

# Dedham Public Schools

## ELA Scope and Sequence Grades Prek-5 - Draft

E= Exposed To
I = Introduced
R= Reinforced
M = Mastered
CM = Continued Mastery

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>LANGUAGE</b>								
<b>Discussion</b>								
1.1	Follow agreed-upon rules for discussion (raising one's hand, waiting one's turn, speaking one at a time)	I	R	M	CM	CM	CM	CM
1.2	Carry out assigned roles in self-run small group discussions				E	I	R	M
1.3	Apply understanding of agreed-upon rules and individual roles in order to make decisions				E	I	R	M
<b>Questioning, Listening and Contributing</b>								
2.1	Contribute knowledge to class discussion in order to develop a topic for a class project	E	I	R	M	CM	CM	CM
2.2	Generate interview questions to be used as part of a project developed by class discussion		E	I	R	R	M	CM
2.3	Gather relevant information for a research project or composition through interviews			E	I	R	R	M
<b>Oral Presentation</b>								
3.1	Give oral presentations about personal experiences or interests	E	I	R	R	M	CM	CM
3.2	Maintain focus on a topic		E	I	R	M	CM	CM
3.3	Adapt language to persuade, to explain, or to seek information		E	I	R	M	CM	CM
3.4	Give oral presentations about experiences or interests using eye contact, proper pace, adequate volume & clear pronunciation		E	I	R	M	CM	CM
3.5	Make informal presentations that have a recognizable organization ( <i>sequencing, summarizing</i> )			I	R	M	CM	CM
3.6	Express an opinion of a literary work or film in an organized way, with supporting detail			I	R	R	M	CM
3.7	Use teacher-developed assessment criteria to prepare presentations			I	R	M	CM	CM
3.8	Give oral presentations for various purposes, showing appropriate changes in delivery ( <i>gestures, vocabulary, pace, visuals</i> ) and using language for dramatic effect					I	R	M
<b>Vocabulary and Concept Development</b>								
4.1	Identify and sort common words into various classifications ( <i>colors, shapes, textures</i> )	I	R	M	CM	CM	CM	CM
4.2	Describe common objects and events in general and specific language	I	R	M	CM	CM	CM	CM
4.3	Identify and sort common words into conceptual categories	E	I	R	R	M	CM	CM
4.4	Identify base words ( <i>look</i> ) and their inflectional forms ( <i>looks, looked, looking</i> )	E	I	R	R	M	CM	CM
4.5	Identify the relevant meaning for a word with multiple meanings using its context ( <i>saw/saw</i> )		E	I	R	R	M	CM
4.6	Identify common antonyms and synonyms		E	I	R	M	CM	CM
4.7	Use knowledge of the meaning of individual words to predict the meaning of unknown compound words ( <i>lunchtime, daydream, everyday</i> )	E	I	R	M	CM	CM	CM
4.8	Determine meanings of words by using a beginning dictionary			E	I	M	CM	CM
4.9	Identify the meaning of common prefixes ( <i>un-, re-, dis-</i> )			E	I	R	M	CM
4.10	Recognize that some English words have Greek and Latin roots			E	I	R	M	CM
4.11	Recognize that some words and phrases have a literal and non-literal meaning ( <i>for example, take steps</i> )			E	I	R	M	CM
4.12	Identify playful uses of language ( <i>for example, riddles, cross-word puzzles, tongue twisters</i> )			E	I	R	M	CM

