
English Language Arts

Curriculum Frameworks K-5

- **Drafted by**
Enid Anzenberger **Mary O’Toole** **Mark Chitty**
Jeanne Papa **Gail Clifford** **Sidney Worthen**
Terese Hardy **Barbara Lindsay**
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Westwood Public Schools

English Language Arts Curriculum Frameworks K-5

Introduction

This English Language Arts Curriculum Framework is a result of work done by a committee of teachers, throughout the spring of 2002. The document that was the main resource for Westwood's Frameworks, is the Massachusetts English Language Arts Curriculum Frameworks published in June 2001. This framework is a comprehensive tool for planning units and lessons for the English language arts curriculum by grade level.

ORGANIZATION OF THE DOCUMENT

The English language arts are organized into four STRANDS: Language, Reading and Literature, Composition, and Media. The 27 GENERAL STANDARDS – broad statements that outline what students should know and be able to do – are followed by a Rationale. Each General Standard is then separated into LEARNING STANDARDS by grade level. The learning standard is meant to represent what a student is able to demonstrate proficiency in at the end of the school year. The 27 General Standards are taken directly from the Massachusetts Frameworks.

UNDERSTANDING THE DOCUMENT

Westwood's frameworks, as is the state's, is based on two important concepts. First, learning in English language arts is recursive. That is, students at every grade level apply similar language skills and concepts as they use increasingly more complex material. In this way, students build upon and refine their knowledge. (Massachusetts Frameworks, pg. 2) Second, although Language, Reading and Literature, Composition and Media are separate strands, they are in fact interdependent. "Thus, at all grade levels, effective English language arts curriculum units weave together skills and concepts from several strands to support student learning." (Massachusetts Frameworks, pg. 2)

Terms that are in **bold** print, have been identified as ones which students will be familiar with at that grade level.

LANGUAGE:

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1: Discussion - Students will use agreed-upon rules for informal and formal discussions in small and large groups.

Rationale: Group discussion is effective when students listen actively, stay on topic, consider the ideas of others, avoid sarcasm and personal remarks, take turns, and gain the floor in appropriate ways. Following agreed upon rules promotes self-discipline and reflects respect of others.

K	1	2	3	4	5
a) Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, and speaking one at a time). b) Show appropriate behavior during group discussion (looking at the person who is speaking, sitting still, sitting up tall, and paying attention)	a) Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, and speaking one at a time). b) Show appropriate behavior during group discussion (looking at the person who is speaking, sitting still, sitting up tall, and paying attention) c) Stay on discussion topic	a) Follow agreed-upon rules for discussion (raising one’s hand, waiting one’s turn, and speaking one at a time). b) Show appropriate behavior during group discussion (looking at the person who is speaking, sitting still, sitting up tall, and paying attention) c) Stay on discussion topic d) Be considerate by making positive remarks during class discussion	a) Demonstrate the roles of group discussion/ cooperative learning (e.g. leader, recorder, time keeper and listener) b) Show appropriate behavior during group discussion (looking at the person who is speaking, sitting still, sitting up tall, and paying attention) c) Stay on discussion topic d) Be considerate by making positive remarks during class discussion	a) Demonstrate the roles of group discussion/ cooperative learning (e.g. leader, recorder, time keeper and listener) b) Demonstrate active listening through appropriate posture and eye contact c) Construct remarks and questions which focus on one main topic d) Build on the ideas of previous speakers e) Offer positive feedback and constructive criticism	a) Participate in cooperatively-designed small group discussions b) Demonstrate active listening through appropriate posture and eye contact c) Construct remarks and questions which focus on one main topic d) Actively restate and summarize main discussion points e) Consider the perspective of others f) Build on the ideas of previous speakers g) Offer positive feedback and constructive criticism

2: Questioning, Listening, and Contributing - Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Rationale: Group discussions may lead students to greater complexity of thought as they expand on the ideas of others, refine initial ideas, pose hypotheses, and work towards solutions to intellectual problems. Group work helps students gain a deeper understanding of themselves as they reflect upon and express orally their own thinking.

K	1	2	3	4	5
a) Contribute knowledge to group discussion b) Give relevant opinions and descriptions c) Tell a story about a personal experience d) Generate questions about specific person/topic e) Listen to others’ ideas f) Follow one and two step directions	a) Contribute knowledge to group discussion b) Give relevant opinions and descriptions c) Tell a story about a personal experience d) Generate and respond to questions pertaining to a person/topic. e) Listen to others’ ideas f) Follow multi-step directions	a) Contribute knowledge to group discussion b) Explain ideas and opinions c) Orally report to a group about a person/topic d) Generate and respond to questions pertaining to a person/topic e) Listen and build upon others’ ideas f) Follow multi-step directions	a) Contribute knowledge to group discussion b) Explain ideas and opinions c) Report to a group on a specific person/topic d) Generating appropriate questions and conduct interviews e) Listen for a defined purpose: -to obtain ideas and answers -to evaluate, draw inferences and make judgements	a) Contribute knowledge to group discussion b) Explain thinking and problem solving strategies c) Formulate and support opinions d) Conduct interviews to gain information e) Generate questions relevant to a topic of investigation f) Listen for a defined purpose: -to obtain ideas and answers -to evaluate, draw inferences and make judgements g) Use content-specific vocabulary when sharing information	a) Contribute knowledge to group discussion b) Explain thinking and problem solving strategies with appropriate justification c) Conduct interviews using appropriate questions for research d) Craft meaningful, open-ended questions for research project e) Respond to others’ ideas with pertinent questions f) Evaluate the implications of ideas shared by other students g) Use content-specific vocabulary when sharing information

3: Oral Presentation - Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.

Rationale: Planning an effective presentation requires students to make an appropriate match between their intended audience and the choice of presentation style, level of formality, and format. Frequent opportunities to plan presentations for various purposes and to speak before different group's helps students learn how to gain and keep an audience's attention, interest, and respect.

