develop an ability to figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships. (MLR – A5)

SWBAT...

- ...get their mouth ready for the initial letter sound. (K)
- ...use picture clues. (K,GR1,2)
- ...make predictions based on repetition of phrases. (K,GR1,2)
- ...use sight words. (K,GR1,2)
- ...use initial, medial and final sounds. (GR1,2)
- ...self correct using meaning/context clues. (GR1,2)
- ...use knowledge of word families. (GR1,2)
- ...use knowledge of syntax (foot/feet, jump/jumped). (GR1,2)
- ...skip word, go back and reread. (GR1,2)
- ...use subject/verb agreement. (GR2)
- ...use short vowels knowledge (CVC pattern). (GR1,2)
- ...use long vowels knowledge (CVCE) (GR2)
- ...use knowledge of digraphs (ch, sh, th, wh). (GR1,2)
- ...use knowledge of blends (bl, sl, cr, st, etc.). (GR1,2)
- ...structural analysis (word parts): compound words, prefixes, syllables, little words in big words. (GR1,2)

Indicator 6: Students will develop an ability to recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension. (MLR – A6)

SWBAT...

- ...use initial strategies of “Does it sound right?” “Does it look right?” “ Does it make sense?” to self-monitor. (K,GR1,2)
- ...articulate metacognitive awareness of some comprehension strategies. (GR1,2)
- ...glean from and /or clarify understanding through picture clues. (GR1,2)
- ...use voice pointing. (GR1,2)
- ...use knowledge of genre structure to aid comprehension(fiction/nonfiction. (K,GR1)
- ...use knowledge of text variations (bold print). (K,GR1)
- ...integrate three cuing systems (Does it look right, make sense and sound right?). (GR1,2)
- ...use knowledge of punctuation. (GR2)
- ...locate and use chunking. (GR1,2)
- ...understand there are multiple meanings for words. (Gr1,2)

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- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Indicator 7: Students will develop an ability to ask questions and give other responses before during and after listening to books read by the teacher or classmates. (MLR – A7)
SWBAT...

- ...ask appropriate questions based on the topic of the book. (K,GR1)
- ...make connections to the book using schema. (K,GR1)
- ...listen attentively. (K,GR1,2)
- ...ask clarifying questions. (GR1,2)
- ...make relevant comments during discussions/presentations that enhance listeners’ understanding. (GR1,2)
- ...understand that questioning is a strategy for learning. (GR1,2)
- ...write/tell so what, then reponses to stories. (K,GR1,2)

Fundamental Knowledge & Skill - B Literature & Culture

Students will develop an understanding of how to use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

Indicator 1: Students will develop an ability to understand the basic plot of simple stories. (MLR – B1)
SWBAT...

- ...retell the story using pictures. (K)
- ...retell beginning, middle and end of the story. (GR1,2)
- ...sequence events in story. (GR1,2)
- ...relate: setting, character, conflict (problem), conflict resolution (solution) of simple stories. (GR1,2)
- ...differentiate between contemporary fiction and fairy tales. (GR2)

Indicator 2: Students will develop an ability to draw logical conclusions about what will happen next or how things might have turned out differently in a story. (MLR – B2)
SWBAT...

- ...draw and be able to explain a possible ending to a story. (K,GR1)
- ...make predictions based on own experiences. (GR1)
- ...write a different ending to a story. (GR1,2)

Indicator 3: Students will develop an ability to identify differences and similarities in story elements (e.g., plot, setting, characters, conflict resolution) in works from various cultures. (MLR – B3)
SWBAT...

- ...contribute information to a class Venn Diagram. (K)
- ... contribute to class/group Venn Diagram. (GR1,2)
- ... identify common theme in stories from different cultures. (GR2)
- ...read and story map fairy tales from different cultures then compare/contrast story elements. (GR1,2)

Strategies To Be Reinforced At All Grade Levels:

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Indicator 4: Students will develop an ability to distinguish between fiction and nonfiction. (MLR – B4)

SWBAT...

- ...be able to sort books into two piles fiction and nonfiction. (K,GR1)
- ...articulate / identify elements of story: setting, characters, conflict, conflict resolution, theme. (GR1)
- ...create a story map that includes elements. (GR2)
- ... articulate/ identify/ locate text features of non-fiction: table of content, page numbers, index, (headings). (GR1)
- ...articulate/identify/locate text features of non-fiction: glossary, sidebars, verso page, graphic material. (K,GR1,2)

Fundamental Knowledge & Skill - C Language & Images

Students will develop an understanding of how words and images communicate.

Indicator 1: Students will develop an ability to distinguish between and make observations about formal and informal uses of English. (MLR – C1)

SWBAT...

- ...identify and contrast speaking with friends vs speaking with an adult. (K)
- ...identify and contrast speaking on the playground vs speaking in class. (GR1)
- ...identify and contrast written language in a personal journal vs written language for a prompt. (GR2)

Indicator 2: Students will develop an ability to recognize characteristic sounds and rhythms of language, including the relationship between sounds and letters. . (MLR – C2)

SWBAT...

- ...segment and blend one syllable words. (K)
- ...identify word families. (K)
- ...identify 18 letter sounds. (K)
- ...identify 45 letters. (K)
- ...segment and blend one and two syllable words. (GR1)
- ...identify word families and manipulate sounds to create new words. (GR1)
- ...identify all letter sounds. (GR1)
- ...identify all letters (upper and lower case). (GR1)
- ...use and write all letter sounds when writing. (GR2)
- ...use digraphs and blends when writing. (GR1)
- ...use long vowels when writing. (GR2)

Indicator 3: Students will develop an ability to make valid observations about the use of words and visual symbols. (MLR – C3)

SWBAT...

- ...recognize that capital letters have a corresponding lower case letter. (K)
- ...understands words are divided by spaces. (K)

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- ...use their conceptual knowledge of print. (K,GR1)
- ...understand hierarchal concepts (letters, words, etc. (K,GR1)
- ...visually scan words and analyze changes. (GR1,2)
- ...understand directional behavior. (K,GR1)
- ...discuss book handling skills. (K,GR1)

Fundamental Knowledge & Skill - D Informational Texts

Students will develop an understanding of how to apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Indicator 1: Students will develop an ability to understand the main idea of simple expository information. (MLR- D1)

SWBAT...

- ...recall and retell several pieces of new information. (K,GR1)
- ...sequence information (such as life cycles). (GR1,2)

Fundamental Knowledge & Skill - E Processes of Writing & Speaking

Students will develop an understanding of the skills and strategies of the writing process.

Indicator 1: Students will develop an ability to tell about experiences and discoveries, both orally and in writing. (MLR – E1)

SWBAT...

- ...relate ideas through drawings and/or simple sentences. (K)
- ...verbally rehearse stories prior to writing/drawing. (K,GR1,2)
- ...use the writing process to tell about personal experiences. (GR1,2)
- ...write discoveries in learning log. (GR1,2)
- ...pair share things noticed on a discovery walk. (K,GR1,2)

Indicator 2: Students will develop an ability to respond to stories orally and in writing. (MLR – E2)

SWBAT...

- ...draw and/or write about a favorite book. (K,GR1)
- ...make connections (schema) to stories read or heard. (K)
- ...respond on demand in writing to district writing prompt. (K,GR1,2)
- ...verbally rehearse stories prior to drafting. (GR1,2)
- ...retell a story. (GR1)
- ...relate relevant information through drawing. (K,GR1)
- ...add relevant contributions to literature discussions. (GR1,2)

<p><i>Strategies To Be Reinforced At All Grade Levels:</i></p> <ul style="list-style-type: none"> * use schema/ make connections *choose books *skimming/ scanning *structure/ features of fiction and nonfiction *asking questions *determining importance *inferring *synthesizing *sensory imaging *character interaction *using: think alouds pair share literacy circles

Indicator 3: Students will develop an ability to respond to remarks or statements orally and in writing. (MLR – E3)

SWBAT...

- ...contributes to class discussions. (K,GR1,2)
- ...use feedback given during reading/writing conference to revise writing and or improve reading strategies. (GR1,2)
- ...respond with relevant contributions during literature discussions. (GR1,2)
- ...write an appropriate entry in response/learning log journals. (GR1,2)

Fundamental Knowledge & Skill - F Standard English Conventions

Students will develop an understanding of correct writing and speaking, using conventions of standard written and spoken English.

Indicator 1: Students will develop an ability to edit their own written work for Standard English spelling and usage, evidenced by pieces that show and contain:

(MLR – F1)

- complete sentences.
- initial understanding of the use of pronouns and adjectives.
- evidence of correct spelling of frequently used words.
- few significant errors in the capitalization of proper nouns and of the words that begin sentences.
- few significant errors in the use of end stop punctuation (e.g., periods, question marks).

