

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

**ELEMENTARY LANGUAGE ARTS
KINDERGARTEN**

Preface: Mastery of all proficiencies is not expected, but exposure is necessary.

PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE AND LEARNING THROUGH

- choosing to read and write during leisure time
- asking others (classmates, teachers, parents, etc.) to read and tell stories
- playing language games
- listening with enjoyment to storytelling
- participating in creative dramatics
- discussing personal experiences

1.K.1 Listen to, recognize, and/or say

- stories
- nursery rhymes
- finger plays
- poetry
- choral speaking/reading selections
- big books
- songs

1.K.2 Use oral expression to dictate experience stories from pictures and/or common experiences

1.K.3 Demonstrate interpersonal communication - role playing, puppets, small group activities

1.K.4 Show interest in language and learning in the following ways:

- wants to learn to read
- enjoys being read to
- shows an interest in books and other printed material
- shares ideas

1.K.5 Show a desire to read

1.K.6 Listen to stories at home as an established routine

PROFICIENCY 2: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING, INCLUDING

- using meaning (semantic) cues to construct meaning
- using structural (syntactic) cues to construct meaning
- using sound (phonetic) cues to construct meaning
- using background knowledge to construct meaning
- monitoring understanding
- elaborating on meaning

- 2.K.1 Use picture cues, listening cues, and personal experience to construct meaning
- 2.K.2 Identify from a series of similar and different items
- upper/lowercase letters
 - groups of letters
 - words
 - primary/secondary colors
 - shapes, pictures, designs
- 2.K.3 Identify rhyming words
- 2.K.4 Identify beginning consonant sounds
- 2.K.5 Recite the alphabet
- 2.K.6 Name the 26 upper and lower case letters of the alphabet out of order
- 2.K.7 Identify the sound/letter correspondences for the initial consonants
- 2.K.8 Recognize selected sight words presented AND meaningful sight words such as color words, number words, nouns, environmental print, etc.
- 2.K.9 Demonstrate an understanding of spoken words that mean the same, mean the opposite, categorized words, and word meanings
- 2.K.10 Supply and predict the missing word in sentences/paragraphs presented in oral form

PROFICIENCY 3: COMPREHEND DEVELOPMENTALLY APPROPRIATE MATERIALS, INCLUDING

- familiar signs, labels, and other environmental print
- picture books
- predictable books
- nursery rhymes, poems, and fairy tales
- textbooks and learning materials
- charts and graphs
- materials of personal choice

- 3.K.1 Select pictures that demonstrate comprehension of the meaning of sentences or the details of passages presented orally
- 3.K.2 Draw pictures that demonstrate comprehension
- 3.K.3 Identify pictures that illustrate the feelings of a character
- 3.K.4 Retell stories
- 3.K.5 Predict the events or the endings of stories
- 3.K.6 Sequence events in a story
- 3.K.7 Recognize the main idea
- 3.K.8 Recognize reality and fantasy
- 3.K.9 Talk about words and their meaning

PROFICIENCY 4: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR WRITING, INCLUDING

- writing drafts with emphasis on content
- following patterns from predictable books and poems
- composing collaboratively
- using drawing and invented spelling to convey meaning

- 4.K.1 Experiment with computers/technology for writing
- 4.K.2 Print first and last name
- 4.K.3 Print upper/lower case A-Z letters
- 4.K.4 Copy some printed words
- 4.K.5 Write left to right, moving down the page
- 4.K.6 Dictate individual and group experience story

PROFICIENCY 5: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES PRODUCING A VARIETY OF FORMS, INCLUDING

- picture books
- stories
- rhymes and poems
- personal and informational messages with emphasis on content

- 5.K.1 Generate class story
- 5.K.2 Write as a group

- class stories
- invitations
- thank you letters
- daily news or newsletters
- rebus stories

5.K.3 Write or draw journal entries

PROFICIENCY 6: USE PRIOR KNOWLEDGE AND CONTENT AREA INFORMATION TO MAKE CRITICAL JUDGMENTS, INCLUDING

- telling why they like to read and listen to some things rather than others
- categorizing
- making predictions from what they read and hear

6.K.1 Infer character's feelings

6.K.2 Predict a story's ending

6.K.3 Recognize reality and fantasy

PROFICIENCY 7: COMMUNICATE ORALLY WITH PEOPLE OF ALL AGES BY

- asking and answering questions
- sharing ideas
- listening and responding

7.K.1 Speak in complete sentences distinctly, clearly

7.K.2 Participate in show and tell activities

7.K.3 Take turns speaking

7.K.4 Demonstrate active listening

PROFICIENCY 8: RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE AND CULTURE BY

- enjoying works from their own and other cultures
- learning about other cultures through literature and language
- becoming aware of alternate communication modes - dance, art, sings, music

8.K.1 Listen to stories about people from other countries

8.K.2 Discuss individual customs and traditions

8.K.3 Recognize similarities and differences among people and their customs

PROFICIENCY 9: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS

9.K.1 Listen actively

9.K.2 Follow two-step directions

9.K.3 Set appropriate goals with adult guidance

9.K.4 Follow a pre-determined plan set by self, group, or teacher (no more than three steps)

9.K.5 Stay on task for an appropriate length of time

9.K.6 Develop an awareness of other resources

- classroom
- library
- books
- computer (age appropriate)

9.K.7 Demonstrate responsible management of school work and materials

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**ELEMENTARY LANGUAGE ARTS
GRADE 1**

PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE AND LEARNING THROUGH

- choosing to read and write during leisure time
- asking others (classmates, teachers, parents, etc.) to read and tell stories
- playing language games
- listening with enjoyment to storytelling, songs
- participating in creative dramatics, choral reading, big books
- discussing personal experiences

1.1.1 Listen to, recognize, and/or say

- story map
- stories
- nursery rhymes
- finger plays
- poetry
- choral speaking/reading selections
- big books
- songs

1.1.2 Use oral expression to dictate experience stories from pictures and/or common experiences.

1.1.3 Engage in interpersonal communication through role playing, puppets, small group activities

1.1.4 Show interest in language and learning in the following ways

- wants to learn to read
- enjoys being read to
- shows interest in books and other printed material
- sharing ideas