K	1	2	3	4	5
<p>a) Give oral presentations about personal experiences or interests, using enunciation and adequate volume</p> <p>b) Maintain focus on the topic</p> <p>c) Describe objects, events, and feelings</p>	<p>a) Give oral presentations about personal experiences or interests, using enunciation and adequate volume</p> <p>b) Maintain focus on the topic</p> <p>c) Retell story events</p>	<p>a) Give oral presentations about personal experiences or interests, using enunciation and adequate volume</p> <p>b) Maintain focus on a topic</p> <p>c) Summarize and retell stories</p> <p>d) Demonstrate control of oral language: subject-verb agreement, past tense verbs, etc.</p>	<p>a) Give an oral presentation with an awareness of audience and purpose using eye contact, pace, volume, and enunciation</p> <p>b) Adapt language to persuade, explain, or seek information</p> <p>c) Make informal presentations that have a recognizable organization</p> <p>d) Demonstrate control of oral language: subject-verb agreement, past tense verbs, etc.</p>	<p>a) Give an oral presentation with an awareness of audience and purpose using eye contact, pace, volume, and enunciation</p> <p>b) Adapt language to persuade, explain, or seek information</p> <p>c) Make informal presentations that have a recognizable organization</p> <p>d) Use teacher-developed assessment criteria to prepare and evaluate presentations</p> <p>e) Demonstrate control of oral language: subject-verb agreement, past tense verbs, comparatives, etc.</p>	<p>a) Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect</p> <p>b) Plan oral presentations which effectively engage an audience and demonstrate clarity of purpose</p> <p>c) Utilize vivid and descriptive language to inform and persuade an audience</p> <p>d) Use teacher-developed assessment criteria to prepare and evaluate presentations</p> <p>e) Demonstrate control of oral language: subject-verb agreement, past tense verbs, comparatives, etc.</p>

4: Vocabulary and Concept Development - Students will understand and acquire new vocabulary and use it correctly in reading and writing

Rationale: Our ability to think clearly and communicate with precision depends on our individual store of words. A rich vocabulary enables students to understand what they read, and to speak and write with flexibility and control. As students employ a variety of strategies for acquiring new vocabulary, the delight in finding and using that perfect word can heighten interest in vocabulary itself.

K	1	2	3	4	5
<p>a) Identify and sort common words into various classifications (colors, shapes, textures)</p> <p>b) Describe common objects and events in general and specific language</p> <p>c) Identify and use rhyming words</p> <p>d) Identify and use question, time, and order words</p>	<p>a) Identify and sort common words into conceptual categories (opposites, living things)</p> <p>b) Identify base words (look) and their inflectional endings (looks, looked, looking)</p> <p>c) Identify the relevant meaning for a word with multiple meanings using its context (saw/saw)</p> <p>d) Identify common antonyms and synonyms</p> <p>e) Identify compound words</p> <p>f) Determine meanings of words by using a beginning dictionary, including picture</p>	<p>a) Identify and use common synonyms and antonyms</p> <p>b) Identify and use common homonyms (both homographs-saw/saw, and homophones-deer/dear)</p> <p>c) Identify abbreviations and contractions</p> <p>d) Identify prefixes, suffixes, and root words</p> <p>e) Determine meanings of words by using a beginning dictionary</p> <p>f) Use knowledge of the meanings of individual words to predict the meaning of unknown compound words</p>	<p>a) Identify and apply synonyms, antonyms and homonyms (both homographs-saw/saw, and homophones- deer/dear)</p> <p>b) Identify prefixes, suffixes and root words</p> <p>c) Identify playful uses of language (puns, jokes, palindromes)</p> <p>d) Identify the meaning of common idioms and figurative phrases</p> <p>e) Determine the meaning of unknown words using their context</p> <p>f) Recognize and use words with multiple meanings and</p>	<p>a) Identify and use synonyms and antonyms</p> <p>b) Recognize and use homophones and homographs. Be able to determine which meaning is intended from the context of the sentence</p> <p>c) Recognize and use common prefixes (un-, re-, dis-) and suffixes (-ful, -less, -ment)</p> <p>d) Identify common Greek and Latin roots to determine the meaning of an unknown word (The Greek root graph is in autograph, biography, and telegraph)</p> <p>e) Determine the meaning of</p>	<p>a) Recognize and use correctly synonyms, antonyms and homonyms</p> <p>b) Recognize and use common prefixes (un-, re-, dis-) and suffixes (-ful, -less, -ment)</p> <p>c) Identify common Greek and Latin roots to determine the meaning of an unknown word (The Greek root graph is in autograph, biography, and telegraph)</p> <p>d) Use context clues to determine word meaning in a text</p> <p>e) Employ new vocabulary for the purpose of description and clarification</p>

	dictionaries	g) Use context to understand unknown vocabulary h) Identify and use content area vocabulary	be able to determine which meaning is intended from the context of the sentence g) Determine meanings of words and alternate word choices using a dictionary or thesaurus. h) Uses vocabulary related to classroom activities/content	an unknown word through the context of the sentence f) Identify the meaning of common idioms and figurative language g) Use the following reference tools to determine the meaning of a word or to look for alternate word choices: a glossary, dictionary, and thesaurus	f) Use dictionaries, glossaries, and thesauri to determine the meaning of unfamiliar words, proper pronunciation, parts of speech and alternate word choice
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5: Structure and Origins of Modern English - Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.

Rationale: The English Language has changed through time and through contact with other languages. An understanding of its history helps students appreciate the extraordinary richness of its vocabulary, which continues to grow. The study of its grammar and usage gives students more control over the meaning they intend in their writing and speaking.