SWBAT...

- ...use period at end of sentence. (K)
- ...write a complete sentence. (K)
- ...start sentence with a capital letter. (K)
- ...capitalize their name. (K)
- ...use spaces between words. (K)
- ...spell words from core lists accurately. (K,GR1,2)
- ...use period/question mark at end of sentence. (GR1)
- ...write complete sentences. (GR1,2)
- ...start sentences and names with capital letters. (GR1)
- ...use appropriate spaces between words. (GR1,2)
- ...use comma in series. (GR2)
- ...use in place of name when writing. (GR1)
- ...use pronouns in place proper nouns when writing. (GR2)
- ...use adjectives to describe in writing. (GR2)

Indicator 2: Students will develop an ability to use oral language appropriate to the level of formality required. (MLR – F2)

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SWBAT...

- ...face the audience or listener to whom he/she is talking. (K)
- ...use the appropriate vocal volume for the setting. (K)
- ...use social greetings and closures. (K)
- ...respond verbally when someone speaks to him/her. (K,GR1,2)
- ...volunteer and/or participate orally in group activities or conversations. (K,GR1,2)
- ...provide information or ask questions on the topic. (k-2)
- ...speak in complete sentence forms as follows: wh-questions, interrogative reversals. (K,GR1,2)
- ...use speech/language which can be understood by others (organization/grammar). (K,GR1,2)
- ...orally label common objects, actions, and concepts correctly. (K,Gr1,2)
- ...use speech/language which can be easily understood by others (vocabulary and expressing meaning). (K,GR1,2)
- ...use speech which can be easily understood by others (articulation & fluency). (K,GR1,2)

Fundamental Knowledge & Skill - G Stylistic & Rhetorical Aspects of Writing & Speaking

Students will develop an understanding of the stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.

Indicator 1: Students will develop an ability to dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending. (MLR – G1)

SWBAT...

- ...write one or more complete sentence. (K,GR1)
- ...dictate & illustrate a story and practice sequencing event. (K)
- ...write/dictate “First, Next, Then, Finally” stories. (K,GR1,2)
- ...take a story idea through the writing process and make sure it includes all story elements. (GR1,2)

Fundamental Knowledge & Skill - H Research-related Writing & Speaking

Students will develop an understanding of working, writing, and speaking effectively when doing research in all content areas.

Indicator 1: Students will develop an ability to develop a search strategy which uses appropriate and available resources. (MLR – H1)

SWBAT...

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- ...gather information from the pictures and captions in non-fiction picture books. **(K,GR1)**
- ... listen to stories and make observations about story read to them. **(K,GR1)**
- ...use of internet. **(GR1,2)**
- ...interview people. **(GR2)**
- ...use an index or table of contents to gather information. **(GR2)**
- ...role play the content to understand the information. **(GR1,2)**

Indicator 2: Students will develop an ability to formulate questions to ask when gathering information. **(MLR – H2)**

SWBAT...

- ...ask questions and gather information from pictures or presentations. **(K,GR1)**
- ...activate their prior knowledge about topics on which they are gathering information. **(K,GR1,2)**
- ...determine the points of focus of research. **(GR1,2)**
- ...understand there are multiple answers for some questions. **(GR2)**

Indicator 3: Students will develop an ability to record and share information gathered. **(MLR – H3)**

SWBAT...

- ...illustrate or write a sentence (s) about the new information. **(K,GR1)**
- ...share highlights of their research daily. **(K,GR1,2)**
- ...make observations about information gathered. **(K,GR1,2)**
- ...begin to take notes. **(GR2)**
- ...have on the spot discussions. **(GR1,2)**
- ...link information between issues. **(GR2)**

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MSAD #53 Curriculum: Language Arts GR 3-4

Fundamental Knowledge & Skill – A Process of Reading

Students will develop an understanding of how to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Indicator 1: Students will develop an ability to determine the meaning of unknown words by using a dictionary, glossary, or other reference sources. (MLR – A1)

SWBAT...

- ... use “guide words.” (GR3,4)
- ... alphabetize to third letter. (GR3)
- ... alphabetize, to the extent necessary. (GR4)
- ... choose appropriate meaning of multiple meaning words. (GR4)
- ... identify pronunciation key. (GR4)
- ... identify dictionary use of abbreviations for parts of speech. (GR4)
- ... divide words into syllables. (GR3,4)
- ... use knowledge of antonyms, synonyms, homonyms. (GR3,4)
- ... use (appropriate) thesaurus. (GR3,4)
- ... use knowledge of root/base words. (GR3,4)
- ... use the glossary in informational books. (GR3,4)

Indicator 2: Students will develop an ability to adjust reading speed to suit purpose and difficulty of the material. (MLR – A2)

SWBAT...

- ... skim, scan, browse prior to reading. (GR3,4)
- ... adjust pace when presented with new, complex or difficult text. (GR3,4)
- ... locate specific information within text. (GR3,4)
- ... read dialogue effectively. (GR3,4)
- ... reread for clarification. (GR3,4)
- ... set purpose for reading (entertainment, information, form opinion, locate specific (GR3,4)
- ... sustain interest and commitment to longer, more complex text. (GR4)
- ... phrase appropriately (fluency), as opposed to reading word-for-word. (GR3,4)

Indicator 3: Students will develop an ability to recognize when a text is primarily intended to persuade. (MLR A-3)

SWBAT...

- ... distinguish between fact and opinion. (GR3,4)
- ... distinguish between fiction and nonfiction text. (GR3)
- ... understand point of view / perspective in fiction. (GR4)
- ... make predictions, draw conclusions, make inferences, etc. (GR3,4)
- ... determine importance/main idea/theme. (GR4)

Indicator 4: Students will develop an ability to select texts for enjoyment. (MLR – A4)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
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SWBAT...

- ... select appropriate books for Buddy Reading/Paired Reading activities. (GR3,4)
- ... self-select for Drop Everything And Read (DEAR) / Sustained Silent Reading (SSR). (GR3,4)
- ... participate in District 53’s Strategic Plan for Literacy: 25 books / significant pieces of writing – including: 3 pieces by the same author, 3 pieces in different genres, 3 pieces on the same topic, 3 pieces with same theme. (GR3,4)
- ... choose to read during free choice time. (GR3,4)
- ... set purpose for reading. (GR3,4)
- ... recommend books to others. (GR3,4)
- ... select appropriate library books. (GR3,4)

Indicator 5: Students will develop an ability to read a variety of narrative and informational texts independently and fluently. (MLR – A5)

SWBAT...

- ... self-select and read books at their independent reading level for fiction and non-fiction materials. (GR3,4)
- ... track (record) their independent reading (25 books) through a summative documentation journal. (GR3,4)
- ... sustain interest and comprehension throughout longer and/or challenging text. (GR4)
- ... integrate /draw upon a repertoire of strategies that enhances comprehension : infer, question, determine importance, summarize, monitor comprehension, use schema to make connections to other text, themselves and the world, visualize (and use other “sensory”, imaging), etc. (GR3,4)
- ... use knowledge of text features and text structures to aid comprehension in reading different genre. (GR3,4)
- ... use strategies flexibly for different types of texts. (GR3,4)
- ... reflect on and talk about their own reading behaviors (metacognitive awareness). (GR3,4)
- ... change thinking while reading to revise predictions or clarify comprehension. (GR3,4)
- ... self-correct (more frequently) at point of error. (GR3,4)

Fundamental Knowledge & Skill - B Literature & Culture

Students will develop an understanding of how to use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

Indicator 1: Students will develop an ability to demonstrate an awareness of the culture and geography pertinent to the texts they read. (MLR – B1)

SWBAT...

- ... determine setting (3-4) and its influence/impact. (GR4)
- ... locate specific geographic areas mentioned or alluded to in text. (GR3,4)
- ... determine geographic locations based on specific cultural clues with text (for ex. Anansi stories from Africa). (GR3,4)
- ... read books about people living in different parts of the world. (GR3,4)

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... explain the role that location and time period has on biographical studies (for ex.

Rosa Parks and Civil Rights Movement). (GR3,4)

... use existing schema to make connections. (GR3,4)

... read several books from grade level “theme boxes.” (GR3,4)

(Continent boxes: Grade 3 – Australia, Central and South America, Antarctica; Grade 4 – North America, Asia)

Indicator 2: Students will develop an ability to use literary pieces to better understand and appreciate the actions of others. (MLR – B2)

SWBAT...

