

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Reading/Literature</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Reads a variety of materials with increasing fluency, participating daily in flexible groups under the guidance of a teacher to:               <ul style="list-style-type: none"> <li>- read fourth grade level texts used for class instruction</li> <li>- read developmentally appropriate materials</li> <li>- participate in cooperative reading activities (L.A.A.1.2.4)</li> </ul> </li> <li>2. Reads independently for a sustained period daily, selecting from a variety of fiction and nonfiction such as multicultural literature, informational text, magazines, and theme related selections (L.A.A.2.2.4)</li> <li>3. Reads independently at least one book per month from school, home, or public library, including a variety of genres and cultural perspectives at an appropriate reading level (L.A.A.2.2.4)(L.A.E.1.2.1)</li> <li>4. Listens to a daily reading on or above grade level from a wide variety of genres with a special emphasis on legends, humor, and biographies/ autobiographies (L.A.C.1.2.2)(L.A.E.1.2.1)</li> <li>5. Identifies and explores favorite books and engages in the comparison/contrast of the works of two or more authors (L.A.A.2.2.2)(L.A.A.2.2.4)(L.A.C.1.2.2)</li> <li>6. Sets purposes for reading and makes predictions by relating new information to prior knowledge, scanning text, and previewing subtitles, graphics, and other illustrations (L.A.A.1.2.1)</li> </ol>	<p>A. After reading a grade-level chapter book, the student will demonstrate comprehension by analyzing the main character:</p> <ol style="list-style-type: none"> <li>a. using a graphic organizer such as a map/ web to include quotes by and about the character, and the characteristics stated or inferred from actions</li> <li>b. writing a character sketch/ profile supported by information from graphic organizer (L.A.A.2.2.6)(L.A.D.2.2.1)(L.A.E.2.2.3)(L.A.E.2.2.4)(L.A.E.2.2.5)</li> </ol>	<p>After successfully completing this course, the student should be able to complete a character profile by:</p> <p><i>Advanced:</i> (1) gathering and organizing information from questions and answers; and (2) using graphic organizers such as map/web to effectively describe characters in an oral or written form.</p> <p><i>Intermediate:</i> (1) gathering and organizing information from question and answers in group activities; and (2) using frames, graphic organizers such as map/web to present the information in an oral or written form.</p> <p><i>Novice:</i> (1) highlighting pertinent information, (2) relating the information to a graphic organizer; and (3) using illustrations and role playing to make group presentations.</p>

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	<p>7. Reads, identifies, and understands key vocabulary words and concepts encountered in instruction (L.A.D.2.2.1)(L.A.E.1.2.5)</p> <p>8. Maintains a reading response journal to show evidence of use of reading strategies (L.A.E.2.2.3)</p> <p>9. Demonstrates an understanding of story elements: setting, characters, problem/goal, events, resolution; compares and contrasts story elements across selections (L.A.A.2.2.1)(L.A.E.1.2.2)(L.A.E.1.2.3)(L.A.E.2.2.3)</p> <p>10. Responds to literature through a variety of activities including writing, art, music, drama, and multimedia presentations (L.A.A.2.2.8)(L.A.D.2.2.5)(L.A.E.2.2.3)</p>	<p>B. After selecting a topic, the student will demonstrate application of reading skills by:</p> <p>a. completing a list, graph, cluster, etc. of prior knowledge about the topic</p> <p>b. reading at least three selections and at least one reference source (e.g., encyclopedia, interactive video, or audio tape) dealing with the topic</p> <p>c. adding to the original cluster, integrating new and prior knowledge</p> <p>d. writing at least three paragraphs on the topic, using the cluster as a guide (L.A.A.2.2.4)(L.A.A.2.2.5)(L.A.A.2.2.8)(L.A.D.2.2.4)(L.A.E.2.2.5)</p>	<p>After successfully completing this course the student should be able to write at least three paragraphs on a topic integrating prior and new information:</p> <p><b>Advanced:</b> (1) using multimedia sources and references; (2) eliciting information from graphic organizers such as lists, clusters, and webs; and (3) answering/asking questions in a cooperative group.</p> <p><b>Intermediate:</b> (1) using multimedia sources and references; (2) working in groups to complete information from frames and graphic organizers such as a map/web; and (3) answering/asking questions in a cooperative setting.</p> <p><b>Novice:</b> (1) using graphic/pictorial organizers; and (2) answering questions in a cooperative group.</p>