K	1	2	3	4	5
a) Use language to express spatial and temporal relationships (up, down, before, after) b) Identify appropriate end marks (periods, question marks, and exclamation marks)	a) Speaks in grammatically correct sentences. b) Self-corrects oral language for grammatical errors. c) Identify nouns and verbs d) Use pronouns and adjectives appropriately e) Identify and use appropriate end marks (periods, question marks, and exclamation marks) f) Understand words can have more than one meaning (fish, dream, run)	a) Use correct capitalization for beginnings of sentences, names, places, and dates b) Identify nouns, pronouns, and verbs c) Recognize subject and predicate in simple sentences d) Use commas in dates e) Use appropriate end marks – periods, question marks, exclamation points f) Identify quotation marks g) Understand words can have more than one meaning (fish, dream, run)	a) Identify and use nouns, adjectives, pronouns, verbs, and adverbs b) Identify and use appropriately: subject-verb agreement, past tense verbs, capitalization, punctuation c) Use various types of sentences (simple, compound and complex) d) Recognize the subject and predicate in simple and compound sentences e) Identify words or word parts from other languages that have been adopted into the English Language	a) Identify all 8 parts of speech b) Identify and use appropriately: subject-verb agreement, past tense verbs, capitalization, punctuation c) Use various types of sentences (simple, compound and complex) d) Recognize the subject and predicate in simple and compound sentences e) Identify words or word parts from other languages that have been adopted into the English Language	a) Understand and apply knowledge of 8 basic parts of speech b) Identify and utilize standard sentence structures, including simple and compound sentences c) Identify and utilize the mechanics of standard English d) Expand sentences through additional modifiers

6: Formal and Informal English - Students will describe, analyze, and use appropriately formal and informal English

Rationale: Study of different forms of the English language helps students to understand that people use different levels of formality in their writing and speaking as well as variety of regional and social dialects in their conversational language.

K	1	2	3	4	5
	a) Identify formal and informal language in stories, poems, and plays	a) Identify formal and informal language in stories, poems, and plays	a) Identify formal and informal language used in media and text b) Recognize dialect in the conversational voices in American folk tales c) Recognize that language is adapted to meet different social situations	a) Identify formal and informal language used in media and text b) Explain how variations in dialect relate to differences in the characters' occupation, social groups or geographic region of the story c) Recognize that language is adapted to meet different social situations	a) Identify formal and informal language used in media and text b) Explain how variations in dialect relate to differences in the characters' occupation, social groups or geographic region of the story c) Recognize that language is adapted to meet different social situations d) Write stories using a mix of formal and informal language

READING AND LITERATURE:

7: Beginning Reading - Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.					
Rationale: Phonemic awareness, knowledge of the relationship between sounds and letters, and an understanding of the feature of written English texts are essential to beginning reading, and should be taught, continually practiced, and carefully monitored in the early grades. Students who gain a strong grounding in these skills are ready to take on the concurrent tasks of comprehension and communication.					
K	1	2	3	4	5
<p>Demonstrate understanding of the forms and functions of written English:</p> <ul style="list-style-type: none"> a) Recognize that printed materials provide information or entertaining stories; b) Know how to handle a book and turn the pages; c) Identify the covers and title page of a book; d) Recognize that, in English, print moves left to right across the page and from top to bottom; e) Identify upper -and lower-case letters; f) Recognize that written words are separated by spaces; g) Recognize that sentences in print are made up of separate words; <p>Demonstrate orally that phonemes exist and that they can be isolated and manipulated:</p> <ul style="list-style-type: none"> a) Understand that words are made of individual sounds; b) Understand that words are made up of one or more syllables; c) Recognize and produce rhyming words; d) Identify the initial, medial, and final sounds of a word; e) Blend sounds to make words <p>Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> a) Know the order of the letters in the alphabet 	<p>Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> a) Recognize that there are correct spellings for words; b) Recognize correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled c) Recognize the distinguishing features of a sentence (capitalization, end punctuation, spacing) d) Identify the author, illustrator, title of a book and table of contents. <p>Demonstrate orally that phonemes exist and that they can be isolated and manipulated:</p> <ul style="list-style-type: none"> a) Generate the sounds from the letters and letter patterns, including consonant blends, long and short vowel patterns, and onsets and rimes and combine these sounds into recognizable words b) Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) <p>Use letter-sound knowledge to decode written English:</p> <ul style="list-style-type: none"> a) Decode regular one-syllable and multi-syllable words b) Read some irregularly spelled words c) Read words with common word endings (-ing, -ed, -er, -est, -ly) d) Apply knowledge of letter 	<p>Demonstrate understanding of the various features of written English:</p> <ul style="list-style-type: none"> a) Recognize correct spelling of appropriate high-frequency words b) Recognize indentation and spacing in a paragraph c) Identify author, illustrator, and title of a book and use a table of contents. <p>Use letter-sound knowledge to decode written English:</p> <ul style="list-style-type: none"> a) Read accurately many irregularly spelled words and common word endings b) Know and use more difficult word families (-ought) c) Uses known words to decode unknown words d) Read words with several syllables e) Read aloud with fluency and comprehension, attending to punctuation, at grade level. 	<p>Use letter sound knowledge to decode written English</p> <ul style="list-style-type: none"> a) Read accurately irregularly spelled words b) Know and use more difficult word families c) Read words with several syllables <p>Read grade appropriate fiction and non-fiction with comprehension</p> <p>Read aloud grade appropriate fiction and nonfiction text fluently and accurately, using appropriate timing, inflection and expression</p> <p>Read grade appropriate fiction and non-fiction with comprehension</p> <p>Read aloud grade appropriate fiction and nonfiction text fluently and accurately, using appropriate timing, inflection and expression</p>	<p>Read grade appropriate fiction and non-fiction with comprehension</p> <p>Read aloud grade appropriate fiction and nonfiction text fluently and accurately, using appropriate timing, inflection and expression</p>	<p>Read grade appropriate fiction and non-fiction with comprehension</p> <p>Read aloud grade appropriate fiction and nonfiction text fluently and accurately, using appropriate timing, inflection and expression</p>