...explain how motive or consequences affect character relationships. (GR4)

...describe how characters change throughout a story. (GR3,4)

... read biographies. (GR3)

... read Tall Tales and discuss motives for characters’ actions. (GR4)

... identify and explain CONFLICT, CONFLICT RESOLUTION, THEME, POINT OF VIEW. (GR3,4)

... read fables to identify the moral and relate moral to modern life. (GR3,4)

... identify universal themes in literature and apply these themes to their own life and/or experiences. (GR3,4)

Indicator 3: Students will develop an ability to respond to speakers in a variety of ways. (MLR – B3)

SWBAT...

... listen attentively. (GR3,4)

... respond politely. (GR3,4)

... respond with relevant comments. (GR3,4)

... write thank-you notes. (GR3,4)

... follow multi-step directions. (GR3,4)

... ask clarifying questions to enhance understanding. (GR3,4)

... use schema to make connections to topic presented. (GR3,4)

Indicator 4: Students will develop an ability to share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences. (MLR – B4)

SWBAT...

... contribute to a Venn diagram in response to sharing responses. (GR3,4)

... make a Venn diagram to share responses to reading, viewing. (GR3,4)

... take part in discussions through Literature Circles, guided reading, class discussions, etc. (GR3,4)

... share journal responses. (GR3,4)

... use drama (for ex.: reader’s theater, hot seat, etc.). (GR3,4)

... share their favorite section(s) of text and be able to articulate why (for ex.: language structure, good descriptions, etc). (GR3,4)

... retell stories (oral or written). (GR3,4)

... share connections (text to text/world/self). (GR3,4)

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*determining
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*inferring

*synthesizing

*sensory
imaging

*character
interaction

*using:
think alouds
pair share
literacy circles

Indicator 5: Students will develop an ability to identify important characters in quality works containing several characters. (MLR – B5)

SWBAT...

- ... make character webs. (GR4)
- ... identify main characters. (GR3,4)
- ... describe character relationships. (GR3,4)
- ... follow dialogue in stories. (GR3,4)
- ... use known information about an author's style to identify important characters. (GR3,4)
- ... differentiate between major and minor characters and their roles in a story. (GR3,4)

Indicator 6: Students will develop an ability to make and justify conclusions about the motives of characters and the consequences of their actions. (MLR – B6)

SWBAT...

- ... use schema to infer possible reasons for character's actions. (GR3,4)
- ... recognize consequences of character's actions. (GR3,4)
- ... use text clues to draw logical conclusions regarding intentions of characters. (GR3,4)
- ... use schema and text clues to infer and/or draw conclusions regarding characters intentions/actions. (GR3,4)
- ... give an example of a cause and effect relationship in a story. (GR3,4)
- ... use information about genre features and/or author's style. (GR3,4)

Indicator 7: Students will develop an ability to identify how characters and situations found in various materials are like people or events in their own lives or in other works. (MLR – B7)

SWBAT...

- ... use schema to make connections: text-to-text, text to self (GR3) and text to world. (GR4)
- ... identify UNIVERSAL THEME. (GR3,4)
- ... identify POINT OF VIEW as someone's perspective. (GR4)
- ... compare/contrast conflict and conflict resolutions of stories to those in their own lives. (GR3,4)
- ... compare/contrast/identify a sequence of events (plot). (GR3,4)

Indicator 8: Students will develop an ability to understand how dialogue relates and contributes to a story or text. (MLR – B8)

SWBAT...

- ... follow who's talking in extended dialogue. (GR3,4)
- ... describe their impressions of characters based on what they say or other characters say about them. (GR3,4)
- ... explain the author's use of dialogue on the effect of text (esp. idiomatic expressions, simile, metaphor, exaggeration, sarcasm, humor, etc.). (GR3,4)
- ... read dialogue orally with appropriate expression and tone to express intended mood. (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Indicator 9: Students will develop an ability to recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed. (MLR – B9)

SWBAT...

- ... retell stories with appropriate beginning, middle, end. (GR3,4)
- ... put text in chronological, sequential or logical order. (GR3,4)
- ... keep track of events that take place in beginning, middle, and end of story through use of story organizer/plot diagram, etc. (GR3,4)
- ... identify the problem – climax (turning point) – solution of a story. (GR3)
- ... recognize plot structures of varying genres. (GR3,4)
- ... identify parts of the plot: EXPOSITION, RISING ACTION, CLIMAX, FALLING ACTION, RESOLUTION. (GR4)
- ... identify subplots in stories. (GR4)

Indicator 10: Students will develop an ability to apply effective strategies to the reading and interpretation of fiction that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices. (MLR – B10)

SWBAT...

- ... self-monitor their comprehension and use appropriate “fix-up” strategies at the word, sentence, and paragraph levels. (GR3,4)
- ... distinguish between fantasy and realistic fiction. (GR3)
- ... articulate and use features of fables to enhance understanding. (GR3)
- ... articulate and use features of mysteries, tall tales, science fiction, and historical fiction to enhance comprehension. (GR4)
- ... articulate and use knowledge of features of folktales to enhance comprehension. (GR3,4)
- ... make relevant inferences (draw conclusions, judgments, form opinions, make predictions, etc.) (GR3,4)
- ... activate sensory imaging to extend and enhance text. (Gr3,4)
- ... question the author, the text, and themselves to enhance comprehension. (GR3,4)
- ... use schema to make relevant connections to extend and/or enhance text. (GR3,4)
- ... confirm /disconfirm predictions. (GR3,4)
- ... determine importance /main idea/ theme. (GR3,4)

Indicator 11: Students will develop an ability to apply effective strategies to the reading and use of nonfiction using texts with an appropriate complexity of content and sophistication of style. (MLR – B11)

SWBAT...

- ... articulate and use knowledge of features of biographies/autobiographies to enhance comprehension. (GR3,4)
- ... synthesize events in biographies using a timeline. (GR3,4)
- ... develop graphic organizers to organize details in visual form (e.g., a life cycle). (GR3,4)
- ... read journals and diaries. (GR3,4)
- ... use/develop Know, Want to Know, Learn (KWL) charts. (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

... use text features to comprehend, extend and/or enhance understanding : boldface print, italics, headings, sidebars, captions, maps, charts, diagrams/illustrations and other graphic organizers, glossary, index, table of contents, verso page, etc. (GR3,4)

Indicator 12: Students will develop an ability to demonstrate understanding of enduring themes of literature (e.g., theme of coming of age, love, and duty, heroism, and appearance versus reality). (MLR – B12)

SWBAT...

- ... identify and discuss the stated theme or main idea(s) of text. (GR3,4)
- ... infer and discuss theme, the author’s message or main ideas. (GR3,4)
- ... draw conclusions about theme based on clues within text. (GR3,4)
- ... analyze (e.g., character change charts) how a character changes as a story progresses in ways that relate to lesson(s) learned by that character. (GR3,4)
- ... develop a three-step theme diagram using the following:
 1. What is the topic or big idea?
 2. What do the characters say and/or do that relates to big idea?
 3. What do these tell you that is important to learn about life? (GR4)
- ... identify and discuss plot differences, but common theme in different stories from different cultures. (GR3,4)
- ... make and discuss relevant text-to-text connections in stories with common theme. (GR3,4)

Fundamental Knowledge & Skill - C Language & Images

Students will develop an understanding of how words and images communicate.

Indicator 1: Students will develop an ability to identify and evaluate how language use varies according to personal situations and settings . (MLR – C1)

SWBAT...

- ... identify and compare slang and dialect in literature. (GR3,4)
- ... identify idiomatic expressions, puns, etc as informal language structures. (GR3,4)
- ... identify and give examples of words with multiple meanings. (GR3,4)
- ... use idiomatic expressions in writing. (GR3,4)
- ... articulate intended meaning of common idiomatic expressions. (GR3,4)

Indicator 2: Students will develop an ability to identify the social context of conversations and its effect on how language is used . (MLR – C2)

SWBAT...

- ... identify informal and formal language use (GR3,4)
- ... identify, define, and use: IDIOM, SIMILE, METAPHOR (and other figures of speech that are found in text). (GR3,4)
- ... identify sarcasm in dialogue encountered. (GR4)
- ... distinguish between appropriate and inappropriate language in a variety of situations. (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Indicator 3: Students will develop an ability to identify the use of nonverbal cues in conversations. (MLR – C3)

SWBAT...

- ... explain the intent of one’s tone of voice. (GR3,4)
- ... infer and discuss intent from body language (gestures, posture, etc.). (GR3,4)
- ... describe understood intent from facial expressions. (GR3,4)
- ... identify understood intent of “personal space” issues. (GR3,4)
- ... demonstrate cues by role-playing activities/situations. (GR3,4)

Indicator 4: Students will develop an ability to make observations about the use of language and graphic symbols encountered in various real-life situations. (MLR – C4)

SWBAT...