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	<p>11. Applies reading strategies within and across selections including content area reading:</p> <ul style="list-style-type: none"> <li>- integrating context clues and structural analysis to gain meaning of unknown words</li> <li>- monitoring own reading by correcting miscues, rereading text and self-questioning</li> <li>- paraphrasing/summarizing ideas and concepts from text</li> <li>- identifying stated and implied main idea with supporting details</li> <li>- sequencing events or steps using words that denote time (when, before, after)</li> <li>- distinguishing between fact and opinion</li> <li>- identifying and understanding cause/effect relationships</li> <li>- drawing conclusions</li> <li>- creating and sharing mental images while reading as part of the comprehension program</li> <li>- varying reading rate according to complexity of material and purpose for reading</li> <li>- identifies the distinguishing features among fiction, drama, poetry and nonfiction</li> </ul> <p>(L.A.A.1.2.2)(L.A.A.1.2.4)(L.A.A.2.2.1)(L.A.A.2.2.6)(L.A.E.2.2.1)(L.A.E.2.2.5)</p> <p>12. Uses critical thinking (questioning, interpreting, comparing, contrasting, analyzing, making inferences) when participating in small group and whole class discussions about what has been read</p> <p>(L.A.A.1.2.2)(L.A.A.1.2.4)(L.A.A.2.2.5)(L.A.A.2.2.6)(L.A.A.2.2.7)(L.A.E.1.2.1)(L.A.E.1.2.3)(L.A.E.1.2.4)(L.A.E.1.2.5)(L.A.E.2.2.1)(L.A.E.2.2.5)</p> <p>13. Recognizes and uses figurative language with special emphasis on exaggeration and simile/ metaphor</p> <p>(L.A.D.2.2.1)(L.A.D.2.2.2)(L.A.E.1.2.5)</p>		

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	<p>14. Identifies author’s purpose: inform, instruct, persuade, entertain (L.A.A.2.2.2)(L.A.A.2.2.3)(L.A.D.2.2.1)</p> <p>15. Begins to identify propaganda techniques used in advertisements, speeches, and other forms of communication (L.A.A.2.2.3)(L.A.D.2.2.1)(L.A.D.2.2.3)</p> <p>16. Recognizes recurring concepts and themes in literature (e.g., living with the environment) (L.A.D.2.2.2)(L.A.E.2.2.4)</p> <p>17. Recognizes and discusses biases portrayed in pictures and in written and oral language with particular emphasis on gender and cultural stereotyping (L.A.C.2.2.2)(L.A.D.2.2.1)(L.A.E.1.2.4)</p> <p>18. Responds to a work of literature by explaining how characters or the cause of events compare with those in his or her own life (L.A.E.2.2.3)</p>		