<p>b) Understand that spoken words are represented in written English by sequences of letters</p> <p>c) Match oral words to familiar printed words in the context of a classroom activity</p> <p>Demonstrate understanding of letter-sound knowledge:</p> <p>a) Know that there is a link between letters and sounds;</p> <p>b) Recognize letter-sound matches;</p> <p>c) Understand that written words are composed of letters that represent sounds;</p> <p>d) Use letter-sound matches to approximate simple words.</p>	<p>e) Use the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs</p> <p>f) Read aloud with fluency and comprehension at grade level</p>				
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8:Understanding Text - Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.					
Rationale: When we read a text closely, we work carefully to discern the author’s main ideas and the particular facts and details that support them. Good readers read thoughtfully and purposefully, constantly checking their understanding of the author’s intent and meaning so that their interpretations will be sound.					
K	1	2	3	4	5
<p>For fiction:</p> <p>a) Make predictions using prior knowledge, pictures, and/or text.</p> <p>b) Retell a main event from a story heard or read.</p> <p>c) Ask questions about the important characters, settings, and events.</p> <p>For nonfiction:</p> <p>a) Make predictions about the content of the text using prior knowledge and text features (title, captions, illustrations).</p> <p>b) Retell important facts from a text heard or read.</p>	<p>For fiction:</p> <p>a) Use predicting and confirming strategies to make sense of text</p> <p>b) Make predictions based on illustrations and title</p> <p>c) Retell a story’s beginning, middle and end</p> <p>d) Distinguish cause from effect</p> <p>For nonfiction:</p> <p>a) Make predictions about the content of a text using prior knowledge and text features (title, table of contents, illustrations, bold text)</p> <p>b) Restate main ideas</p> <p>c) Locate facts that answer the reader’s questions</p>	<p>For fiction:</p> <p>a) Retell a story’s beginning, middle, and end, including character, setting, events, and language from the text in sequence</p> <p>b) Distinguish cause from effect and make connections.</p> <p>For nonfiction:</p> <p>a) Make predictions about the content of a text using prior knowledge and text features (headings, table of contents, key words)</p> <p>b) Restate main ideas</p> <p>c) Distinguish fact from opinion</p> <p>d) Locate facts that answer the reader’s questions.</p>	<p>For fiction:</p> <p>a) Identify the speaker of a poem or story</p> <p>b) Identify and show relevance of foreshadowing clues</p> <p>c) Identify sensory details and figurative language</p> <p>d) Make judgements about setting, characters, and events and support them with evidence from the text</p> <p>For nonfiction:</p> <p>a) Locate facts that answer the reader’s questions</p> <p>b) Distinguish cause from effect</p> <p>c) Distinguish fact from opinion</p> <p>d) Summarize main ideas and supporting details</p>	<p>For fiction:</p> <p>a) Identify the speaker of a poem or story</p> <p>b) Identify and show relevance of foreshadowing clues</p> <p>c) Identify sensory details and figurative language</p> <p>d) Make judgements about setting, characters, and events and support them with evidence from the text</p> <p>For nonfiction:</p> <p>a) Locate facts that answer the reader’s questions</p> <p>b) Distinguish cause from effect</p> <p>c) Distinguish fact from opinion</p> <p>d) Summarize main ideas and supporting details</p>	<p>For fiction:</p> <p>a) Identify the speaker of a poem or story</p> <p>b) Identify and show relevance of foreshadowing clues</p> <p>c) Identify and analyze sensory details and figurative language</p> <p>d) Identify and analyze the author’s use of dialogue and description</p> <p>e) Make judgements about setting, characters, and events and support them with evidence from the text</p> <p>For nonfiction:</p> <p>a) Distinguish fact from opinion</p> <p>b) Identify and analyze elements of cause and effect</p> <p>c) Identify and restate the main idea of a selection</p> <p>d) Identify and analyze the supporting details of an author’s argument</p>

9: Making Connections - Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.

Rationale: By including supplementary reading selections that provide relevant historical and artistic background, teachers deepen students' understanding of individual literary works and broaden their capacity to connect literature to other manifestations of the creative impulse.

K	1	2	3	4	5
a) Identify similarities and differences between the text and the reader's personal experience (text to self)	a) Identify similarities and differences between the text and the reader's personal experience (text to self) b) Identify similarities and differences between the text and other texts (text to text)	a) Identify similarities and differences between the text and the reader's personal experience (text to self) b) Identify similarities in plot, setting, and character among the works of an author or illustrator (text to text)	a) Identify similarities and differences between the text and the readers personal experiences (text to self) b) Identify similarities and differences between the text and other texts read (text to text) c) Identify similarities and differences between the text and the author's life. (text to author) d) Identify similarities and differences between the text and world events. (text to world)	a) Identify similarities and differences between the text and the readers personal experiences (text to self) b) Identify similarities and differences between the text and other texts read (text to text) c) Identify similarities and differences between the text and the author's life. (text to author) d) Identify similarities and differences between the text and world events. (text to world)	a) Identify similarities and differences between the text and the readers personal experiences (text to self) b) Identify similarities and differences between the text and other texts read (text to text) c) Identify similarities and differences between the text and the author's life and worldview. (text to author) d) Identify similarities and differences between the text and world events. (text to world)

10: Genre - Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Rationale: We become better readers by understanding both the structure and the conventions of different genres. A student who knows the formal qualities of a genre is able to anticipate how the text will evolve, appreciate the nuances that make a given text unique, and rely on this knowledge to make a deeper and subtler interpretation of the meaning of the text.

Definitions - Poetry: An Imaginative response to experience reflecting a keen awareness of language. Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry's rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. Poetry insists on the specific and the concrete.

Prose: Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme.

Dramatic Literature: A play; a form of literature that is intended to be performed before an audience. Drama for the stage is also called theatre. In a drama, the story is presented through the dialogue and the actions of the characters.

K	1	2	3	4	5
a) Identify difference between fiction and nonfiction	a) Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction and dramatic literature.	a) Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction and dramatic literature.	a) Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing.	a) Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing. b) Compare and contrast two different forms of literature relating to a similar theme or topic.	a) Identify distinctive characteristics of poetry, various types of fiction, and non-fiction b) Identify and analyze the effectiveness of various genres in regard to audience and purpose. c) Identify and analyze various genres of literature relating to a similar theme

11: Theme - Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Rationale: Understanding and articulating theme is at the heart of the act of reading literature. Identification of theme clarifies the student’s interpretation of the text. Providing evidence from the text to support an understanding of theme is, like a proof in algebra or geometry, the most essential and elegant demonstration of that understanding.