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>LANGUAGE (cont'd)</b>								
4.13	Determine the meaning of unknown words using their context		E	I	R	R	M	VM
4.14	Recognize and use words with multiple meanings ( <i>for example, tape, duck, season</i> ) and be able to determine which meaning is intended from the context of the sentence)	E	I	R	R	R	R	M
4.15	Determine meanings of words and alternate word choices using a dictionary or thesaurus					I	R	M
4.16	Identify and apply the meaning of the terms <i>antonym, synonym, and homophone</i>		E	I	R	M	CM	CM
4.17	Determine the meaning of unfamiliar words using context clues ( <i>for example, definition, example</i> )				I	R	M	CM
4.18	Determine the meaning of unfamiliar words using knowledge of common Greek and Latin roots, suffixes and prefixes					E	I	R
4.19	Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses			E	I	R	M	CM
<b>Structure and Origins of Modern English</b>								
5.1	Use language to express spatial and temporal relationships ( <i>up, down, before, after</i> )	E	I	R	M	CM	CM	CM
5.2	Recognize that the names of things can also be the names of actions ( <i>fish, dream, run</i> )	E	I	R	R	M	CM	CM
5.3	Identify correct capitalization for names and places ( <i>Janet, I, George Washington, Springfield</i> ) and correct capitalization and commas in dates ( <i>February 24, 2001</i> )		E	I	R	M	CM	CM
5.4	Identify appropriate end marks ( <i>periods, question marks</i> )	E	I	R	M	CM	CM	CM
5.5	Distinguish between a sentence and a question		E	I	R	M	CM	CM
5.6	Identify three basic parts of speech ( <i>adjective, noun, verb</i> )			I	R	M		
	Identify the four basic parts of speech ( <i>adjective, adverb, noun, verb</i> )			I	R	R	M	
5.9	Identify six basic parts of speech ( <i>noun, pronoun, verb, adverb, adjective, preposition</i> )			I	R	R	R	M
5.7	Identify correct mechanics ( <i>for example, end marks, capitalization, and commas in dates</i> )			I	R	M	CM	CM
5.8	Identify words or word parts from other languages that have been adopted into the English language			E	I	R	R	M
5.10	Expand or reduce sentences ( <i>for example, adding modifiers, combining sentences</i> )				E	I	R	M
5.11	Identify verb tenses			E	I	R	M	CM
5.12	Recognize that a word performs different functions according to its position in the sentence					I	R	M
5.13	Identify simple and compound sentences			E	I	R	M	CM
5.14	Identify correct mechanics ( <i>for example, apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i> ) and correct sentence structure ( <i>for example, elimination of sentence fragments and run-ons</i> )				E	I	R	M
<b>Formal and Informal English</b>								
6.1	Identify formal and informal language in stories, poems, and plays.	E	I	R	R	M	CM	CM
6.2	Recognize dialect in the conversational voices in American folk tales.			E	I	R	M	CM
6.3	Identify formal and informal language use in advertisements read, heard, and/or seen			E	I	R	R	M
6.5	Write stories using formal and informal language in prose and in dialogue				E	I	R	R

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>READING AND LITERATURE</b>								
<b>Beginning Reading</b>								
7.1	Demonstrate understanding of the forms and functions of written English	E	I	R	R	M	CM	CM
	Recognize that printed materials inform and entertain	E	I	R	M	CM	CM	CM
	Know how to handle a book and turn the pages	I	R	M				
	Identify the covers and title page of a book	I	R	M				
	Recognize that, in English, print moves left to right across the page and from top to bottom	I	R	M				
	Identify upper- and lower- case letters	I	R	M				
	Recognize that written words are separate by spaces	I	R	M				
	Recognize that sentences in print are made up of separate words	I	R	M				
7.2	Demonstrate orally that phonemes exist and that they can be isolated and manipulated	E	I	R	M			
	Understand that a sound is a phoneme, or one distinct sound	E	I	R	M			
	Understand that words are made up of one or more syllables	E	I	R	M			
	Recognize and produce rhyming words	E	I	M				
	Identify the initial, medial, and final sounds of a word	E	I	M				
	Blend sounds to make words	E	I	M				
7.3	Use letter-sound knowledge to identify unfamiliar words in print and gain meaning	E	I	R	M	CM	CM	CM
	Know that there is a link between letters and sounds	E	I	M				
	Recognize letter-sound matches by naming and identifying each letter of the alphabet	E	I	M				
	Understand that written words are composed of letters that represent sounds	E	I	M				
	Use letter-sound matches to decode simple words	E	I	M				
7.4	Demonstrate understanding of the various features of written English	E	I	R	M			
	Know the order of the letters in the alphabet	E	I	M				
	Understand that spoken words are represented by sequences of letters	E	I	M				
	Match oral words to printed words	E	I	M				
	Recognize that there are correct spellings for words		E	I	M			
	Use correct spelling of appropriate high-frequency words, whether irregularly or regularly spelled	E	I	M	CM	CM	CM	CM
	Recognize the distinguishing features of a sentence ( <i>capitalization, end punctuation</i> ) and a paragraph ( <i>indentation, spacing</i> )		E	I	M			
	Identify the author and title of a book, and use a table of contents	E	I	R	M	CM	CM	CM
7.5	Demonstrate orally that phonemes exist	E	I	R	M			
	Generate the sounds from all the letters and letter patterns, including consonant blends, long-and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words	E	I	R	M			
	Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations ( <i>as in star</i> ) to read words		E	I	M			
7.6	Recognize common irregularly spelled words by sight ( <i>for example, have, said, where</i> )	E	I	R	M	CM	CM	CM
7.7	Use letter-sound knowledge to decode written English	E	I	R	M	CM	CM	CM
	Decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words	E	I	M	CM	CM	CM	CM