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<p>II Composition</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Engages daily in both self-initiated and teacher-directed writing for a variety of purposes (L.A.B.2.2.3)(L.A.C.3.2.6)</li> <li>2. Uses a variety of prewriting techniques independently to generate ideas for writing (L.A.B.1.2.1)(L.A.C.3.2.6)</li> <li>3. Plans the organization of ideas generated by prewriting, showing appropriate organizational patterns, for narrative, expository and persuasive writing maintaining focus on a single topic (L.A.A.2.2.5)(L.A.B.1.2.1)(L.A.B.2.2.5)(L.A.C.3.2.6)</li> <li>4. Identifies and addresses audience for which the message is intended (L.A.B.1.2.1)(L.A.B.1.2.2)(L.A.B.2.2.3)</li> <li>5. Elaborates on ideas by using a topic sentence, supporting details, examples, vivid and specific language and concluding statements, to clarify meaning (L.A.B.1.2.2)(L.A.B.2.2.6)(L.A.C.3.2.6)</li> </ol>	<p>A. In response to a prompt, the student will use the writing process of prewriting, drafting, revising, editing, and publishing to produce an expository piece of at least three paragraphs:</p> <ol style="list-style-type: none"> <li>a. using prewriting strategies such as clustering, listing, reading, or drawing</li> <li>b. using conventions of standard written English (L.A.B.1.2.1)(L.A.B.1.2.2)(L.A.B.2.2.3)(L.A.B.2.2.6)</li> </ol>	<p>After successfully completing this course, the student should be able to follow prewriting steps to write an expository piece of at least three paragraphs by:</p> <p><b>Advanced:</b> (1) applying prewriting strategies such as clustering, listing, reading, or drawing to maintain focus and organization; and (2) using a varied sentence structure, descriptive language, and conventions of standard written English.</p> <p><b>Intermediate:</b> (1) applying prewriting strategies such as clustering, listing, reading, or drawing to maintain focus and organization; and (2) using knowledge of word structure, variety of sentences, and acquired vocabulary.</p> <p><b>Novice:</b> (1) drawing words from a word bank; and (2) expanding basic sentences using adjectives, adverbs, and prepositional phrases.</p>

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	<p>6. Revises pieces, individually and in groups, incorporating concepts from teacher instruction and including some fresh, original ideas not contained in the rough draft:</p> <ul style="list-style-type: none"> <li>- organizes ideas in a logical sequence and focuses on a single topic</li> <li>- uses descriptive words and vivid descriptive language that enhance writing</li> <li>- uses complete sentences in a variety of lengths, structures and kinds (declarative, interrogatory, imperative, exclamatory)</li> <li>- uses sentence combining to improve the flow of writing</li> <li>- maintains consistent and appropriate voice (L.A.B.1.2.2)(L.A.B.2.2.5)(L.A.B.2.2.6) (L.A.C.3.2.6)</li> </ul> <p>7. Writes final edited pieces incorporating concepts from teacher instruction:</p> <ul style="list-style-type: none"> <li>- uses correct pronouns, singular/plural nouns, subject/verb agreement, regular verbs, singular possessives</li> <li>- uses correct capitalization and punctuation</li> <li>- uses dialogue with appropriate punctuation</li> <li>- uses commas correctly in a series, date, between city/state, to set off nouns of direct address, after introductory phrases, after yes/no responses (L.A.B.1.2.3)</li> </ul> <p>8. Uses conventional spelling for an increasing core of high frequency words in making an effort to spell correctly in daily writing (L.A.B.1.2.2)</p> <p>9. Spells correctly in published pieces of writing (L.A.B.1.2.3)</p> <p>10. Incorporates words from literature and content areas and attempts to spell them correctly (L.A.B.1.2.2)</p>	<p>B. The student will demonstrate growth in literacy by maintaining a reading/writing portfolio which will include:</p> <ul style="list-style-type: none"> <li>a. a variety of self-selected writing across the curriculum (e.g., surveys, stories, reports, poems) with evidence of the writing process</li> <li>b. evidence of use of reading strategies (e.g., predicting, webbing, reflecting on reading, noting difficult or interesting vocabulary) through a reading journal, notebook, or other means</li> <li>c. evaluations of own progress toward teacher/student goals over the course of a year (e.g., with notes giving rationale for inclusion of selected portfolio entries, evaluation guides) (L.A.B.1.2.1)(L.A.B.1.2.2) (L.A.B.1.2.3) (L.A.B.2.2.3) (L.A.B.2.2.5) (L.A.B.2.2.6) (L.A.C.3.2.6)</li> </ul>	<p>After successfully completing this course, the student should be able to submit a presentation portfolio that includes samples of:</p> <p><b>Advanced:</b> (1) a variety of writing modes, (2) evidence of the writing process, and (3) criteria for self-evaluation of entries.</p> <p><b>Intermediate:</b> (1) written pieces representative of various kinds of writing, (2) evidence of the writing process, and (3) self-evaluation checklists.</p> <p><b>Novice:</b> (1) writing supported by illustrations, (2) evidence of the writing process, and (3) evaluation checklists.</p>