1.1.5 Show a desire to read

1.1.6 Read stories at home as an established routine

PROFICIENCY 2: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING, INCLUDING

- using meaning (semantic) cues to construct meaning
- using structural (syntactic) cues to construct meaning
- using sound (phonetic) cues to construct meaning
- using pictorial cues to construct meaning
- using background knowledge to construct meaning
- monitoring understanding
- elaborating on meaning

2.1.1 Recognize and decode

- initial or final sounds in pictures or words presented orally and in print
- initial or final consonant blends or digraphs and clusters
- short and long vowel sounds in words
- words with short and long vowel bases
- inflectional endings (s, ed, ing, er, est)

2.1.2 Use context to infer the missing word in sentences presented orally and in print

2.1.3 Identify from a series of similar and different items

- upper/lowercase letters
- groups of letters
- words
- primary/secondary colors
- shapes, pictures, designs

2.1.4 Identify rhyming words

2.1.5 Recite the alphabet and identify letters out of order

2.1.6 Recognize and decode appropriate vocabulary

- high frequency words
- rhyming words
- number words
- color words
- direction words - write, read, color, draw, cut, circle, ring, etc.
- subject-area vocabulary - math, science, social studies
- question words
- selected sight words

2.1.7 Identify word meanings for appropriate vocabulary

- antonyms
- synonyms
- compound words
- homophones
- simple word patterns

- 2.1.8 Alphabetize to the first letter
- 2.1.9 Locate and utilize table of contents and other parts of a book

PROFICIENCY 3: COMPREHEND DEVELOPMENTALLY APPROPRIATE MATERIALS, INCLUDING

- familiar signs, labels, and other environmental print
- picture books
- predictable books
- nursery rhymes, poems, and folk and fairy tales, fables
- textbooks and learning materials
- charts and graphs
- materials of personal choice

- 3.1.1 Elaborate on meaning/draw conclusions
- 3.1.2 Select pictures that demonstrate comprehension of the meaning of sentences or the details of passages presented orally
- 3.1.3 Select pictures that illustrate the feelings of a character, main idea, and other elements of passage presented orally
- 3.1.4 Retell stories
- 3.1.5 Predict the events or endings of stories
- 3.1.6 Sequence events in a story
- 3.1.7 Recognize the main idea
- 3.1.8 Recognize cause and effect
- 3.1.9 Recognize reality and fantasy
- 3.1.10 Recognize details and other information
- 3.1.11 Expand vocabulary
- 3.1.12 Infer the feelings of a character, the main idea, and other elements of passages
- 3.1.13 Recognize different types of printed materials
 - poetry
 - chapter books
 - biography
 - magazines
 - newspapers

PROFICIENCY 4: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR WRITING INCLUDING

- writing drafts with emphasis on content
- following patterns from predictable books and poems
- composing collaboratively
- using drawing and invented spelling to convey meaning

- 4.1.1 Develop proficiency of computers/technology to write
- 4.1.2 Print first and last name
- 4.1.3 Print upper/lower case A-Z letters
- 4.1.4 Copy some printed words
- 4.1.5 Write left to right, moving down the page
- 4.1.6 Label pictures with words/sentences
- 4.1.7 Select writing as a choice activity
- 4.1.8 Gain exposure to the writing process
- 4.1.9 Use and develop a core of high frequency written words
- 4.1.10 Properly space words in a sentence on a line
- 4.1.11 Identify the ending of a sentence

PROFICIENCY 5: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES PRODUCING A VARIETY OF FORMS, INCLUDING

- picture books
- stories
- rhymes and poems
- personal and informational messages with emphasis on content

- 5.1.1 Communicate through the use of journals, logs, notebooks, personal letters
- 5.1.2 Generate a class story
- 5.1.3 Generate a simple three step sequential story
- 5.1.4 Generate a class or individual poem
- 5.1.5 Generate a personal narrative
- 5.1.6 Generate picture and predictable books

PROFICIENCY 6: USE PRIOR KNOWLEDGE AND CONTENT AREA INFORMATION TO MAKE CRITICAL JUDGMENTS, INCLUDING

- telling why they like to read and listen to some things rather than others
- categorizing
- making predictions from what they read and hear

- 6.1.1 Infer character's feelings
- 6.1.2 Predict the next event or sentence pattern from a book
- 6.1.3 Use story words to categorize
- 6.1.4 Choose literature for independent reading based on personal preference

PROFICIENCY 7: COMMUNICATE ORALLY WITH PEOPLE OF ALL AGES BY

- asking and answering questions
- sharing ideas
- listening and responding

- 7.1.1 Speak in clear, logical sentences
- 7.1.2 Participate appropriately in classroom discussions
- 7.1.3 Recognize the difference between asking questions and telling a story

PROFICIENCY 8: RECOGNIZE THE INTER-RELATEDNESS OF LANGUAGE, LITERATURE, AND CULTURE BY

- enjoying works from their own and other cultures
- learning about other cultures through literature and language
- becoming aware of alternate communication modes - dance, art, signs, music

- 8.1.1 Compare folk tales to show similarities and differences
- 8.1.2 Compare holiday traditions from a variety of multicultural holiday tales
- 8.1.3 Participate in discussions concerning various cultures
- 8.1.4 Use alternative communication modes to retell a story, interpret characters and/or mood
- 8.1.5 Demonstrate understanding of musical stories by drawing an appropriate picture

PROFICIENCY 9: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS

- 9.1.1 Alphabetize to the first letter
- 9.1.2 Identify author and illustrator

- 9.1.3 Locate and use table of contents, index, and glossary
- 9.1.4 Demonstrate an awareness of multiple resources
 - classroom
 - library
 - books
 - computer
- 9.1.5 Organize materials for a specific task
- 9.1.6 Use telephone etiquette
- 9.1.7 Know address and phone number
- 9.1.8 Know 911 for emergencies
- 9.1.9 Use dictionary
- 9.1.10 Make a “plan” for a project (outline, web)
- 9.1.11 Summarize information from book/picture - write simple notes
- 9.1.12 Demonstrate phonological awareness
- 9.1.13 Set appropriate goals with adult guidance
- 9.1.14 Regularly self-assess progress toward goals
- 9.1.15 Demonstrate responsible management of school work and materials