STUDENT SKILLS		P-K	K	1	2	3	4	5
	<b>READING AND LANGUAGE (cont'd)</b>							
7.7	Read accurately many irregularly spelled words, special vowel spellings, and common word endings		E	I	R	M	CM	CM
	Read aloud with fluency and comprehension at grade level		I	M	CM	CM	CM	CM
	Apply knowledge of letter patterns to identify syllables		E	I	R	M		
	Apply independently the most common letter-sound correspondences including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs		E	I	M			
	Know and use more difficult words families ( <i>e.g., -ought</i> ) and known words to decode unknown words			I	R	M	CM	CM
	Read words with several syllables		E	I	M	CM	CM	CM
7.8	Use letter-sound knowledge to decode written English	E	I	R	M	CM	CM	CM
7.9	Read grade-appropriate imaginative/literary and informational/expository text with comprehension	E	I	M	CM	CM	CM	CM
7.10	Read aloud grade-appropriate imaginative/literary and informational/expository text fluently, accurately, and with comprehension, using appropriate timing, change in voice, and expression	E	I	R	R	M	CM	CM
	<b>Understanding a Text</b>							
8.1	For imaginative/literary texts: Make predictions using prior knowledge, pictures, and text	E	I	R	M	CM	CM	CM
8.2	For imaginative/literary texts: Retell a main event from a story hear or read	E	I	R	M	CM	CM	CM
8.3	For imaginative/literary texts: Ask questions about the important characters, settings, and events	E	I	R	M	CM	CM	CM
8.4	For informational/expository texts: Make predictions about the content of the text using prior knowledge and text features ( <i>e.g., title, captions, illustrations</i> )	E	I	R	M	CM	CM	CM
8.5	For informational/expository texts: Retell important facts from a text heard or read	E	I	R	M	CM	CM	CM
8.6	For imaginative/literary texts: make predictions about what will happen next in a story	E	I	M	CM	CM	CM	CM
8.7	For imaginative/literary texts: Retell a story's beginning, middle, and end	E	I	R	M	CM	CM	CM
8.8	For imaginative/literary texts: Distinguish cause from effect		E	I	R	M	CM	CM
8.9	For informational/expository texts: Make predictions about the content of a text using prior knowledge and text features ( <i>e.g., headings, table of contents, key words</i> )	E	I	R	R	M	CM	CM
	For informational/expository texts: Make predictions about the content of a text using prior knowledge and text features ( <i>e.g., headings, table of contents, key words</i> ) and explain whether they were confirmed or disconfirmed and why		E	I	R	M	CM	CM
8.10	For informational/expository texts: Restate main ideas		E	I	R	M	CM	CM
8.11	For imaginative/literary texts: Identify foreshadowing clues			E	I	R	M	CM
	For imaginative/literary texts: Show the relevance of foreshadowing clues				E	I	R	M
8.12	For imaginative/literary texts: Identify sensory details		E	I	R	M	CM	CM
	For imaginative/literary texts: Identify figurative language		E	I	R	M	CM	CM
8.13	For imaginative/literary texts: Identify the speaker of a poem or narrator of a story		E	I	R	M	CM	CM
8.14	For imaginative/literary texts: Retell the events of a story and describe characters and setting		E	I	R	M	CM	CM
	For imaginative/literary texts: Make judgments about setting, characters, and events and support them with evidence from a text			E	I	R	M	CM
8.15	For informational/expository texts: Locate facts that answer the reader's questions		E	I	R	M	CM	CM
8.16	For informational/expository texts: Distinguish cause from effect		E	I	R	M	CM	CM
8.17	For informational/expository texts: Distinguish fact from fiction		E	I	R	M	CM	CM
	For informational/expository texts: Distinguish fact from opinion			E	I	R	M	CM