- ... use idioms, slang, local dialect, incorrect grammar to add voice to writing appropriate for sharing in school. (GR3,4)
- ... identify and use poetic language (for ex., poetry in Owl Moon). (GR3,4)
- ... interpret the print and symbols in their world (traffic signs, keyboards, safety signs, advertising, etc) . (GR3,4)

Indicator 5: Students will develop an ability to investigate the languages of other cultures and compare/contrast them to English. (MLR – C5)

SWBAT...

- ... read stories with embedded foreign words and interpret meaning through context. (GR3,4)
- ... discuss how different languages/cultures have contributed to our English language (American Indians, French, Spanish, etc.) (GR3-4)

Indicator 6: Students will develop an ability to make observations about specific uses and idioms of language. (MLR – C6)

SWBAT...

- ... identify and discuss meaning of common idioms/idiomatic expressions. (GR3,4)
- ... make inferences about the meaning of common idioms. (GR3,4)
- ... identify idioms in literature. (GR3,4)
- ... identify “idioms” as a technique or craft that contributes to an author’s style. (GR3,4)
- ... use idiomatic expressions in their writing. (GR3,4)

Fundamental Knowledge & Skill - D Informational Texts

Students will develop an understanding of how to apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

Indicator 1: Students will develop an ability to use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas. (MLR- D1)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

SWBAT...

... use chapter titles, headings, topic sentences, and summary sentences to construct main ideas. (GR3,4)

... preview text and state orally and/or in writing the main idea. (GR4)

Indicator 2: Students will develop an ability to use various informational parts of a text (MLR- D2)

SWBAT...

... locate and use an index. (GR3,4)

... locate and use table of contents. (GR3,4)

... locate and use glossary. (GR3,4)

... locate and use appendices. (GR4)

... locate and use graphic materials (time lines, diagrams, charts). (GR3,4)

... identify and understand purposes of bold face print, italics, parenthesis, etc. in non-fiction text. (GR3,4)

Indicator 3: Students will develop an ability to read for a variety of purposes. (MLR- D3)

SWBAT...

... read to answer specific questions. (GR3,4)

... read to form an opinion. (GR3,4)

... read to skim, scan, or browse (e.g., to determine main idea or preview technical vocabulary, etc.). (GR3,4)

... read for enjoyment. (GR3,4)

... read to build schema. (GR3,4)

... read to increase fluency. (GR3,4)

... construct relevant questions before, during, after reading. (GR3,4)

... read to learn about themselves or others (theme/biographies). (GR3,4)

Indicator 4: Students will develop an ability to summarize informational texts (MLR- D4)

SWBAT...

... identify main idea and supporting details in informational texts. (GR3,4)

... determine importance in order to select information for a summary. (GR3,4)

... retell important events (e.g., biographical timeline). (GR3,4)

... write a well-developed paragraph summarizing important concepts of a topic. (GR3,4)

... paraphrase what they have read. (GR3,4)

... create a graphic organizer. (GR3,4)

... take notes (list, highlight, web and/or outline). (GR3,4)

Indicator 5: Students will develop an ability to recognize when a text is primarily intended to instruct or to persuade. (MLR- D5)

SWBAT...

... set a purpose for reading. (GR3,4)

... differentiate fact from opinion. (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

* use schema/
make
connections

*choose books

*skimming/
scanning

*structure/
features of
fiction and
nonfiction

*asking
questions

*determining
importance

*inferring

*synthesizing

*sensory
imaging

*character
interaction

*using:
think alouds
pair share
literacy circles

Indicator 6: Students will develop an ability to understand common technical terms used in instructional and informational texts. (MLR- D6)

SWBAT...

- ... use knowledge of content specific vocabulary in reading and writing (GR3,4)
- ...increase their working vocabulary (schema) of content specific terms. (GR3,4)

Indicator 7: Students will develop an ability to recognize when and how new information in a text connects to prior knowledge. (MLR- D7)

SWBAT...

- ... use schema to make connections to their own experience and knowledge, to other texts, and to the world. (GR3,4)
- ... read several text on the same topic/subject. (GR3,4)

Fundamental Knowledge & Skill - E Processes of Writing & Speaking

Students will develop an understanding of the skills and strategies of the writing process.

Indicator 1: Students will develop an ability to identify strengths and weaknesses in their own writing and seek effective help from others. (MLR – E1)

SWBAT...

- ... use teacher/peer feedback from conferences in all steps/stages/components of the writing process to revise their writing. (GR3,4)
- ... apply knowledge learned from analyzing “author’s craft” to their own writing. (GR3,4)

Indicator 2: Students will develop an ability to improve their finished product by revising content from draft to final piece. (MLR – E2)

SWBAT...

- ... revise their drafts:
 - delete unnecessary information (e.g., stay on topic). (GR3,4)
 - add information (e.g., word, sentence, paragraph). (GR3,4)
 - reorganize sentences (e.g., beginning, middle, end). (GR3)
 - reorganize paragraphs (e.g., beginning, middle, end). (GR3,4)
 - evaluate word choice (consider vivid verbs, appropriate adjectives, etc.). (GR3,4)
 - vary sentence structures (e.g., compound, complex, simple, etc.). (GR3,4)
 - vary sentence beginnings. (GR3,4)
 - vary sentence types (e.g., declarative, interrogative, exclamatory). (GR3,4)
 - develop voice. (GR3,4)
 - use transitional words. (GR4)
 - expand details with relevant sensory descriptions or examples. (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Indicator 3: Students will develop an ability to use planning, drafting, and revising to produce, on-demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics. (MLR – E3)

SWBAT...

- ... respond to three district-wide writing prompts (Sept., Jan., May). (GR3,4)
- ... apply steps/stages/components of the writing process on the Maine Educational Assessment (MEA). (GR4)
- ... respond to short answer or essay questions on content areas assessments. (GR3,4)
- ... generate ideas and narrow focus of a topic. (GR3,4)
- ... draft initial ideas while considering sequencing and ordering of information (e.g., beginning/topic, middle/details, end/close). (GR3,4)
- ... revise draft to improve content/message. (GR3,4)
- ... edit for punctuation, capitalization and spelling. (GR3,4)

Indicator 4: Students will develop an ability to report orally and summarize personal discoveries they have made as a result of reading and viewing. (MLR – E4)

SWBAT...

- ... share thoughts and ideas in Literature Circles. (GR3,4)
- ... discuss inferences made when reading (guided reading, shared reading, etc). (GR3,4)
- ... participate in class discussions. (GR3,4)
- ... report orally in portfolio share. (GR3,4)

Indicator 5: Students will develop an ability to give accurate directions. (MLR – E5)

SWBAT...

- ... write and/or give multi-step directions for: a process to be followed (e.g., How to Make a Fluffer Nutter Sandwich). (GR3,4)
- ... write and/or give orally multi-step directions for a location to be found (e.g., directions to the Pittsfield Public Library from Vickery School). (GR3,4)

Indicator 6: Students will develop an ability to summarize central concepts from oral presentations. (MLR – E6)

SWBAT...

- ... determine importance (main ideas/supporting details) and present orally or in writing in logical sequence. (GR3,4)

Fundamental Knowledge & Skill - F Standard English Conventions

Students will develop an understanding of correct writing and speaking, using conventions of standard written and spoken English.

Indicator 1: Students will develop an ability to edit their own written work for Standard English spelling and usage, evidenced by pieces that show and contain: (MLR – F1)

- few significant errors in the use of pronouns and adjectives.
- attention to the proper use of adverbial forms and conjunctions.

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

- few significant errors in the spelling of frequently used words.
- no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.
- no significant errors in the use of ending punctuation marks and an understanding of how to use commas. In addition

SWBAT...

- ... indent paragraphs. (GR3,4)
- ... use punctuation to add to message clarity (e.g., simple dialogue, apostrophe in possessives or contractions, dash). (GR3,4)
- ... meet/or exceed grade level standards on MSAD #53 Writing Prompts. (Gr3,4)

Indicator 2: Students will develop an ability to use the level of language formality required in a variety of speaking situations. (MLR – F2)

SWBAT...

- ... participate appropriately in class discussions. (GR3,4)
- ... answer questions from peers after an oral presentation of creative or expository project. (GR3,4)
- ... ask appropriate questions relevant to a conversation taking place. (GR3,4)

Fundamental Knowledge & Skill - G Stylistic & Rhetorical Aspects of Writing & Speaking

Students will develop an understanding of the stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.

Indicator 1: Students will develop an ability to write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas. (MLR – G1)

SWBAT...

- ... write descriptive paragraph (e.g., setting). (GR3,4)
- ... write different types of poems. (GR3,4)
- ... use vivid verbs. (GR3,4)
- ... understand concept of and make appropriate/effective “word choice” (e.g., vivid verbs, awesome adjectives, etc.). (GR3,4)

Indicator 2: Students will develop an ability to write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion). (MLR – G2)

SWBAT...

