

LANGUAGE ARTS CURRICULUM

Kindergarten

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| Strand: Reading and Listening for Comprehension | |
| Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | |
| K-4 Benchmark I-A: Listen to, read, react to, and retell information | |
| Kindergarten Performance Standards | |
| <ol style="list-style-type: none">1. Retell, reenact, or dramatize stories or parts of stories, including personal events.2. Demonstrate sense of story (e.g., beginning, middle, and characters, details).3. Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactments of familiar stories).4. Role-play and act out stories (e.g., fairy tales, songs, rhymes).5. Follow simple oral instructions. | <p>STORYTOWN:</p> <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none">• Develop vocabulary:<ul style="list-style-type: none">○ Listen to and discuss text read aloud○ Read independently○ Use reference books <p>Comprehension and Analysis of Text</p> <ul style="list-style-type: none">• Ask/answer questions• Background knowledge: prior knowledge and experiences• Details• Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information• Main idea: stated/unstated• Main idea and supporting details• Make inferences• Make predictions/predict outcomes• Organize information: graphic organizers• Preview• Purpose for reading• Retell stories and ideas• Sequence• Summarize• Text structure: narrative text <p>Response to Text</p> <ul style="list-style-type: none">• Read to perform a task or learn a new task• Recollect, talk, and write about books read• Describe the roles and contributions of authors and illustrators <p>Self-Selected Reading</p> <ul style="list-style-type: none">• Select material to read for pleasure• Read a variety of self-selected and assigned literary and informational texts |

K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum

Kindergarten Performance Standards

1. Demonstrate familiarity with a variety of types of resources (e.g., picture books, caption books, short informational texts, nursery rhymes, word/finger/puppet plays, reenactment of familiar stories, electronic resources).
2. Generate questions of interest about a topic.

STORYTOWN:

Study Skills

- Follow and give directions
- Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching

Research and Information

- Understand the purpose, structure, and organization of various reference materials:
 - title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography
 - charts, maps, diagrams, time lines, schedules, calendar, graphs, photos

K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information

Kindergarten Performance Standards

1. Understand oral and graphic instructions.
2. Create mental pictures to predict possible events in text before and during reading.
3. Compare different versions of the same story.
4. Relate experiences and observation.
5. Formulate questions before beginning to read or listen (e.g., What will happen in this story? Where do you think this happens? Who might this be?)
6. Sequence a story to describe the beginning, middle, and end.
7. Differentiate between non-fiction and fiction stories.

STORYTOWN:

Concepts About Print

- Understand the concept of word and construct meaning from shared text, illustrations, graphics, and charts

Vocabulary and Concept Development

- Academic language
- Classify-categorize
- Develop vocabulary:
 - Listen to and discuss text read aloud
 - Read independently
 - Use reference books

Comprehension and Analysis of Text

- Ask/answer questions
- Background knowledge: prior knowledge and experiences
- Details
- Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information
- Main idea: stated/unstated
- Main idea and supporting details
- Make inferences
- Make predictions/predict outcomes
- Organize information: graphic organizers
- Preview
- Purpose for reading
- Retell stories and ideas
- Sequence
- Summarize

Literary Elements

- Plot/plot development:
 - Important events
 - Beginning, middle, ending of story
- Character
 - Identify
- Setting
 - Identify and describe

K-4 Benchmark I-D: Acquire reading strategies

Kindergarten Performance Standards

1. Demonstrate phonemic awareness and knowledge of alphabetic principles by:
 - demonstrating understanding that spoken language is a sequence of identifiable speech sounds
 - demonstrating understanding that the sequence of letters in the written words represents the sequence of sounds in the spoken word
 - Demonstrating understanding the sounds of letters and the understanding that words contain similar sounds.
2. Demonstrate decoding and word recognition strategies and skills by:
 - recognizing and naming upper and lower case letters of the alphabet
 - recognizing common words and signs by sights
 - recognizing beginning consonant letter-sound associations in one-syllable words.
3. Read or attempt to read own dictated story.
4. Attempt to read simple patterned text, and predict texts using letter-sound knowledge and pictures to construct meaning.
5. Use appropriate nouns to name objects.

STORYTOWN:

Concepts About Print

- Understand that print provides information
- Understand how print is organized and read
- Know left-to-right and top-to-bottom directionality
- Distinguish letters from words
- Name and match all upper case and lower case letter forms
- Understand the concept of word and construct meaning from shared text, illustrations, graphics, and charts
- Identify letters, word, and sentences
- Recognize that sentences in print are made up of words
- Match oral words to printed words

Phonemic Awareness

- Understand that spoken words and syllables are made up of sequence of sounds
- Count and track sounds in a syllable, syllables in words, and words in sentences
- Know the sounds of letters
- Track and represent the number, sameness, difference, and order of two or more isolated phonemes
- Match, identify, distinguish, and segment sounds in initial, final, and medial position in single-syllable spoken words
- Blend onset-rimes/sounds (phonemes) to make words of syllables
- Track and represent changes in syllables and words as target sound is added, substituted, omitted, shifted, or repeated
- Distinguish long- and short-vowel sounds in orally stated words
- Identify and produce rhyming words

Decoding: Phonic Analysis

- Understand and apply the alphabetic principle
- Consonants; single, blends, digraphs in initial, final, medial positions
- Vowels: short, long, digraphs, r-controlled, variant, schwa
- Match all consonant and short-vowel sounds to appropriate letters
- Understand that as letters in words change, so do the sounds
- Blend vowel-consonant sounds orally to make words or syllables
- Blend sounds from letters and letter patterns into recognizable words

Decoding: Structural Analysis

- Phonograms/word families/onset-rimes

Decoding: Strategies

- Visual cues: sound/symbol relationships, letter patterns, and spelling patterns

Word Recognition

- One-syllable and high-frequency words
- Common, irregular sight words
- Lesson vocabulary

Strand: Writing and Speaking for Expression

Content Standard II: **Students will communicate effectively through speaking and writing.**

K-4 Benchmark II-A: **Demonstrate competence in speaking to convey information**

Kindergarten Performance Standards

1. Retell, reenact, or dramatize stories or parts of stories, including personal events.
2. Use correct words to name objects or tell actions.
3. Use speaking skills to connect experiences by:
 - listening to and retelling stories
 - discussing and dramatizing stories
 - discovering relationships
 - taking turns, expressing ideas, and asking questions
4. Use a variety of sentence patterns.
5. Ask questions to resolve confusion about a topic.
6. Clarify and sort words by general categories.

STORYTOWN:

Literary Devices/Author's Craft

- Rhythm, rhymes, pattern and repetition
- Dialogue

Response to Text

- Relate characters and events to own life
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators

Revision Skills

- Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words

Listening Skills and Strategies

- Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- Listen for a purpose:
 - Follow oral directions (one-, two-, three-, and multi-steps)
 - For specific information
 - For enjoyment
 - To actively participate in class discussions

Speaking Skills and Strategies

- Speak clearly and audibly and use appropriate volume and pace in different settings
- Use formal and informal English appropriately
- Follow rules of conversation
- Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues
- Participate in classroom activities and discussions

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate

Kindergarten Performance Standards

1. Locate the title, table of contents, name of author, and illustrator of a text.
2. Use pictures and context to make predictions about story content.
3. Connect information and events in a text to make predictions.
4. Ask and answer questions about essential elements in a text.
5. Recognize and make complete, coherent sentences when speaking.
6. Share information and ideas using complete sentences.
7. Develop spelling strategies and skills by:
 - representing spoken language with temporary or conventional spelling
 - writing most letters of the alphabet when they are dictated
 - analyzing sounds in a word and writing dominant consonant letters
8. Identify and use capital letters to write the word "I" and the first letter in own name.

STORYTOWN:

Concepts About Print

- Recognize name
- Identify the front cover, back cover, title page, title, and author of a book

Grammar

- Nouns (plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)
- Verbs (action, helping, linking, transitive, intransitive, regular, irregular; subject-verb agreement)

Punctuation

- Period, exclamation point, or question mark at end of sentences
- Quotation marks: dialogue, exact words of a speaker

Capitalization

- First word of a sentence, names of people, and the pronoun I
- Use conventions of punctuation and capitalization

Spelling

- Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names
- Use spelling approximations and some conventional spelling
- Common, phonetically regular words

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process

Kindergarten Performance Standards

1. Develop writing strategies and skills by:
 - representing spoken language with temporary or conventional spelling
 - writing most letters of the alphabet when they are dictated
 - analyzing sounds in a word and writing dominant consonant letters
 - using phonemic awareness and letter recognition to spell independently (standard or emergent spelling)
2. Dictate a story based on one's own experience with a beginning, middle, or end.
3. Write to express own meaning.
4. Write own name and names of others.

STORYTOWN:

Writing Strategies

- Writing process: prewriting, drafting, revising, proofreading, publishing
- Collaborative, shared, timed writing, writing to prompts
- Evaluate own and others' writing

Organization and Focus

- Use models and traditional structures for writing
- Select a focus, structure, and viewpoint

Revision Skills

- Vary sentence structure, word order, and sentence length
- Add, delete, consolidate, clarify, rearrange text
- Choose appropriate and effective words, exact/precise words, vivid words, trite/overused words
- Elaborate: details, examples, dialogue, quotations

Penmanship/Handwriting

- Write uppercase and lowercase letters
- Write legibly, using appropriate word and letter spacing

Writing Applications

- Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
- Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)
- Cross-curricular writing (paragraph, report, poster, list, chart)
- Everyday writing (journal, message, forms, notes, summary, label, caption)

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| Strand: Literature and Media | |
| Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. | |
| K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world | |
| Kindergarten Performance Standards | |
| <ol style="list-style-type: none"> 1. Listen and respond to stories based on familiar themes and plots. 2. Relate characters and events to their own life experience. 3. Demonstrate familiarity with stories and activities related to various ethnic groups and countries. | <p>STORYTOWN:</p> <p>Literary Response and Analysis: Genre Characteristics</p> <ul style="list-style-type: none"> • Know a variety of literary genres and their basic characteristics • Distinguish between fantasy and realistic text • Understand the distinguishing features of literary and nonfiction texts: everyday print materials, poetry, drama, fantasies, fables, myths, legends, and fairy tales <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Read literature by authors from various cultural and historical backgrounds <p>Cultural Awareness</p> <ul style="list-style-type: none"> • Connect information and events in texts to life and life to text experiences • Compare language, oral traditions, and literature that reflect customs, regions, and cultures |
| K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function. | |
| Kindergarten Performance Standards | |
| <ol style="list-style-type: none"> 1. Demonstrate familiarity with the types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, re-enactment of familiar stories). 2. Demonstrate understanding of plots of different types of stories (e.g., songs, rhymes, and fairy tales). 3. Identify characters, setting, and important events. | <p>STORYTOWN:</p> <p>Viewing/Media</p> <ul style="list-style-type: none"> • Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines) <p>Literary Elements</p> <ul style="list-style-type: none"> • Plot/plot development: <ul style="list-style-type: none"> ○ Important events ○ Beginning, middle, ending of story • Character <ul style="list-style-type: none"> ○ Identify • Setting <ul style="list-style-type: none"> ○ Identify and describe |

LANGUAGE ARTS CURRICULUM

Grade One

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|---|---|
| Strand: Reading and Listening for Comprehension | |
| Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | |
| K-4 Benchmark I-A: Listen to, read, react to, and retell information | |
| Grade One Performance Standards | |
| <ol style="list-style-type: none">1. Listen to and retell short stories.2. Recognize repetition and predict repeated phrases.3. Respond and elaborate in answering Who, What, When, Where, and How questions.4. Discuss and explain response to How, Why, and What If questions in sharing narrative and expository texts.5. Self-monitor comprehension by using questions, retelling, and summarizing.6. Follow simple written and oral instructions.7. Increase vocabulary through reading, listening, and interacting. | <p>STORYTOWN: Comprehension and Analysis of Text</p> <ul style="list-style-type: none">• Ask/answer questions• Author's purpose• Background knowledge: prior knowledge and experiences• Cause-effect• Compare-contrast• Details• Draw conclusions• Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information• Interpret information from graphic aids• Locate information:<ul style="list-style-type: none">○ Book parts○ Text features○ Alphabetical order• Main idea: stated/unstated• Main idea and supporting details• Make inferences• Make predictions/predict outcomes• Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts• Organize information<ul style="list-style-type: none">○ Alphabetical order○ Graphic organizers• Preview• Purpose for reading• Referents |

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| | <ul style="list-style-type: none"> • Retell stories and ideas • Sequence • Summarize • Text structure: <ul style="list-style-type: none"> ○ Narrative text ○ Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution) <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Select material to read for pleasure • Read a variety of self-selected and assigned literary and informational texts |
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K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum

Grade One Performance Standards

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| <p>1. Demonstrate familiarity with a variety of resources (e.g., story books, short chapter books, poems, newspapers, compact discs, software, telephone books, everyday print, skits, short plays).</p> | <p>STORYTOWN:</p> <p>Study Skills</p> <ul style="list-style-type: none"> • Follow and give directions • Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching • Practice test-taking strategies <p>Research and Information</p> <ul style="list-style-type: none"> • Understand the purpose, structure, and organization of various reference materials: <ul style="list-style-type: none"> ○ Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography ○ Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals ○ Charts, maps, diagrams, time lines, schedules, calendar, graphs, photos |
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K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information

Grade One Performance Standards

1. Associate target words with prior knowledge and explore an author's choice of words.
2. Predict and explain what will happen next in a story.
3. Demonstrate familiarity with a variety of texts (e.g., storybooks, short chapter books, poems, newspapers, telephone books, everyday print, skits and short plays).
4. Describe differences and similarities between different stories (i.e., characters, plot, and setting).

