



Standards Overview

Shanghai American School

Language Arts



Grade 3

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Create a single paragraph that has a developed topic sentence which is supported by simple facts and details [36]
- 2. Develop pre-writing strategies (e.g., listing, webbing) [79]
- 3. Analyzes ideas, selects topic, adds detail, and elaborates. [81]
- 4. Produces a draft of multiple paragraphs over time. [35]
- 5. Revise drafts to improve the coherence and logical progression of ideas. [40]
- 6. Use strategies to edit own and others' written work with guidance. [54]
- 7. Publish in a polished format using visual aids and illustrations, applying conventions, and presenting, with guidance. [51]
- 8. Set goals and identify strategies to improve writing (with guidance) [82]
- 9. Write to a specified prompt [1]

Grade 4

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1 Organizes writing using a logical organizational structure.

Write a concluding sentence directly related to the topic sentence. [20]
- 2 Use more than one strategy for generating ideas and planning writing [16]
- 3 Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples. [17]
- 4 Begin to create multi paragraph compositions that have a developed topic sentence which is supported by simple facts and details in a variety of genres Write to a specific writing prompt (e.g., visual and written) [7]
- 5 Revise drafts to improve the coherence and logical progression of ideas (e.g., reread with peers to improve and clarify meaning, add descriptive words and details, incorporate suggestions from peers and teacher) Use strategies to edit written work (with guidance) (e.g., ideas, organization, voice word choice, sentence fluency, conventions and presentation)

Grade 5

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Uses an effective organizational structure. [21]
- 2. Demonstrate a range of pre-writing strategies, such as, quick writes or "seed ideas", organizing information in the form of outlines or paragraph graphic organizers, and note taking. [14]
- 3. Analyzes ideas, selects a narrow topic, and elaborates using specific details and/or examples. [15]
- 4. Produces multiple drafts. [24]
- 5. Edit and revise writing for specific writing traits (e.g., ideas, organization, word choice, sentence fluency, voice and conventions) with teacher guidance, tools (e.g., dictionaries, word lists, and spell checkers), and peer support. [19]
- 6. Analyzes and evaluates own and other's writing. [16]
- 7. Publishes in more than one format for specific audiences and purposes. [9]
- 8. Evaluates and adjusts writing goals using criteria. [12]

Grade 6

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Demonstrates some independence in writing and revising for specific writing traits a) Ideas b) Organization c) Voice d) Sentence fluency e) Word choice f) Convention usage [19]
- 2. Write expository compositions with appropriate academic language and structure [8]
- 3. Write personal narratives such as memoirs, anecdotes and short stories; students will practice the following: a) Establishing situation, plot, persona, point of view, setting, conflict, and resolution and develops/creates structure [10]
- 4. Use a thesaurus and other tools to choose effective wording [4]
- 5. Write personal responses to experiences and prompts including literature [11]
- 6. Use a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorm, builds background knowledge) [10]
- 7. Use a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning

Grade 7

I. Writing ProcessI. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Apply the following traits to the writing process
a) Ideas
b) Organization
c) Voice
d) Sentence fluency
e) Word choice
f) Convention usage [55]
- 2. Write expository compositions using appropriate expository structures and features [24]
- 3. Restate questions in well-formed answers [11]
- 4. Write narratives including:
a) Develop a plot line with beginning, conflict, rising action, climax and denouement
b) Demonstrate a point of view
c) Develop major and minor characters and a setting [11]
- 5. Regularly and effectively use a thesaurus and other tools to choose effective wording [17]
- 6. Write personal responses to experiences and prompts including literature [14]
- 7. Use a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorm, builds background knowledge) [18]
- 8. Use a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an

Grade 8

I. Writing Process

Standard I Writing Process Use the skills and strategies of the writing process

- 1. Apply the following traits to the writing process
a) Ideas b) Organization c) Voice d) Sentence fluency e) Word choice f) Convention usage [19]
- 2. Create expository and persuasive compositions with appropriate structure that have a coherent thesis and make clear and well-supported conclusions [6]
- 3. Write processed compositions and narratives of varied genres and establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques [7]
- 4. Write narratives and a variety of other compositions that relate a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters) [5]
- 5. Regularly use a thesaurus and other tools to choose effective wording

- presentation;
[20]
- 6 Evaluate own and others' writing [27]
 - 7 Publishes in more than one format for specific audiences and purposes. Publish writing in a polished format, using visual aids and illustrations when appropriate [17]
 - 8 Evaluates and adjusts writing goals using criteria. [21]
- clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions) [19]
- 8. Use a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work) [21]
 - 9. Evaluate own and others' writing (e.g., applies criteria generated by self and others, uses self-assessment to set and achieve goals as a writer, participates in peer response groups) [8]
- organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions) [28]
- 9. Use a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work) [28]
 - 10. Evaluate own and others' writing (e.g., applies criteria generated by self and others, uses self-assessment to set and achieve goals as a writer, participates in peer response groups) [14]
- wording [11]
- 6. Write expressive personal responses to experiences and prompts including literature [14]
 - 7. Use a variety of prewriting strategies (e.g., makes outlines, uses published pieces as writing models, constructs critical standards, brainstorm, builds background knowledge) [20]
 - 8. Use a variety of strategies to draft and revise written work (e.g., analyzes and clarifies meaning, makes structural and syntactical changes, uses an organizational scheme, uses sensory words and figurative language, rethinks and rewrites for different audiences and purposes, checks for a consistent point of view and for transitions between paragraphs, uses direct feedback to revise compositions) [16]
 - 9. Use a variety of strategies to edit and publish written work (e.g., eliminates slang; edits for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; proofreads using reference materials, word processor, and other resources; edits for clarity, word choice, and language usage; uses a word processor or other technology to publish written work) [16]
 - 10. Evaluate own and others' writing (e.g., applies criteria generated by self and others, uses self-assessment to set and achieve goals as a writer, participates in