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**ELEMENTARY LANGUAGE ARTS
GRADE 2**

PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE AND LEARNING THROUGH

- choosing to read and write during leisure time
- asking others (classmates, teachers, parents, etc.) to read and tell stories
- playing language games
- listening with enjoyment to storytelling
- participating in creative dramatics
- discussing personal experiences

1.2.1 Listen to, recognize, and/or say

- story map
- stories
- poetry
- choral speaking/reading selections
- big books
- songs
- chapter book

1.2.2 Select books from a variety of sources

1.2.3 Demonstrate interpersonal communication - role playing, puppets, small group activities

1.2.4 Show interest in language and learning in the following ways:

- wants to learn to read
- enjoys being read to
- shows interest in books and other printed material
- shares ideas
- shares writings with classmates or others

1.2.5 Show a desire to read

1.2.6 Read stories at home as an established routine

PROFICIENCY 2: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING, INCLUDING

- using meaning (semantic) cues to construct meaning
- using structural (syntactic) cues to construct meaning

- using sound (phonetic) cues to construct meaning
- using background knowledge to construct meaning
- monitoring understanding
- elaborating on meaning

2.2.1 Use comprehension strategies

- alphabetize
- make inferences
- make, confirm, or revise predictions
- analyze story elements: character, plot, setting
- organize information:
 - main idea and supporting details
 - cause and effect
 - steps in a process
 - sequence of events
 - classification
- compare and contrast
- use illustrations, photos, headings, subheadings
- summarize
- draw conclusions
- form generalizations
- distinguish between fantasy and reality
- distinguish between important and unimportant information
- use context clues to determine unfamiliar words

2.2.2 Use vocabulary strategies

- multiple-meaning words
- figurative language
- content-area and specialized vocabulary
- prefixes (un, dis, re)
- inflectional endings, suffixes (er, est, es, ed, ing, ful, ess, ly)
- homophones
- synonyms
- antonyms

2.2.3 Use decoding/phonics strategies

- consonant blends
 - initial blends: ph, bl, sl, fl, cl, gl, cr, br, dr, sm, sn, sk, fr, str, scr,
 - sp, spr, scr, sw, st, pr
 - final blends: nd, nt, ld, sk
- consonant digraphs
 - initial digraphs: ch, kn
 - final digraphs: mb, sh, ch
- vowel digraphs: ai, ay, ea, ee, ey, oa, oo, ow, ue
- short and long vowels/patterns
- diphthongs: au, aw, ew, oi, ou, ow, oy
- variant vowels
- silent e
- silent letters: gh, gn, kn, wr, mb

- dolch list
- plurals
- phonograms
- compound words
- contractions: 're, 'd, 't, 'ld, 'nt, 'll
- possessives
- syllabication

PROFICIENCY 3: COMPREHEND DEVELOPMENTALLY APPROPRIATE MATERIALS, INCLUDING

- familiar signs, labels, and other environmental print
- picture books
- predictable books
- nursery rhymes, poems, and fairy tales
- textbooks and learning materials
- charts and graphs
- materials of personal choice
- fables

- 3.2.1 Recognize book components: title, author, illustrator, table of contents, glossary
- 3.2.2 Utilize technology as an instructional tool
- 3.2.3 Recognize main idea of a picture
- 3.2.4 Recognize title as a main idea
- 3.2.5 Recognize sentence as a main idea
- 3.2.6 Identify details in a picture
- 3.2.7 Identify details in a sentence
- 3.2.8 Identify details in a paragraph
- 3.2.9 Recognize details that tell who, what, why, when, where
- 3.2.10 Recognize sequence of events in a picture
- 3.2.11 Recognize first, second, third events in a story sequence
- 3.2.12 Identify story elements: characters and setting
- 3.2.13 Distinguish between reality and fantasy
- 3.2.14 Predict outcomes from a series of pictures
- 3.2.15 Predict logical outcomes from a story
- 3.2.16 Identify cause and effect in a picture

- 3.2.17 Identify cause and effect in a story
- 3.2.18 Draw conclusions from a story
- 3.2.19 Identify multi-cultural perspectives in stories
- 3.2.20 Compare and contrast story themes in literature

PROFICIENCY 4: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR WRITING, INCLUDING

- writing drafts with emphasis on content
- following patterns from predictable books and poems
- composing collaboratively
- using drawing and invented spelling to convey meaning

- 4.2.1 Systematically use letters or words to represent meaning
- 4.2.2 Label pictures with words/sentences
- 4.2.3 Use approximate and standard spelling (use dictionary as a tool)
- 4.2.4 Select writing as a choice activity
- 4.2.5 Use writing spontaneously (notes to teacher, friends, in play)
- 4.2.6 Participate in prewriting activities (brainstorming, discussing, drawing)
- 4.2.7 Choose own writing topics/select appropriate titles (individual and group)
- 4.2.8 Reread own writing
- 4.2.9 Share own writing (first/final drafts, individual/group)
- 4.2.10 Revise own writing with/others or independently
- 4.2.11 Express complete ideas (sentence and story level)
- 4.2.12 Write documents of sufficient, appropriate length
- 4.2.13 Write in logical sequence (time, cause/effect, etc.)
- 4.2.14 Edit for mechanics (spelling, indentation, punctuation, grammar, capitals)
- 4.2.15 Write legibly
- 4.2.16 Write a story with a definite beginning, middle, and ending
- 4.2.17 Write a summary of a story
- 4.2.18 Write a friendly letter including all five parts

- 4.2.19 Write a non-fiction article
- 4.2.20 Write in a journal on a regular basis
- 4.2.21 Address envelopes

**PROFICIENCY 5: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES
PRODUCING A VARIETY OF FORMS, INCLUDING**

- picture books
- stories
- rhymes and poems
- personal and informational messages with emphasis on content

- 5.2.1 Appreciate universal themes across time and cultures
- 5.2.2 Create a personal narrative
- 5.2.3 Discriminate cause and effect statements
- 5.2.4 Create fiction
- 5.2.5 Provide descriptions
- 5.2.6 Prepare book reports
- 5.2.7 Write journal entries
- 5.2.8 Produce a work reflecting cultural styles and customs in heritage reflecting literature
- 5.2.9 Research a work reflecting styles of writing and forms of literature; ex: Haiku
- 5.2.10 Use technology to facilitate writing