STORYTOWN:

Comprehension and Analysis of Text

- Ask/answer questions
- Author's purpose
- Background knowledge: prior knowledge and experiences
- Cause-effect
- Compare-contrast
- Details
- Draw conclusions
- Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information
- Interpret information from graphic aids
- Locate information:
 - Book parts
 - Text features
 - Alphabetical order
- Main idea: stated/unstated
- Main idea and supporting details
- Make inferences
- Make predictions/predict outcomes
- Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts
- Organize information
 - Alphabetical order
 - Graphic organizers
- Preview
- Purpose for reading
- Referents
- Retell stories and ideas
- Sequence
- Summarize
- Text structure:
 - Narrative text
 - Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)

Viewing/Media

- Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)
- Select, organize, and produce visuals to complement and extend meaning
- Use technology or appropriate media to communicate information and ideas

K-4 Benchmark I-D: Acquire reading strategies

Grade One Performance Standards

1. Develop phonemic awareness and knowledge of alphabetic principles by:
 - blending the phonemes of one-syllable words
 - segmenting the phonemes of one-syllable words
 - changing the beginning, middle, and ending sounds to produce new words
2. Demonstrate decoding and word recognition strategies and skills by:
 - using phonics knowledge and sound-letter relationships to decode regular one-syllable words
 - recognizing high-frequency and common irregularly spelled words in text (e.g., whole, two, where, said, have)
3. Read aloud with fluency and comprehension grade-level text.
4. Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.
5. Increase vocabulary through reading, listening, and interacting.

STORYTOWN:

Concepts About Print

- Identify the front cover, back cover, title page, title, and author of a book
- Match oral words to printed words

Phonemic Awareness

- Know the sounds of letters
- Match, identify, distinguish, and segment sounds in initial, final, and medial positions in single-syllable spoken words
- Blend onset-rimes/sounds (phonemes) to make words or syllables
- Distinguish long- and short-vowel sounds in orally stated words
- Identify and produce rhyming words

Decoding: Phonic Analysis

- Understand and apply the alphabetic principle
- Consonants; single, blends, digraphs in initial, final, medial positions
- Vowels: short, long, digraphs, r-controlled, variant, schwa
- Match all consonant and short-vowel sounds to appropriate letters
- Understand that as letters in words change, so do the sounds
- Blend vowel-consonant sounds orally to make words or syllables
- Blend sounds from letters and letter patterns into recognizable words

Decoding: Structural Analysis

- Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives
- Contractions, abbreviations, and compound words
- Letter, spelling, and syllable patterns
- Phonograms/word families/onset-rimes

Decoding: Strategies

- Visual cues: sound/symbol relationships, letter patterns, and spelling patterns
- Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families

Word Recognition

- One-syllable and high-frequency words
- Common, irregular sight words
- Lesson vocabulary

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Vocabulary and Concept Development

- Academic language
- Classify-categorize
- Antonyms
- Synonyms
- Context/context clues
- Dictionary/thesaurus
- Word structure clues to determine meaning:
 - Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words
- Develop vocabulary:
 - Listen to and discuss text read aloud
 - Read independently

Strand: Writing and Speaking for Expression

Content Standard II: **Students will communicate effectively through speaking and writing.**

K-4 Benchmark II-A: **Demonstrate competence in speaking to convey information**

Grade One Performance Standards

1. Read aloud with fluency and comprehension grade-level text.
2. Engage in discussions resulting in written products.
3. Select and use new vocabulary and language structures (e.g., retelling, using exclamatory phrases to express emotional response to events or ideas).

STORYTOWN:

Literary Devices/Author's Craft

- Rhythm, rhyme, pattern, and repetition
- Alliteration, onomatopoeia, assonance, imagery
- Figurative language (similes, metaphors, idioms, personification, hyperbole)
- Dialogue
- Narrator/narration

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Response to Text

- Relate characters and events to own life
- Read to perform a task or learn a new task
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators

Listening Skills and Strategies

- Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- Listen for a purpose:
 - Follow oral directions (one-, two-, three-, and multi-step)
 - For specific information
 - For enjoyment
 - To actively participate in class discussions
 - To respond to a variety of media and speakers

Speaking Skills and Strategies

- Speak clearly and audibly and use appropriate volume and pace in different settings
- Use formal and informal English appropriately
- Follow rules of convention
- Stay on the topic when speaking
- Use descriptive words
- Give and follow two-, three-, and four-step directions
- Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues
- Participate in classroom activities and discussions

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate

Grade One Performance Standards

1. Confirm predictions about what will happen next in a text by identifying key words.
2. Use context to resolve ambiguities about word and sentence meaning.
3. Relate prior knowledge to textual information.
4. Use phonetic knowledge and basic patterns to spell correctly three- and four-letter words.
5. Apply phonics to write independently, using emergent and/or conventional spelling.
6. Write all upper and lower case letters of the alphabet using correct letter formation.
7. Use complete sentences to write simple text.
8. Use basic capitalization and punctuation for:
 - first word in sentence
 - proper names
 - period to end declarative sentence
 - question mark to end interrogative sentence
9. self-monitor composition by using re-reading and peer conferences.

STORYTOWN:

Sentence Structure

- Types (declarative, interrogative, exclamatory, imperative, interjection)
- Structure (simple, compound, complex, compound-complex)
- Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)
- Word order

Grammar

- Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)
- Verbs (action, helping linking, transitive, intransitive, regular, irregular; subject-verb agreement)
- Verb tenses (present, past, future; present, past, and future perfect)
- Adjectives (common, proper; articles; comparative, superlative)
- Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)
- Abbreviations, contractions

Punctuation

- Period, exclamation point, or question mark at end of sentences
- Comma:
 - Greeting and closure of a letter
 - For items in a series
- Quotation marks:
 - Dialogue, exact words of a speaker
- Apostrophes in possessive case of nouns and in contractions

Capitalization

- First word of a sentence, names of people, and the pronoun I
- Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people
- Use conventions of punctuation and capitalization

Spelling

- Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names
- Use spelling approximations and some conventional spelling
- Common, phonetically regular words
- Frequently used, irregular words
- One-syllable words with consonant blends
- Use a variety of strategies and resources to spell words

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process

Grade One Performance Standards

1. Write by using an author's model of language and extending the model (e.g., writing different endings for the story, composing an innovation of a poem).
2. Compose a variety of products (e.g., short stories, letters, simple poems, descriptions, journal entries).
3. Write descriptions of familiar persons, places or objects.
4. Compose fairly readable first drafts using appropriate parts of the writing process (some attention to planning, drafting, re-reading for meaning, and some self-correction).
5. Begin to utilize conventional spelling.

STORYTOWN:

Writing Strategies

- Writing process: prewriting, drafting, revising, proofreading, publishing
- Collaborative, shared, timed writing, writing to prompts
- Evaluate own and others' writing
- Proofread writing to correct convention errors in mechanics, usage, and punctuation, using handbooks and references as appropriate

Organization and Focus

- Use models and traditional structures for writing
- Select a focus, structure, and viewpoint
- Address purpose, audience, length, and format requirements

Revision Skills

- Vary sentence structure, word order, and sentence length
- Add, delete, consolidate, clarify, rearrange text
- Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words
- Elaborate: details, examples, dialogue, quotations
- Revise using a rubric

Penmanship/Handwriting

- Write uppercase and lowercase letters
- Write legibly, using appropriate word and letter spacing

Writing Applications

- Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
- Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)
- Expository writing (comparison-contrast, explanation, directions, speech, ho-to article, friendly/business letter, news story, essay, report, invitation)
- Cross-curricular writing (paragraph, report, poster, list, chart)
- Everyday writing (journal, message, forms, notes, summary, label, caption)

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| Strand: Literature and Media | |
| Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. | |
| K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world | |
| Grade One Performance Standards | |
| <ol style="list-style-type: none"> 1. Increase vocabulary and understand expressions found in appropriate literary works. 2. Identify the characters and simple story lines from selected myths and stories from around the world. 3. Describe events related to other nations and/or cultures (e.g., writing, drama, constructions, drawing). | <p>STORYTOWN:</p> <p>Literary Response and Analysis: Genre Characteristics</p> <ul style="list-style-type: none"> • Know a variety of literary genres and their basic characteristics • Distinguish between fantasy and realistic text • Understand the distinguishing features of literary and nonfiction texts: everyday print material, poetry, drama, fantasies, fables, myths, legends, and fairy tales <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Read literature by authors from various cultural and historical backgrounds <p>Cultural Awareness</p> <ul style="list-style-type: none"> • Connect information and events in texts to life and life to text experiences • Compare language, oral traditions, and literature that reflect customs, regions, and cultures |
| K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function. | |
| Grade One Performance Standards | |
| <ol style="list-style-type: none"> 1. Identify elements of plot and setting in a story. 2. Demonstrate understanding (e.g., act out, draw, write, talk) of sequence and characterization in a story. | <p>STORYTOWN:</p> <p>Literary Elements</p> <ul style="list-style-type: none"> • Plot/plot development: <ul style="list-style-type: none"> ○ Important events ○ Beginning, middle, ending of story ○ Problem/solution ○ Compare and contrast • Character <ul style="list-style-type: none"> ○ Identify • Setting <ul style="list-style-type: none"> ○ Identify and describe ○ Compare and contrast • Theme <ul style="list-style-type: none"> ○ Theme/essential message |

LANGUAGE ARTS CURRICULUM

Grade Two

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| Strand: Reading and Listening for Comprehension | |
| Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | |
| K-4 Benchmark I-A: Listen to, read, react to, and retell information | |
| Grade Two Performance Standards | |
| <ol style="list-style-type: none">1. Independently recall facts and details in text.2. Increase vocabulary through reading, listening, and interacting. | <p>STORYTOWN: Comprehension and Analysis of Text</p> <ul style="list-style-type: none">• Ask/answer questions• Author's purpose• Background knowledge: prior knowledge and experiences• Cause-effect• Compare-contrast• Details• Directions: one-, two-, multi-step• Draw conclusions• Fact-fiction• Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information• Interpret information from graphic aids• Locate information:<ul style="list-style-type: none">○ Book parts○ Text features○ Alphabetical order• Main idea: stated/unstated• Main idea and supporting details• Make inferences• Make predictions/predict outcomes• Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts• Organize information<ul style="list-style-type: none">○ Alphabetical order○ Numerical systems/outlines○ Graphic organizers• Preview |

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| | <ul style="list-style-type: none"> • Purpose for reading • Referents • Retell stories and ideas • Sequence • Summarize • Text structure: <ul style="list-style-type: none"> ○ Narrative text ○ Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution) <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Select material to read for pleasure • Read a variety of self-selected and assigned literary and informational texts • Use knowledge of authors' styles, themes, and genres to choose own reading |
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K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum

Grade Two Performance Standards

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| <ol style="list-style-type: none"> 1. Identify and use appropriate sources of information to accomplish a specific learning task. 2. Use print and electronic resources to access information (e.g., images, sound, text, and video). 3. Select an appropriate format to locate, gather, access, record, organize, and present information. | <p>STORYTOWN:</p> <p>Study Skills</p> <ul style="list-style-type: none"> • Follow and give directions • Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching • Practice test-taking strategies <p>Research and Information</p> <ul style="list-style-type: none"> • Use resources and references • Understand the purpose, structure, and organization of various reference materials: <ul style="list-style-type: none"> ○ Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography ○ Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals ○ Charts, maps, diagrams, time lines, schedules, calendar, graphs, photos |
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K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information

Grade Two Performance Standards

1. Pose possible How, Why, and What IF questions to understand and/or interpret texts.
2. Recognize own difficulty in comprehending text.
3. Discuss similarities and differences in events and characters across stories.
4. Interpret information from diagrams, charts, and graphs.