Definition – Theme: A central idea or abstract concept that is made concrete through representation in person, action, and image. No proper theme is simply a subject or an activity. Like a thesis, theme implies a subject and predicate of some kind – not just a vice for instance, but some such proposition as “Vice seems more interesting the virtue but turns out to be destructive.” Sometimes the theme is directly stated in the work, and sometimes it is given indirectly. There may be more than one theme in a given work.

K	1	2	3	4	5
a) Relate themes in works of fiction and nonfiction to personal experience.	a) Relate themes in works of fiction and nonfiction to personal experience or the experiences of others	a) Relate themes in works of fiction and nonfiction to personal experience or the experiences of others or themes in other texts	a) Identify themes as lessons in fables and Tall Tales .	a) Identify themes as lessons in folktales, fables, myths and legends . b) Recognize that a text can contain more than one theme	a) Identify themes as main ideas and meanings of a selection in various genres, whether it is implied or stated b) Identify and analyze the ways an author uses stylistic elements to convey theme in fiction c) Identify and analyze the ways an author uses details and descriptive language to convey theme in non-fiction

12: Fiction - Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Rationale: We learn from stories. They are vehicles for a student’s development of empathy, of moral sensibility, and of understanding. The identification and analysis of elements of fiction – plot, conflict, setting, character development, and foreshadowing – make it possible for students to think more critically about stories, to respond to them in more complex ways, to reflect on their meanings, and to compare them to each other.

K	1	2	3	4	5
a) Identify the characters, settings, and main events in familiar stories	a) Identify the characters, settings, and main events sequentially in familiar stories	a) Identify the characters, settings, and main events sequentially in the stories they read and write	a) Identify the characters and settings in the stories they read and write. b) Identify and analyze plot as a sequence of related events that build and grow as the conflict develops.	a) Identify and analyze the significance of setting b) Identify and analyze character traits and motives providing specific examples from the text. c) Identify and analyze elements of plot (including conflict) providing specific examples from the text	a) Identify and analyze the significance of setting b) Identify and analyze character traits and motives providing specific examples from the text. c) Identify and analyze elements of plot (including conflict) providing specific examples from the text

13:Nonfiction - Students will identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.

Rationale: Most students regularly read newspapers, magazines, journals, or textbooks. The identification and understanding of common expository organizational structures help students to read challenging nonfiction material. Knowledge of the textual and graphic features of nonfiction extends a student’s control in reading and writing.

K	1	2	3	4	5
<p>a) Identify common textual features (title and headings).</p> <p>b) Identify and use knowledge of common graphic features (illustrations and photographs)</p> <p>c) Make predictions about the content of a text using prior knowledge and text and graphic features.</p> <p>d) Restate main ideas and important facts from a text heard.</p>	<p>a) Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents)</p> <p>b) Identify and use knowledge of common graphic features (illustrations, type size)</p> <p>c) Make predictions about the content of a text using prior knowledge and text and graphic features</p> <p>d) Restate main ideas and important facts from a text heard or read.</p>	<p>a) Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents, bold print)</p> <p>b) Identify and use knowledge of common graphic features (illustrations, type size, maps, simple graphs)</p> <p>c) Explain whether predictions about the content of a text were confirmed or not and why</p> <p>d) Restate main ideas and important facts from a text heard or read</p>	<p>a) Identify and use knowledge of common textual features (paragraphs, bold or italic print, titles, headings, subheadings, labels and captions)</p> <p>b) Identify and use knowledge of common graphic features (diagrams, graphs, charts, tables, timelines and maps)</p> <p>c) Identify and use knowledge of common organizational structures (chronological order)</p> <p>d) Locate facts that answer the reader’s questions.</p>	<p>a) Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, bold or italic print, titles, headings, subheadings, glossary, appendix, labels and captions)</p> <p>b) Identify and use knowledge of common graphic features (diagrams, graphs, charts, tables, timelines and maps)</p> <p>c) Identify and use knowledge of common organizational structures (chronological order, cause and effect, compare and contrast, logical order)</p> <p>d) Summarize main ideas and supporting details.</p> <p>e) Distinguish fact from opinion or fiction</p> <p>f) Distinguish cause from effect</p>	<p>a) Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, bold or italic print, titles, headings, subheadings, labels and captions)</p> <p>b) Identify and use knowledge of common graphic features (diagrams, graphs, charts, tables, timelines and maps)</p> <p>c) Identify and use knowledge of common organizational structures (chronological order, cause and effect, compare and contrast, logical order)</p> <p>d) Identify and analyze main ideas and supporting details.</p> <p>e) Distinguish fact from opinion or fiction</p> <p>f) Distinguish cause from effect</p>

14:Poetry: Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.

Rationale: From poetry we learn the language of heart and soul, with particular attention paid to rhythm and sound, compression and precision, the power of images, and the appropriate use of figures of speech. And yet it is also the genre that is most playful in its attention to language, where rhyme, pun, and hidden meanings are constant surprises. The identification and analysis of the elements generally associated with poetry – metaphor, simile, personification, and alliteration – have an enormous impact on student reading and writing not only in poetry, but in other genres as well.