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	<p>11. Writes in a variety of modes:</p> <ul style="list-style-type: none"> <li>- expository: e.g., directions, experiments, reports, oral presentations</li> <li>- persuasive: e.g. oral presentations, letters, essays</li> <li>- narrative/expressive: e.g., journals, poems, letters, personal notes, dialogue/response logs, word problems</li> <li>- functional: e.g., note-taking, lists, forms, charts, graphs</li> </ul> <p>(L.A.B.2.2.1)(L.A.B.2.2.3)(L.A.B.2.2.5)(L.A.B.2.2.6)</p> <p>12. Writes pieces of at least three paragraphs in narrative, expository, persuasive, and research based modes, from both teacher-assigned prompts and self-selected topics (L.A.B.2.2.1)</p> <p>13. Publishes work in a variety of ways, e.g., oral presentations, book reports, essays, posters, brochures, displays (L.A.B.2.2.1)</p> <p>14. Chooses and evaluates pieces in a variety of genres which reflect best efforts and growth over the course of a year to place in a portfolio; sets goals for improvement (L.A.A.2.2.4)</p> <p>15. Uses technology in the writing process (L.A.B.2.2.4)(L.A.D.2.2.4)</p> <p>16. Uses the correct form for writing personal and business letters (L.A.B.1.2.2)</p> <p>17. Forms cursive letters correctly; produces legible cursive work with evenly spaced words (L.A.B.1.2.2)</p>		

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<p>III Vocabulary/Word Study</p>	<ol style="list-style-type: none"> <li>1. Continues to expand vocabulary daily using a variety of diverse materials for reading, writing, speaking, and listening activities; acquires a personal, active vocabulary by recording new words learned in an integrated/interdisciplinary context (L.A.A.1.2.2)(L.A.D.2.2.2)</li> <li>2. Participates in meaningful and rich word study when reading and writing that includes abbreviations, base words with prefixes and/or suffixes, comparatives and superlatives, irregular verbs or different tenses, negative words, pronouns and pronoun referents, synonyms, antonyms, and words with multiple meanings (L.A.A.1.2.3)(L.A.D.2.2.2)(L.A.E.2.2.2)</li> <li>3. Integrates phonetic, short and long vowel sounds, words with consonant blends and diagraphs, contextual, and structural analysis strategies to construct meaning when reading and writing               <ul style="list-style-type: none"> <li>- Uses appropriate sequencing of multiple adjectives in nouns (e.g. .not new, number, size, shape, color; I have one big round red apple).</li> <li>- Uses adjectives formed by nouns, by adding “ful” and “ous” (e.g., beautiful, gorgeous).</li> <li>- Uses modifiers beginning with that. (“She is the girl that dropped her book”).</li> <li>- Uses single word adverbs of frequency (sometimes), place (here), time (today), and quantity (too, so, very).</li> <li>- Uses “enough” as a modifier of quantity preceding a noun (“Do you have enough paper?”).</li> <li>- Uses possessive adjectives and pronouns to indicate ownership.</li> <li>- Uses prepositions correctly (L.A.A.1.2.2)(L.A.D.1.2.1)(L.A.D.2.2.2)(L.A.E.2.2.2)</li> </ul> </li> </ol>	<p>A. The student will demonstrate acquisition and use of expanded vocabulary through:</p> <ol style="list-style-type: none"> <li>a. selecting words needed to write cinquains, haikus, diamantes, acrostics, and name and concrete poems</li> <li>b. selecting themes and generating at least two poems of different styles for each (L.A.D.2.2.2)(L.A.E.2.2.2)</li> </ol>	<p>After successfully completing this course, the student should be able to use expanded vocabulary to compose and deliver a variety of poems by:</p> <p><b>Advanced:</b> (1) selecting words from a theme related bank to construct meaning; and (2) using rhyming words and figurative language.</p> <p><b>Intermediate:</b> (1) selecting rhyming words from a word bank; and (2) completing a poem in a cooperative group with teacher’s assistance.</p> <p><b>Novice:</b> (1) creating word banks from the poetry themes; and (2) completing poems in a cooperative group with teacher’s assistance.</p>