STORYTOWN:

Comprehension and Analysis of Text

- Ask/answer questions
- Author's purpose
- Background knowledge: prior knowledge and experiences
- Cause-effect
- Compare-contrast
- Details
- Directions: one-, two-, multi-step
- Draw conclusions
- Fact-fiction
- Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information
- Interpret information from graphic aids
- Locate information:
 - Book parts
 - Text features
 - Alphabetical order
- Main idea: stated/unstated
- Main idea and supporting details
- Make inferences
- Make predictions/predict outcomes
- Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts
- Organize information
 - Alphabetical order
 - Numerical systems/outlines
 - Graphic organizers
- Preview
- Purpose for reading
- Referents
- Retell stories and ideas
- Sequence
- Summarize

- Text structure:
 - Narrative text
 - Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)

Viewing/Media

- Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)
- Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text
- Select, organize, and produce visuals to complement and extend meaning
- Use technology or appropriate media to communicate information and ideas
- Use technology or appropriate media to compare ideas, information, and viewpoints

K-4 Benchmark I-D: Acquire reading strategies

Grade Two Performance Standards

1. Decode unknown words using basic elements of phonetic analysis (e.g., common letter-sound relationships) and structural analysis (e.g., syllables, suffixes, prefixes, root words).
2. Read most high-frequency and irregularly spelled words.
3. Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.
4. Apply knowledge of all sources of information (e.g., meaning, language, graphophonics) to read new text independently.
5. Read aloud with fluency and comprehension grade-level text.
6. Increase vocabulary through reading, listening, and interacting.
7. Recognize and express difficulty in comprehending text.

STORYTOWN:

Concepts About Print

- Identify the front cover, back cover, title page, title, and author of a book
- Match oral words to printed words

Phonemic Awareness

- Match, identify, distinguish, and segment sounds in initial, final, and medial positions in single-syllable spoken words
- Blend onset-rimes/sounds (phonemes) to make words or syllables
- Distinguish long- and short-vowel sounds in orally stated words
- Identify and produce rhyming words

Decoding: Phonic Analysis

- Consonants; single, blends, digraphs in initial, final, medial positions
- Vowels: short, long, digraphs, r-controlled, variant, schwa
- Understand that as letters in words change, so do the sounds
- Blend vowel-consonant sounds orally to make words or syllables
- Blend sounds from letters and letter patterns into recognizable words

Decoding: Structural Analysis

- Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives
- Contractions, abbreviations, and compound words
- Prefixes, suffixes, derivations, and root words
- Letter, spelling, and syllable patterns
- Phonograms/word families/onset-rimes
- Syllable rules and patterns

Decoding: Strategies

- Visual cues: sound/symbol relationships, letter patterns, and spelling patterns
- Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families
- Cross check visual and structural cues to confirm meaning

Word Recognition

- One-syllable and high-frequency words
- Common, irregular sight words
- Common abbreviations
- Lesson vocabulary

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Vocabulary and Concept Development

- Academic language
- Classify-categorize
- Antonyms
- Synonyms
- Homographs
- Homophones
- Multiple-meaning words
- Figurative and idiomatic language
- Context/context clues
- Content-area words
- Dictionary/thesaurus
- Word structure clues to determine meaning:
 - Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words
 - Greek and Latin roots, prefixes, suffixes, derivations, and root words
- Develop vocabulary:
 - Listen to and discuss text read aloud
 - Read independently
 - Use reference books

Strand: Writing and Speaking for Expression

Content Standard II: **Students will communicate effectively through speaking and writing.**

K-4 Benchmark II-A: **Demonstrate competence in speaking to convey information**

Grade Two Performance Standards

1. Increase vocabulary by listening and discussing responses to literature that is read and heard.
2. Explain and describe new concepts and information in own words.
3. Use oral communication to identify, organize, and analyze information.
4. Respond appropriately when participating in discussions by adapting language and non-verbal behaviors to the situation.
5. Identify and select an appropriate method to communicate, relevant to the audience and purpose.
6. Read aloud with fluency and comprehension grade-level text.

STORYTOWN:

Literary Devices/Author's Craft

- Rhythm, rhyme, pattern, and repetition
- Alliteration, onomatopoeia, assonance, imagery
- Figurative language (similes, metaphors, idioms, personification, hyperbole)
- Characterization/character development
- Dialogue
- Narrator/narration

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Response to Text

- Relate characters and events to own life
- Read to perform a task or learn a new task
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators
- Generate alternative endings and identify the reason and impact of the alternatives
- Compare and contrast versions of the same stories that reflect different cultures
- Make connections between information in texts and stories and historical events
- Form ideas about what has been read and use specific information from the text to support these ideas

Listening Skills and Strategies

- Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)

- Listen for a purpose:
 - Follow oral directions (one-, two-, three-, and multi-step)
 - For specific information
 - For enjoyment
 - To actively participate in class discussions
 - To make inferences or draw conclusions
 - To evaluate classroom presentations
 - To respond to a variety of media and speakers
 - To paraphrase/summarize directions and information
 - To identify the musical elements of language

Speaking Skills and Strategies

- Speak clearly and audibly and use appropriate volume and pace in different settings
- Use formal and informal English appropriately
- Follow rules of convention
- Stay on the topic when speaking
- Use descriptive words
- Recount experiences in a logical sequence
- Give and follow two-, three-, and four-step directions
- Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues
- Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone
- Organize presentations to maintain a clear focus
- Use language appropriate to situation, purpose, and audience
- Make/deliver:
 - Oral narrative, descriptive, informational, and persuasive presentations
 - Oral summaries of articles and books
 - Oral responses to literature
 - Presentations on problems and solutions
- Vary language according to situation, audience, and purpose
- Participate in classroom activities and discussions

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate

Grade Two Performance Standards

1. Write compositions that show proper use of pronouns, adjectives, adverbial forms, and coordinating conjunctions.
2. Spell correctly using:
 - previously studied words
 - spelling patterns
 - analysis of sounds
3. Identify format and mechanics in own writing.
4. Use capitalization, punctuation, and paragraphs in own writing.
5. Use subject, predicate, and modifiers in sentences.
6. Use editing to check and confirm correct use of conventions for complete sentences, correct word order in sentences and punctuation.
7. Use letter formation, lines, and spaces to create readable documents.
8. Use plural forms of commonly used nouns and common age-appropriate contractions.
9. Use title, table, index, and chapter heading to locate information in expository text.
10. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

STORYTOWN:

Sentence Structure

- Types (declarative, interrogative, exclamatory, imperative, interjection)
- Structure (simple, compound, complex, compound-complex)
- Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)
- Word order

Grammar

- Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)
- Verbs (action, helping linking, transitive, intransitive, regular, irregular; subject-verb agreement)
- Verb tenses (present, past, future; present, past, and future perfect)
- Adjectives (common, proper; articles; comparative, superlative)
- Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)
- Abbreviations, contractions

Punctuation

- Period, exclamation point, or question mark at end of sentences
- Comma:
 - Greeting and closure of a letter
 - Dates, locations, and addresses
 - For items in a series
- Quotation marks:
 - Dialogue, exact words of a speaker
- Apostrophes in possessive case of nouns and in contractions
- Underlining or italics to identify title of documents
- Colon:
 - Separate hours and minutes

Capitalization

- First word of a sentence, names of people, and the pronoun I
- Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people
- Geographical names, holidays, historical periods, and special events
- Names or magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate
- Use conventions of punctuation and capitalization

Spelling

- Common, phonetically regular words
- Frequently used, irregular words
- One-syllable words with consonant blends
- Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions
- Use a variety of strategies and resources to spell words

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process

Grade Two Performance Standards

1. Plan and make judgments about what to include in written products, (e.g., narratives of personal experiences, creative stories, skits, based on familiar stories/experiences).
2. Compose first drafts using the writing process and revise to clarify and refine (improve sequence, provide more descriptive detail, add variety of sentence types).
3. Write structured, informative presentations and narratives when given help with organization.
4. Begin to assist others to edit writing.
5. Produce a variety of types of composition (e.g., stories, reports, correspondence) using media and technology to enhance the presentation/narrative for an audience for a specific purpose.

STORYTOWN:

Writing Strategies

- Writing process: prewriting, drafting, revising, proofreading, publishing
- Collaborative, shared, timed writing, writing to prompts
- Evaluate own and others' writing
- Proofread writing to correct convention errors in mechanics, usage, and punctuation, using handbooks and references as appropriate

Organization and Focus

- Use models and traditional structures for writing
- Select a focus, structure, and viewpoint
- Address purpose, audience, length, and format requirements
- Write single- and multiple-paragraph compositions

Revision Skills

- Correct sentence fragments and run-ons
- Vary sentence structure, word order, and sentence length
- Combine sentences
- Improve coherence, unity, consistency, and progression of ideas
- Add, delete, consolidate, clarify, rearrange text
- Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words
- Elaborate: details, examples, dialogue, quotations
- Revise using a rubric

Penmanship/Handwriting

- Write uppercase and lowercase letters
- Write legibly, using appropriate word and letter spacing
- Write legible, using spacing, margins, and indentation

Writing Applications

- Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
- Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)
- Expository writing (comparison-contrast, explanation, directions, speech, ho-to article, friendly/business letter, news story, essay, report, invitation)
- Persuasive writing (paragraph, essay, letter, ad, poster)
- Cross-curricular writing (paragraph, report, poster, list, chart)
- Everyday writing (journal, message, forms, notes, summary, label, caption)

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| Strand: Literature and Media | |
| Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. | |
| K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world | |
| Grade Two Performance Standards | |
| <ol style="list-style-type: none"> 1. Identify characteristics common to members of various world cultures (e.g., language, dress, food, traditions, and homes) as found in literary works. 2. Increase vocabulary by listening to, reading, and responding to literary works. 3. Identify cultural characteristics in literature and media. 4. Demonstrate how similar themes are represented by different versions of stories from many cultures. | <p>STORYTOWN:</p> <p>Literary Response and Analysis: Genre Characteristics</p> <ul style="list-style-type: none"> • Know a variety of literary genres and their basic characteristics • Distinguish between fantasy and realistic text • Understand the distinguishing features of literary and nonfiction texts: everyday print material, poetry, drama, fantasies, fables, myths, legends, and fairy tales <p>Response to Text</p> <ul style="list-style-type: none"> • Compare and contrast versions of the same stories that reflect different cultures <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Read literature by authors from various cultural and historical backgrounds <p>Cultural Awareness</p> <ul style="list-style-type: none"> • Connect information and events in texts to life and life to text experiences • Compare language, oral traditions, and literature that reflect customs, regions, and cultures |
| K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function. | |
| Grade Two Performance Standards | |
| <ol style="list-style-type: none"> 1. Identify differences between poetry and expository writing. 2. Compare and contrast plots, settings, and characters presented by different authors. 3. Identify the use of rhythm, rhyme, and alliteration in writing. 4. Take part in creative responses to dramatizations, oral presentations, and fantasy plays. | <p>STORYTOWN:</p> <p>Literary Elements</p> <ul style="list-style-type: none"> • Plot/plot development: <ul style="list-style-type: none"> ○ Important events ○ Beginning, middle, ending of story ○ Problem/solution ○ Conflict and resolution/causes and effects ○ Compare and contrast • Character <ul style="list-style-type: none"> ○ Identify ○ Identify, describe, compare and contrast ○ Relate character and events ○ Traits, actions, motives • Setting <ul style="list-style-type: none"> ○ Identify and describe ○ Compare and contrast • Theme <ul style="list-style-type: none"> ○ Theme/essential message |

LANGUAGE ARTS CURRICULUM

Grade Three

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| Strand: Reading and Listening for Comprehension | |
| Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | |
| K-4 Benchmark I-A: Listen to, read, react to, and retell information | |
| Third Grade Performance Standards | |
| <ol style="list-style-type: none">1. Interact with text before, during, and after reading, listening, or viewing by:<ul style="list-style-type: none">• setting a purpose• previewing the text• making predictions• asking questions• locating information for a specific purpose• making connections• using story structure and text organization to comprehend2. Summarize main idea(s) from written or spoken text succinctly.3. Employ active listening skills.4. Increase vocabulary through reading, listening, and interacting. | <p>STORYTOWN: Comprehension and Analysis of Text</p> <ul style="list-style-type: none">• Ask/answer questions• Author's purpose• Background knowledge: prior knowledge and experiences• Cause-effect• Compare-contrast• Details• Directions: one-, two-, multi-step• Draw conclusions• Fact-fiction• Fact-opinion• Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information• Interpret information from graphic aids• Locate information:<ul style="list-style-type: none">○ Book parts○ Text features○ Alphabetical order• Main idea: stated/unstated• Main idea and supporting details• Make inferences• Make predictions/predict outcomes• Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts• Organize information<ul style="list-style-type: none">○ Alphabetical order○ Numerical systems/outlines○ Graphic organizers |

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| | <ul style="list-style-type: none"> • Preview • Purpose for reading • Referents • Retell stories and ideas • Sequence • Summarize • Text structure: <ul style="list-style-type: none"> ○ Narrative text ○ Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution) <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Select material to read for pleasure • Read a variety of self-selected and assigned literary and informational texts • Use knowledge of authors' styles, themes, and genres to choose own reading |
| K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum | |
| Third Grade Performance Standards | |
| <ol style="list-style-type: none"> 1. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, discover and extend meaning of words. 2. Use encyclopedias, dictionaries, and electronic resources to gather information. | <p>STORYTOWN:</p> <p>Study Skills</p> <ul style="list-style-type: none"> • Follow and give directions • Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching • Practice test-taking strategies <p>Research and Information</p> <ul style="list-style-type: none"> • Use resources and references • Understand the purpose, structure, and organization of various reference materials: <ul style="list-style-type: none"> ○ Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography ○ Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals • Charts, maps, diagrams, time lines, schedules, calendar, graphs, photos |

K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information

Third Grade Performance Standards

1. Draw conclusions, make generalizations, gather support by referencing the text.
2. Explain choice of reading materials congruent with purpose (e.g., solving problems, making decisions).