K	1	2	3	4	5
<p>a) Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</p>	<p>a) Identify the theme of a poem</p> <p>b) Identify (through clapping, tapping or humming) the rhythm of a poem</p> <p>c) Identify the rhyming pattern in a poem (such as word skipping every other line)</p>	<p>a) Identify the theme of a poem</p> <p>b) Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry</p>	<p>a) Identify the theme of a poem</p> <p>b) Respond to and analyze the effects of sound (alliteration, onomatopoeia, rhyme scheme), figurative language (personification and simile) and graphics (capital letters, line length) in order to uncover meaning in poetry.</p> <p>c) Identify the stanzas of a poem.</p>	<p>a) Identify the theme of a poem</p> <p>b) Respond to and analyze the effects of sound, figurative language (hyperbole, metaphor and simile) and graphics in order to uncover meaning in poetry.</p> <p>c) Identify the stanzas of a poem</p> <p>d) Identify the rhyme scheme of a poem</p>	<p>a) Identify the theme of a poem</p> <p>b) Respond to and analyze the effects of sound, figurative language (hyperbole, metaphor and simile), and graphics in order to uncover meaning in poetry</p> <p>c) Identify and analyze the ways authors combine various poetic devices to convey meaning</p>

15:Style and Language - Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone, and provide evidence from the text to support their understanding.

Rationale: Above all, authors are wordsmiths, plying their craft at the level of word and sentence – adding, subtracting, and substituting, changing word order, even using punctuation to shift the rhythm and flow of language. Much of a student’s delight in reading can come from identifying and analyzing how an author shapes a text.

K	1	2	3	4	5
a) Identify words appealing to the senses in literature and spoken language.	a) Identify words appealing to the senses in literature and spoken language	a) Identify and explain words which relate to the senses (bumpy, itchy, warm) or which suggest a mood (scary, humorous, exciting)	a) Identify figurative language, rhythm, imagery , or words appealing to the senses, and provide evidence from the text. b) Identify and explain how an author’s choice of words suggests mood and sets tone .	a) Identify and analyze figurative language, rhythm, imagery , or words appealing to the senses, and provide evidence from the text. b) Identify and analyze how an author’s choice of words suggests mood and sets tone .	a) Identify and analyze the ways an author incorporates imagery, figurative language, and rhythm into literature b) Identify and analyze the importance and implications of word choice for mood and tone .

16: Myth, Traditional Narrative, and Classical Literature - Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

Rationale: Young students enjoy the predictable patterns, excitement, and moral lessons of traditional stories. In the middle grades, knowledge of the character types, themes, and structures of these stories enables students to perceive similarities and differences when they compare traditional narratives from different cultures. In the upper grades, students can describe how authors through the centuries have drawn on traditional patterns and themes as archetypes in their writing, deepening their interpretations of these authors’ works.

K	1	2	3	4	5
a) Retell or dramatize traditional literature from many cultures. (Mother Goose rhymes, fairy tales, and lullabies) b) Identify and predict recurring phrases (Once upon a time) in traditional literature.	a) Retell or dramatize traditional literature from many cultures. b) Identify and predict recurring phrases (Once upon a time) in traditional literature. c) Identify familiar forms of traditional literature (fairy tales , folk tales, myths) read aloud.	a) Retell or dramatize traditional literature from many cultures. b) Compare and contrast similar tales and narratives from different cultures.	a) Identify the adventures or exploits of a character type in traditional literature from many cultures. b) Acquire knowledge of culturally significant characters and events in Fables and other traditional literature. c) Identify characteristics of a tall tale and create a tall tale.	a) Identify the adventures or exploits of a character type in traditional literature from many cultures. b) Acquire knowledge of culturally significant characters and events in myths, legends and other traditional literature. c) Identify phenomena explained in original myths (Prometheus/fire; Pandora/evils) d) Compare and contrast myths and legends from different cultures.	a) Identify and analyze the similarities and differences between examples of traditional literature from varied cultures. b) Identify and analyze common motifs and stylistic elements in traditional literature. c) Identify and analyze cultural beliefs expressed in traditional literature. d) Identify and analyze common purposes of traditional literature.

17: Dramatic Literature - Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.

Rationale: Since ancient times, drama has entertained, informed, entranced, and transformed us as we willingly enter into the other worlds created on stage and screen. In reading dramatic literature, students learn to analyze the techniques playwrights use to achieve their magic. By studying plays, as well as film, television shows, and radio scripts, students learn to be critical and selective readers, listeners, and viewers of drama.

K	1	2	3	4	5
	a) Identify the dialogue in dramatic literature and use it in informal plays.	a) Identify the dialogue in dramatic literature and use it in informal plays.	a) Identify the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.	a) Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed.	a) Identify and analyze structural elements of dramatic literature, such as scenes, acts, casts, and stage directions b) Identify and analyze the similarities and differences between dramatic literature and both narrative text and film, focusing on the unique structural elements of each medium

18: Dramatic Reading and Performance - Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.

Rationale: Rehearsal and performance involve memorization and the use of expressive speech and gestures. Because of their repetitive nature, they demand of student actors a level of active engagement that surpasses that of reading. The excitement and satisfaction of performing in front of an audience should be part of every student's school experience.

K	1	2	3	4	5
a) Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection.	a) Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection. b) Recite familiar poems and passages	a) Rehearse and perform stories, plays, and poems for an audience using proper phrasing, eye contact, volume, and clear enunciation appropriate to the selection. b) Memorize and recite selected materials	a) Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, tone) b) Memorize and recite selected material. c) Show an awareness of audience during oral readings or performances. d) Use student and/or teacher developed rubrics to evaluate performance.	a) Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo and tone) b) Select and use a method of presentation which suits the audience and purpose c) Use student and/or teacher developed rubrics to evaluate performance.	a) Portray characters through the use of acting skills, such as expressive detail, volume, memorization, posture, and diction b) Select and use a method of presentation which suits the audience and purpose c) Use student and/or teacher developed rubrics to evaluate performance

COMPOSITION:

19: Writing - Students will write with a clear focus, coherent organization, and sufficient detail.

Rationale: We write to tell stories, to record actual and imagined sights, sounds, and experiences, to provide information and opinion, to make connections, and to synthesize ideas. From their earliest years in school, students learn to provide clear purpose and sequence for their ideas in order to make their writing coherent, logical, and expressive.