**PROFICIENCY 6: USE PRIOR KNOWLEDGE AND CONTENT AREA INFORMATION
TO MAKE CRITICAL JUDGMENTS, INCLUDING**

- telling why they like to read and listen to some things rather than others
- categorizing
- making predictions from what they read and hear

- 6.2.1 Contribute to class discussions
- 6.2.2 Discuss personal experiences
- 6.2.3 Demonstrate active listening
- 6.2.4 Effectively present information and ideas orally
- 6.2.5 Retell a story

- 6.2.6 Speak for a specific purpose; inform, entertain, give directions, persuade, express personal feelings and opinions
- 6.2.7 Classify
- 6.2.8 Draw conclusions
- 6.2.9 Distinguish between fact and opinion
- 6.2.10 Recognize generalization
- 6.2.11 Distinguish between fantasy and reality
- 6.2.12 Identify cause and effect
- 6.2.13 Make predictions
- 6.2.14 Recognize inferences

PROFICIENCY 7: COMMUNICATE ORALLY WITH PEOPLE OF ALL AGES BY

- asking and answering questions
- sharing ideas
- listening and responding

- 7.2.1 Demonstrate speaking skills (volume, intonation, enunciation, rate, fluency)
- 7.2.2 Organize and present ideas in a variety of formats
- 7.2.3 Speak for a specific purpose
- 7.2.4 Speak to a specific audience
- 7.2.5 Respond to discussion using appropriate questions and comments

PROFICIENCY 8: RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE AND CULTURE BY

- enjoying works from their own and other cultures
- learning about other cultures through literature and language
- becoming aware of alternate communication modes - dance, art, signs, music

- 8.2.1 Appreciate universal themes across time and culture
- 8.2.2 Apply composition strategies to speaking
- 8.2.3 Participate in speaking activities related to literature
- 8.2.4 Demonstrate an awareness of the geographic information important to written material

- 8.2.5 Explain how characters or simple events in a work are like people or events in one's own life (compare and contrast characters and events from various cultures)
- 8.2.6 Learn about other cultures through literature and language

PROFICIENCY 9: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS

- 9.2.1 Use a dictionary for meaning and spelling
- 9.2.2 Alphabetize to third letter
- 9.2.3 Understand definitions
- 9.2.4 Use guide words to locate words in a glossary or dictionary
- 9.2.5 Use an encyclopedia
- 9.2.6 Demonstrate how an atlas is used
- 9.2.7 Locate specific information using an index, tables of contents, glossary, calendar, table, graph, chart, map, etc.
- 9.2.8 Recognize and use a timeline
- 9.2.9 Understand how a library is organized
- 9.2.10 Check out and return books to a library
- 9.2.11 Find and organize information
- 9.2.12 Use a calendar
- 9.2.13 Demonstrate test-taking strategies
- 9.2.14 Follow written directions
- 9.2.15 Demonstrate telephone etiquette
- 9.2.16 Complete age appropriate forms
- 9.2.17 Set appropriate goals with adult guidance
- 9.2.18 Regularly self-assess progress toward goals
- 9.2.19 Demonstrate responsible management of school work and materials

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**ELEMENTARY LANGUAGE ARTS
GRADE 3**

PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE AND LEARNING THROUGH

- selecting reading materials from classroom libraries and school library media centers
- writing for personal satisfaction and enjoyment
- discussing and recommending printed materials to others

- 1.3.1 Display a desire to read independently
- 1.3.2 Choose to read and write during leisure time
- 1.3.3 Listen with enjoyment to storytelling or reading

PROFICIENCY 2: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING, INCLUDING

- establishing purposes for reading
- making comparisons and predictions
- drawing conclusions
- using headings, pictures, captions, and other textual cues

- 2.3.1 Read for a specific purpose
- 2.3.2 Use comprehension strategies
 - make inferences
 - analyze story elements: character, plot, setting, theme
 - organize information:
 - main idea and supporting details
 - cause and effect
 - sequence of events
 - classification
 - compare and contrast
 - summarize
 - form generalizations
 - evaluate author's purpose and point of view
 - make judgments and decisions
 - distinguish between fantasy and reality
 - use graphic aids such as charts, tables, diagrams, maps, cartoons, graphs, schedules, timelines, and advertisements

- use dictionaries, encyclopedias, and other reference materials

2.3.3 Use vocabulary strategies

- multiple-meaning words
- content-area and specialized vocabulary
- plurals, compound words, contractions, possessive prefixes and suffixes, root words, synonyms, antonyms, homophones

2.3.4 Use decoding/phonics strategies

- irregular plurals
- contractions
- possessives

PROFICIENCY 3: COMPREHEND DEVELOPMENTALLY APPROPRIATE MATERIALS, INCLUDING

- stories, fairy tales, fables
- chapter books
- textbooks and informational materials
- student writing
- audio-visual media
- reference materials

3.3.1 Demonstrate comprehension through oral responses, written work, and illustrations

3.3.2 Discuss and ask appropriate questions after viewing audio/visual materials

3.3.3 Infer the feelings of a character, main idea, and other elements of a passage

3.3.4 Analyze passages to interpret characters, events, concepts, main idea, supporting detail, and author’s point of view

3.3.5 Access information from dictionaries, encyclopedias, electronic media, maps, globes, and other resources

PROFICIENCY 4: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR WRITING, INCLUDING

- using literature as one stimulus for writing
- using the writing process - prewriting, drafting, peer sharing, revising, and editing
- selecting topics of personal interest

4.3.1 Students use the writing process

- prewriting activities (generate ideas and topics - brainstorming and webbing)
- writing (getting the ideas on paper)

- revising (adding to, shaping, focusing and deleting - word analysis, word meaning)
- editing (correcting the writing to meet standards of the language - punctuation, capitalization)
- publishing (share writing in various ways)