peer response
groups)
[17]

II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre	II. Style/Rhetorical Technique Standard II Style/Rhetorical Techniques Use stylistic and rhetorical techniques in a variety of written genre
<ul style="list-style-type: none"> 1. Produces documents requiring personal information. 2. Write descriptions that use concrete sensory details in a paragraph (five senses, adjectives) to create clear pictures in the minds of readers. [5] 3. Writes with voice. [33] 4. Understands that writing changes for different audiences. [33] 5. Demonstrates understanding of different purposes for writing. [28] 6. Write in a variety of genre (fiction, non-fiction, poetry) [26] 7. Uses more than one sentence type and structure. [19] 8. Use musical elements of literary language (e.g., rhyme alliteration onomatopoeia) [14] 	<ul style="list-style-type: none"> 1 Produces documents used in a career setting. [13] 2 Write descriptions that use concrete sensory details within a composition (e.g., adjectives, five senses). Uses language appropriate for a specific audience and purpose. [5] 3 Understands that different audiences and purposes affect writer's voice. [3] 4 Applies understanding of multiple and varied audiences to write effectively. [1] 5 Demonstrates understanding of different purposes for writing. [16] 6 Uses a variety of forms/genres. Writes fiction, non-fiction and poetry. [4] 7 Uses a variety of sentences: Write sentences that have different beginnings and patterns [3] 8 Use figurative language (e.g., simile, metaphor, alliterations) and identify its use in literary work Use musical elements of literary language (e.g., rhymes, alliteration, onomatopoeias) [1] 	<ul style="list-style-type: none"> 1. Produces documents used in a career setting. [3] 2. Uses language appropriate for a specific audience and purpose. [17] 3. Applies understanding that different purposes affect writer's voice. [11] 4. Publishes in more than one format for specific audience [10] 5. Demonstrates understanding of different purposes for writing. [3] 6. Uses a variety of forms/genres. [1] 7. Uses a variety of sentences. (same as SIII, B11) [4] 8. Write using carefully chosen language, such as, figurative language (e.g., metaphors, similes, onomatopoeia, and personification) with guidance [5] 9. Write narratives. Write short persuasive letters or compositions: [1] 10. Write expository compositions on important ideas, issues, events or people by using the following guidelines: a) Consider the purpose and audience in order to direct the composition b) Establish a topic, important ideas or events 	<ul style="list-style-type: none"> 1. Use literary devices such as dialogue, suspense, descriptive and figurative language to clarify and enhance ideas and sensory details 2. Use paragraph form in writing, arranging sentences in sequential order, uses supporting and follow-up sentences, establishes coherence within and among paragraphs; students will practice the following: a) Engage the interest of the reader and state a clear purpose b) Develop the topic with supporting details and precise verbs, nouns and adjectives to paint a visual image in the mind of the reader c) Transitions and link ideas d) Conclude with a detailed summary linked to the purpose of the composition e) Students will be able to use effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance or climactic order [12] 	<ul style="list-style-type: none"> 1. Use a range of appropriate strategies in narrative writing including dialogue, suspense, naming of specific narrative action including movement, gestures and expressions [12] 2. Use content, style, and structure (e.g., formal or informal language, genre, and organization) appropriate for specific audiences and purposes [30] 3. Use figurative devices, imagery and sound devices to create effective narrative language [13] 4. Write expository compositions, which present information in a logical manner including an introduction and conclusion as well as transitions. Students will use the following a) Compare-contrast or problem-solution b) Effective use of transitions between sentences and ideas to unify key ideas c) Support all statements and claims with anecdotes, descriptions, facts and statistics, and/or specific examples [15] 	<ul style="list-style-type: none"> 1. Use significant literary devices that define the writer's style (e.g. metaphor, symbolism, dialect, irony, imagery and figurative language) [5] 2. Use formal and informal language appropriate to a clearly identified purpose, audience and circumstance to demonstrate personal style and voice [2] 3. Support ideas with analogies, paraphrases, quotations and/or opinions from authorities, comparisons, and similar devices [3] 4. Establish coherence within and among paragraphs through effective transitions, parallel structures and similar writing techniques

in sequence or chronological order
c) Develop the topic with simple facts, details, examples, and explanations
d) Provide details and transitional expressions that link one paragraph to another in a clear line of thought with guidance
Provide a concluding paragraph that summarizes important ideas and details with guidance
[6]