K	1	2	3	4	5
<p>Imaginative Writing:</p> <p>a) Draw pictures and/or use letters or phonetically spelled words to tell a story.</p> <p>b) Dictate sentences in logical sequence to tell a story or to provide information.</p> <p>Informational Writing:</p> <p>a) Draw pictures and/or use letters or phonetically spelled words to provide information.</p> <p>b) Dictate sentences in logical sequence to provide information.</p>	<p>Imaginative Writing:</p> <p>a) Write stories that have a beginning, middle, and end.</p> <p>b) Write short poems</p> <p>Informational Writing:</p> <p>a) Write letters, directions, or short accounts of personal experiences that follow a logical order</p> <p>b) Dictate or write research questions</p>	<p>Imaginative Writing:</p> <p>a) Write stories that have a beginning, middle, and end, in logical order</p> <p>b) Write short poems</p> <p>Informational Writing:</p> <p>a) Write letters, directions, or short accounts of personal experiences that follow a logical order</p> <p>b) Write research questions</p>	<p>Imaginative Writing:</p> <p>a) Write stories that have a beginning, middle, and end, including basic story elements (plot, setting, characters)</p> <p>b) Write poems that contain sensory details</p> <p>Informational Writing:</p> <p>a) Write brief summaries of information gathered through research</p> <p>b) Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support</p> <p>c) Write an account based on personal experience that has a clear focus and sufficient supporting detail.</p>	<p>Imaginative Writing:</p> <p>a) Write stories that have a beginning, middle, and end, including basic story elements (plot, setting, characters)</p> <p>b) Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p> <p>c) Uses description, sensory images and word choice to enhance story message</p> <p>d) Varies sentence length</p> <p>e) Develops voice</p> <p>Informational Writing:</p> <p>a) Write summaries of information gathered through research incorporating content vocabulary.</p> <p>b) Write an interpretation or explanation of a literary or informational text using evidence from the text.</p> <p>c) Write an essay with a strong introduction, informative body and effective conclusion.</p>	<p>Imaginative Writing:</p> <p>a) Write stories containing the basic elements of fiction. (characters, dialogue, setting, plot with a clear resolution)</p> <p>b) Integrate poetic devices, figurative language, and graphic elements into original poetry.</p> <p>f) Uses description, sensory images and word choice to enhance story message</p> <p>g) Varies sentence length</p> <p>c) Develops voice</p> <p>Informational Writing:</p> <p>a) Incorporate clear focus and supporting details into a brief research report.</p> <p>b) Provide a clear topic, supporting details, and conclusion in an expository paragraph.</p> <p>c) Compose formal letters with conventional organization and clear purpose.</p> <p>d) Write an essay with a strong introduction, informative body and effective conclusion.</p>

20: Consideration of Audience and Purpose - Student will write for different audiences and purposes.

Rationale: When students adapt their writing for a variety of purposes, they learn that different organizational strategies, word choices, and tones are needed. They learn that this is also true when considering audience. Through this process students gain a deeper understanding of the world around them and grow in their ability to influence it.

K	1	2	3	4	5
<p>a) Use a variety of forms or genres when writing as a class or small group, for different purposes. (letter, list, menu, signs)</p>	<p>a) Use a variety of forms or genres when writing for different purposes (letter to a friend, thank you note, invitation) and audiences (other students, parents)</p>	<p>a) Use a variety of forms or genres when writing for different purposes and audiences.</p>	<p>a) Use a variety of forms and appropriate language when writing for different audiences and purposes.</p>	<p>a) Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes.</p>	<p>a) Use a variety of genres, including fiction, nonfiction, drama, and poetry through an analysis of audience and purpose.</p>

21: Revising - Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

Rationale: A flawless first draft is a rarity, even for the most gifted writer. Writing well requires two processes that sometimes appear to be in opposition: creating and criticizing. As they expand their imaginative thinking on paper, students must at the same time learn the patience and discipline required to reshape and polish their final work. Revising to get thoughts and words just right can be the most difficult part of writing, and also the most satisfying.

K	1	2	3	4	5
a) After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive, with teacher support.	a) Revise writing by adding appropriate detail after teacher and/or peer conferencing.	a) Revise writing by adding appropriate detail and supplying missing information after teacher and/or peer conferencing.	a) Revise writing to improve level of detail after determining what could be added or deleted. b) Improve word choice by using dictionaries and thesauri. c) Develop voice in writing.	a) Revise writing to improve level of detail after determining what could be added or deleted. b) Improve word choice by using dictionaries and thesauri. c) Add sensory images and description. d) Vary sentence beginnings and length. e) Develop voice in writing.	a) Revise writing to improve precision of meaning and level of detail. b) Expand and rearrange writing through sensory detail, compound sentences, and varied sentence beginnings. c) Utilize dictionaries and thesauri to strengthen vocabulary usage. d) Develop voice in writing.

22: Standard English Conventions - Students will use knowledge of standard English conventions in their writing, revising, and editing.

Rationale: We write to make connections to the larger world. A writer's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct. Use of standard English conventions helps readers understand and follow the writer's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

K	1	2	3	4	5
a) Print upper- and lower-case letters of the alphabet.	a) Print upper- and lower-case letters legibly and use them to make words b) Separate words with spaces c) Understand and apply rules for capitalization at the beginning of a sentence and for some proper nouns d) Use correct spelling of high frequency and/or spelling words e) Use appropriate end marks such as periods and question marks	a) Print upper- and lower-case letters legibly b) Understand and apply rules for capitalization c) Use commas in dates d) Use correct spelling of high frequency and/or spelling words e) Use appropriate end marks (periods, question marks, and exclamation marks)	a) Write legibly in cursive b) Use knowledge of correct mechanics (end marks, commas in a series), usage and sentence structure. c) Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling. d) Spell most commonly used homophones correctly in their writing (there, they're, their, two, to, too)	a) Writes legibly in cursive b) Use knowledge of correct mechanics (capitalization), usage (subject and verb agreement in a simple sentence) and sentence structure (elimination of fragments). c) Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling d) Spell most commonly used homophones correctly in their writing (there, they're, their, two, to, too)	a) Identify and apply standard mechanics (apostrophes, quotation marks, commas in compound sentences, and paragraph indentations). b) Identify and apply correct sentence structure. c) Identify and apply correct English spelling.