4.3.2 Utilize computer and other technology as an instructional tool

4.3.3 Use appropriate and standard spelling

4.3.4 Select writing as a choice activity

**PROFICIENCY 5: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES
PRODUCING A VARIETY OF FORMS, INCLUDING**

- personal narratives
- messages and letters
- logs of ideas and information
- responses to literature
- lists and charts

5.3.1 Select and use appropriate writing format

- journal
- log
- story
- poems
- picture books
- research
- letters
- personal narratives
- autobiography
- how to (directions)
- charts
- thank you
- invitations
- book report

5.3.2 Gather information and ideas

**PROFICIENCY 6: USE PRIOR KNOWLEDGE AND CONTENT AREA INFORMATION
TO MAKE CRITICAL JUDGMENTS, INCLUDING**

- making inferences from what they read and hear
- identifying cause/effect relationships
- distinguishing between fact and opinion
- distinguishing between reality and fantasy
- choosing topics for writing

6.3.1 Make predictions

- 6.3.2 Draw conclusions
- 6.3.3 Compare and contrast
- 6.3.4 Recognize figurative language

PROFICIENCY 7: COMMUNICATE ORALLY WITH PEOPLE OF ALL AGES BY

- giving and following directions
- contributing to class discussion
- collaborating in groups
- paraphrasing what others have said
- storytelling

- 7.3.1 Organize and present ideas in a variety of formats
- 7.3.2 Demonstrate active listening
- 7.3.3 Demonstrate speaking skills (volume, intonation, enunciation, rate, fluency)
- 7.3.4 Speak for a specific purpose
- 7.3.5 Speak to a specific audience

PROFICIENCY 8: RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE AND CULTURE BY

- understanding the elements of story structure - theme, characters, setting, and plot
- understanding the structure of expository text
- comparing literature and arts from different cultures

- 8.3.1 Appreciate universal themes across time and culture
- 8.3.2 Apply composition strategies to speaking
- 8.3.3 Participate in speaking activities related to literature
- 8.3.4 Demonstrate an awareness of the geographic information important to written material
- 8.3.5 Explain how characters or simple events in a work are like people or events in one's own life (compare and contrast characters and events from various cultures)

PROFICIENCY 9: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS

- 9.3.1 Alphabetize beyond the third letter
- 9.3.2 Use a glossary to find word meanings

- 9.3.3 Use maps and globes
- 9.3.4 Use a thesaurus
- 9.3.5 Use study guides to organize information
- 9.3.6 Use charts, graphs, and tables
- 9.3.7 Recognize and locate table of contents, title, author, illustrator, index, glossary, copyright, and dedication
- 9.3.8 Demonstrate test-taking strategies
- 9.3.9 Use a dictionary to find
 - “word bank” words
 - multiple meanings (synonyms, homonyms)
 - syllables
 - prefixes
 - suffixes
- 9.3.10 Use a card catalog to find
 - non-fiction
 - fiction
 - Dewey decimal system
 - author
 - title
 - subject
- 9.3.11 Use references for research and inquiry reports
- 9.3.12 Take notes recording facts and details to support the main idea
- 9.3.13 Follow multiple-step, written directions
- 9.3.14 Paraphrase information for a report
- 9.3.15 Set appropriate goals
- 9.3.16 Regularly self-assess progress toward goals
- 9.3.17 Demonstrate responsible management of school work and materials

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

ELEMENTARY LANGUAGE ARTS
GRADE 4

PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE AND LEARNING THROUGH

- selecting reading materials from classroom libraries and school library media centers
- writing for personal satisfaction and enjoyment
- discussing and recommending printed materials to others

- 1.4.1 Display a desire to read independently
- 1.4.2 Choose to read and write during leisure time
- 1.4.3 Listen with enjoyment to storytelling or reading

PROFICIENCY 2: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING, INCLUDING

- establishing purposes for reading
- making comparisons and predictions
- drawing conclusions
- using headings, pictures, captions, and other textual cues

- 2.4.1 Use comprehension strategies
 - make inferences
 - analyze story elements: character, plot, setting
 - organize information
 - main idea and supporting details
 - cause and effect
 - sequence
 - problem and solution
 - compare and contrast
 - summarize
 - form generalizations
 - evaluate author's and character's purpose and point of view
 - make judgments and decisions
 - differentiate fact and opinion
 - use pre-reading strategies of
 - preview
 - activate prior knowledge
 - set purpose

- use fix-up strategies
 - ask questions
 - visualize
 - adjust reading rate
 - reread for meaning
- make, confirm, and revise predictions
- retell
- demonstrate multicultural awareness
- make personal connections

2.4.2 Use vocabulary strategies

- context clues
- unfamiliar words
 - multiple meaning words
 - homophones
 - figurative language
 - content/specialized vocabulary
- structural clues
 - compound words
 - contractions
 - prefixes and suffixes
 - root words and combining forms
- relate words and concepts
 - synonyms and antonyms
 - denotation and connotation
 - word categories
 - analogies

2.4.3 Use decoding/phonics strategies

- decode vowel digraphs: ue, ei, eigh, ie, oi, oy, au, augh, ou, ough
- decode consonant digraphs: ch, gh, ph, wr
- decode r-controlled vowels
- decode affixes attached to 2-syllable words: dis, in, im, non, un, re, en, be
- decode suffixes: ment, ness, ly, ful, ant, ent, ous, able, ion, tion, ity, ation, ance, ic, ive, ling, y, ish, hood, age, ar, ure, ian, ist, er, or
- decode three, four, and five syllable words with and without affixes
- decode plural possessives

PROFICIENCY 3: COMPREHEND DEVELOPMENTALLY APPROPRIATE MATERIALS, INCLUDING

- stories
- chapter books
- textbooks and informational materials
- student writing
- audio-visual media
- reference materials

3.4.1 Comprehend

- stories
- chapter books
- textbooks and informational materials
- student writing, audio-visual media
- reference materials including atlas, encyclopedia, internet, CD ROM, dictionary
- charts and graphs
- fairy tales
- folk tales
- fables
- poems
- newspaper and magazines
- environmental print
- maps

3.4.2 Recognize book concepts: title, author, illustrator, table of contents, bibliographic information

PROFICIENCY 4: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR WRITING, INCLUDING

- using literature as one stimulus for writing
- using the writing process - prewriting, drafting, peer sharing, revising, and editing
- selecting topics of personal interest