STORYTOWN:

Comprehension and Analysis of Text

- Ask/answer questions
- Author's purpose
- Background knowledge: prior knowledge and experiences
- Cause-effect
- Compare-contrast
- Details
- Directions: one-, two-, multi-step
- Draw conclusions
- Fact-fiction
- Fact-opinion
- Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information
- Interpret information from graphic aids
- Locate information:
 - Book parts
 - Text features
 - Alphabetical order
- Main idea: stated/unstated
- Main idea and supporting details
- Make inferences
- Make predictions/predict outcomes
- Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts
- Organize information
 - Alphabetical order
 - Numerical systems/outlines
 - Graphic organizers
- Preview
- Purpose for reading
- Referents
- Retell stories and ideas
- Sequence

- Summarize
- Text structure:
 - Narrative text
 - Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)

Viewing/Media

- Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)
- Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text
- Select, organize, and produce visuals to complement and extend meaning
- Use technology or appropriate media to communicate information and ideas
- Use technology or appropriate media to compare ideas, information, and viewpoints
- Compare, contrast, and evaluate print and broadcast media
 - Distinguish between fact and opinion

K-4 Benchmark I-D: Acquire reading strategies

Third Grade Performance Standards

1. Apply phonics and structural analysis to decode words (e.g., less common vowel patterns, syllable breaks).
2. Apply context clues to decode unknown words.
3. Use reference materials (e.g., glossary, dictionary, thesaurus) to confirm decoding skills, verify spelling, and discover and extend meaning of words.
4. Use a variety of strategies to comprehend text (e.g., re-read, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).
5. Read aloud with fluency and comprehension grade-level text.
6. Increase vocabulary through reading, listening, and interacting.

STORYTOWN:

Phonemic Awareness

- Distinguish long- and short-vowel sounds in orally stated words

Decoding: Phonic Analysis

- Consonants; single, blends, digraphs in initial, final, medial positions
- Vowels: short, long, digraphs, r-controlled, variant, schwa
- Understand that as letters in words change, so do the sounds
- Blend vowel-consonant sounds orally to make words or syllables
- Blend sounds from letters and letter patterns into recognizable words

Decoding: Structural Analysis

- Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives
- Contractions, abbreviations, and compound words
- Prefixes, suffixes, derivations, and root words
- Letter, spelling, and syllable patterns
- Phonograms/word families/onset-rimes
- Syllable rules and patterns

Decoding: Strategies

- Visual cues: sound/symbol relationships, letter patterns, and spelling patterns
- Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families
- Cross check visual and structural cues to confirm meaning

Word Recognition

- One-syllable and high-frequency words
- Common, irregular sight words
- Common abbreviations
- Lesson vocabulary

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Vocabulary and Concept Development

- Academic language
- Classify-categorize
- Antonyms
- Synonyms
- Homographs
- Homophones
- Multiple-meaning words
- Figurative and idiomatic language
- Context/context clues
- Content-area words
- Dictionary, glossary, thesaurus
- Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)
- Word structure clues to determine meaning:
 - Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words
 - Greek and Latin roots, prefixes, suffices, derivations, and root words
- Develop vocabulary:
 - Listen to and discuss text read aloud
 - Read independently
 - Use reference books

Strand: **Writing and Speaking for Expression**

Content Standard II: **Students will communicate effectively through speaking and writing.**

K-4 Benchmark II-A: **Demonstrate competence in speaking to convey information**

Third Grade Performance Standards

1. Present information in a logical manner with a clear main point.
2. Sustain conversation on a topic.
3. Answer open-ended questions.
4. Explain own learning.
5. Read aloud with fluency and comprehension grade-level text.

STORYTOWN:

Literary Devices/Author's Craft

- Rhythm, rhyme, pattern, and repetition
- Alliteration, onomatopoeia, assonance, imagery
- Figurative language (similes, metaphors, idioms, personification, hyperbole)
- Characterization/character development
- Dialogue
- Narrator/narration

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Response to Text

- Relate characters and events to own life
- Read to perform a task or learn a new task
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators
- Generate alternative endings and identify the reason and impact of the alternatives
- Compare and contrast versions of the same stories that reflect different cultures
- Make connections between information in texts and stories and historical events
- Form ideas about what has been read and use specific information from the text to support these ideas

Listening Skills and Strategies

- Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)

- Listen for a purpose:
 - Follow oral directions (one-, two-, three-, and multi-step)
 - For specific information
 - For enjoyment
 - To distinguish between the speaker's opinions and verifiable facts
 - To actively participate in class discussions
 - To make inferences or draw conclusions
 - To evaluate classroom presentations
 - To respond to a variety of media and speakers
 - To paraphrase/summarize directions and information
 - To identify the musical elements of language

Speaking Skills and Strategies

- Speak clearly and audibly and use appropriate volume and pace in different settings
- Use formal and informal English appropriately
- Follow rules of convention
- Stay on the topic when speaking
- Use descriptive words
- Recount experiences in a logical sequence
- Use eye contact, appropriate gestures, and props to enhance oral presentations and engage the audience
- Give and follow two-, three-, and four-step directions
- Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues
- Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone
- Organize presentations to maintain a clear focus
- Use language appropriate to situation, purpose, and audience
- Make/deliver:
 - Oral narrative, descriptive, informational, and persuasive presentations
 - Oral summaries of articles and books
 - Oral responses to literature
 - Presentations on problems and solutions
- Vary language according to situation, audience, and purpose
- Participate in classroom activities and discussions

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate

Third Grade Performance Standards

1. Use correct subject/verb agreement.
2. Use correct capitalization and punctuation.
3. Use a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.
4. Compose two or more paragraphs with:
 - topic sentences
 - supporting details
 - appropriate, logical sequence
 - sufficient elaboration
5. use strategies for spelling (e.g., sound patterns, visual patterns, silent letters).
6. Proofread own writing for spelling and edit (with assistance) for language conventions and format.
7. Create readable documents with legible handwriting.
8. Write compositions that have few significant errors in:
 - use of pronouns
 - adjectives
 - adverbial forms
 - coordinating conjunctions
9. Create and deliver recitations and presentations about familiar experiences or interests that are organized around a coherent statement.
10. Demonstrate a command of standard English when speaking.

STORYTOWN:

Sentence Structure

- Types (declarative, interrogative, exclamatory, imperative, interjection)
- Structure (simple, compound, complex, compound-complex)
- Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)
- Word order

Grammar

- Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)
- Verbs (action, helping linking, transitive, intransitive, regular, irregular; subject-verb agreement)
- Verb tenses (present, past, future; present, past, and future perfect)
- Adjectives (common, proper; articles; comparative, superlative)
- Adverbs (place, time, manner, degree)
- Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)
- Abbreviations, contractions

Punctuation

- Period, exclamation point, or question mark at end of sentences
- Comma:
 - Greeting and closure of a letter
 - Dates, locations, and addresses
 - For items in a series
 - Direct quotations
- Quotation marks:
 - Dialogue, exact words of a speaker
- Apostrophes in possessive case of nouns and in contractions
- Underlining or italics to identify title of documents
- Colon:
 - Separate hours and minutes

Capitalization

- First word of a sentence, names of people, and the pronoun I
- Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people
- Geographical names, holidays, historical periods, and special events
- Names or magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate
- Use conventions of punctuation and capitalization

Spelling

- Common, phonetically regular words
- Frequently used, irregular words
- One-syllable words with consonant blends
- Contractions, compounds, orthographic patterns, and common homophones
- Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions
- Use a variety of strategies and resources to spell words

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process

Third Grade Performance Standards

1. Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.
2. Compose a variety of fiction, non-fiction, poetry, and drama selections using self-selected topics and multimedia forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).
3. Suggest and implement reflection and revision (with assistance) on target elements by:
 - clarifying ideas
 - adding descriptive words and phrases
 - sequencing events and ideas
 - combining short, related sentences
 - strengthening word choice
4. Begin to incorporate literary words and language patterns in writing (e.g., elaborate descriptions, use figurative wording).
5. Combine information from multiple sources, using technology as a tool, in writing reports and stories.
6. Write stories and essays that show an awareness of intended audience and purpose.

STORYTOWN:

Writing Strategies

- Writing process: prewriting, drafting, revising, proofreading, publishing
- Collaborative, shared, timed writing, writing to prompts
- Evaluate own and others' writing
- Proofread writing to correct convention errors in mechanics, usage, and punctuation, using handbooks and references as appropriate

Organization and Focus

- Use models and traditional structures for writing
- Select a focus, structure, and viewpoint
- Address purpose, audience, length, and format requirements
- Write single- and multiple-paragraph compositions

Revision Skills

- Correct sentence fragments and run-ons
- Vary sentence structure, word order, and sentence length
- Combine sentences
- Improve coherence, unity, consistency, and progression of ideas
- Add, delete, consolidate, clarify, rearrange text
- Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words
- Elaborate: details, examples, dialogue, quotations
- Revise using a rubric

Penmanship/Handwriting

- Write uppercase and lowercase letters
- Write legibly, using appropriate word and letter spacing
- Write legible, using spacing, margins, and indentation

Writing Applications

- Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
- Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)
- Expository writing (comparison-contrast, explanation, directions, speech, ho-to article, friendly/business letter, news story, essay, report, invitation)
- Persuasive writing (paragraph, essay, letter, ad, poster)
- Cross-curricular writing (paragraph, report, poster, list, chart)
- Everyday writing (journal, message, forms, notes, summary, label, caption)

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| Strand: Literature and Media | |
| Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. | |
| K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world | |
| Third Grade Performance Standards | |
| <ol style="list-style-type: none"> 1. Use language and media to make connections between own experiences and the experiences of others (e.g., local stories, stories, stories about local culture and history). 2. Create and participate in responses to a variety of literature and media (e.g., dramatizations, presentations, fantasy plays). 3. Identify and discuss similarities and differences in events and characters across examples of literature and media. 4. Make informed judgments about the purpose of media productions. | <p>STORYTOWN:</p> <p>Literary Response and Analysis: Genre Characteristics</p> <ul style="list-style-type: none"> • Know a variety of literary genres and their basic characteristics • Distinguish between fantasy and realistic text • Understand the distinguishing features of literary and nonfiction texts: everyday print material, poetry, drama, fantasies, fables, myths, legends, and fairy tales <p>Response to Text</p> <ul style="list-style-type: none"> • Compare and contrast versions of the same stories that reflect different cultures <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Read literature by authors from various cultural and historical backgrounds <p>Cultural Awareness</p> <ul style="list-style-type: none"> • Connect information and events in texts to life and life to text experiences • Compare language, oral traditions, and literature that reflect customs, regions, and cultures • View concepts and issues from diverse perspectives |
| K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function. | |
| Third Grade Performance Standards | |
| <ol style="list-style-type: none"> 1. Read and create a variety of text, including: <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, and fables) • non-fiction (biographies, letters, articles, essays) • poetry • drama (skits and plays) 2. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • considering the differences among genres • relating plots, settings, and characters to own experiences and ideas • considering main character's point of view • participating in creative interpretations • making inferences and drawing conclusions about characters and events | <p>STORYTOWN:</p> <p>Literary Elements</p> <ul style="list-style-type: none"> • Plot/plot development: <ul style="list-style-type: none"> ○ Important events ○ Beginning, middle, ending of story ○ Problem/solution ○ Conflict and resolution/causes and effects ○ Compare and contrast • Character <ul style="list-style-type: none"> ○ Identify ○ Identify, describe, compare and contrast ○ Relate character and events ○ Traits, actions, motives • Setting <ul style="list-style-type: none"> ○ Identify and describe ○ Compare and contrast • Theme <p>Theme/essential message</p> |