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>READING AND LANGUAGE (cont'd)</b>								
8.18	For informational/expository texts: Identify main ideas and supporting details		E	I	R	M	CM	CM
	For informational/expository texts: Summarize main ideas and supporting details			E	I	R	M	CM
8.19	For imaginative/literary texts: Identify and analyze sensory details			E	I	R	M	CM
8.20	For imaginative/literary texts: Identify and analyze the author's use of description of setting, characters and events				E	I	R	M
8.21	For informational/expository texts: Recognize organizational structures ( <i>for example, chronological order, cause and effect</i> )				E	I	R	M
8.22	For informational/expository texts: Identify and analyze main ideas and supporting details				E	I	R	M
<b>Making Connections</b>								
9.1	Identify similarities in plot, setting, and character among the works of an author or illustrator	E	I	R	R	M	CM	CM
	Identify differences in plot, setting, and character among the works of an author or illustrator		E	I	R	R	M	CM
9.2	Identify different interpretations of plot, setting, and character in the same work by different illustrators ( <i>e.g., alphabet books, nursery rhymes, counting books</i> )		E	I	R	R	M	CM
9.3	Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life			E	I	R	M	CM
9.4	Relate a literary work to information about its historical setting				E	I	R	M
<b>Genre</b>								
10.1	Identify differences among the common forms of literature: poetry, prose, fiction, nonfiction, and dramatic literature	E	I	R	R	M	CM	CM
10.2	Distinguish among forms of literature ( <i>for example, poetry, fiction, nonfiction, and drama</i> )	E	I	R	R	M	CM	CM
	Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing				E	I	R	M
10.3	Identify the characteristics of various genres ( <i>for example, poetry, short story, novel, dramatic literature, informational, and expository nonfiction</i> ) as forms with distinct characteristics and purposes			E	I	R	R	M
<b>Theme</b>								
11.1	Relate themes in works of fiction and nonfiction to personal experience	E	I	R	R	M	CM	CM
11.2	Identify themes as lessons in stories and poems			E	I	R	M	CM
	Identify themes as lessons in folktales, fables, and Greek myths for children		E	I	R	M	CM	CM
11.3	Apply knowledge of the concept that theme refers to the main idea and meaning of a selection				E	I	R	M
<b>Fiction</b>								
12.1	Identify the elements of plot, character, and setting in a favorite story		E	I	R	M	CM	CM
12.2	Identify the elements of fiction ( <i>problem, solution, character, and setting</i> )		E	I	R	M	CM	CM
	Analyze the elements of plot, character, and setting in the stories they read and write			E	I	R	R	M
12.3	Identify the elements of setting, characterization, conflict and plot				E	I	R	M
<b>Nonfiction</b>								
13.1	Identify and use knowledge of common textual features (title, headings, captions, key words, table of contents)	E	I	R	M	CM	CM	CM
13.2	Identify and use knowledge of common graphic features (illustrations, type size)		E	I	R	M	CM	CM
13.3	Make predictions about the content of a text using prior knowledge and text and graphic features	E	I	R	M	CM	CM	CM
13.4	Explain whether predictions about the content of a text were confirmed or disconfirmed and why		E	I	R	M	CM	CM
13.5	Restate main ideas and important facts from a text heard or read			E	I	R	M	CM