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	<ol style="list-style-type: none"> <li>4. Uses the context of sentence to understand unfamiliar words and to choose appropriate meanings when reading and writing (L.A.A.1.2.2)</li> <li>5. Understands how word origins affect spelling and meaning of word (L.A.A.1.2.3)(L.A.D.2.2.2)</li> <li>6. Uses graphic organizers to generate, classify, and define words and concepts (L.A.A.1.2.2)</li> <li>7. Understands and generates analogies (L.A.A.1.2.3)(L.A.D.2.2.2)</li> </ol>		

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<p>IV Listening/Speaking</p>	<p>The following objectives support competencies A and B.</p> <p>1. Speaks with clear, understandable voice (for example, rate, volume, tone and projection), using standard English (present, past, future verb tenses; subject-verb agreement; pronouns as subjects and objects), body -language, vocabulary, sentence length and complexity appropriate for fourth grade level</p> <ul style="list-style-type: none"> <li>- uses elements of grammar in speech including but not limited to present, past and future verb tenses; subject verb agreement; pronouns as subjects.</li> <li>- Uses auxiliary verbs a (do, does, have, has)</li> <li>- Uses may/can in expressions of permission and ability</li> <li>- Uses verbs in affirmative, negative, and interrogative sentences</li> <li>- Uses questions and short answers in simple and perfect tenses</li> <li>- Uses definite and indefinite articles “a, an, the” before nouns</li> <li>- Uses “this/that”, “these/those” as nouns substitutes, and before nouns</li> <li>- Uses contractions in spoken language</li> <li>- Uses “-body” and “-thing” in combination with no, some, and any</li> <li>- Uses “one” and “the other” as substitute and as modifier for nouns (One came, the other didn’t)</li> <li>- Uses the singular and plural forms of nouns in spoken language</li> <li>- Understands meanings of basic idiomatic expressions (“piece of cake”, “learn by heart”)</li> </ul>		

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	<p>2. Participates in oral language activities daily:</p> <ul style="list-style-type: none"> <li>- conducts interviews, news broadcasts, essays</li> <li>- presents reports, news broadcasts, essays</li> <li>- retells, summarizes, dramatizes stories, role plays</li> <li>- develops questions for peer response, answers questions from peers</li> <li>- memorizes and recites poems, lines from speeches, dialogue from plays, songs</li> <li>- generates and follows multi-step oral directions</li> <li>- expresses and supports opinions and ideas to persuade, inform, etc.</li> <li>- conveys problems objectively</li> <li>- paraphrases/summarizes information</li> <li>- adapts tone and style to audience and purpose</li> <li>- identifies verbal and nonverbal cues to meaning (L.A.A.1.2.4)(L.A.C.1.2.1)(L.A.C.1.2.5)(L.A.C.2.2.2) (L.A.C.3.2.1)(L.A.C.3.2.2)(L.A.C.3.2.3)(L.A.C.3.2.4) (L.A.C.3.2.6)(L.A.D.1.2.2)(L.A.D.2.2.3)</li> </ul> <p>3. Develops criteria for and evaluates oral presentations by self and peers including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation, pronunciation, voice modulation, timing, and standard conventions of English (L.A.C.3.2.4)</p> <p>4. Uses active listening, courteous responding, and appropriate nonverbal behavior during group discussions and cooperative learning settings (L.A.C.1.2.3)(L.A.C.1.2.4)(L.A.C.1.2.5)(L.A.C.3.2.2)(L.A.C.3.2.5)</p> <p>5. Gains a deeper understanding and appreciation of the relationship between self and others through reading, viewing, discussing, and listening to a variety of multicultural materials (L.A.C.1.2.1)(L.A.C.1.2.3)(L.A.C.3.2.2)(L.A.C.3.2.5)</p>	<p>A. Working in a cooperative group, the student will demonstrate understanding of purpose/ message (e.g., to entertain, persuade, inform) of print and audiovisual materials (e.g., television, print ads, pictures, movies) by:</p> <ul style="list-style-type: none"> <li>a. gathering at least ten examples from print and audiovisual sources</li> <li>b. classifying the examples on a chart or other graphic to indicate awareness of purpose/ message giving reasons to support classification examples</li> <li>c. making an oral presentation</li> <li>d. evaluating the presentations of self and peers using teacher/ student developed criteria (L.A.C.2.2.1)(L.A.C.2.2.2)(L.A.C.3.2.3) (L.A.C.3.2.4)(L.A.C.3.2.5)(L.A.D.2.2.3)</li> </ul>	<p>After successfully completing this course, the student should be able to:</p> <p><b>Advanced:</b> (1) gather ten examples of a topic from print and audiovisual resources; (2) classify the examples to give reasons, persuade, and inform purpose/message of print; (3) make oral presentation; and (4) to evaluate presentations by using teacher/student developed criteria.</p> <p><b>Intermediate:</b> (1) gather five examples of a topic from print and audiovisual resources; (2) classify the examples to give reasons, persuade, and inform purpose/message of print; (3) make oral presentation using oral cues, verbal and non-verbal delivery techniques; and (4) evaluate presentations using checklists.</p> <p><b>Novice:</b> (1) gather three examples of a topic from print and audiovisual resources, (2) classify the examples to demonstrate awareness of purpose/ message; (3) respond to oral cues, verbal and non-verbal activities in a cooperative group with teacher's assistance; and (4) evaluate presentations using checklists.</p>