4.4.1 Use the writing process

- prewrite
 - generate ideas (brainstorms, visualize, make a list, etc.)
 - choose and narrow topics
 - identify purpose and audience
 - select writing mode: narrative, descriptive, expository, persuasive
- write a first draft
 - draft compositions for specific purposes and audiences, and to capture ideas
 - use different organizational techniques to support and develop a central idea
- revise
 - evaluate content, organization, topic development, transition, clarity, and appropriateness of language, word and sentence variety, appropriateness to the purpose and audience
 - add information and ideas
 - elaborate upon topics
 - eliminate unrelated details and sentences; rewrite to include a variety of word choices and sentence types/structures
 - clarify and refine ideas
 - combine sentences
 - evaluate revisions made by self and others
- proofreading/editing

- proofread and edit a composition
- check capitalization, usage, punctuation, spelling

- publishing
 - share compositions with others
 - use appropriate manuscript style
 - use word processing
- develop keyboarding skills

4.4.2 Use word processing

4.4.3 Use standard grammar and usage

- recognize correct word order in sentences
- recognize correct sentence order in paragraphs
- recognize complete and incomplete sentences
- recognize kinds of sentences: declarative, interrogative, exclamatory, imperative
- recognize sentence structures: simple, compound, complex

4.4.4 Use correct writing mechanics

- use standard capitalization, punctuation, and spelling

4.4.5 Demonstrate acceptable handwriting

- use legible handwriting (manuscript, cursive)

**PROFICIENCY 5: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES
PRODUCING A VARIETY OF FORMS, INCLUDING**

- personal narratives
- messages and letters
- logs of ideas and information
- responses to literature
- lists and charts

5.4.1 Select and use appropriate writing format

- journal
- messages/lists
- paragraph
- multi-paragraph composition
- story
- description
- personal narrative
- autobiography
- biography
- how-to (directions)
- play (scene)
- advertisement
- editorial summary

- critique/review
- comparison/contrast
- book report
- report
- invitation
- thank you note
- poetry
- friendly letter
- business letter

5.4.2 Gather ideas and information

PROFICIENCY 6: USE PRIOR KNOWLEDGE AND CONTENT AREA INFORMATION TO MAKE CRITICAL JUDGMENTS, INCLUDING

- making inferences from what they read and hear
- identifying cause/effect relationships
- distinguishing between fact and opinion
- distinguishing between reality and fantasy
- choosing topics for writing

6.4.1 Contribute to class discussions

6.4.2 Ask and answer questions

6.4.3 Discuss personal experiences

6.4.4 Share thoughts and ideas

6.4.5 Demonstrate active listening

6.4.6 Effectively present information and ideas orally

6.4.7 Retell a story

6.4.8 Speak for a specific purpose: inform, entertain, give directions, persuade, express personal feelings and opinions

6.4.9 Classify

6.4.10 Draw conclusions

6.4.11 Generalize

6.4.12 Predict and infer

PROFICIENCY 7: COMMUNICATE ORALLY WITH PEOPLE OF ALL AGES BY

- giving and following directions
- contributing to class discussions
- collaborating in groups

- paraphrasing what others have said
- storytelling

- 7.4.1 Speak for a specific purpose (inform, entertain, etc.)
- 7.4.2 Speak to a specific audience
- 7.4.3 Organize and present ideas in a variety of oral presentation formats

PROFICIENCY 8: RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE AND CULTURE BY

- understanding the elements of story structure - theme, characters, setting, and plot
- understanding the structure of expository text
- comparing literature and arts from different cultures

- 8.4.1 Discuss cultural aspects present in proverbs, folk tales, poetry, song, and/or art

PROFICIENCY 9: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS

- 9.4.1 Use a dictionary for pronunciation, syllabication and meaning
- 9.4.2 Use a telephone directory
- 9.4.3 Address an envelope
- 9.4.4 Use outlining and/or webbing for reports and studying
- 9.4.5 Begin to construct a bibliography
- 9.4.6 Use traditional or electronic card catalog to locate a book
- 9.4.7 Interpret charts, graphs, and timelines
- 9.4.8 Construct charts and graphs
- 9.4.9 Locate a topic in an encyclopedia and paraphrase information
- 9.4.10 Complete a long-term project/report
- 9.4.11 Utilize a computer for research
- 9.4.12 Use a variety of strategies to prepare for various tests (chapter tests, vocabulary tests, etc.)
- 9.4.13 Set appropriate goals
- 9.4.14 Regularly self-assess progress toward goals

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

**ELEMENTARY LANGUAGE ARTS
GRADE 5**

PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE AND LEARNING THROUGH

- selecting reading materials from classroom libraries and school library media centers
- writing for personal satisfaction and enjoyment
- discussing and recommending printed materials to others

- 1.5.1 Read independently for a specific period of time
- 1.5.2 Keep a journal or diary for a period of time
- 1.5.3 Participate in class discussion
- 1.5.4 Share ideas about reading experiences
- 1.5.5 Read a variety of media - newspapers, magazines, etc.
- 1.5.6 Read for fun

PROFICIENCY 2: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING, INCLUDING

- establishing purposes for reading
- making comparisons and predictions
- drawing conclusions
- using headings, pictures, captions, and other textual cues

- 2.5.1 Recognize and use many suffixes, prefixes, synonyms, homonyms, antonyms, and words with multiple meanings
- 2.5.2 Summarize what has been read
- 2.5.3 Use context clues to decode unfamiliar words
- 2.5.4 Recognize main idea, details, and topic sentence
- 2.5.5 Sequence events in order
- 2.5.6 Locate unknown words in the dictionary
- 2.5.7 Understand purpose for reading and adjust reading rate accordingly

PROFICIENCY 3: COMPREHEND DEVELOPMENTALLY APPROPRIATE MATERIALS, INCLUDING

- stories, fairy tales, fables
- chapter books
- textbooks and informational materials
- student writing
- audio-visual media
- reference materials