III. Grammar and Mechanics	III. Grammar and Mechanics	III. Grammar and Mechanics	III. Grammar and Mechanics	III. Grammar and Mechanics	III. Grammar and Mechanics
Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre	Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre	Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre	Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre	Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre	Standard III Grammar and Mechanics Use grammatical and mechanical conventions in a variety of written genre
<ul style="list-style-type: none">1. Write legibly adhering to margins and correct spacing between letters in a word and words in a sentence. [19]2. N/A3. Begin to write using cursive style4. Spells third-grade high-frequency words correctly. [24]5. Spell correctly one-syllable words that have blends, contractions, compounds and patterns (e.g., consonant doubling, change y to i) and have common homophones (e.g., hair-hare) as per LETRS scope and sequence. [38]6. N/A7. Identify and correctly use various parts of speech. [5]8. Applies capitalization rules. [24]9. Applies punctuation	<ul style="list-style-type: none">1 N/A [10]2 N/A [10]3 Use cursive style [13]4 Spell correctly high frequency and commonly misspelled grade appropriate words [28]5 N/A [10]6N/A7 Use pronouns, nouns, verbs, adverbs, conjunctions, adjectives and compound words correctly [15]8 Applies capitalization rules [28]9 Applies punctuation rules. [20]10 Applies usage rules. [14]11 Uses a variety of sentences correctly. [6]12 Use reference materials to aid writing (e.g., dictionary, thesaurus, internet, encyclopedia)	<ul style="list-style-type: none">1. N/A [1]2 N/A [2]3. Uses legible handwriting. [9]4. N/A [1]5. Spell and understand meaning of roots, suffixes, prefixes, contractions, and syllable constructions correctly [6]6. N/A [1]7. Identify and correctly use verbs with appropriate and consistent tense, action verbs, possessive pronouns, and common misused words (e.g., affect, effect) [10]8. Use correct capitalization [7]9. Identify and correctly use with guidance colon to separate hours and minutes, to introduce a list, use quotation marks around exact words of speaker and names of poems,	<ul style="list-style-type: none">1. Use a variety of sentence structures including the following: a) Simple and compound sentences b) Use effective coordination of ideas to express complete thoughts c) Be able to write compositions using the basic forms of sentence combining [12]2. Identify and have proper usage of the eight parts of speech, tense, subject/verb agreement, and possessives [7]3. Use conventions of punctuation in written compositions, including colons, semi-colons to connect independent clauses and commas when linking clauses and conjunctions in compound sentences [16]4. Use conventions of capitalization in written compositions [21]5. Use conventions of spelling in	<ul style="list-style-type: none">1. Identify and use a variety of sentence structures including varying the use of simple, complex, and compound sentences in written compositions [10]2. Use modifiers correctly in active voice [12]3. Identify and have proper usage of the eight parts of speech, infinitives, participles and clear pronoun/antecedent references [6]4. Identify and use conventions of punctuation in written compositions, including hyphen, dash, brackets, semi-colon between two clauses of a compound sentence that are not joined by a conjunction, quotations, commas at the end of a dependent clause [22]5. Identify and use conventions of spelling in written compositions including derivatives by applying spellings of bases and affixes	<ul style="list-style-type: none">Identify and use correctly: a variety of sentence structures including varying the use of simple, complex, compound and compound-complex sentences in written compositions, a variety of sentence openings to reinforce the presentation of a lively and effective personal style, parallel structure in all written discourse including similar grammatical forms to present items in a series, complements and items juxtaposed for emphasis, use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly (e.g., consistency with tense, part of speech, possessives, or plurals) [7]2. Identify and have proper usage of the eight parts of speech and edit written work to

- | | | | | | |
|--|---------------|---|---|--------------|---|
| <p>rules.
[24]</p> <ul style="list-style-type: none"> • 10 Applies usage rules.
[19] • 11 Uses a variety of sentences.
[24] • 12 Use reference materials to aid writing (dictionary, thesaurus, word wall)
[14] | <p>[11]</p> | <p>songs, short stories, etc.</p> <ul style="list-style-type: none"> • 10. Applies usage rules.
[7] • 11. Write with a variety of sentence length using compound and complex sentence structures and phrases with guidance (e.g., use of conjunctions, subordinate conjunctions and relative pronouns, prepositional phrases, appositive phrases)
[8] • 12. Use classroom resources for writing.
[6] | <p>written compositions including roots, suffixes, prefixes, contractions and frequently misspelled words such as their, there and they're
[8]</p> <ul style="list-style-type: none"> • 6. Use new vocabulary in different subjects and in oral and written responses
[10] | <p>[6]</p> | <p>reflect appropriate and effective grammar (e.g., verb tense, pronoun antecedent, run-on sentences, fragments, etc.)
[4]</p> <ul style="list-style-type: none"> • 3. Use correct spelling conventions
[6] • 4. Use correct punctuation and capitalization
[10] • 5. Produce correctly formatted work that follows the conventional style for the type of document (e.g., personal, business or memorandum)
[2] |
|--|---------------|---|---|--------------|---|