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	<p>6. Listens and speaks respectfully to persons of all ages to gain and share information, ideas, values, and points of view reflecting their cultures (L.A.C.1.2.1)(L.A.C.1.2.3)(L.A.C.3.2.2)(L.A.C.3.2.5)</p> <p>7. Listens for a variety of purposes: to recognize major points of emphasis; to identify details, sequence, and other literal content; to evaluate effectiveness and style of the speaker; to evaluate the content of the message (L.A.C.1.2.1)(L.A.C.1.2.2)(L.A.C.2.2.1)(L.A.D.2.2.1)(L.A.D.2.2.3)</p> <p>8. Understands that language formality varies according to situations and audience (L.A.D.1.2.2)</p>	<p>B. The student will demonstrate effective speaking, viewing, and listening skills by:</p> <p>a. delivering oral presentations including exposition (e.g., reports, essays, speeches), narration (e.g., original legends, biographies), recitation (e.g., poetry, jokes, riddles, plays)</p> <p>b. evaluating the oral presentations of self and peers using teacher/student developed criteria (L.A.C.1.2.2)(L.A.C.2.1.2)(L.A.C.3.2.1)(L.A.C.3.2.3)(L.A.C.3.2.4)(L.A.C.3.2.6)(L.A.D.2.2.3)</p>	<p>After successfully completing this course, the student should be able to deliver effective oral presentations:</p> <p><b>Advanced:</b> (1) using transitional words in exposition and narration; (2) using appropriate rhythm/intonation in recitation; and (3) evaluating presentations of self and peers using teacher/student developed criteria.</p> <p><b>Intermediate:</b> (1) showing awareness of transitional words from organizers in exposition and narration; (2) increasing awareness of rhythm and intonation; and (3) evaluating presentations of self and peers using teacher/student checklists.</p> <p><b>Novice:</b> (1) following sequential steps while responding to simple oral cues, and visuals; (2) reciting poems and story telling; and (3) using checklists to evaluate presentations in a cooperative group.</p>