LANGUAGE ARTS CURRICULUM

Grade Four

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| Strand: Reading and Listening for Comprehension | |
| Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | |
| K-4 Benchmark I-A: Listen to, read, react to, and retell information | |
| Grade Four Performance Standards | |
| <ol style="list-style-type: none">1. Use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., re-read the text, consult other sources, ask for help, paraphrase, question).2. Visualize and recall story details, including characterization and sequence.3. Read a variety of texts, including:<ul style="list-style-type: none">• fiction (e.g., legends, novels, folklore, science fiction)• non-fiction (e.g., autobiographies, informational books, diaries, and journals)• poetry• drama4. Increase vocabulary through reading, listening, and interacting. | <p>STORYTOWN: Comprehension and Analysis of Text</p> <ul style="list-style-type: none">• Ask/answer questions• Author's purpose• Author's perspective• Background knowledge: prior knowledge and experiences• Cause-effect• Compare-contrast• Details• Directions: one-, two-, multi-step• Draw conclusions• Fact-fiction• Fact-opinion• Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information• Interpret information from graphic aids• Locate information:<ul style="list-style-type: none">○ Book parts○ Text features○ Alphabetical order• Main idea: stated/unstated• Main idea and supporting details• Make inferences• Make judgments• Make predictions/predict outcomes• Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts• Organize information |

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| | <ul style="list-style-type: none"> ○ Alphabetical order ○ Numerical systems/outlines ○ Graphic organizers ● Preview ● Purpose for reading ● Referents ● Retell stories and ideas ● Sequence ● Summarize ● Text structure: <ul style="list-style-type: none"> ○ Narrative text ○ Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution) ● Paraphrase/restate facts and details <p>Self-Selected Reading</p> <ul style="list-style-type: none"> ● Select material to read for pleasure ● Read a variety of self-selected and assigned literary and informational texts ● Use knowledge of authors' styles, themes, and genres to choose own reading |
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K-4 Benchmark I-B: Locate and use a variety of resources to acquire information across the curriculum

Grade Four Performance Standards

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| <ol style="list-style-type: none"> 1. Use key words, indices, cross-references, and letters on volumes to find information. 2. Use multiple representations of information (e.g., maps, charts, photos) to find information. | <p>STORYTOWN:</p> <p>Study Skills</p> <ul style="list-style-type: none"> ● Follow and give directions ● Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching ● Practice test-taking strategies <p>Research and Information</p> <ul style="list-style-type: none"> ● Use resources and references ● Understand the purpose, structure, and organization of various reference materials: <ul style="list-style-type: none"> ○ Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography ○ Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals ○ Charts, maps, diagrams, time lines, schedules, calendar, graphs, photos ○ Choose reference materials appropriate to research purpose |
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K-4 Benchmark I-C: Demonstrate critical thinking skills to comprehend written, spoken, and visual information

Grade Four Performance Standards

1. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative process by:
 - analyzing author's word choice and content
 - examining reasons for characters' actions
 - identifying and examining characters' motives
 - considering a situation or problem from different characters' perspectives
2. Respond to non-fiction using interpretive, critical, and evaluative processes.
3. Analyze characters, events, and plots from different texts and cite supporting evidence.
4. Analyze how language and visuals bring characters to life, enhance plot development, and produce a response.
5. Demonstrate deductive and inductive reasoning by drawing logical conclusions.

STORYTOWN:

Comprehension and Analysis of Text

- Ask/answer questions
- Author's purpose
- Author's perspective
- Background knowledge: prior knowledge and experiences
- Cause-effect
- Compare-contrast
- Details
- Directions: one-, two-, multi-step
- Draw conclusions
- Fact-fiction
- Fact-opinion
- Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information
- Interpret information from graphic aids
- Locate information:
 - Book parts
 - Text features
 - Alphabetical order
- Main idea: stated/unstated
- Main idea and supporting details
- Make inferences
- Make judgments
- Make predictions/predict outcomes
- Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts
- Organize information
 - Alphabetical order
 - Numerical systems/outlines
 - Graphic organizers
- Paraphrase/restate facts and details
- Preview
- Purpose for reading

- Referents
- Retell stories and ideas
- Sequence
- Summarize
- Text structure:
 - Narrative text
 - Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)

Viewing/Media

- Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)
- Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text
- Select, organize, and produce visuals to complement and extend meaning
- Use technology or appropriate media to communicate information and ideas
- Use technology or appropriate media to compare ideas, information, and viewpoints
- Compare, contrast, and evaluate print and broadcast media
 - Distinguish between fact and opinion
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture
- Identify persuasive and propaganda techniques used in television and identify false and misleading information
- Support opinions with detailed evidence and with visual or media displays that use appropriate technology

K-4 Benchmark I-D: Acquire reading strategies

Grade Four Performance Standards

1. Use word identification strategies appropriately and automatically when encountering words (e.g., graphophonic, syntactic, semantic).
2. Identify key words and discover their relationships.
3. Adjust speed of reading to suit purpose and difficulty of material.
4. Read aloud with fluency and comprehension grade-level text.
5. Increase vocabulary through reading, listening, and interacting.

STORYTOWN:

Decoding: Phonic Analysis

- Vowels: short, long, digraphs, r-controlled, variant, schwa
- Blend vowel-consonant sounds orally to make words or syllables
- Blend sounds from letters and letter patterns into recognizable words

Decoding: Structural Analysis

- Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives
- Contractions, abbreviations, and compound words
- Prefixes, suffixes, derivations, and root words
- Greek and Latin roots
- Letter, spelling, and syllable patterns
- Phonograms/word families/onset-rimes
- Syllable rules and patterns

Decoding: Strategies

- Visual cues: sound/symbol relationships, letter patterns, and spelling patterns
- Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families
- Cross check visual and structural cues to confirm meaning

Word Recognition

- Common abbreviations
- Lesson vocabulary

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Vocabulary and Concept Development

- Academic language
- Classify-categorize
- Antonyms
- Synonyms
- Homographs

- Homophones
- Multiple-meaning words
- Figurative and idiomatic language
- Context/context clues
- Content-area words
- Dictionary, glossary, thesaurus
- Foreign words
- Connotation-detonation
- Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)
- Analogies
- Word structure clues to determine meaning:
 - Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words
 - Greek and Latin roots, prefixes, suffices, derivations, and root words
- Develop vocabulary:
 - Listen to and discuss text read aloud
 - Read independently
 - Use reference books

Strand: Writing and Speaking for Expression

Content Standard II: **Students will communicate effectively through speaking and writing.**

K-4 Benchmark II-A: **Demonstrate competence in speaking to convey information**

Grade Four Performance Standards

1. Actively contribute to a discussion.
2. Use language to:
 - present information and ideas clearly and concisely
 - interview
 - solve problems
 - make decisions
3. Make oral presentations, using technologies when appropriate, with an awareness of audience and purpose
4. Use appropriate non-verbal communication while giving presentations.
5. Read aloud with fluency and comprehend grade-level text.

STORYTOWN:

Literary Devices/Author's Craft

- Rhythm, rhyme, pattern, and repetition
- Alliteration, onomatopoeia, assonance, imagery
- Figurative language (similes, metaphors, idioms, personification, hyperbole)
- Characterization/character development
- Dialogue
- Narrator/narration
- Point of view (first person, third person, omniscient)
- Informal language (idioms, slang, jargon, dialect)

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Response to Text

- Relate characters and events to own life
- Read to perform a task or learn a new task
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators
- Generate alternative endings and identify the reason and impact of the alternatives
- Compare and contrast versions of the same stories that reflect different cultures
- Make connections between information in texts and stories and historical events
- Form ideas about what has been read and use specific information from the text to support these ideas

Listening Skills and Strategies

- Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)

- Listen for a purpose:
 - Follow oral directions (one-, two-, three-, and multi-step)

- For specific information
- For enjoyment
- To distinguish between the speaker's opinions and verifiable facts
- To actively participate in class discussions
- To expand and enhance personal interest and personal preferences
- To make inferences or draw conclusions
- To evaluate classroom presentations
- To respond to a variety of media and speakers
- To paraphrase/summarize directions and information
- For language reflecting regions and cultures
- To identify the musical elements of language
- Listen critically to relate the speaker's verbal communication to the nonverbal message

Speaking Skills and Strategies

- Speak clearly and audibly and use appropriate volume and pace in different settings
- Use formal and informal English appropriately
- Follow rules of convention
- Stay on the topic when speaking
- Use descriptive words
- Recount experiences in a logical sequence
- Clarify and support spoken ideas with evidence and examples
- Use eye contact, appropriate gestures, and props to enhance oral presentations and engage the audience
- Give and follow two-, three-, and four-step directions
- Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues
- Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone
- Organize presentations to maintain a clear focus
- Use language appropriate to situation, purpose, and audience
- Make/deliver:
 - Oral narrative, descriptive, informational, and persuasive presentations
 - Oral summaries of articles and books
 - Oral responses to literature
 - Presentations on problems and solutions
 - Presentation or speech for specific occasions, audiences, and purposes
- Vary language according to situation, audience, and purpose
- Select a focus, organizational structure, and point of view for an oral presentation
- Participate in classroom activities and discussions

K-4 Benchmark II-B: Apply grammatical and language conventions to communicate

Grade Four Performance Standards

1. Use simple and compound sentences in writing and speaking.
2. Combine short, related sentences with appositives, participle phrases, adjectives, adverbs, and prepositional phrases.
3. Identify and use regular and irregular verbs, prepositions, and coordinating conjunctions in writing and speaking.
4. Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and contractions.
5. Use underlining, quotation marks, or italics to identify titles of documents.
6. Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.
7. Spell correctly roots, inflections, affixes, and syllable constructions.
8. Compose multiple paragraphs with:
 - topic sentences
 - specific, relevant details
 - logical progression and movement of facts
 - coherence
 - elaboration
 - concluding statement related to topic
9. Speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

STORYTOWN:

Sentence Structure

- Types (declarative, interrogative, exclamatory, imperative, interjection)
- Structure (simple, compound, complex, compound-complex)
- Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)

Grammar

- Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)
- Verbs (action, helping linking, transitive, intransitive, regular, irregular; subject-verb agreement)
- Verb tenses (present, past, future; present, past, and future perfect)
- Adjectives (common, proper; articles; comparative, superlative)
- Adverbs (place, time, manner, degree)
- Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)
- Prepositions; prepositional phrases
- Conjunctions
- Abbreviations, contractions

Punctuation

- Period, exclamation point, or question mark at end of sentences
- Comma:
 - Greeting and closure of a letter
 - Dates, locations, and addresses
 - For items in a series
 - Direct quotations
 - Link two clauses with a conjunction in compound sentences
- Quotation marks:
 - Dialogue, exact words of a speaker
 - Titles of books, stories, poems, magazines
- Apostrophes in possessive case of nouns and in contractions
- Underlining or italics to identify title of documents

Capitalization

- First word of a sentence, names of people, and the pronoun I
- Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people

- Geographical names, holidays, historical periods, and special events
- Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate
- Use conventions of punctuation and capitalization

Spelling

- Common, phonetically regular words
- Frequently used, irregular words
- One-syllable words with consonant blends
- Contractions, compounds, orthographic patterns, and common homophones
- Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions
- Use a variety of strategies and resources to spell words

K-4 Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process

Grade Four Performance Standards

1. Produce a variety of written narrative/stories using:
 - descriptive writing (e.g., using relevant details and ideas that figuratively recreate an event of experience)
 - narrative writing (e.g., using sequence, point of view, and character to tell a story)
 - expository writing (e.g., identifies and stays on the topic; develops the topic with simple facts, details, examples, explanations)
2. Use planning strategies that generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).
3. Focus revision on:
 - sequences of events and ideas
 - transition words
 - sentence patterns

STORYTOWN:

Writing Strategies

- Writing process: prewriting, drafting, revising, proofreading, publishing
- Collaborative, shared, timed writing, writing to prompts
- Evaluate own and others' writing
- Proofread writing to correct convention errors in mechanics, usage, and punctuation, using handbooks and references as appropriate

Organization and Focus

- Use models and traditional structures for writing
- Select a focus, structure, and viewpoint
- Address purpose, audience, length, and format requirements
- Write single- and multiple-paragraph compositions

Revision Skills

- Correct sentence fragments and run-ons
- Vary sentence structure, word order, and sentence length
- Combine sentences
- Improve coherence, unity, consistency, and progression of ideas
- Add, delete, consolidate, clarify, rearrange text
- Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words
- Elaborate: details, examples, dialogue, quotations
- Revise using a rubric

Penmanship/Handwriting

- Write legible, using spacing, margins, and indentation

Writing Applications

- Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
- Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)
- Expository writing (comparison-contrast, explanation, directions, speech, ho-to article, friendly/business letter, news story, essay, report, invitation)
- Persuasive writing (paragraph, essay, letter, ad, poster)
- Cross-curricular writing (paragraph, report, poster, list, chart)
- Everyday writing (journal, message, forms, notes, summary, label, caption)