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>READING AND LANGUAGE (cont'd)</b>								
13.6	Identify and use knowledge of common textual features ( <i>for example, title, headings, key words, captions, paragraphs, table of contents, glossary</i> )		E	I	R	M	CM	CM
13.7	Identify and use knowledge of common graphic features ( <i>for example, charts, graphs, maps, diagrams, illustrations, captions</i> )	E	E	I	R	M	CM	CM
13.8	Identify common organizational structures ( <i>for example, chronological order, cause and effect</i> )			E	I	R	M	CM
13.9	Locate facts that answer the reader's questions		E	I	R	M	CM	CM
13.10	Distinguish cause from effect		E	I	R	M	CM	CM
13.11	Distinguish fact from fiction		E	I	M	CM	CM	CM
13.12	Identify main ideas and supporting details			E	I	R	M	CM
13.16	Identify and summarize main ideas, supporting ideas, and supporting details				E	I	R	M
<b>Poetry</b>								
14.1	Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry	E	I	R	R	M	CM	CM
14.2	Identify rhyme and rhythm, repetition and language appealing to the senses in poems	E	I	R	R	M	CM	CM
14.3	Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry: sound ( <i>alliteration, onomatopoeia, rhyme scheme</i> ); figurative language ( <i>personification, metaphor, simile, hyperbole</i> ) and graphics ( <i>capital letters, line length</i> )			E	I	R	M	CM
<b>Style and Language</b>								
15.1	Identify the senses implied in words appealing to the senses in literature and spoken language	E	E	I	R	R	M	CM
15.2	Identify words appealing to the senses or involving direct comparisons in literature and spoken language		E	I	R	R	M	CM
15.4	Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature				E	I	R	M
<b>Myth, Traditional Narrative, and Classical Literature</b>								
16.1	Identify familiar forms of traditional literature ( <i>Mother Goose rhymes, fairy tales, lullabies</i> ) read aloud	E	I	R	M	CM	CM	CM
16.2	Retell or dramatize traditional literature		E	I	R	M	CM	CM
16.3	Identify and predict recurring phrases ( <i>e.g., Once upon a time</i> ) in traditional literature			I	R	M	CM	CM
16.4	Identify natural events explained in origin myths ( <i>Prometheus/fire; Pandora/evils</i> )	E	I	R	R	M	CM	CM
16.5	Identify the adventures or exploits of a character type in traditional literature		E	I	R	M	CM	CM
16.6	Acquire knowledge of culturally significant characters and events in Greek, Roman mythology and other traditional literature			E	R	R	M	CM
16.7	Compare examples of traditional literature from a different culture ( <i>for example, America folktales</i> )				I	R	R	M
16.8	Identify common structures ( <i>for example, magic helper, rule of three, transformation</i> ) and stylistic elements ( <i>for example, hyperbole, refrain, simile</i> ) in traditional literature			E	I	R	R	M
<b>Dramatic Literature</b>								
17.1	Identify the elements of dialogue and use them in informal plays		E	I	R	R	M	CM
17.3	Identify and analyze structural elements particular to dramatic literature ( <i>for example, scenes, acts, cast of characters, stage directions</i> ) in the plays they read, view, write and perform			E	I	R	M	CM
17.4	Identify and analyze the similarities and differences between a narrative text and its film or play version				E	I	R	R
<b>Dramatic Reading and Performance</b>								
18.1	Rehearse and perform stories, plays, and poems for an audience	E	I	R	R	M	CM	CM
	Rehearse and perform stories, plays, and poems for an audience using eye contact, and appropriate volume		E	I	R	R	M	CM

STUDENT SKILLS		P-K	K	1	2	3	4	5
<i>READING AND LANGUAGE (cont'd)</i>								
	Rehearse and perform stories, plays, and poems for an audience using eye contact, volume, and clear enunciation appropriate to the selection		E	I	R	R	M	CM
18.2	Plan and perform readings of selected texts for an audience, using clear diction and voice quality ( <i>volume, tempo, pitch, tone</i> ) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations		E	I	R	R	M	CM
18.3	Develop characters through the use of basic acting skills ( <i>memorization, sensory recall, concentration, diction, body alignment, expressive detail</i> ) and self-assess using teacher-developed criteria before performing			E	I	R	R	M