- ... write a fable. (GR3)
- ... write a tall tale. (GR4)
- ... write a narrative paragraph(s). (GR3,4)
- ... write a descriptive paragraph(s) about a person, place, or thing. (GR3,4)
- ... write a story with characters, setting, conflict, conflict resolution. (GR3,4)
- ... write an expository paragraph(s). (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Indicator 3: Students will develop an ability to write essays and make remarks that clearly state or suggest a central idea and provide supporting detail. (MLR – G3)
SWBAT...

... write: an on demand piece of writing in response to MSAD 53 writing prompts that evidence:

- simple lead/introduction
- variety in sentence structure
- simple paragraphs (maintaining central focus)
- emerging “maturity” in word choice
- use of simple transitions to help “flow” of piece
- variety of details

(GR3,4)

... write a persuasive essay. (GR4)

... respond to literature (i.e., support ideas with evidence from text). (GR3,4)

Indicator 4: Students will develop an ability to write pieces that show awareness of a variety of intended audiences and identifiable purposes. (MLR – G4)

SWBAT...

... write a book review and/or recommendations for peers. (GR3,4)

... write responses to literature (e.g., summaries, retellings, personal responses, etc.)

(GR3,4)

... write friendly letters. (GR3,4)

... write science observation reports/ social studies reports. (GR3,4)

... write informational paragraphs. (GR3,4)

... write emails to friends, family, or classmates. (GR3,4)

... write in response to MSAD #53 prompts. (GR3,4)

Indicator 5: Students will develop an ability to explain the various purposes of spoken communications. (MLR – G5)

SWBAT...

... give an oral presentation relating to research. (GR3,4)

... participate in class discussions (i.e., using relevant remarks and questions). (GR3,4)

... give oral directions. (GR3,4)

Indicator 6: Students will develop an ability to explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations. (MLR – G6)

SWBAT...

... deliver oral presentations (expository and creative) demonstrating effective: volume, expressions, eye contact, physical gestures & posture. (GR3,4)

Indicator 7: Students will develop an ability to use a variety of media and technological resources to make creative and expository oral presentations. (MLR – G7)

SWBAT...

... present information in text format, graphic format, and audio/visual format. (GR3,4)

... present research and project relating to Maine. (GR4)

Strategies To Be Reinforced At All Grade Levels:

* use schema/ make connections

*choose books

*skimming/ scanning

*structure/ features of fiction and nonfiction

*asking questions

*determining importance

*inferring

*synthesizing

*sensory imaging

*character interaction

*using: think alouds pair share literacy circles

Fundamental Knowledge & Skill - H Research-related Writing & Speaking

Students will develop an understanding of working, writing, and speaking effectively when doing research in all content areas.

Indicator 1: Students will develop an ability to ask and seek answers to questions. (MLR – H1)

SWBAT...

- ... develop interview questions and conduct an interview. (GR4)
- ... develop survey questions and conduct a survey. (GR4)
- ... formulate different kinds of questions relating to one topic. (GR3,4)
- ... find an answer for a self-generated question relating to a topic of study from more than one source (e.g., books, websites, magazines, videos, encyclopedia). (GR3,4)
- ... write a research report on an(animal (GR3) or Maine related. (GR4).
- ... describe the potential for multiple explanations and/or answers for some questions. (GR3,4)

Indicator 2: Students will develop an ability to use print and nonprint resources to gather information on research topics. (MLR – H2)

SWBAT...

- ... use encyclopedia, informational books to conduct research. (GR3,4)
- ... interview family or community members as part of research.. (GR3,4)
- ... use Internet, audio/visual materials, newspapers and/or magazine articles for research.. (GR3,4)
- ... use charts, graphs, timelines, maps, diagrams and illustrations to get specific information for research topic. (GR3,4)

Indicator 3: Students will develop an ability to present information obtained from research in a way that combines various forms of information. (MLR – H3)

SWBAT...

- ... present research information in written and/or oral form and support, add to, or clarify that information with chart, graph, photo, diagram, or some other graphic organizer. (GR3,4)

Indicator 4: Students will develop an ability to distinguish between facts encountered in documents, narratives, and other sources and the generalizations or interpretations a person draws concerning those facts. (MLR – H4)

SWBAT...

- ... distinguish between facts presented and inferences made or conclusions drawn. (GR3,4)
- ... use context to predict, conclude, infer, e.g.,
 - read the lines (literal)
 - read between the lines (inferential)
 - read beyond the lines (interpretive/critical/evaluative) (GR3,4)
- ... use schema (make connections). (GR3,4)
- ... summarize and synthesize information. (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Indicator 5: Students will develop an ability to demonstrate initial understanding of how to cite sources. (MLR – H5)

SWBAT...

... develop bibliography (for research report) using MSAD # 53 Language Arts format. (GR3,4)

... demonstrate source variety (initial understanding of citing). (GR3,4)

... find, record, and use three different sources on same topic. (GR3,4)

Strategies To Be Reinforced At All Grade Levels:

* use schema/
make
connections

*choose books

*skimming/
scanning

*structure/
features of
fiction and
nonfiction

*asking
questions

*determining
importance

*inferring

*synthesizing

*sensory
imaging

*character
interaction

*using:
think alouds
pair share
literacy circles

MSAD #53 Curriculum: Language Arts GR 5-8

Fundamental Knowledge & Skill – A Process of Reading

Students will develop an understanding of how to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

Indicator 1: Students will develop an ability to formulate questions to be answered while reading. (MLR – A1)

SWBAT...

- ...predict outcomes of reading. (GR5,6,7,8)
- ...carry out the roles within literature circles to connect with the print: director, literary illuminator, vocabulary enhancer, connector, illustrator, and summarizer. (GR7,8)

Indicator 2: Students will develop an ability to reflect on what has been discovered and learned while reading, and formulate additional questions. (MLR – A2)

SWBAT...

- ...develop research questions. (GR5,6)
- ...draw conclusions from reading. (GR5,6)
- ...effectively apply Dr. Collins’ Writing Types (Types 1,2,3 Reflections). (GR7,8)
- ...use reading strategies to reflect on learning: predictions, asking clarifying and elaborating questions. (GR7,8)
- ...produce a thesis statement from research questions. (GR7,8)

Indicator 3: Students will develop an ability to identify specific devices an author uses to involve readers. (MLR A-3)

SWBAT...

- ...derive meaning from special phrases and expressions. (GR5,6)
- ...define (GR5,6) and identify in literary works FIGURATIVE LANGUAGE, SIMILE, METAPHOR, PERSONIFICATION, IDIOMS, HYPERBOLE, POINT OF VIEW, FORESHADOWING, FLASHBACK, EXAGGERATION, IRONY, SARCASM, PUN, SITUATIONAL DRAMATICS, CONNOTATION, DENOTATION. (GR7,8)
- ...recognize and identify (begin to GR5,6) the devices used by an author in specific works. (GR7,8)

Indicator 4: Students will develop an ability to use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text. (MLR – A4)

SWBAT...

- ...note correct sequence for events and identify cue words. (GR5,6)
- ...use context to determine word meaning. (GR5,6)
- ...identify cause & effect relationships. (GR5,6)
- ...clarify the function of word referents/antecedents in literary pieces. (GR5,6,7,8)
- ...use special graphic aids (e.g., pictures, scale drawings, charts, lists, tables, maps, and timelines) to clarify reading. (GR5,6,7,8)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
- *time management planning
- *prioritizing assignments
- *organization of personal texts & resources for class
- *cooperative group skills
- *goal-setting for continuous improvement

Indicator 5: Students will develop an ability to understand stories and expository texts from the perspective of the social and cultural context in which they were created. (MLR – A5)

SWBAT...

- ...identify the author’s purpose and point of view. (GR7,8)
- ...identify social and cultural factors that contribute to an author’s perspective. (GR7,8)
- ...recognize and identify the way story elements contribute to the social and cultural context of a piece of writing. (GR7,8)

Indicator 6: Students will develop an ability to identify accurately both the author's purpose and the author’s point of view. (MLR – A6)

SWBAT...

- ...explain with increasing sophistication why the author wrote a particular piece. (GR5,6,7,8)
- ...identify the author’s message with increasing detail. (GR5,6,7,8)

Indicator 7: Students will develop an ability to summarize whole texts by selecting and summarizing important and representative passages. (MLR – A7)

SWBAT...

- ...use predesigned webs, graphic organizers to highlight major points. (GR5,6)
- ...write a book report and/or complete a book project. (GR5,6,7,8)
- ...use two column note-taking to identify important sections. (GR7,8)
- ...design webs and other graphic organizers that highlight major points. (GR7,8)
- ...develop an outline of reading using note cards. (GR7,8)

Indicator 8: Students will develop an ability to read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). (MLR – A8; MSAD #53 LIT PLAN)

SWBAT...