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Use text media and electronic media to gather information (with guidance)
[3]
- 2. Organize ideas chronologically or around major points of information (with guidance)
- 3. Present information in written, oral and electronic format.
[13]
- 4. Clarify and enhance oral and written presentations through the use of appropriate props (e.g., objects, pictures, charts)
[3]
- 5. Distinguish between opinion and verifiable facts
[3]

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Use text media and electronic media to gather information
[24]
- 2. Organize ideas chronologically or around major points of information
[24]
- 3. Present information in written, oral and electronic format
[18]
- 4. Clarify and enhance oral and written presentations through use of appropriate props (e.g., objects, pictures, charts)
[12]

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Use organizational features of printed text (e.g., bold topics and words, glossary, table of contents) to locate relevant information
[8]
- 2. Use resources (e.g., thesaurus and dictionary) to identify alternative word choices and meanings and to increase vocabulary in different subject areas
[3]
- 3. Organize information according to a focus question or topic in the form of note taking or basic outlining
[9]
- 4. Use and list resources (e.g., encyclopedias, articles, Internet, and nonfiction texts) to locate information
[6]

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Gather and organize information and ideas from multiple sources in systematic ways
[12]
- 2. Pose relevant and specific questions about the topic and convey accurate perspectives on the subject
[4]
- 3. State a clear position or perspective in support of a proposition or proposal a) Include main ideas and most significant details in order to reflect underlying meaning not just superficial details b) Anticipate and address reader concerns and counterarguments. Include evidence compiled through a formal research process c) Determine the adequacy and appropriateness of an author's evidence for his or her conclusions d) Provide support of the proposition employing well

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Gather and use new information to adjust and extend personal knowledge base a) Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research b) Draw conclusions and make inferences based on information in texts c) Write summaries of reading materials d) Include the main ideas and most significant details
[12]
- 2. Recognize the concept of plagiarism and summarize and paraphrase information from a variety of texts in a way that demonstrates comprehension of main ideas
[13]
- 3. Use appropriate methods (such as MLA format) to cite and document reference sources
[10]
- 4. Write persuasive compositions a) Discuss techniques such as word choice and context used to

IV. Research

Standard IV Research - Use the skills and strategies of the research process - Gather -Analyze and interpret -Respond

- 1. Plan and conduct a multiple-step research process using print and multimedia resources a) Include a well defined thesis (one that makes a clear and knowledgeable judgment) b) Use a variety of primary and secondary sources, determining the nature and usefulness of each c) Evaluate accuracy and validity of information (e.g., identifying the web address, date of publication, author, target audience, purpose) d) Use the structure and organization of encyclopedias, newspapers, periodicals, search engines and directories, and web reference sites e) Exhibit careful reading and insight in interpretations f) Draw supported

- articulated evidence

 - 4. Use appropriate methods (such as MLA format) to cite and document reference sources including work cited techniques
 - 5. Summarize and paraphrase information from a variety of sources (e.g., speakers, periodicals, online sources and other informational texts); use own words except for quotations [10]
 - 6. Differentiate between fact and opinion in a variety of sources [4]
 - 7. Recognize the author's purpose and point of view
- convey a viewpoint

b) State a clear position or perspective in support of a proposition or proposal

c) Describe the points in support of the proposition, employ well articulated evidence

d) Use the student's own words, except for quotations

e) Reflect underlying meaning, not just the superficial details [9]
- inferences and judgments through references to the source

g) Use research information, sources, etc. to substantiate original thought (personal thesis, claims, conclusions, etc.) [6]

 - 2. Record important ideas, concepts, and direct quotations from significant information sources
 - a) Paraphrase and summarize all perspectives on the topic as appropriate
 - b) Use appropriate methods to cite and document reference sources including a bibliography in MLA format. Avoid plagiarism and use citing sources both for quotes and ideas [10]
 - 3. c) Organize and convey information in an appropriate way
 - d) Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion
 - e) Provide details, reasons, and examples arranging them effectively by anticipating and answering audience concerns and counterarguments
 - f) Present information purposefully and succinctly and meet the needs of the intended audience [9]

V. Reading Process

Standard V Reading Process -Use the skills and strategies of the reading process across a variety of genre - Word analysis -Fluency -Vocabulary development

- 1. NA
- 2. NA
- 3. Know and use

V. Reading Process

Standard V Reading Process -Use the skills and strategies of the reading process across a variety of genre - Word analysis -Fluency -Vocabulary development

- 1 N/A [20]
- 2 N/A

V. Reading Process

Standard V Reading Process -Use the skills and strategies of the reading process across a variety of genre - Word analysis -Fluency -Vocabulary development

- 1. N/A
- 2. N/A
- 3. N/A

V. Reading Process

Standard V Reading Process -Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development

- 1. Select texts and establish and adjust purpose for reading

V. Reading Process

Standard V Reading Process Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development

- 1. Interpret meaning from a variety of texts a) Utilize a number of

V. Reading Process

Standard V Reading Process Use the skills and strategies of the reading process across a variety of genre -Word analysis -Fluency -Vocabulary development