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>COMPOSITION</b>								
<b>Writing</b>								
19.1	For imaginative/literary writing: Draw pictures and/or use letters or phonetically spelled words to tell a story	E	I	M				
19.2	For imaginative/literary writing: Dictate sentences for a story	E	I	M				
	For imaginative/literary writing: Dictate sentences for a story and collaborate to put the sentences in chronological order	E	I	M				
19.3	For informational/expository writing: Draw pictures and/or use letters or phonetically spelled words to give others information	E	I	M				
19.4	For informational/expository writing: Dictate sentences for a letter or directions	E	I	M				
	For informational/expository writing: Dictate sentences for a letter or directions and collaborate to put the sentences in order	E	I	M				
19.5	For imaginative/literary writing: Write or dictate stories that have a beginning, middle, and end		E	I	M	CM	CM	CM
19.6	For imaginative/literary writing: Write short poems		E	I	R	R	M	CM
19.7	For informational/expository writing: Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order		E	I	R	M	CM	CM
19.8	For informational/expository writing: Write research questions		E	I	R	R	M	CM
19.9	For imaginative/literary writing: Write stories that have a beginning, middle, and end and a description of the setting		E	I	R	M	CM	CM
19.10	For imaginative/literary writing: Write short poems that contain simple sense details		E	I	R	M	CM	CM
19.11	For informational/expository writing: Write brief summaries of information gathered through research			E	I	R	M	CM
19.12	For informational/expository writing: Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support			E	I	R	M	CM
19.13	For informational/expository writing: Write an account based on personal experience that has a clear focus and supporting detail			E	I	R	M	CM
19.14	For imaginative/literary writing: Write stories or scripts containing the basic elements of fiction ( <i>for example, characters, dialogue, setting, plot with a clear resolution</i> )				E	I	R	M
19.15	For imaginative/literary writing: Write poems using poetic techniques ( <i>for example, alliteration, onomatopoeia</i> ) figurative language ( <i>simile, metaphor</i> ), and graphic elements ( <i>for example, capital letters, line length</i> )			E	I	R	R	M
19.16	For informational/expository writing: Write brief research reports with clear focus and supporting detail			E	I	R	M	CM
19.17	For informational/expository writing: Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion			I	R	M	CM	CM
19.18	For informational/expository writing: Write formal letters to correspondents such as authors, newspapers, businesses, or government officials		E	I	R	R	M	CM
<b>Consideration of Audience and Purpose</b>								
20.1	Use a variety of forms or genres when writing for different purposes		E	I	R	R	M	CM
20.2	Use appropriate language for different audiences ( <i>other students, parents</i> ) and purposes ( <i>letter to a friend, thank you note, invitation</i> )		E	I	R	R	M	CM
20.3	Make distinctions among fiction, nonfiction, dramatic literature, and poetry, and use these genres selectively when writing for different purposes					E	I	R
<b>Revising</b>								
21.1	After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive		E	I	R	R	M	CM