- ...identify reasons why people read and link the reasons to various genres. (GR7,8)
- ...give examples of specific pieces of writing that represent their reasons why people read. (GR7,8)
- ...annually read, according to the MSAD #53 Strategic Plan for Literacy, 25 books or significant pieces of writing, including three pieces by the same author; three pieces in different genres; three pieces on the same topic; and three pieces with the same theme. (GR5,6,7,8)
- ...read works of fiction, nonfiction, and poetry. (GR5,6,7,8)

Indicator 9: Students will develop an ability to explain orally and defend opinions formed while reading and viewing. (MLR – A9)

SWBAT...

- ...distinguish between fact and opinion. (GR5,6)
- ...evaluate statements of opinion. (GR5,6)
- ...recognize and use propoganda techniques in specific pieces of reading and viewing. (GR5,6,7,8)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
- *time management planning
- *prioritizing assignments
- *organization of personal texts & resources for class
- *cooperative group skills
- *goal-setting for continuous improvement

Indicator 10: Students will develop an ability to adjust viewing and listening strategies in order to comprehend materials viewed and heard. (MLR – A10)

SWBAT...

- ...list effective listening skills. (GR7,8)
- ...demonstrate effective listening and comprehension skills by taking notes that highlight important points. (GR7,8)
- ...play the role of active listener in groups. (GR7,8)
- ...identify and evaluate strategies used by speakers in oral presentations: PERSUASIVE TECHNIQUES, WORD CHOICE, APPEAL, STRESS/EMPHASIS, etc. (GR7,8)

Indicator 11: Students will develop an ability to generate and evaluate the notes they have taken from course-related reading, listening, and viewing. (MLR – A11)

SWBAT...

- ...take notes from reading. (GR5,6)
- ...develop an outline of reading using note cards. (GR5,6,7,8)
- ...assess the worthiness of a source. (GR7,8)
- ...identify a speaker’s topic, purpose, and perspective. (GR7,8)
- ...use two-column note-taking to identify important sections. (GR7,8)
- ...design web and other graphic organizers that highlight major points. (GR7,8)

Fundamental Knowledge & Skill - B Literature & Culture

Students will develop an understanding of how to use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

Indicator 1: Students will develop an ability to demonstrate an understanding that people respond to literature in different and individual ways. (MLR – B1)

SWBAT...

- ...define MOOD/TONE. (GR5,6)
- ...identify and describe the mood/tone in literary works. (GR5,6)
- ...record responses to literature and content-area reading in response journals. (GR7,8)

Indicator 2: Students will develop an ability to identify specific interests and questions and pursue them by identifying pertinent literature and media. (MLR – B2)

SWBAT...

- ...personalize viewing, reading and listening in ways to identify additional information about their interests. (GR5,6,7,8)
- ...determine points of focus for pursuing additional information. (GR7,8)

Indicator 3: Students will develop an ability to identify the main and subordinate characters in literary works. (MLR – B3)

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
- *time management planning
- *prioritizing assignments
- *organization of personal texts & resources for class
- *cooperative group skills
- *goal-setting for continuous improvement

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

SWBAT...

- ...identify main characters in specific literary works. (GR5,6)
- ...write a character sketch. (GR5,6)
- ...develop an outline of reading using note cards. (GR7,8)
- ...identify main and subordinate characters in specific literary works. (GR7,8)
- ...differentiate among the roles of main and subordinate characters in literary works. (GR7,8)
- ...describe characters in literary works with increasing clarity and detail. (GR5,6,7,8)

Indicator 4: Students will develop an ability to explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience. (MLR – B4)

SWBAT...

- ...describe characters' feelings. (GR5,6)
- ...define MOTIVE in literature. (GR7,8)
- ...identify and explain motive in specific literary works. (GR7,8)
- ...make and explain text-to-self connections while reading. (GR5,6,7,8)

Indicator 5: Students will develop an ability to demonstrate an understanding of lengthy, complex dialogues and how they relate to a story. (MLR – B5)

SWBAT...

- ...react to and follow the story line of a conversation in a literary work. (GR5,6)
- ...describe the author's purpose(s) of using lengthy, complex dialogues in specific literary works, highlighting how they enhance the author's message, i.e., character development, strengthening of story line. (GR7,8)

Indicator 6: students will develop an ability to recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past). (MLR – B6)

SWBAT...

- ...define and identify SYMBOLISM, THEME, TONE/MOOD, CLIFFHANGER. (GR5,6)
- ...define ALLUSION, PROGRESSIVE.DIGRESSIVE TIME, SUSPENSE, DESCRIPTION, SIMILE, METAPHOR, IRONY, SARCASM, PUN, POINT OF VIEW, PERSONFICIATION, METER. (GR7,8)
- ...identify in specific literary works: ALLUSION, PROGRESSIVE.DIGRESSIVE TIME, SUSPENSE, DESCRIPTION, SIMILE, METAPHOR, IRONY, SARCASM, PUN, POINT OF VIEW, PERSONFICIATION, METER. (GR7,8)
- ...identify important detail in a literary work used to enhance the writing or support the message. (GR7,8)

Indicator 7: Students will develop an ability to recognize complex story elements of plot (e.g., setting, major events, problems, conflicts, resolutions). (MLR – B7)

SWBAT...

- ...describe setting in specific literary works. (GR5,6)
- ...make inferences and draw conclusions about story elements. (GR7,8)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
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Study Skills - Reinforced At All Grade Levels:

- organization of notebooks
- time management planning
- prioritizing assignments
- organization of personal texts & resources for class
- cooperative group skills
- goal-setting for continuous improvement

...analyze cause and effect relationships in literary works. (GR7,8)
 ...identify and describe PLOT (conflict, climax, conclusion). (GR5,6,7,8)

Indicator 8: Students will develop an ability to apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices. (MLR – B8)

SWBAT...

...define and identify various types of fiction: HISTORICAL, LEGEND, MYTH, FABLE, REALISTIC, SCIENCE FICTION, FANTASY, DRAMA, SATIRE. (GR7,8)

...compare and contrast relationships in order to interpret fiction. (GR7,8)

...define: STEREOTYPE, BIAS, ASSUMPTION. (GR7,8)

...apply critical thinking skills to consider stereotypes, bias, assumptions, and the combination of fact and opinion in various works of fiction. (GR7,8)

Indicator 9: Students will develop an ability to apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) that have an appropriate complexity of content and sophistication of style. (MLR – B9)

SWBAT...

...read timelines. (GR5,6)

...recognize bias. (GR5,6)

...locate information quickly in a text. (GR5,6)

...follow directions. (GR5,6)

...read diagrams. (GR5,6)

...use an encyclopedia, including electronic encyclopedias to collect research information. (GR5,6,7,8)

...use special graphic aids with increasing sophistication (e.g., pictures, scale drawings, tables, lists, maps, timelines, diagrams, and charts) to facilitate understanding. (GR5,6,7,8)

...make an outline from a text e.g., using chunking, categorizing, and classifying). (GR7,8)

...complete a preset outline. (GR7,8)

...define and identify various types of nonfiction: PERSONAL NARRATIVE, EXPOSITORY WRITING, BIOGRAPHY, AUTOBIOGRAPHY, DEFINING SPEECHES (e.g., *I Have A Dream- MLK, Jr.*; *The Gettysburg Address – Abraham Lincoln*). (GR7,8)

...periodically pause to summarize pertinent information. (GR5,6,7,8)

Indicator 10: Students will develop an ability to demonstrate an understanding of the defining features and structure of literary texts encountered at this level. (MLR – B10)

SWBAT...

...differentiate among the types of nonfiction: expository, biography, autobiography. (GR5,6,7,8)

Study Skills Reinforced At All Grade Levels:

*organization of notebooks

*time management planning

*prioritizing assignments

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*cooperative group skills

*goal-setting for continuous improvement

Strategies To Be Reinforced At All Grade Levels:

* use schema/ make connections

*choose books

*skimming/ scanning

*structure/ features of fiction and nonfiction

*asking questions

*determining importance

*inferring

*synthesizing

*sensory imaging

*character interaction

*using: think alouds pair share literacy circles

...differentiate among the types of fiction: science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, drama, satire, and humorous tales. (GR5,6,7,8)

Indicator 11: Students will develop an ability to read literature and view films that illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience. (MLR – B11)

SWBAT...

- ...view films of other cultures reflected in their selected readings. (GR5,6)
- ...read and discuss a literary selection that introduces them to a culture distinctly different from their own. (GR7,8)
- ...compare and contrast their own culture to the one described in their selected reading. (GR7,8)

Indicator 12: Students will develop an ability to identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge. (MLR – B12)

SWBAT...