- 1. Interpret meaning from a variety of texts a) Use idioms,

<p>complex word families when reading to decode unfamiliar words and multi-syllabic words [36]</p> <ul style="list-style-type: none">4. Accurately read aloud narrative and expository text with fluency. [26]5. Use self-correction strategies and apply different reading rates to match text. [33]6. Recall level appropriate sight words and high frequency words [33]7. Increase vocabulary by applying vocabulary strategies in grade [72]8. Understand and apply content/academic vocabulary. [16]9. Use word reference materials (e.g., dictionary, thesaurus) to learn the meaning and other features of unknown words [48]10 Evaluate authors and books to select favorites. [35]11 Set goals and identify strategies to improve reading with guidance. [26]12 Apply strategies to monitor reading progress. [19]	<p>[51]</p> <ul style="list-style-type: none">3 N/A [61]4 Accurately read aloud narrative and expository text fluently at grade level (with appropriate pacing, intonation and expression) to enhance comprehension. [31]5 Apply different reading rates to match text. [9]6 N/A7 Use root words, contextual clues and reference materials to determine meaning of new vocabulary [18]8 Comprehend and apply level-appropriate reading vocabulary. [43]910 Evaluate authors, books, and genres to select favorites. [41]11 Set goals and identify strategies to improve reading [2]12 Apply strategies to monitor reading progress. [3]	<ul style="list-style-type: none">4. Apply fluency to enhance comprehension. Read aloud with fluency, expression and confidence [19]5 . Apply different reading rates to match text. [16]6. N/A7 . Use knowledge of Latin roots, prefixes and suffixes to understand new words (see spelling scope and sequence). Apply a variety of strategies to comprehend words and ideas in complex text.8 . Understand and apply new vocabulary [9]910 . Select, read, listen to and reflect upon challenging children's literature from a wide variety of genres with guidance [33]11 . Set goals and identify strategies to improve reading [9]12 . Demonstrate strategies and criteria for selecting reading materials to match their independent reading level [17]13 . Write responses to literature:<ul style="list-style-type: none">a) Make self, text and world connections to the readingb) Support judgments through references to the text and to prior knowledgec) Develop interpretations that exhibit careful reading and understanding [24]	<p>[8]</p> <ul style="list-style-type: none">2. Read a variety of texts aloud with fluency and accuracy and with appropriate pacing, intonation and expression3. Interpret meaning from a variety of texts a) Distinguish and interpret multiple meaning words b) Monitor texts for unknown words or words with novel meanings, using word, sentence and paragraph clues to determine meaning c) Understand and explain shades of meaning for related words (e.g., softly and quietly) d) Analyze compare and contrast patterns e) Connect and clarify main ideas identifying their relationship to other sources and related topics [16]4. Identify specific devices an author uses to accomplish his or her purpose [10]5. Reflect on what has been learned after reading [25]	<p>strategies such as context clues b) Clarify word meaning through the use of definition c) Use knowledge of Latin and Greek [25]</p> <ul style="list-style-type: none">2. Describe conventions and devices used by the author to accomplish his or her purpose a) Identify idioms, analogies, metaphors and similes in prose and poetry [19]3. Reflect on reading and form personal responses [10]4. Establish and adjust purposes for reading [14]	<p>analogies, metaphors, and similes to infer the literal and figurative meanings of phrases b) Use knowledge of word relationships, as well as word roots and context clues, to determine the meaning of specialized vocabulary and to determine the precise meaning of grade-level-appropriate words c) Use word meanings within the appropriate context and be able to verify those meanings by definition, restatement, example, comparison, or contrast [4]</p> <ul style="list-style-type: none">Describe conventions and devices used by the author to accomplish his or her purpose a) Identify idioms, analogies, metaphors and similes in prose and poetry [10]3. Reflect on reading and form personal responses which demonstrate understanding of the text and relevance to self and the world [13]4. Establish and adjust purposes for reading [5]
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VI. Interpret Literature	VI. Interpret Literature	VI. Interpret Literature	VI. Interpret Literature	VI. Interpret Literature	VI. Interpret Literature
Standard VI Interpret Literature Use reading skills and strategies to	Standard VI Interpret Literature Use reading skills and strategies to	Standard VI Interpret Literature Use reading skills and strategies to	Standard VI Interpret Literature Use reading skills and strategies to	Standard VI Interpret Literature Use reading skills and strategies to	Standard VI Interpret Literature Use reading skills and strategies to

comprehend and interpret a variety of genre

- 1. Apply knowledge of printed and electronic text features to locate and comprehend text. [34]
- 2. Apply predict and infer comprehension monitoring strategies before, during, and after reading, for fiction and non-fiction text. [54]
- 3. Understand contemporary and traditional literature written in a variety of genres [32]
- 4. Apply comprehension monitoring strategies before, during, and after reading. [54]
- 5. Understand story elements. [35]
- 6. Retell theme, main ideas, and supporting details in a variety of genres. [44]
- 7. Understand literary/narrative devices. [35]
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comprehend and interpret a variety of genre