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| Strand: Literature and Media | |
| Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self. | |
| K-4 Benchmark III-A: Use language, literature, and media to gain and demonstrate awareness of cultures around the world | |
| Grade Four Performance Standards | |
| <ol style="list-style-type: none"> 1. Examine the reason for characters' actions. 2. Identify and examine characters' motives. 3. Consider a situation or problem from different characters' points of view. 4. Trace the exploits of character types across literature and media depicting various cultures. | <p>STORYTOWN:</p> <p>Literary Response and Analysis: Genre Characteristics</p> <ul style="list-style-type: none"> • Know a variety of literary genres and their basic characteristics • Distinguish between fantasy and realistic text • Distinguish between informational and persuasive texts • Understand the distinguishing features of literary and nonfiction texts: everyday print material, poetry, drama, fantasies, fables, myths, legends, and fairy tales • Explain the appropriateness of the literary forms chosen by an author for a specific purpose <p>Response to Text</p> <ul style="list-style-type: none"> • Compare and contrast versions of the same stories that reflect different cultures <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Read literature by authors from various cultural and historical backgrounds <p>Cultural Awareness</p> <ul style="list-style-type: none"> • Connect information and events in texts to life and life to text experiences • Compare language, oral traditions, and literature that reflect customs, regions, and cultures • Identify how language reflects regions and cultures |
| K-4 Benchmark III-B: Identify and use the types of literature according to their purpose and function. | |
| Grade Four Performance Standards | |
| <ol style="list-style-type: none"> 1. Identify beginning, middle, and end of a story. 2. Describe the contextual differences of various forms of literature. 3. Describe the reasons why an author would choose a particular genre. 4. Compose fiction, non-fiction, poetry, and drama using self-selected and/or assigned topics and forms. 5. Respond to fiction, non-fiction poetry, and drama using interpretive, critical, and evaluative processes by: <ul style="list-style-type: none"> • analyzing author's word choice and context • examining reasons for characters' actions • identifying and examining characters' motives • considering a situation of problems from different characters' perspectives | <p>STORYTOWN:</p> <p>Literary Elements</p> <ul style="list-style-type: none"> • Plot/plot development: <ul style="list-style-type: none"> ○ Important events ○ Beginning, middle, ending of story ○ Problem/solution ○ Conflict ○ Conflict and resolution/causes and effects ○ Compare and contrast • Character <ul style="list-style-type: none"> ○ Identify ○ Identify, describe, compare and contrast ○ Relate character and events ○ Traits, actions, motives ○ Cause for character's actions ○ Character's qualities and effect on plot • Setting <ul style="list-style-type: none"> ○ Identify and describe ○ Compare and contrast • Theme <ul style="list-style-type: none"> ○ Theme/essential message |

LANGUAGE ARTS CURRICULUM

Grade Five

| Strand: Reading and Listening for Comprehension | |
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| Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | |
| 5-8 Benchmark I-A: Listen to, read, react to, and retell information | |
| Grade Five Performance Standards | |
| <ol style="list-style-type: none">Listen actively and critically by:<ul style="list-style-type: none">asking questionsdelving deeper into the topicelaborating on the information and the ideas presentedevaluating information and ideasmaking inferences and drawing conclusionsmaking judgmentsMake connections, between texts by recognizing similarities and differences based on a common theme, lesson, or message.Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.Follow oral instructions that provide information about a task or assignment. | <p>STORYTOWN: Comprehension and Analysis of Text</p> <ul style="list-style-type: none">Ask/answer questionsAuthor's purposeAuthor's perspective<ul style="list-style-type: none">Propaganda/biasBackground knowledge: prior knowledge and experiencesCause-effectCompare-contrastDetailsDirections: one-, two-, multi-stepDraw conclusionsFact-fictionFact-opinionHigher order thinking: analyze, critique and evaluate, synthesize, and visualize text and informationInterpret information from graphic aidsLocate information:<ul style="list-style-type: none">Book partsText featuresAlphabetical orderMain idea: stated/unstatedMain idea and supporting detailsMake generalizationsMake inferencesMake judgmentsMake predictions/predict outcomesMonitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjunctsOrganize information<ul style="list-style-type: none">Alphabetical orderNumerical systems/outlinesGraphic organizers |

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| | <ul style="list-style-type: none"> • Preview • Purpose for reading • Referents • Retell stories and ideas • Sequence • Summarize • Text structure: <ul style="list-style-type: none"> ○ Narrative text ○ Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution) • Paraphrase/restate facts and details <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Select material to read for pleasure • Read a variety of self-selected and assigned literary and informational texts • Use knowledge of authors' styles, themes, and genres to choose own reading |
| <p>5-8 Benchmark I-B: Gather and use information for research and other purposes.</p> | |
| <p>Grade Five Performance Standards</p> | |
| <ol style="list-style-type: none"> 1. Understand concept of primary source. 2. Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas by: <ul style="list-style-type: none"> • conducting research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, Internet, computer networks) • evaluating the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics 3. Make connections between print and non-print texts by recognizing similarities and differences using a variety of resources that contribute to informed decisions. | <p>STORYTOWN:</p> <p>Study Skills</p> <ul style="list-style-type: none"> • Follow and give directions • Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching • Practice test-taking strategies <p>Research and Information</p> <ul style="list-style-type: none"> • Use resources and references • Understand the purpose, structure, and organization of various reference materials: <ul style="list-style-type: none"> ○ Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography ○ Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals ○ Charts, maps, diagrams, time lines, schedules, calendar, graphs, photos ○ Choose reference materials appropriate to research purpose |

5-8 Benchmark I-C: **Apply critical thinking skills to analyze information.**

Grade Five Performance Standards

1. Evaluate text to determine author's purpose and opinion by:
 - evaluating inferences, conclusions, and generalizations
 - identifying elements of fiction and non-fiction that support plot development, choice of words, effectiveness of figurative language and personification
2. Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text.
3. Respond to fiction, non-fiction, poetry, and drama using interpretive, critical, and evaluative processes by:
 - analyzing word choice and content
 - examining reasons for a character's actions
 - creating and presenting a product that demonstrates a personal response
 - examining alternative perspectives
4. Make informed judgments about bias, propaganda, stereotyping, and media techniques.
5. Analyze cause and effect relationships, compare and contrast information, facts, characters, and objects to predict a logical outcome based on the information in the selection.
6. Distinguish between fact and opinion.

STORYTOWN:

Comprehension and Analysis of Text

- Ask/answer questions
- Author's purpose
- Author's perspective
- Background knowledge: prior knowledge and experiences
- Cause-effect
- Compare-contrast
- Details
- Directions: one-, two-, multi-step
- Draw conclusions
- Fact-fiction
- Fact-opinion
- Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information
- Interpret information from graphic aids
- Locate information:
 - Book parts
 - Text features
 - Alphabetical order
- Main idea: stated/unstated
- Main idea and supporting details
- Make generalizations
- Make inferences
- Make judgments
- Make predictions/predict outcomes
- Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts
- Organize information
 - Alphabetical order
 - Numerical systems/outlines
 - Graphic organizers
- Paraphrase/restate facts and details
- Preview

- Purpose for reading
- Referents
- Retell stories and ideas
- Sequence
- Summarize
- Text structure:
 - Narrative text
 - Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)

Viewing/Media

- Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)
- Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text
- Select, organize, and produce visuals to complement and extend meaning
- Use technology or appropriate media to communicate information and ideas
- Use technology or appropriate media to compare ideas, information, and viewpoints
- Compare, contrast, and evaluate print and broadcast media
 - Distinguish between fact and opinion
 - Evaluate the role of media
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture
- Identify persuasive and propaganda techniques used in television and identify false and misleading information
- Summarize main concept and list supporting details and identify biases, stereotypes, and persuasive techniques in a non-print message
- Support opinions with detailed evidence and with visual or media displays that use appropriate technology

5-8 Benchmark I-D: **Demonstrate competence in the skills and strategies of the reading process**

Grade Five Performance Standards

1. Apply enabling strategies and skills to read by:
 - expanding and refining vocabulary through wide reading, word study, content area study, writing process elements, writing as a tool, debate, discussions, seminars, and examining the author’s craft
 - using word reference materials
 - selecting key vocabulary critical to the text and applying appropriate meanings for understanding
 - reading independently to increase fluency and build background knowledge
2. Interact with the text by:
 - making predictions
 - formulating questions
 - supporting answers from textual information, previous experience, and/or other sources
 - drawing on personal, literary, and cultural understandings
 - seeking additional information
3. Read a variety of texts, (e.g., fiction, newspaper and magazine articles, poetry, drama)
4. Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events of information.

STORYTOWN:

Decoding: Phonic Analysis

- Vowels: short, long, digraphs, r-controlled, variant, schwa
- Blend vowel-consonant sounds orally to make words or syllables
- Blend sounds from letters and letter patterns into recognizable words

Decoding: Structural Analysis

- Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives
- Contractions, abbreviations, and compound words
- Prefixes, suffixes, derivations, and root words
- Greek and Latin roots
- Letter, spelling, and syllable patterns
- Phonograms/word families/onset-rimes
- Syllable rules and patterns

Decoding: Strategies

- Visual cues: sound/symbol relationships, letter patterns, and spelling patterns
- Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families
- Cross check visual and structural cues to confirm meaning

Word Recognition

- Common abbreviations
- Lesson vocabulary

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Vocabulary and Concept Development

- Academic language
- Classify-categorize
- Antonyms
- Synonyms
- Homographs
- Homophones
- Multiple-meaning words
- Figurative and idiomatic language
- Context/context clues

- Content-area words
- Dictionary, glossary, thesaurus
- Foreign words
- Connotation-detonation
- Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)
- Analogies
- Word structure clues to determine meaning:
 - Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words
 - Greek and Latin roots, prefixes, suffices, derivations, and root words
- Develop vocabulary:
 - Listen to and discuss text read aloud
 - Read independently
 - Use reference books

Response to Text

- Relate characters and events to own life
- Read to perform a task or learn a new task
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators
- Generate alternative endings and identify the reason and impact of the alternatives
- Compare and contrast versions of the same stories that reflect different cultures
- Make connections between information in texts and stories and historical events
- Form ideas about what has been read and use specific information from the text to support these ideas
- Know that the attitudes and values that exist in a time period or culture affect stories and informational articles written during that time period

Self-Selected Reading

- Select material to read for pleasure
- Read a variety of self-selected and assigned literary and informational texts
- Use knowledge of authors' styles, themes, and genres to choose own reading
- Read literature by authors from various cultural and historical backgrounds

Strand: Writing and Speaking for Expression

Content Standard II: **Students will communicate effectively through speaking and writing.**

5-8 Benchmark II-A: **Use speaking as an interpersonal communication tool**

Grade Five Performance Standards

1. Read aloud grade-level text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
2. Use language to:
 - formulate hypotheses
 - evaluate information and ideas
 - present and support arguments
 - influence the thinking of others
3. Make presentations to inform or persuade, selecting vocabulary for impact.

STORYTOWN:

Literary Devices/Author's Craft

- Rhythm, rhyme, pattern, and repetition
- Alliteration, onomatopoeia, assonance, imagery
- Figurative language (similes, metaphors, idioms, personification, hyperbole)
- Characterization/character development
- Dialogue
- Narrator/narration
- Point of view (first person, third person, omniscient)
- Informal language (idioms, slang, jargon, dialect)

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Response to Text

- Relate characters and events to own life
- Read to perform a task or learn a new task
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators
- Generate alternative endings and identify the reason and impact of the alternatives
- Compare and contrast versions of the same stories that reflect different cultures
- Make connections between information in texts and stories and historical events
- Form ideas about what has been read and use specific information from the text to support these ideas
- Know that the attitudes and values that exist in a time period or culture affect stories and informational articles written during that time period

Listening Skills and Strategies

- Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)
- Listen for a purpose:
 - Follow oral directions (one-, two-, three-, and multi-step)
 - For specific information
 - For enjoyment
 - To distinguish between the speaker's opinions and verifiable facts
 - To actively participate in class discussions
 - To expand and enhance personal interest and personal preferences
 - To identify logical fallacies used in oral presentations and media messages

- To make inferences or draw conclusions
- To interpret a speaker's verbal and nonverbal messages, purposes, and perspectives
- To identify the tone, mood, and emotion
- To evaluate classroom presentations
- To respond to a variety of media and speakers
- To paraphrase/summarize directions and information
- For language reflecting regions and cultures
- To recognize emotional and logical arguments
- To identify the musical elements of language
- Listen critically to relate the speaker's verbal communication to the nonverbal message

Speaking Skills and Strategies

- Speak clearly and audibly and use appropriate volume and pace in different settings
- Use formal and informal English appropriately
- Follow rules of convention
- Stay on the topic when speaking
- Use descriptive words
- Recount experiences in a logical sequence
- Clarify and support spoken ideas with evidence and examples
- Use eye contact, appropriate gestures, and props to enhance oral presentations and engage the audience
- Give and follow two-, three-, and four-step directions
- Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues
- Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone
- Organize presentations to maintain a clear focus
- Use language appropriate to situation, purpose, and audience
- Make/deliver:
 - Oral narrative, descriptive, informational, and persuasive presentations
 - Oral summaries of articles and books
 - Oral responses to literature
 - Presentations on problems and solutions
 - Presentation or speech for specific occasions, audiences, and purposes
- Vary language according to situation, audience, and purpose
- Select a focus, organizational structure, and point of view for an oral presentation
- Participate in classroom activities and discussions

5-8 Benchmark II-B: **Apply grammatical and language conventions to communicate**

Grade Five Performance Standards

1. Write sentences that use:
 - independent and dependent clauses
 - transitions
 - conjunctions to connect ideas
2. Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
3. Use colons and quotation marks correctly.
4. Spell most commonly used words accurately using a multi-strategy approach to learn new spellings.
5. Edit final product for grammar, language conventions, and format.
6. Create and deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience using a variety of media.
7. Evaluate the content of oral communication.