- ...participate in literary circles, pair-shares, for the purpose of examining and discussing connections (text to self/text/world). (GR5,6,7,8)

Indicator 13: Students will develop an ability to demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements. (MLR – B13)

SWBAT...

- ...define and identify POINT OF VIEW. (GR5,6)
- ...explain point of view in specific literary works. (GR5,6)
- ...define ENDURING THEME. (GR5,6,7,8)
- ...differentiate between main idea and theme and give examples of each. (GR7,8)

Fundamental Knowledge & Skill - C Language & Images

Students will develop an understanding of how words and images communicate.

Indicator 1: Students will develop an ability to form conclusions regarding formal, informal, and other varieties of language use, based on experience. (MLR – C1)

SWBAT...

- ...read and reflect on reading in order to develop conclusions. (GR7,8)
- ...identify and determine the reason an author has used various figures of speech and/or literary devices: METAPHOR, SIMILE, PERSONIFICATION, POINT OF VIEW, FORESHADOWING, FLASHBACK, EXAGGERATION, IRONY, PUN, SARCASM. (GR7,8)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
- *time management planning
- *prioritizing assignments
- *organization of personal texts & resources for class
- *cooperative group skills
- *goal-setting for continuous improvement

Indicator 2: Students will develop an ability to understand factors that commonly affect language change and use. (MLR – C2)

SWBAT...

...identify and explain the purpose of using archaic language in specific literary works. (GR7,8)

...identify and explain the purpose of descriptive and figurative language in literary works. (GR7,8)

...use descriptive and figurative language in their own writing, including the writing of poetry. (GR7,8)

Indicator 3: Students will develop an ability to consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style). (MLR – C3)

SWBAT...

...use context to determine word meaning. (GR5,6)

...use syllables to help decode words. (GR5,6)

...explain meanings of compound words. (GR5,6)

...use a dictionary (electronic and hard copy) to identify prefixes, suffixes of routine words. (GR5,6)

...identify and use guide words to locate other words in a dictionary. (GR5,6)

...use a dictionary (electronic and hard copy) for word study: to study the etymology of words. (GR5,6,7,8)

...use a thesaurus (electronic and hard copy) to identify synonyms, antonyms, and homonyms. (GR5,6,7,8)

Indicator 4: Students will develop an ability to use knowledge of the fundamental parts of speech when writing and speaking. (MLR- C4)

SWBAT...

...identify major parts of speech (e.g., noun, pronoun, adjective, adverb, verb, preposition, conjunction, interjection) (GR7,8)

Indicator 5: Students will develop an ability to demonstrate an understanding of the concept of propaganda. (MLR – C5)

SWBAT...

...define and recognize: BANDWAGON, NAME CALLING, COMPARE AND CONTRAST, FEAR, INVOLVEMENT as propaganda techniques. (GR5,6,7,8)

...identify various propaganda techniques in real media. (GR7,8)

Fundamental Knowledge & Skill - D Informational Texts

Students will develop an understanding of how to apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

- Study Skills Reinforced At All Grade Levels:**
- *organization of notebooks
 - *time management planning
 - *prioritizing assignments
 - *organization of personal texts & resources for class
 - *cooperative group skills
 - *goal-setting for continuous improvement

- Strategies To Be Reinforced At All Grade Levels:**
- * use schema/ make connections
 - *choose books
 - *skimming/ scanning
 - *structure/ features of fiction and nonfiction
 - *asking questions
 - *determining importance
 - *inferring
 - *synthesizing
 - *sensory imaging
 - *character interaction
 - *using: think alouds pair share literacy circles

Indicator 1: Students will develop an ability to seek appropriate assistance when attempting to comprehend challenging text. (MLR- D1)

SWBAT...

- ...identify human and other resources they can use to facilitate comprehension. (GR5,6)
- ...identify strategies they can use to facilitate understanding of different texts (taped books, highlighting, using graphics to assist with understanding the print, paragraph organization, review, reflect). (GR7,8)

Indicator 2: Students will develop an ability to identify useful information organizing strategies. (MLR – D2)

SWBAT...

- ...use graphic organizers (e.g., webs, Venn diagrams,). (GR5,6,7,8)
- ...make an outline from text. (GR7,8)

Indicator 3: Students will develop an ability to identify both the author’s purpose and point of view when reading expository information. (MLR – D3)

SWBAT...

- ...identify topic and main idea of a paragraph in a longer-passage expository literary piece. (GR5,6)
- ...explain an author’s purpose in writing a specific literary piece. (GR7,8)
- ...identify an author’s point of view in a specific literary work. (GR7,8)
- ...describe the author’s message in a specific literary piece. (GR7,8)

Indicator 4: Students will develop an ability to identify different ways in which information texts are organized. (MLR – D4)

SWBAT...

- ...explain how a specific information text is organized by highlighting the helpful components. (GR7,8)

Indicator 5: Students will develop an ability to produce and support generalizations acquired from informational text. (MLR – D5)

SWBAT...

- ...evaluate information to support generalizations. (GR5,6)
- ...locate additional support within print for specific generalizations. (GR7,8)
- ...make a connection with the print. (GR7,8)

Indicator 6: Students will develop an ability to describe new knowledge presented in informational texts and how it can be used. (MLR – D6)

SWBAT...

- ...transfer new knowledge with increasing sophistication from text to a personal connection through discussion and/or in writing. (GR5,6,7,8)

Indicator 7: Students will develop an ability to identify common technical terms used in informational texts. (MLR – D7)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
- *time management planning
- *prioritizing assignments
- *organization of personal texts & resources for class
- *cooperative group skills
- *goal-setting for continuous improvement

SWBAT...

...develop a list of new vocabulary they can use in their writing as well as recognize in their reading. (GR5,6)

...distinguish between common vocabulary and technical jargon presented in informational texts. (GR7,8)

Indicator 8: Students will develop an ability to use the various parts of a text (index, table of contents, glossary) to locate specific information. (MLR – D8)

SWBAT...

...find the following in a textbook and explain how they can be used to locate information in the text: table of contents, appendices, index, glossary, verso page. (GR5,6,7,8)

...locate the following in textbooks and explain how they can be used to facilitate understanding of the text: preface, charts, atlas, timelines, sidebars, graphs, captions, bold print, footnotes, gazetteers, acknowledgements. (GR5,6, 7,8)

...demonstrate effective use of the above-named features of a textbooks to enhance understanding of the text. (GR5,6,7,8)

...find specific information using specific features of a textbooks. (GR7,8)

Fundamental Knowledge & Skill - E Processes of Writing & Speaking

Students will develop an understanding of the skills and strategies of the writing process.

Indicator 1: Students will develop an ability to identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces. (MLR – E1)

SWBAT...

...demonstrate practical knowledge of the Writing Process by applying all of its components. (GR5,6,7,8)

Indicator 2: Students will develop an ability to use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics. (MLR – E2)

SWBAT...

...demonstrate on-demand ability to implement the components of The Writing Process through MSEA preparation and writing prompts. (GR7,8)

Indicator 3: Students will develop an ability to ask questions and apply personal interpretations in class discussion following speeches and oral presentations. (MLR – E3)

SWBAT...

... generate and pose applicable questions based on their understanding of information presented in class discussions. (GR7,8)

Study Skills Reinforced At All Grade Levels:

*organization of notebooks

*time management planning

*prioritizing assignments

*organization of personal texts & resources for class

*cooperative group skills

*goal-setting for continuous improvement

Strategies To Be Reinforced At All Grade Levels:

* use schema/ make connections

*choose books

*skimming/ scanning

*structure/ features of fiction and nonfiction

*asking questions

*determining importance

*inferring

*synthesizing

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Fundamental Knowledge & Skill - F Standard English Conventions

Students will develop an understanding of correct writing and speaking, using conventions of standard written and spoken English.

Indicator 1: Students will develop an ability to edit written work for Standard English spelling and usage, evidenced by pieces that show and contain:

- No significant errors in the use of nouns, pronouns, adjectives.
- Few significant errors in the use of adjective forms (e.g., comparative, superlative)
- Attention to the proper use of conjunctions.
- No significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words.
- No significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities).
- No significant errors in the use of ending punctuation marks, few significant errors in the common use of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks.
- Attention to the correct use of commonly confused terms (e.g., affect, effect).
- Attention to the proper use of italics, marginal notes, and footnotes. **(MLR – F1)**

SWBAT...