- 1 Apply features of printed and electronic text to locate and comprehend text. [62]
- 2 Infer meaning from a variety of genres at grade level and their text features (e.g., captions, chapter headings, illustrations and book cover) [26]
- 3 Distinguish defining characteristics of a variety of literary forms and genres (e.g., fiction, non-fiction and poetry) Determine the underlying theme in a variety of genres [42]
- 4 Apply a variety of comprehension strategies. [77]
- 5 Understand and analyze story elements. [77]
- 6 Summarize basic plots of a variety of genre Recall major points in texts, and make and modify predictions Generate thoughtful oral and written responses in small group literature discussions and independently [76]
- 7 Recognize the author's use of descriptive and figurative language (e.g., onomatopoeia, alliteration, simile and metaphor) [11]
- [30]
- [30]
- [10]
-

comprehend and interpret a variety of genre

- 1. Apply understanding of printed and electronic text features to locate information and comprehend text. [17]
- 2 . Apply comprehension monitoring strategies before, during, and after reading to predict and infer from grade-level text. [29]
- 3 . Understand and analyze a variety of literary/narrative genres. [24]
- 4 . Apply comprehension strategies [57]
- 5. Discuss literature with reference to setting, plot, characters, theme (literary elements) and main idea. Understand and analyze story elements. [31]
- 6 . Summarize and paraphrase information from text [51]
- 7. Understand a function (which makes the story more interesting) of literary devices. [9]
- 8. Make connections between literature themes and the greater world [64]
- 9 . Contrast the actions, motives, and appearances of characters in a work of fiction [49]

comprehend and interpret a variety of genre

- 1. Develop strategies to interpret a variety of texts, for example a) Make reasonable assertions about text through accurate b) Identify instances of unsupported inferences [6]
- 2. Identify and explain key literary devices in a variety of texts (e.g. hyperbole, simile and metaphor) [3]
- 3. Identify the speaker and recognize the difference between first and third person narration (e.g. autobiography versus biography) [4]
- 4. Write personal responses to literature [17]
- 5. Recognize and interpret the structure of a variety of texts a) Distinguish among forms of fiction and describe the major characteristics of each form [6]
- 6. Interpret elements of the text a) Analyze the influence of setting on the problem and its resolution b) Define how tone and meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme c) Identify and analyze features of themes conveyed through characters, actions and images d) Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g. compares use of

comprehend and interpret a variety of genre

- 1. Develop strategies to interpret a variety of texts, for example a) Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping b) Select books from various genres at or above current reading levels according to their knowledge of characteristics of a variety of literary forms and genres [9]
- 2. Identify and discuss the use of specific literary devices and their effect (e.g., foreshadowing, flashback to convey mood, tone, suspense, and meaning) [22]
- 3. Identify and trace the development of an author's argument, point of view, or perspective in text [6]
- 4. Write personal responses to literature that explain with reference to the text, why particular thoughts and feelings have been inspired [15]
- 5. Recognize and interpret the structure of a variety of texts a) Articulate the expressed purposes and characteristics of different forms of prose (short story, novel, novella, and essay) b) Identify events which advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s) c) Discuss complex elements of plot development, such as cause and effect relationships, subplots, climax and development of conflict and

comprehend and interpret a variety of genre

- 1. Develop strategies to interpret a variety of texts, for example a) Make inferences and draw conclusions based on implicit and explicit information b) Make connections between essential ideas, arguments, and perspectives of an informational text c) Use reading strategies, such as predictions, text-to-self, text-to-text, text-to-world connections to interpret written pieces d) Evaluate the proposition-and-support patterns in persuasive text e) Analyze how a work of literature reflects the heritage, traditions, attitudes, and beliefs of its author (biographical approach) [12]
- 2. Identify significant literary devices that define a writer's style (e.g., metaphor, symbolism, alliteration) and use those elements to interpret the work [9]
- 3. Explain connections among essential ideas, arguments, and perspectives of literary text [11]
- 4. Write personal responses to literature that develop interpretations, exhibit careful reading and insight (e.g., connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience), and support judgments through references to the text, other works, other authors, or to personal

fact and fantasy in historical fiction) [12]	resolution [25]	knowledge [11]
	<ul style="list-style-type: none">6. Interpret elements of the text<ul style="list-style-type: none">a) Identify and analyze recurring themes across works, (e.g., bravery, loneliness, loyalty, friendship)b) Analyze characterization as delineated through a character's thoughts, words, speech patterns and actions; the narrator's description; and what other characters think, say and doc) Describe elements of character development, mood and conflict in fictiond) Contrast points of view in narrative text and how they affect the overall theme of the work (e.g. first versus third person, limited versus omniscient, subjective versus objective)e) Explore and reflect on the author's style (e.g., word choice, speaker, imagery, genre, perspective)	<ul style="list-style-type: none">5. Recognize and interpret the structure of a variety of texts<ul style="list-style-type: none">a) Name the structural elements of the plot (e.g., exposition, rising action, climax), the plot's development, and explain the extent to which conflicts are addressed and resolvedb) Evaluate the unity, coherence, logic, internal consistency, and structural patterns of the textc) Determine and articulate the relationship among the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode and/or sonnet.)6. Interpret elements of the text, for example<ul style="list-style-type: none">a) Explain the relevance of setting (place, time, and customs) to the mood, tone, and meaning of textb) Identify and analyze recurring comparative themes (e.g., good and evil, heroism, appearance v. reality) across worksc) Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts

VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills	VII. Listening and Speaking Skills
Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes	Standard VII Listening and Speaking Skills Use listening and speaking skills and strategies for a variety of purposes
<ul style="list-style-type: none">1. Applies a variety of listening strategies to accommodate the listening situation.	<ul style="list-style-type: none">1 Applies a variety of listening strategies to accommodate the listening situation.	<ul style="list-style-type: none">1 . Applies a variety of listening strategies to accommodate the listening situation.	<ul style="list-style-type: none">Listen in order to 1. Listen in order to make meaning of spoken text [3]Listen in order to 2. ask clarifying	<ul style="list-style-type: none">Listen in order to 1. Paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the	<ul style="list-style-type: none">a. Choose language that is<ul style="list-style-type: none">i. Originalii. creates an impactiii. conveys a message

- [44]
2. Applies a variety of listening and observation skills/strategies to recall and interpret information. [50]
- 3. Applies strategies to comprehend auditory and visual information. [52]
- 4. Analyzes the needs of the audience and situation to adjust language. [19]
- 5. Understands how to show respect for others' input. [56]
- 6. Participate in class discussions (e.g., share ideas and personal experiences and knowledge about a topic). Applies skills to contribute responsibly in a one-to-one conversation or group setting. [63]
- 7. Understands how to plan and organize effective oral communication and presentation. Uses different voice levels, phrasing and intonation for different situations (e.g., small group settings, informal discussions, presentations to the class) [33]
- 8. Presents questions, experiences, stories, poems or plays with clear diction, rhythm, pitch, tempo and tone. (Applies skills for delivery of effective oral communication and presentations.) [45]
- [35]
2 Applies a variety of listening and observation skills/strategies to recall and interpret information [15]
- 3 Applies strategies to comprehend auditory and visual information. [12]
- 4 Uses different voice levels, phrasing and intonation for different situations (e.g., small group settings, informal discussions, presentations to the class) to analyze the needs of the audience, situation, and setting to adjust language. [2]
- 5 Understands how to show respect for others' input. [12]
- 6 Participate in class discussions (e.g., shares ideas and personal experiences and knowledge about a topic). Applies skills to contribute responsibly in a one-to-one conversation or group setting. [35]
- 7 Understands how to plan and organize effective oral communication and presentation. [22]
- 8 Applies skills for delivery of effective oral communication and presentations. [2]
- 9 Applies established criteria to guide analysis of strengths and weaknesses in own communication. [2]
- [32]
2. Ask questions that seek information not already discussed. Applies a variety of listening and observation skills/strategies to interpret information. [32]
- 3 . Applies strategies to comprehend auditory and visual information. [25]
- 4 . Analyzes the needs of the audience, situation, and setting to adjust language. [24]
- 5. Understands how to show respect for others' input. [31]
- 6. Exhibit thoughtful oral responses in small group and whole class literature discussions with guidance [31]
- 7 . Select a focus, organizational structure, and point of view for oral presentation [16]
- 8. Begins to use verb and nonverbal techniques to communicate and understand information [27]
- 9 . Applies established criteria to guide analysis of strengths and weaknesses in own communication. [17]
- questions
- Listen in order to 3. give constructive feedback and/or responses
- Speak in order to 1. Demonstrate understanding of information presented orally (Ideas & Content) a. Convey a message containing main ideas and relevant details and stay on topic (Ideas & Content)
- Speak in order to 2. Deliver oral presentations and responses to the class (Delivery) a. Demonstrate appropriate verbal and nonverbal techniques for oral presentations (including eye contact, posture, enunciation, pace, and fluency) (Delivery) b. Support oral presentations with evidence and with visual or media displays (Delivery)
- [6]
- Speak in order to 3. Speak with order and structure (Organization) [6]
- Speak in order to 4. Use appropriate word choice and grammar (Language)
- speaker's content, delivery and purpose [17]
- Listen in order to 2. Analyze and evaluate spoken ideas demonstrated by taking appropriate notes from material
- Listen in order to 3. Evaluate the credibility of the speaker
- Listen in order to 4. Ask questions to seek elaboration and clarification of ideas [21]
- Speak in order to 1. Demonstrate active listening a. Ask questions b. Restate the main idea [15]
- Speak in order to 2. Communicate effectively in a variety of situations [10]
- Speak in order to 3. Deliver effective oral presentations on a variety of subjects a. Use appropriate enunciation and pace [12]
- Speak in order to 4. State a clear position in support of main idea and employ supporting evidence a. Use language suitable to engage the audience b. Use appropriate grammar, word choice during formal presentations c. Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and active rather than passive voice in ways that enliven oral presentations d. Demonstrate effective organization of ideas [8]
- iv. precise and vivid
- [3]
b. Organize the presentation so it i. enhances the main ideas and their development ii. enhances the audience's understanding
- [10]
c. Convey ideas and content that are i. Clear, focused and well suited to audience and purpose ii. significantly draw the audience's attention iii. develop strong and compelling supporting details
- [6]
d. Deliver clear coherent formal and informal presentations with i. skillful control of technique ii. ability to use technique to bring about a response from the audience [12]