23: Organizing Ideas in Writing - Students will organize ideas in writing in a way that makes sense for their purpose.					
Rationale: When ideas are purposefully organized to advance the writer’s intentions, they have the greatest impact on the writer’s audience. Writers who understand how to arrange their ideas in ways that suit their purposes for writing will achieve greater coherence and clarity.					
K	1	2	3	4	5
a) Arrange events in order when writing or dictating. b) Arrange ideas in a way that makes sense.	a) Arrange events in order when writing b) Arrange ideas in a way that makes sense.	a) Arrange events in order when writing b) Arrange ideas in a way that makes sense c) Write a paragraph with a topic sentence , at least three supporting details and a concluding sentence .	a) Organize plot events in an order that leads to a climax b) Organize ideas for a brief response to a reading c) Organize ideas for an account of personal experience in a way that makes sense. d) Write a 3 paragraph essay with topic sentence , supporting details , and a conclusion .	a) Organize plot events in an order that leads to a climax b) Include transitional words or phrases to clarify ideas and/or information c) Organize ideas for a response to a reading d) Organize ideas for an account of personal experience in a way that makes sense e) Organize paragraphs with a topic sentence , supporting details , and a conclusion .	a) Incorporate descriptive details about setting , characters , and events in narrative writing. b) Organize ideas into a logical order for non-fiction writing . c) Organize paragraphs with a topic sentence , supporting details , and a conclusion .

24: Research - Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.					
Rationale: As the amount and complexity of knowledge increases, students need to understand the features of the many resources available to them and know how to conduct an efficient and successful search for accurate information.					
K	1	2	3	4	5
a) Generate questions and gather information from multiple sources.	a) Generate questions and gather information from multiple sources.	a) Generate questions and gather information from multiple sources.	a) Define the need for information and formulate open-ended research questions b) Initiate a plan for searching for information c) Locate resources d) Evaluate relevance of the information e) Interpret, use, and communicate the information f) Evaluate the research project as a whole.	a) Define the need for information and formulate open-ended research questions b) Initiate a plan for searching for information c) Locate resources d) Evaluate relevance of the information e) Interpret, use, and communicate the information f) Evaluate the research project as a whole	a) Use a variety of print and electronic resources to gather relevant information on a topic. b) Evaluate gathered information according to established criteria. c) Use indexes, tables of contents, and key words to identify the location of relevant information within resources. d) Organize and present research in a clear and logical format with consideration of audience and purpose. e) Organize documentation in an appropriate format.

25: Evaluating Writing and Presentations - Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

Rationale: Achieving a high standard of excellence in writing is a goal for all schools. It is important for students to recognize the hallmarks of superior work so that they know what they need to do in order to improve and polish their writing and speaking. Classrooms and schools that make standards of quality explicit help students learn to become more thoughtful critics of their own work.

K	1	2	3	4	5
<ul style="list-style-type: none"> a) Listen to and respond to the writing of others a) Publish, share and display written work 	<ul style="list-style-type: none"> b) Use a self-evaluation form to critique work c) Listen to and respond to the writing of others d) Publish, share and display written work 	<ul style="list-style-type: none"> a) Use a self-evaluation form to critique work b) Listen to and respond to the writing of others c) Publish, share and display written work d) Use criteria to revise their own work and work of others (peer editing) 	<ul style="list-style-type: none"> a) Form and explain personal standards or judgements of quality for projects and present them to an audience in a small group or as a whole class. 	<ul style="list-style-type: none"> a) Use prescribed criteria to evaluate compositions, recitations, or performances before and after presenting them to an audience. 	<ul style="list-style-type: none"> a) Use prescribed criteria to evaluate compositions, recitations, or performances before and after presenting them to an audience.

MEDIA:

26: Analysis of Media - Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the internet, and emerging technologies and provide evidence from the works to support their understanding.

Rationale: The electronic mass media developed during the twentieth century – radio, film, video, television, multimedia, and the Internet – have the capacity to convey information, entertain, and persuade in ways that are distinctly different from print media. In English language arts classes, students have traditionally learned to analyze how an author chooses words and manipulates language. Given the prevalence of media in their lives, students also need to be able to analyze how images, sound, and text are used together effectively in the hands of a skillful director or website designer.

K	1	2	3	4	5
	<ul style="list-style-type: none"> a) Use electronic media to gather information on a specific topic as a class or in small groups 	<ul style="list-style-type: none"> a) Use a variety of software to strengthen and expand subject matter in a variety of curriculum areas 	<ul style="list-style-type: none"> a) Compare stories in print with their film adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings. 	<ul style="list-style-type: none"> a) Compare stories in print with their film adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings. 	<ul style="list-style-type: none"> a) Identify and analyze the unique characteristics of electronic resources. b) Compare and contrast the characteristics of electronic resources and the characteristics of print resources. c) Identify techniques used in media and use knowledge of these techniques to distinguish between facts and misleading information.

27: Media Production - Student will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

Rationale: Students grow up surrounded by television, movies, and the Internet. The availability in schools of recording and editing equipment and computers offers students opportunities to combine text, images, and sounds in their reports and creative works. Putting together an effective media production – whether a relatively simple radio play or a complex film documentary – entails as much discipline and satisfaction as writing a good essay. Both require clarity of purpose, selectivity in editing, and knowledge of the expressive possibilities of the medium used.

K	1	2	3	4	5
a) Participate in an age appropriate media production of a story, song or poem.	a) Participate in an age appropriate media production of a story, song or poem.	a) As a group, create a project using a computer for word processing and include graphics.	a) Create presentations using computer technology in a small group.	a) Create presentations using computer technology.	a) Create a media presentation using effective images, text, music, sound effects, or graphics. b) Identify and analyze techniques of media production which are helpful in communicating to an audience.