STORYTOWN:

Sentence Structure

- Types (declarative, interrogative, exclamatory, imperative, interjection)
- Structure (simple, compound, complex, compound-complex)
- Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)

Grammar

- Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)
- Verbs (action, helping linking, transitive, intransitive, regular, irregular; subject-verb agreement)
- Verb tenses (present, past, future; present, past, and future perfect)
- Participles; infinitives
- Adjectives (common, proper; articles; comparative, superlative)
- Adverbs (place, time, manner, degree)
- Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)
- Prepositions; prepositional phrases
- Conjunctions
- Abbreviations, contractions

Punctuation

- Period, exclamation point, or question mark at end of sentences
- Comma:
 - Greeting and closure of a letter
 - Dates, locations, and addresses
 - For items in a series
 - Direct quotations
 - Link two clauses with a conjunction in compound sentences
- Quotation marks:
 - Dialogue, exact words of a speaker
 - Titles of books, stories, poems, magazines
- Parentheses/dash/hyphen
- Apostrophes in possessive case of nouns and in contractions
- Underlining or italics to identify title of documents
- Colon:
 - Separate hours and minutes

- Introduce a list
- After the salutation of a business letter

Capitalization

- First word of a sentence, names of people, and the pronoun I
- Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people
- Geographical names, holidays, historical periods, and special events
- Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate
- Use conventions of punctuation and capitalization

Spelling

- Common, phonetically regular words
- Frequently used, irregular words
- One-syllable words with consonant blends
- Contractions, compounds, orthographic patterns, and common homophones
- Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions
- Use a variety of strategies and resources to spell words

5-8 Benchmark II-C: **Demonstrate competence in the skills and strategies of the writing process**

Grade Five Performance Standards

1. Produce a variety of written products that demonstrate competence in:
 - persuasive writing (e.g., states a clear position, elaborates on the position with reasons, examples, information and other evidence)
 - autobiographical writing
 - essays that speculate on cause and effect
2. Apply the writing process through:
 - pre-writing
 - creating a rough draft
 - revising for clarity of thought and focused communication
 - editing
 - publishing and sharing of final product
3. Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose.
4. Focus revision on creating simple and/or complex sentences for clarity and impact and on developing a lead, characters, or mood.

STORYTOWN:

Writing Strategies

- Writing process: prewriting, drafting, revising, proofreading, publishing
- Collaborative, shared, timed writing, writing to prompts
- Evaluate own and others' writing
- Proofread writing to correct convention errors in mechanics, usage, and punctuation, using handbooks and references as appropriate

Organization and Focus

- Use models and traditional structures for writing
- Select a focus, structure, and viewpoint
- Address purpose, audience, length, and format requirements
- Write single- and multiple-paragraph compositions

Revision Skills

- Correct sentence fragments and run-ons
- Vary sentence structure, word order, and sentence length
- Combine sentences
- Improve coherence, unity, consistency, and progression of ideas
- Add, delete, consolidate, clarify, rearrange text
- Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words
- Elaborate: details, examples, dialogue, quotations
- Revise using a rubric

Penmanship/Handwriting

- Write legible, using spacing, margins, and indentation

Writing Applications

- Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
- Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)
- Expository writing (comparison-contrast, explanation, directions, speech, ho-to article, friendly/business letter, news story, essay, report, invitation)
- Persuasive writing (paragraph, essay, letter, ad, poster)
- Cross-curricular writing (paragraph, report, poster, list, chart)
- Everyday writing (journal, message, forms, notes, summary, label, caption)

Strand: Literature and Media

Content Standard III: **Students will use literature and media to develop an understanding of people, societies, and the self.**

5-8 Benchmark III-A: **Use language, literature, and media to understand various social and cultural perspectives.**

Grade Five Performance Standards

1. Explain why similar character types are found in multiple cultures.
2. Identify social/cultural values and beliefs reflected in literature and media.
3. Identify archetypal patterns and symbols depicted through literature and media of various cultures.

STORYTOWN:

Literary Response and Analysis: Genre Characteristics

- Know a variety of literary genres and their basic characteristics
- Distinguish between fantasy and realistic text
- Distinguish between informational and persuasive texts
- Understand the distinguishing features of literary and nonfiction texts: everyday print material, poetry, drama, fantasies, fables, myths, legends, and fairy tales
- Explain the appropriateness of the literary forms chosen by an author for a specific purpose

Response to Text

- Compare and contrast versions of the same stories that reflect different cultures

Self-Selected Reading

- Read literature by authors from various cultural and historical backgrounds

Cultural Awareness

- Connect information and events in texts to life and life to text experiences
- Compare language, oral traditions, and literature that reflect customs, regions, and cultures
- Identify how language reflects regions and cultures

5-8 Benchmark III-B: **Identify ideas and make connections among literary works.**

Grade Five Performance Standards

1. Identify main conflict in a plot and describe how it is resolved.
2. Contrast the actions and motives of characters in literary works.
3. Explain the importance of a character's actions to the plot and theme of a literary work.

STORYTOWN:

Literary Elements

- Plot/plot development:
 - Important events
 - Beginning, middle, ending of story
 - Problem/solution
 - Conflict
 - Conflict and resolution/causes and effects
 - Compare and contrast
- Character
 - Identify
 - Identify, describe, compare and contrast
 - Relate character and events
 - Traits, actions, motives
 - Cause for character's actions
 - Character's qualities and effect on plot
- Setting
 - Identify and describe
 - Compare and contrast
 - Relate to problem/resolution
- Theme
 - Theme/essential message
 - Universal themes
- Mood/Tone
 - Identify
 - Compare and contrast

LANGUAGE ARTS CURRICULUM

Grade Six

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| Strand: Reading and Listening for Comprehension | |
| Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. | |
| 5-8 Benchmark I-A: Listen to, read, react to, and interpret information. | |
| Grade Six Performance Standards | |
| <ol style="list-style-type: none">1. Narrate a fictional or autobiographical account.2. Relate details, main ideas, setting, action, and main character(s).3. Explore expressive materials that are read, heard, or viewed.4. Identify and interpret figurative language in an oral selection.5. Interact appropriately in group settings.6. Reflect on learning experiences by describing personal learning growth and change in perspective.7. Interpret how personal circumstances and background shapes interaction with text. | <p>STORYTOWN: Comprehension and Analysis of Text</p> <ul style="list-style-type: none">• Ask/answer questions• Author's purpose• Author's perspective<ul style="list-style-type: none">◦ Propaganda/bias• Background knowledge: prior knowledge and experiences• Cause-effect• Compare-contrast• Details• Directions: one-, two-, multi-step• Draw conclusions• Fact-fiction• Fact-opinion• Higher order thinking: analyze, critique and evaluate, synthesize, and visualize text and information• Interpret information from graphic aids• Locate information:<ul style="list-style-type: none">◦ Book parts◦ Text features◦ Alphabetical order• Main idea: stated/unstated• Main idea and supporting details• Make generalizations• Make inferences• Make judgments• Make predictions/predict outcomes• Monitor comprehension: adjust reading rate, create mental images, reread, read ahead, set/adjust purpose, self-question, summarize/paraphrase, use graphic aids, text features, and text adjuncts• Organize information<ul style="list-style-type: none">◦ Alphabetical order◦ Numerical systems/outlines◦ Graphic organizers |

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| | <ul style="list-style-type: none"> • Preview • Purpose for reading • Referents • Retell stories and ideas • Sequence • Summarize • Text structure: <ul style="list-style-type: none"> ○ Narrative text ○ Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution) • Paraphrase/restate facts and details <p>Self-Selected Reading</p> <ul style="list-style-type: none"> • Select material to read for pleasure • Read a variety of self-selected and assigned literary and informational texts • Use knowledge of authors' styles, themes, and genres to choose own reading |
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5-8 Benchmark I-B: Gather and use information for research and other purposes

Grade Six Performance Standards

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| <ol style="list-style-type: none"> 1. Interpret and synthesize information from a variety of sources by: <ul style="list-style-type: none"> • reviewing the characteristics of informational works • restating and summarizing information • determining that importance of information • making connections to related topics and information • monitoring comprehension • drawing inferences • generating questions 2. Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and advertisements by: <ul style="list-style-type: none"> • exploring a variety of sources that provide information (e.g., books, newspapers, Internet, electronic databases, CD-ROMs) • distinguishing between primary and secondary sources 3. Organize information gathered for a research topic into major components based on appropriate criteria. | <p>STORYTOWN:</p> <p>Study Skills</p> <ul style="list-style-type: none"> • Follow and give directions • Apply plans and strategies: KWL, question-answer relationships, skim and scan, note taking, outline, questioning the author, reciprocal teaching • Practice test-taking strategies <p>Research and Information</p> <ul style="list-style-type: none"> • Use resources and references • Understand the purpose, structure, and organization of various reference materials: <ul style="list-style-type: none"> ○ Title page, table of contents, chapter titles, chapter headings, index, glossary, guide words, citations, end notes, bibliography ○ Picture dictionary, software, dictionary, thesaurus, atlas, globe, encyclopedia, telephone directory, on-line information, card catalog, electronic search engines and data bases, almanac, newspaper, journals, periodicals ○ Charts, maps, diagrams, time lines, schedules, calendar, graphs, photos ○ Choose reference materials appropriate to research purpose |
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5-8 Benchmark I-C: **Apply critical thinking skills to analyze information**

Grade Six Performance Standards

1. Use critical thinking skills and create criteria to evaluate text and multimedia by:
 - determining purpose through exploring bias, apparent messages, emotional factors, or persuasive techniques
 - identifying and exploring the underlying assumptions of the author
2. Recognize the point of view of the author by considering alternative points of view or reasons by remaining fair-minded and open to other interpretations.
3. Develop and apply appropriate criteria to evaluate the quality of communication by:
 - using knowledge of language structure and literary or media techniques
 - drawing conclusions based on evidence, reasons, or relevant information
 - considering the implications, consequences, or impact of those conclusions

STORYTOWN:

Comprehension and Analysis of Text

- Ask/answer questions
- Author's purpose
- Author's perspective
- Background knowledge: prior knowledge and experiences
- Cause-effect
- Compare-contrast
- Details
- Directions: one-, two-, multi-step
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- Fact-opinion
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- Purpose for reading
- Referents
- Retell stories and ideas
- Sequence
- Summarize
- Text structure:
 - Narrative text
 - Informational text (compare and contrast, cause and effect, sequence/chronological order, proposition and support, problem and solution)

Viewing/Media

- Interpret information from visuals (graphics, media, including illustrations, tables, maps, charts, graphs, diagrams, time lines)
- Analyze the ways visuals, graphics, and media represent, contribute to, and support meaning of text
- Select, organize, and produce visuals to complement and extend meaning
- Use technology or appropriate media to communicate information and ideas
- Use technology or appropriate media to compare ideas, information, and viewpoints
- Compare, contrast, and evaluate print and broadcast media
 - Distinguish between fact and opinion
 - Evaluate the role of media
- Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture
- Identify persuasive and propaganda techniques used in television and identify false and misleading information
- Summarize main concept and list supporting details and identify biases, stereotypes, and persuasive techniques in a non-print message
- Support opinions with detailed evidence and with visual or media displays that use appropriate technology

5-8 Benchmark I-D: **Demonstrate competence in the skills and strategies of the reading process**

Grade Six Performance Standards

1. Increase fluency, comprehension, and insight through meaningful and comprehensive reading instruction by:
 - using effective reading strategies to match type of text
 - reading self-selected literature and other materials of individual interest
 - reading selections and other materials assigned
 - discussing selections in teacher-student discussions and small groups
 - taking an active role in whole-class seminar
 - discussing and analyzing the effects of texts of literary devices, such as figurative language, dialogue and flashback
 - interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style
 - investigating examples of distortion and stereotype
 - recognizing underlying messages in order to identify recurring themes
2. Generate questions to be answered while reading and reflect on what has been learned after reading.
3. Use specific strategies to clear up confusing parts of a text (e.g., re-read the text, consult another source, ask for help).
4. Follow oral and written directions for a procedure.
5. Use knowledge of punctuation to assist in comprehension.