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>COMPOSITION (cont'd)</b>								
21.2	Revise writing to improve level of detail after determining what could be added or deleted		E	I	R	R	M	CM
21.3	Improve word choice by using dictionaries				E	I	R	M
21.4	Revise writing to improve level of detail and precision of language after determining where to add images and sensory detail, combine sentences, and rearrange text			E	I	R	M	CM
21.5	Improve word choice by using dictionaries or thesauruses				E	I	R	M
22.1	Print upper- and lower-case letters of the alphabet	E	I	M				
<b>Standard English Conventions</b>								
22.2	Use correct standard English mechanics such as: printing upper- and lower-case letters legibly and using them to make words; separating words with spaces; understanding and applying rules for capitalization at the beginning of a sentence, for names and places (" <i>Janet</i> ," " <i>i</i> ," " <i>George Washington</i> ," " <i>Springfield</i> "), and capitalization and commas in dates (" <i>February 24, 2001</i> ") using correct spelling of sight and/or spelling words; and using appropriate end marks such as periods and question marks		E	I	R	M	CM	CM
22.3	Write legibly in cursive, leaving space between letters in a word and between words in a sentence.				I	R	M	CM
22.4	Use knowledge of correct mechanics ( <i>end marks, commas for series, capitalization</i> ), usage ( <i>subject and verb agreement in a simple sentence</i> ), and sentence structure ( <i>elimination of fragments</i> ) when writing and editing			E	I	R	M	CM
22.5	Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling		E	I	R	M	CM	CM
22.6	Spell most commonly used homophones correctly in their writing ( <i>there, they're, their; two, too, to</i> )		E	I	R	M	CM	CM
22.7	Use additional knowledge of correct mechanics ( <i>apostrophes, quotation marks, comma use in compound sentences, paragraph indentations</i> ), correct sentence structure ( <i>elimination of fragments and run-ons</i> ), and correct Standard English spelling ( <i>commonly used homophones</i> ) when writing, revising and editing			E	I	R	M	CM
<b>Organizing Ideas in Writing</b>								
23.1	Arrange events in order when writing or dictating		E	I	R	M	CM	CM
23.2	Arrange ideas in a way that makes sense		E	I	R	M	CM	CM
23.3	Organize plot events of a story in an order that leads to a climax			E	I	R	M	CM
23.4	Organize ideas for a brief response to a reading		E	I	R	M	CM	CM
23.5	Organize ideas for an account of personal experience in a way that makes sense		E	I	R	M	CM	CM
23.6	Decide on the placement of descriptive details about setting, characters, and events in stories			E	I	R	M	CM
23.7	Group related ideas and place them in logical order when writing summaries, reports, essays or responses			E	I	R	M	CM
23.8	Organize information about a topic into a paragraph with topic sentences, sufficient supporting detail, and concluding sentences		E	I	R	M	CM	CM
<b>Research</b>								
24.1	Generate questions and gather information	E	I	R	R	M	CM	CM
	Generate questions and gather information from several sources in a classroom, school, or public library		E	I	R	R	M	CM
24.2	Identify and apply steps in conducting and reporting research			E	I	R	M	CM
	Define the need for information and formulate open-ended research questions			E	I	R	M	CM
	Initiate a plan for searching for information			E	I	R	M	CM
	Locate resources			E	I	R	M	CM
	Evaluate the relevance of the information				E	I	R	M
	Interpret, use, and communicate the information				E	I	R	M

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>COMPOSITION (cont'd)</b>								
	Evaluate the research project as a whole			E	I	R	M	CM
24.3	Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects				E	I	R	M
	Use an expanded range of print and non-print sources ( <i>atlases, data bases, electronic, on-line resources</i> )			E	I	R	R	M
	Follow established criteria for evaluating relevant information					E	I	R
	Locate specific information within resources by using indexes, tables of contents, electronic search key words				E	I	R	M
	Organize and present research using the grades 5-6 Learning Standards in the Composition Strand as a guide for writing					E	I	R
	Provide appropriate documentation in a consistent format					E	I	R
<b>Evaluating Writing and Presentations</b>								
25.1	Support judgments about classroom activities or presentations		E	I	R	R	M	CM
25.2	Form and explain personal standards or judgments of quality, display them in the classroom, and present them to family members		E	I	R	R	M	CM
25.3	Use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience		E	I	R	R	M	CM

STUDENT SKILLS		P-K	K	1	2	3	4	5
<b>MEDIA</b>								
<b>Analysis of Media</b>								
26.1	Identify techniques used in television ( <i>animation, close-ups, sound effects, music, wide-angle shots, graphics</i> ) and use knowledge of these techniques to distinguish between facts and misleading information				I	R	R	M
26.2	Compare stories in print with their film adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings					I	R	M
26.3	Identify techniques used in educational reference software and websites and describe how these techniques are the same as or different from the techniques used by authors and illustrators of print materials							I
<b>Media Production</b>								
27.1	Create audiotapes or videotapes for display or transmission		E	I	R	R	M	CM
27.2	Create presentations using computer technology		E	I	R	R	M	CM
27.3	Create a media production using effective images, text, music, sound effects, or graphics			E	I	R	R	M