- 3.5.1 Recognize characteristics of different genre (both fiction and nonfiction)
- 3.5.2 Recognize different types of poetry and literature
- 3.5.3 Understand the elements of a story: character, setting, and plot
- 3.5.4 Make inference
- 3.5.5 Read newspapers, magazines, textbooks, and other printed materials for specific purposes
- 3.5.6 Identify the narrator or main character’s point of view, tone, mood, theme and style

PROFICIENCY 4: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR WRITING, INCLUDING

- using literature as one stimulus for writing
- using the writing process - prewriting, drafting, peer sharing, revising, and editing
- selecting topics of personal interest

- 4.5.1 Write a complete paragraph with proper indentation and a common theme
- 4.5.2 Apply and edit language mechanics (capitals, commas, quotation marks, underlining, etc.)
- 4.5.3 Use and edit standard language
- 4.5.4 Recognize and use adjectives, adverbs, helping verbs, compound words, prepositional phrases, subject and predicates, complete sentences, pronouns, conjunctions, etc.
- 4.5.5 Spell words from current spelling word list and apply in writing

PROFICIENCY 5: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES PRODUCING A VARIETY OF FORMS, INCLUDING

- personal narratives
- messages and letters
- logs of ideas and information
- responses to literature
- lists and charts

- 5.5.1 Use the writing process to produce a variety of forms (draft, edit, rewrite)
- short story
 - short and long reports
 - friendly letter
 - business letter
 - literature response logs
- 5.5.2 Use the computer and word processing to produce a variety of forms
- 5.5.3 Research, plan, and organize content for a report
- 5.5.4 Outline
- 5.5.5 Identify and utilize proper research materials including electronic information
- 5.5.6 Write so others can read and understand
- 5.5.7 Help develop rubrics (standards) to assess writing

PROFICIENCY 6: USE PRIOR KNOWLEDGE AND CONTENT AREA INFORMATION TO MAKE CRITICAL JUDGMENTS, INCLUDING

- making inferences from what they read and hear
- identifying cause/effect relationships
- distinguishing between fact and opinion
- distinguishing between reality and fantasy
- choosing topics for writing

- 6.5.1 Identify propaganda or bias
- 6.5.2 Draw conclusions
- 6.5.3 Recognize connections between literature and life
- 6.5.4 Make predictions and judgments about characters in literature based on their own and others' life experiences
- 6.5.5 Form opinions about current events and content area topics
- 6.5.6 Compare and contrast effectively

PROFICIENCY 7: COMMUNICATE ORALLY WITH PEOPLE OF ALL AGES BY

- giving and following directions
- contributing to class discussions
- collaborating in groups
- paraphrasing what others have said
- storytelling

- 7.5.1 Make oral presentations to class (i.e. book report, directions, etc.)
- 7.5.2 Make oral presentations using appropriate speaking skills (enunciation, intonation, fluency, volume, rate)
- 7.5.3 Ask appropriate interview questions
- 7.5.4 Understand that body language (non-verbal cues) also communicates
- 7.5.5 Give clear directions and/or relate to younger and older students with appropriate vocabulary, diction, presence, etc.
- 7.5.6 Focus on and discuss topics in small groups
- 7.5.7 Respond appropriately to differing viewpoints (debate without rancor)
- 7.5.8 Ask appropriate questions
- 7.5.9 Retell in your own words (paraphrase) what someone has said or what you have learned
- 7.5.10 Listen in order to appreciate, evaluate, receive information, etc.
- 7.5.11 Participate in class or group discussion
- 7.5.12 Help develop rubrics to assess one's own oral communication skills

PROFICIENCY 8: RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE AND CULTURE BY

- understanding the elements of story structure - theme, characters, setting, and plot
- understanding the structure of expository text
- comparing literature and arts from different cultures

- 8.5.1 Compare and contrast literary forms from different cultures
 - fairy tales
 - music lyrics
 - poetry forms (Haiku)
- 8.5.2 Recognize mime, dance, etc., as ways to explain cultural beliefs or ideas, or to understand the elements of a story
- 8.5.3 Use art, music, dance and/or drama to respond to literature
- 8.5.4 Appreciate various cultures through literature

PROFICIENCY 9: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS

- 9.5.1 Demonstrate appropriate use of dictionaries, encyclopedias, atlas, almanacs, thesaurus, and computer resources
- 9.5.2 Use language of “resources, references, bibliography”
- 9.5.3 Construct a bibliography using the correct form
- 9.5.4 Keep and organize an assignment book or sheet
- 9.5.5 Take notes from lecture, visual materials, and other resources
- 9.5.6 Organize folders, notebooks, books, and desk/locker
- 9.5.7 Use a variety of strategies to prepare for various test situations (chapter tests, vocabulary tests, etc.)
- 9.5.8 Set appropriate goals
- 9.5.9 Regularly self-assess progress toward goals
- 9.5.10 Demonstrate responsible management of school work and materials

MONROE COUNTY COMMUNITY SCHOOL CORPORATION
CURRICULUM GUIDE

ELEMENTARY LANGUAGE ARTS
GRADE 6

PROFICIENCY 1: EXHIBIT A POSITIVE ATTITUDE TOWARD LANGUAGE AND LEARNING THROUGH

- initiating and participating in conversations and discussions about reading, writing, and language
- participating in literary and dramatic activities
- reading many works by a “favorite” author

- 1.6.1 Select reading materials to read and write during leisure time
- 1.6.2 Make appropriate use of library
- 1.6.3 Write with creativity during writing
- 1.6.4 Participate in creative dramatics

PROFICIENCY 2: SELECT AND APPLY EFFECTIVE STRATEGIES FOR READING, INCLUDING

- making connections to prior reading
- varying reading speed according to purpose for reading
- critically examining reading material

- 2.6.1 Use comprehension strategies
 - make inferences
 - analyze story elements
 - recognize main ideas
 - recognize cause and effect
 - compare and contrast
 - relate prior knowledge to selection content
 - determine author’s purpose and point of view
 - infer meaning of unknown vocabulary
 - re-read for information and understanding (scan and skim)
 - follow written instructions
 - summarize
 - use supportive detail
 - confirm/reject predictions
 - restate information in own words

2.6.2 Use vocabulary strategies

- semantic clues for meaning
- syntactic clues for meaning
- phonetic clues for meaning
- multiple meanings
- homophones/synonyms/antonyms
- prefix/suffix/categories
- figurative language
- specialized/content vocabulary
- analogies

PROFICIENCY 3: COMPREHEND DEVELOPMENTALLY APPROPRIATE MATERIALS, INCLUDING

- a broad variety of literature, including adolescent novels
- magazines and newspapers
- directions on forms and products
- electronic media, such as computer text, video disk, etc.