- ...recognize the Eight Parts of Speech. **(GR5,6)**
- ...recognize and apply the rules of capitalization for sentences, proper nouns, titles, documents, adjectives, historical events, etc). **(GR5,6,7,8)**
- ...recognize and apply the rules of punctuation (e.g., comma, semicolon, colon, apostrophe, quotation marks). **(GR5,6,7,8)**
- ...apply the Writing Process components to edit and revise their own writing to accommodate Standard English language conventions. **(GR5,6,7,8)**
- ...produce more than two pieces of writing that demonstrate evidence of having used the Writing Process. **(GR7,8)**
- ...develop an awareness of the various verb tenses. **(GR7,8)**
- ...apply correct and appropriate agreement in speaking and writing, including subject-verb, pronoun-preposition, noun-pronoun, noun-adjective. **(GR7,8)**
- ...apply correct and appropriate voice (e.g., 1st person, 2nd person, 3rd person). **(GR7,8)**
- ...use Spell Check on computers to edit for spelling and grammar. **(GR7,8)**
- ...use Thesaurus on computers to improve vocabulary. **(GR7,8)**

Indicator 2: Students will develop an ability to demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses. **(MLR – F2)**

SWBAT...

- ...develop and then present more than one informal speech or presentation that is engaging to peers. **(GR7,8)**

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
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...provide time for peers to ask questions that they will effectively answer after an informal speech or presentation they have given. (GR7,8)

Fundamental Knowledge & Skill - G Stylistic & Rhetorical Aspects of Writing & Speaking

Students will develop an understanding of the stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.

Indicator 1: Students will develop an ability to write stories with an identifiable beginning, middle, and end. (MLR – G1)

SWBAT...

- ...write a story with a clear beginning, middle, and end. (GR5,6)
- ...demonstrate effective use of the Writing Process to produce a final draft. (GR7,8)
- ...write a conclusion/reflection as the final paragraph to a composition. (GR7,8)

Indicator 2: Students will develop an ability to write stories that include major events, develop settings, and deal with problems and solutions. (MLR – G2)

SWBAT...

- ...write a news article. (GR5,6)
- ...write a variety of stories (e.g., myth, poetry, editorial, mystery, tall tale, autobiography, adventure, science fiction, fantasy, and stories in the first and third persons). (GR5,6,7,8)
- ...write a variety of kinds of essays, including one representative of each of the following: persuasive essay, expository essay, narrative essay, descriptive essay. (GR7,8)
- ...write a narrative essay. (GR7,8)

Indicator 3: Students will develop an ability to write pieces and deliver oral presentations that use structures appropriate to audience and purpose. (MLR – G3)

SWBAT...

- ...present their ideas orally with increasing sophistication. (GR5,6,7,8)
- ...apply dialogue to their writing in ways appropriate to the storyline. (GR5,6,7,8)
- ...write a well-developed composition. (GR7,8)
- ...select details to include in their oral and written pieces that are appropriate to their intended audiences. (GR5,6,7,8)

Indicator 4: Students will develop an ability to write essays and deliver oral presentations which identify a clear topic and reliably support that topic. (MLR – G4)

SWBAT...

- ...effectively write a topic sentence, supporting details and a concluding sentence. (GR7,8)
- ...present a clear topic and support in an oral presentation. (GR5,6,7,8)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
- *choose books
- *skimming/ scanning
- *structure/ features of fiction and nonfiction
- *asking questions
- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
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- *goal-setting for continuous improvement

Indicator 5: Students will develop an ability to write for both public and private audiences. (MLR – G5)

SWBAT...

- ...reflect in writing using journals. (GR5,6,7,8)
- ...write a friendly/business letter and social note. (GR5,6,7,8)
- ...write and then present orally arguments for a debate. (GR7,8)
- ...develop an oral presentation designed for an audience. (GR7,8)

Indicator 6: Students will develop an ability to write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain). (MLR – G6)

SWBAT...

- ...write pieces appropriate for advertisements/commercials, scripts for TV and plays. (GR5,6,7,8)
- ...use appropriate voice, eye contact, posture, and physical gestures when delivering at least one oral presentation. (GR7,8)
- ...write a variety of kinds of essays, including one representative of each of the following: persuasive essay, expository essay, narrative essay, descriptive essay. (GR7,8)

Indicator 7: Students will develop an ability to write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas. (MLR – G7)

SWBAT...

- ...organize ideas and events in proper sequence. (GR5,6,7,8)
- ...write descriptive, how-to, time-space order, and compare/contrast paragraphs. (GR5,6,7,8)
- ...write poetry. (GR7,8)

Indicator 8: Students will develop an ability to write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose. (MLR – G8)

SWBAT...

- ...write a piece (or prepare an oral presentation) that demonstrates evidence of the use of introductory phrases, clauses, and a range of sentence composition. (GR7,8)

Indicator 9: Students will develop an ability to write pieces that use a variety of transitional devices (i.e., phrases, sentences, paragraphs). (MLR – G9)

SWBAT...

- ...begin to notice how writers use transitions to maintain structure and focus of a piece. (GR7,8)
- ...identify various transitions that writers use in specific pieces of writing. (GR7,8)

Indicator 10: Students will develop an ability to deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm). (MLR – G10)

Strategies To Be Reinforced At All Grade Levels:

- * use schema/ make connections
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- *determining importance
- *inferring
- *synthesizing
- *sensory imaging
- *character interaction
- *using: think alouds pair share literacy circles

Study Skills Reinforced At All Grade Levels:

- *organization of notebooks
- *time management planning
- *prioritizing assignments
- *organization of personal texts & resources for class
- *cooperative group skills
- *goal-setting for continuous improvement

SWBAT...

...make presentations demonstrating appropriate body language, voice modulation, eye contact, and pace. (GR5,6,7,8)

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Fundamental Knowledge & Skill - H Research-related Writing & Speaking
Students will develop an understanding of working, writing, and speaking effectively when doing research in all content areas.

Indicator 1: Students will develop an ability to collect and synthesize data for research topics from interviews and fieldwork, using note taking and other appropriate strategies.

(MLR – H1)

SWBAT...

...interview a family member. (GR5,6)

...use interview information to develop a booklet. (GR5,6)

...write a research report (e.g., on a state). (GR5,6)

...write a research paper. (GR7,8)

...conduct at least one interview from which they can synthesize data and information. (GR7,8)

Indicator 2: Students will develop an ability to separate information collected for research topics into major components based on relevant criteria. (MLR – H2)

SWBAT...

...identify major components for research. (GR5,6)

...create an outline from information collected for research. (GR7,8)

Indicator 3: Students will develop an ability to create bibliographies. (MLR – H3)

SWBAT...

...define: BIBLIOGRAPHY. (GR5,6)

...develop a bibliography using the MSAD #53 guidelines¹. (GR5,6)

...include a well-designed and correctly formatted bibliography in their research paper. (GR7,8)

...locate specific information in a library. (GR5,6,7,8)

Indicator 4: Students will develop an ability to use available catalogs to locate materials for research papers. (MLR – H4)

SWBAT...

...use hardcopy library resources to locate information in a library. (GR5,6,7,8)

Indicator 5: Students will develop an ability to use indexes to periodical literature to locate information for research. (MLR – H5)

SWBAT...

...use library resources, including technology and the Internet, to collect information. (GR5,6,7,8)

Strategies To Be Reinforced At All Grade Levels:

* use schema/ make connections

*choose books

*skimming/ scanning

*structure/ features of fiction and nonfiction

*asking questions

*determining importance

*inferring

*synthesizing

*sensory imaging

*character interaction

*using: think alouds pair share literacy circles

¹ See APPENDIX.

Indicator 6: Students will develop an ability to use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics. (MLR – H6)

SWBAT...

...produce a formal research paper using a variety of sources of information. (GR7,8)

Indicator 7: Students will develop an ability to use search engines and other Internet resources to collect information for research topics. (MLR – H7)

SWBAT...

...identify and give examples of SEARCH ENGINES. (GR5,6)

...document and include in their bibliography website sources. (GR7,8)

...critically analyze information and websites collected for research. (GR7,8)

Indicator 8: Students will develop an ability to make limited but effective use of primary sources when researching topics. (MLR – H8)

SWBAT...

...differentiate between primary and secondary sources. (GR7,8)

Indicator 9: Students will develop an ability to explain the importance of primary sources in evaluating the validity and reliability of collected information. (MLR – H9)

SWBAT...

...use primary sources to evaluate validity and reliability of various historical events, people, places, etc. (GR7,8)

Indicator 10: Students will develop an ability to demonstrate initial understanding of proper attribution (e.g., footnotes, references). (MLR – H10)

SWBAT...

...define: PLAGIARISM. (GR5.6,7,8)

...give examples of instances of plagiarism. (GR5,6,7,8)

...identify situations in which proper attribution is necessary. (GR5,6,7,8)

...demonstrate in-text citation. (GR7,8)

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