STORYTOWN:

Decoding: Phonic Analysis

- Vowels: short, long, digraphs, r-controlled, variant, schwa
- Blend vowel-consonant sounds orally to make words or syllables
- Blend sounds from letters and letter patterns into recognizable words

Decoding: Structural Analysis

- Inflectional endings, with and without spelling changes: plurals, verb tenses, possessives, comparatives-superlatives
- Contractions, abbreviations, and compound words
- Prefixes, suffixes, derivations, and root words
- Greek and Latin roots
- Letter, spelling, and syllable patterns
- Phonograms/word families/onset-rimes
- Syllable rules and patterns

Decoding: Strategies

- Visual cues: sound/symbol relationships, letter patterns, and spelling patterns
- Structural cues: compound words, contractions, inflectional endings, prefixes, suffixes, Greek and Latin roots, root words, spelling patterns, and word families
- Cross check visual and structural cues to confirm meaning

Word Recognition

- Common abbreviations
- Lesson vocabulary

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Vocabulary and Concept Development

- Academic language
- Classify-categorize
- Antonyms
- Synonyms
- Homographs
- Homophones
- Multiple-meaning words
- Figurative and idiomatic language
- Context/context clues

- Content-area words
- Dictionary, glossary, thesaurus
- Foreign words
- Connotation-detonation
- Word origins (acronyms, clipped and coined words, regional variations, etymologies, jargon, slang)
- Analogies
- Word structure clues to determine meaning:
 - Inflected nouns and verbs, comparatives-superlatives, possessives, compound words, prefixes, suffixes, root words
 - Greek and Latin roots, prefixes, suffices, derivations, and root words
- Develop vocabulary:
 - Listen to and discuss text read aloud
 - Read independently
 - Use reference books

Response to Text

- Relate characters and events to own life
- Read to perform a task or learn a new task
- Recollect, talk, and write about books read
- Describe the roles and contributions of authors and illustrators
- Generate alternative endings and identify the reason and impact of the alternatives
- Compare and contrast versions of the same stories that reflect different cultures
- Make connections between information in texts and stories and historical events
- Form ideas about what has been read and use specific information from the text to support these ideas
- Know that the attitudes and values that exist in a time period or culture affect stories and informational articles written during that time period

Self-Selected Reading

- Select material to read for pleasure
- Read a variety of self-selected and assigned literary and informational texts
- Use knowledge of authors' styles, themes, and genres to choose own reading
- Read literature by authors from various cultural and historical backgrounds

Strand: Writing and Speaking for Expression

Content Standard II: **Students will communicate effectively through speaking and writing.**

5-8 Benchmark II-A: **Use speaking as an interpersonal communication tool.**

Grade Six Performance Standards

1. Assume a variety of roles in group discussions (e.g., active listener, discussion leader, facilitator, reporter/synthesizer).
2. Clarify, illustrate, and expand upon topics in discussions.
3. Use oral clues to indicate levels of certainty (e.g., “what if,” “very likely,” “I’m unsure of”).

STORYTOWN:

Literary Devices/Author’s Craft

- Rhythm, rhyme, pattern, and repetition
- Alliteration, onomatopoeia, assonance, imagery
- Figurative language (similes, metaphors, idioms, personification, hyperbole)
- Characterization/character development
- Dialogue
- Narrator/narration
- Point of view (first person, third person, omniscient)
- Informal language (idioms, slang, jargon, dialect)

Fluency

- Read aloud in a manner that sounds like natural speech
- Read aloud accurately and with appropriate intonation and expression
- Read aloud narrative and expository text with appropriate pacing, intonation, and expression
- Read aloud prose and poetry with rhythm and pace, appropriate intonation, and vocal patterns

Response to Text

- Relate characters and events to own life
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- Compare and contrast versions of the same stories that reflect different cultures
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- Form ideas about what has been read and use specific information from the text to support these ideas

Listening Skills and Strategies

- Listen to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches
- Listen attentively to the speaker (make eye contact and demonstrate appropriate body language)
- Listen for a purpose:
 - Follow oral directions (one-, two-, three-, and multi-step)
 - For specific information
 - For enjoyment
 - To distinguish between the speaker’s opinions and verifiable facts
 - To actively participate in class discussions
 - To expand and enhance personal interest and personal preferences
 - To identify, analyze, and critique persuasive techniques
 - To identify logical fallacies used in oral presentations and media messages
 - To make inferences or draw conclusions
 - To interpret a speaker’s verbal and nonverbal messages, purposes, and

perspectives

- To identify the tone, mood, and emotion
- To analyze the use of rhetorical devices for intent and effect
- To evaluate classroom presentations
- To respond to a variety of media and speakers
- To paraphrase/summarize directions and information
- For language reflecting regions and cultures
- To recognize emotional and logical arguments
- To identify the musical elements of language

- Listen critically to relate the speaker's verbal communication to the nonverbal message

Speaking Skills and Strategies

- Speak clearly and audibly and use appropriate volume and pace in different settings
- Use formal and informal English appropriately
- Follow rules of convention
- Stay on the topic when speaking
- Use descriptive words
- Recount experiences in a logical sequence
- Clarify and support spoken ideas with evidence and examples
- Use eye contact, appropriate gestures, and props to enhance oral presentations and engage the audience
- Give and follow two-, three-, and four-step directions
- Recite poems, rhymes, songs, stories, soliloquies, or dramatic dialogues
- Plan and present dramatic interpretations with clear diction, pitch, tempo, and tone
- Organize presentations to maintain a clear focus
- Use language appropriate to situation, purpose, and audience
- Make/deliver:
 - Oral narrative, descriptive, informational, and persuasive presentations
 - Oral summaries of articles and books
 - Oral responses to literature
 - Presentations on problems and solutions
 - Presentation or speech for specific occasions, audiences, and purposes
- Vary language according to situation, audience, and purpose
- Select a focus, organizational structure, and point of view for an oral presentation
- Participate in classroom activities and discussions

5-8 Benchmark II-B: **Apply grammatical and language conventions to communicate**

Grade Six Performance Standards

1. Use simple, compound, complex, and compound-complex sentences.
2. Use effective coordination and subordination of ideas to express complete thoughts.
3. Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses to convey appropriate meaning.
4. Use verbs that agree with compound subjects.
5. Punctuate using commas that link two clauses with a conjunction in compound sentences.
6. Correctly spell frequently misspelled words (e.g., there, their, they're).
7. Demonstrate an awareness of language conventions and usage during oral presentations.
8. Identify and correct errors in everyday speech.
9. Support opinions expressed with detailed evidence and with visual or media displays that use appropriate technologies.

STORYTOWN:

Sentence Structure

- Types (declarative, interrogative, exclamatory, imperative, interjection)
- Structure (simple, compound, complex, compound-complex)
- Parts (subjects/predicates: complete, simple, compound; clauses: independent, dependent, subordinate; phrase)

Grammar

- Nouns (singular, plural, common, proper, possessive, collective, abstract, concrete, abbreviations, appositives)
- Verbs (action, helping linking, transitive, intransitive, regular, irregular; subject-verb agreement)
- Verb tenses (present, past, future; present, past, and future perfect)
- Participles; infinitives
- Adjectives (common, proper; articles; comparative, superlative)
- Adverbs (place, time, manner, degree)
- Pronouns (subject, object, possessive, reflexive, demonstrative, antecedents)
- Prepositions; prepositional phrases
- Conjunctions
- Abbreviations, contractions

Punctuation

- Period, exclamation point, or question mark at end of sentences
- Comma:
 - Greeting and closure of a letter
 - Dates, locations, and addresses
 - For items in a series
 - Direct quotations
 - Link two clauses with a conjunction in compound sentences
- Quotation marks:
 - Dialogue, exact words of a speaker
 - Titles of books, stories, poems, magazines
- Parentheses/dash/hyphen
- Apostrophes in possessive case of nouns and in contractions
- Underlining or italics to identify title of documents
- Colon:
 - Separate hours and minutes

- Introduce a list
- After the salutation of a business letter

- Semicolons to connect dependent clauses

Capitalization

- First word of a sentence, names of people, and the pronoun I
- Proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people
- Geographical names, holidays, historical periods, and special events
- Names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate
- Use conventions of punctuation and capitalization

Spelling

- Common, phonetically regular words
- Frequently used, irregular words
- One-syllable words with consonant blends
- Contractions, compounds, orthographic patterns, and common homophones
- Greek and Latin roots, inflections, suffixes, prefixes, and syllable constructions
- Use a variety of strategies and resources to spell words

5-8 Benchmark II-C: **Demonstrate competence in the skills and strategies of the writing process**

Grade Six Performance Standards

1. Compose a variety of writings that express individual perspectives drawn from personal or related experience by:
 - drafting, revising, editing, and proofreading own written work
 - using direct feedback from peers to revise content
 - writing for public and private audiences
2. demonstrate competence in writing essays that present problems and solutions (e.g., identifies and defines the problem, describes a solution clearly and convincingly, presents logical and well-supported reasons).
3. Produce writings that incorporate a definite voice of the author appropriate to the writing purpose.
4. Use electronic media to effectively communicate with others.

STORYTOWN:

Writing Strategies

- Writing process: prewriting, drafting, revising, proofreading, publishing
- Collaborative, shared, timed writing, writing to prompts
- Evaluate own and others' writing
- Proofread writing to correct convention errors in mechanics, usage, and punctuation, using handbooks and references as appropriate

Organization and Focus

- Use models and traditional structures for writing
- Select a focus, structure, and viewpoint
- Address purpose, audience, length, and format requirements
- Write single- and multiple-paragraph compositions

Revision Skills

- Correct sentence fragments and run-ons
- Vary sentence structure, word order, and sentence length
- Combine sentences
- Improve coherence, unity, consistency, and progression of ideas
- Add, delete, consolidate, clarify, rearrange text
- Choose appropriate and effective words: exact/precise words, vivid words, trite/overused words
- Elaborate: details, examples, dialogue, quotations
- Revise using a rubric

Penmanship/Handwriting

- Write legible, using spacing, margins, and indentation

Writing Applications

- Narrative writing (stories, paragraphs, personal narratives, journal, plays, poetry)
- Descriptive writing (titles, captions, ads, posters, paragraphs, stories, poems)
- Expository writing (comparison-contrast, explanation, directions, speech, ho-to article, friendly/business letter, news story, essay, report, invitation)
- Persuasive writing (paragraph, essay, letter, ad, poster)
- Cross-curricular writing (paragraph, report, poster, list, chart)
- Everyday writing (journal, message, forms, notes, summary, label, caption)

Strand: Literature and Media

Content Standard III: **Students will use literature and media to develop an understanding of people, societies, and the self.**

5-8 Benchmark III-A: **Use language, literature, and media to understand various social and cultural perspectives**

Grade Six Performance Standards

1. Describe how characters' actions reflect their cultures.
2. Respond to historically or culturally significant works of literature to develop an awareness of perspective(s).
3. Examine connections between cultures worldwide and American society as depicted through literature and media.

STORYTOWN:

Literary Response and Analysis: Genre Characteristics

- Know a variety of literary genres and their basic characteristics
- Distinguish between fantasy and realistic text
- Distinguish between informational and persuasive texts
- Understand the distinguishing features of literary and nonfiction texts: everyday print material, poetry, drama, fantasies, fables, myths, legends, and fairy tales
- Explain the appropriateness of the literary forms chosen by an author for a specific purpose

Response to Text

- Compare and contrast versions of the same stories that reflect different cultures

Self-Selected Reading

- Read literature by authors from various cultural and historical backgrounds

Cultural Awareness

- Connect information and events in texts to life and life to text experiences
- Compare language, oral traditions, and literature that reflect customs, regions, and cultures
- Identify how language reflects regions and cultures

5-8 Benchmark III-B: **Identify ideas and make connections among literary works.**

Grade Six Performance Standards

1. Describe the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and setting, use of figurative language, emotional impact) to influence readers' perspectives.
2. Identify the various themes in literary works.
3. Compare and contrast print and non-print versions of a literary work.

STORYTOWN:

Literary Elements

- Plot/plot development:
 - Important events
 - Beginning, middle, ending of story
 - Problem/solution
 - Conflict
 - Conflict and resolution/causes and effects
 - Compare and contrast
- Character
 - Identify
 - Identify, describe, compare and contrast
 - Relate character and events
 - Traits, actions, motives
 - Cause for character's actions
 - Character's qualities and effect on plot
- Setting
 - Identify and describe
 - Compare and contrast
 - Relate to problem/resolution
- Theme
 - Theme/essential message
 - Universal themes
- Mood/Tone
 - Identify

Compare and contrast