3.6.1 Comprehend and put information in own words using stories, chapters, texts, articles, audio-visual, references

3.6.2 Confirm/reject predictions

3.6.3 Expand prior knowledge

3.6.4 Determine key/main idea

3.6.5 Explain/support opinion

3.6.6 Conclude/generalize information

3.6.7 Make personal connection

3.6.8 Recognize structural elements

- plot
- setting
- characterization
- climax

PROFICIENCY 4: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR WRITING, INCLUDING

- rethinking and revising content as appropriate for audience and purpose
- improving writing based on peer and teacher response
- editing and proofreading for usage, mechanics, and spelling
- using dictionaries and handbooks for revising and editing

4.6.1 Generate ideas

- brainstorm, list
- identify purpose and/or audience
- select writing mode (narrative, descriptive, expository, persuasive)

4.6.2 Select and use proper forms of writing

- reports - book, person, topic
- letter - friendly, business, envelopes
- article - persuasive, editorial, factual
- stories - fiction, non-fiction

4.6.3 Use the writing process

- write
- revise
- edit
- proofread
- rewrite
- publish

4.6.4 Use standard grammar

4.6.5 Use capitalization appropriately

- beginning of sentences
- proper nouns: people, months, days of week, holidays, dates, titles of books, titles of people, cities, states, and countries, beginning of quotations, greeting/closing of a letter, the pronoun "I"

4.6.6 Use punctuation appropriately

- end of sentence
- apostrophes in contractions
- apostrophes to demonstrate ownership
- quotation marks in conversation
- quotation marks for titles, short stories, poems, chapters, articles
- commas in dates
- commas in the greeting and closing of a friendly letter
- commas in a series
- commas in cities and states
- commas at the beginning of a sentence using Yes, No, and a person's name
- commas in compound sentences
- commas in an appositive
- commas in quotation marks
- periods with an abbreviation
- hyphens
- colon in business letters
- colon in making lists
- semi-colons

- underline or italicize titles of books, magazines, newspapers, movies

**PROFICIENCY 5: WRITE FOR DIFFERENT PURPOSES AND AUDIENCES
PRODUCING A VARIETY OF FORMS, INCLUDING**

- personal and informational essays
- reflective pieces
- business letters
- synthesis of information from at least one source
- completion of simple forms
- simple directions

5.6.1 Identify various written forms

- biography
- auto-biography
- play
- business/friendly letter
- fiction/non-fiction

5.6.2 Utilize the writing process for a variety of writing purposes including

- descriptive
- persuasive
- informative
- research
- entertainment
- correspondence

5.6.3 Identify audience and write appropriately

5.6.4 Use bibliographic form to write a bibliography

5.6.5 Write an introduction and conclusion

5.6.6 Summarize content into note form

5.6.7 Write complete sentences from notes

5.6.8 Write a business letter

5.6.9 Write a sequential narrative

**PROFICIENCY 6: USE PRIOR KNOWLEDGE AND CONTENT AREA INFORMATION
TO MAKE CRITICAL JUDGMENTS, INCLUDING**

- distinguishing between fictional and nonfictional accounts
- identifying author's/writer's purpose and perspective
- distinguishing between relevant and irrelevant information

-comparing and contrasting

- 6.6.1 Distinguish between propaganda and bias
- 6.6.2 Draw conclusions
- 6.6.3 Recognize connections between literature and life
- 6.6.4 Make predictions and judgments about characters in literature based on their own and others' life experiences
- 6.6.5 Form opinion about current events and content area topics
- 6.6.6 Compare and contrast effectively

PROFICIENCY 7: COMMUNICATE ORALLY WITH PEOPLE OF ALL AGES BY

-summarizing ideas and acknowledging different points of view
-giving accurate information

- 7.6.1 Present information orally
- 7.6.2 Present reports, stories, drama
- 7.6.3 Make oral presentations using appropriate speaking skills (enunciation, intonation, volume, rate, fluency)
- 7.6.4 Ask appropriate interview questions
- 7.6.5 Understand that body language (non-verbal cues) also communicates
- 7.6.6 Give clear directions and/or relate to younger and older students with appropriate vocabulary, diction, presence, etc.
- 7.6.7 Focus on and discuss topic in small groups
- 7.6.8 Respond appropriately to differing viewpoints (debate without rancor)
- 7.6.9 Ask appropriate questions
- 7.6.10 Retell in your own words (paraphrase) what someone has said or what you have learned
- 7.6.11 Listen in order to appreciate, evaluate, receive information, etc.
- 7.5.12 Participate in class or group discussion
- 7.5.13 Help develop rubrics to assess one's own oral communication skills

PROFICIENCY 8: RECOGNIZE THE INTERRELATEDNESS OF LANGUAGE, LITERATURE AND CULTURE BY

- discussing relationships between form and content
- discussing relationships between literary works and other art forms
- identifying features of common literary genres
- understanding the functions of common literary conventions

8.6.1 Recognize the cultural influences in various genres including

- tall tales
- fairy tales
- fables
- African-American tales
- myths
- Asian poetry
- Native-American stories

8.6.2 Recognize cultural similarities within setting, plot, characterization

PROFICIENCY 9: SELECT AND USE DEVELOPMENTALLY APPROPRIATE STUDY SKILLS

9.6.1 Use a variety of test-taking strategies

9.6.2 Determine when and how to use different resources

9.6.3 Keep and organize an assignment book or sheet

9.6.4 Take notes from lecture, visual materials, and other resources

9.6.5 Organize folders, notebooks, books, and desk/locker

9.6.6 Scan or view information to solve or answer questions

9.6.7 Use bibliography format

9.6.8 Use library skills

9.6.9 Use computer

9.6.10 Set appropriate goals

9.6.11 Regularly self-assess progress toward goals

9.6.12 Demonstrate responsible management of school work and materials