VIII. Viewing and Media

Standard VIII Viewing and Media Use viewing

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Standard VIII Viewing and Media Use viewing

skills and strategies to comprehend and interpret a variety of visual media

- 1. Participate in a range of guided and independent viewing experiences (e.g., film, artwork, illustrations) [14]
- 2. Use visual cues to predict and confirm meaning [7]
- 3. Identify key ideas, detail and point of view in visual texts [7]
- 4. Compare various types of media

skills and strategies to comprehend and interpret a variety of visual media

- 1. Participate in a range of guided and independent viewing experiences (e.g., film, artwork, illustrations)
- 2. Use visual cues to predict and confirm meaning
- 3. Identify key ideas, details and point of view in visual texts
- 4. Compare various types of media

skills and strategies to comprehend and interpret a variety of visual media

- 1. Identify, analyze, and critique the persuasive techniques (e.g., promises, dares and flattery, glittering generalities) and use of symbols and images used in oral presentations and media messages [2]
- 2. Identify the similarities and difference among a variety of media (e.g., ways the same information is presented in different media, such as, Internet, radio, magazines, newspaper, television news, etc.) [3]

skills and strategies to comprehend and interpret a variety of visual media

- 1. Make comparisons between visual media and written texts [4]
- 2. Understand the different purposes and messages conveyed by a variety of visual and print media (e.g., main concept, details theme, view point)
- 3. Uses a variety of criteria to discuss and form viewpoints about visual and print media including an awareness of the difference between fact and opinion
- 4. Identifies language choice used to enhance visual and print media (e.g., language of particular genres, the use of emotional or logical arguments)
- 5. Identifies symbols, images, sound and other conventions used in visual and print media (e.g., language devices, set elements that identify a particular time period or culture; short cuts used to construct meaning, e.g., screech of breaks and a thud to imply a car crash; sound and image used together; the use of long camera shots to establish setting) [2]

Use viewing skills and strategies to comprehend and interpret a variety of visual media

- 1. Compare and contrast original text to film version or versions viewed in video [11]
- 2. Use a variety of criteria to evaluate and/or form viewpoints of visual and print media a) Select, interpret, and synthesize information from visual sources b) Respond to and interpret various meanings, ideas, and effects, describing how verbal and visual features are combined for different purposes c) Discuss the reasons for varied interpretations of visual media d) Discuss the different purposes and the variety of messages conveyed by visual media (e.g., main concept, details theme, view point) e) Recognizes stereotypes and cultural nuances utilized by the media [17]
- 3. Identify and analyze different genre of television, video, audio, print, and internet media a) Use appropriate terminology to describe the conventions of verbal and visual language in several genres [6]
- 4. Discuss the use of stereotypes and biases in visual and print media (e.g., distorted representation and stereotyping in advertising; elements of stereotypes such as physical characteristics, mannerisms and attitudes) [12]
- 5. Analyzes language choice used to enhance visual and print media (e.g., language of particular genres, the use of emotional or logical

skills and strategies to comprehend and interpret a variety of visual media

- 1. Use a variety of criteria to evaluate and form viewpoints of visual and print media a) Recognize the different ways media products reflect the society for which they were created b) Analyze the different purposes and the variety of messages conveyed by visual media (e.g., main concept, details theme, view point) c) Can discuss the reasons for varied interpretations of visual and print media d) Critically reflect on advertisements' purposes and methods e) Reflect on how personal values/experiences compare with those spread by the media f) Compare and reflect on media sources (such as discrepancies of information, various points of view, and various agendas). Consider the validity and/or reliability of internet sites and other media g) Discuss the use of stereotypes and biases in visual media (e.g., distorted representation and stereotyping in advertising; elements of stereotypes such as physical characteristics, mannerisms and attitudes) [3]
- 2. Analyze strategies employed by the media (e.g., band wagon appeal, appeal to pity, perpetuation of stereotypes, use of visual representations, special effects, language) to inform, persuade, entertain, and transmit culture
- 3. Identify typical genre of different

- arguments in commercials)
[12]
- 6. Identify and discuss the success of symbols, images, sound and other conventions are used in visual media (e.g., set elements that identify a particular time period or culture; short cuts used to construct meaning, e.g., screech of breaks and a thud to imply a car crash; sound and image used together; the use of long camera shots to establish setting)
[12]
- visual and print media (e.g., in television: talk shows, news broadcasts, news papers, magazines, children's programs; in film: westerns, musicals, horror, gangster) a) Identify and compare forms of media (e.g., newspapers, magazines, television, and internet) and evaluate them for purpose, audience, accuracy, and validity
- 4. Compare between visual media and written texts
[2]
 - 5. Analyzes language choice used to enhance visual and print media (e.g., language of particular genres, the use of emotional or logical arguments in commercials)
[2]
 - 6. Identify symbols, images; sound and other conventions used in visual media (e.g., set elements that identify a particular time period or culture; short cuts used to construct meaning, e.g. screech of breaks and a thud to imply a car crash; sound and image used together; the use of long camera shots to establish setting)
[3]

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