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<p>V Information Literacy/Study/ Test Taking Skills</p>	<ol style="list-style-type: none"> <li>1. Chooses appropriate media and technological resources such as word processors, computers, library books, films, audio tapes, video tapes, interactive videos, newspapers, magazines, atlas, almanac, thesaurus, dictionaries and encyclopedias as learning and communication tools (L.A.A.2.2.8)(L.A.B.2.2.4)(L.A.D.2.2.4)(L.A.D.2.2.5)</li> <li>2. Uses organizational features of textbooks and reference materials such as table of contents, index, glossary, chapter titles, paragraph headings, italics, boldface print, diagrams, and illustrations as study tools (L.A.A.1.2.1)(L.A.A.1.2.4)(L.A.A.2.2.5)(L.A.B.2.2.2)</li> <li>3. Uses home study strategies such as setting up a time-management plan and locating an effective study environment</li> <li>4. Uses study skill strategies, (e.g., survey the text, question, read, take notes, paraphrase/summarize, review) (L.A.A.2.2.5)</li> <li>5. Selects appropriate graphic organizers (research guides) to organize planning and research (L.A.A.2.2.5)</li> <li>6. Practices and prepares for formal assessment situations including use of grade level material and answer sheets in simulated testing situations</li> <li>7. Participates in periodic timed reading activities to increase reading rate, using fiction and nonfiction selections of varying lengths on fourth grade level</li> <li>8. Applies effective test-taking strategies</li> </ol>	<p>A. Working in a cooperative group, or individually, the student will demonstrate ability to access and use information by:</p> <ol style="list-style-type: none"> <li>a. selecting a topic related to a current classroom theme in reading or content areas</li> <li>b. preparing a presentation using at least three sources to gather information</li> <li>c. making a multimedia presentation (e.g., slides, word processor, video or audio tape, books, songs, posters, illustrations)</li> <li>d. selecting and presenting to an audience beyond the classroom (e.g., other classroom at same or other grade levels)</li> <li>e. evaluating presentations using teacher/ student developed criteria (L.A.A.1.2.1)(L.A.B.2.2.3)(L.A.D.2.2.4)(L.A.D.2.2.5)</li> </ol>	<p>After successfully completing this course, the student should be able to prepare and present oral or written reports:</p> <p><b>Advanced:</b> (1) using information from multimedia sources; (2) demonstrating logical organization and coherence; (3) using frames and graphic organizers to facilitate transitions; and (4) evaluating presentations using teacher/student developed criteria.</p> <p><b>Intermediate:</b> (1) using information from multimedia sources; (2) demonstrating logical organization and knowledge of transitional words by using frames and graphic organizers; and (3) evaluating presentations in a cooperative environment using teacher/student developed criteria.</p> <p><b>Novice:</b> (1) selecting, organizing, and summarizing information from multimedia sources in a cooperative group; and (2) creating a sentence outline that identifies topic by using frames/graphic organizers in a cooperative group with teacher's assistance.</p>

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
	<p>9. Develops a personal time frame for planning, drafting, and giving some attention to revising and editing when writing to a prompt in a 30-minute period without assistance</p>		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
VI Culture	<ol style="list-style-type: none"> <li>1. Recognizes that ancestors of people who live in the United States came from other countries.</li> <li>2. Describes why groups and individuals celebrate holidays related to events and their contributions.</li> <li>3. Participates respectfully with peers and adults in a variety of culturally diverse group activities to gain and share information, ideas, values, and points of view reflecting different cultures, ages, genres, and ethnicities.</li> <li>4. Demonstrates an understanding of the rights and responsibilities inherent to the concept of citizenship.</li> <li>5. Recognizes contributions of various culture groups to the United States (e.g. in arts, literature, music, politics, and education)</li> <li>6. Recognizes and identifies national symbols of U.S. and students' native countries.</li> <li>7. Compares and contrasts stories of different origins.</li> <li>8. Participates in recreational and sports activities typical of the American culture.</li> <li>9. Recognizes basic features of the government, history, and geography of the U.S.A and Florida, in a global context.</li> </ol>	<p>A. The student will present a traditional story/song from his/her culture.</p>	<p>After selecting an appropriate song, story, poem or folktale the student should be able to:</p> <p><b>Advanced:</b> (1) orally discuss the meaning of the selection independently; (2) share favorite part through illustrations and captions; (3) highlight key terms/ phrases that reveal meaning; and (4) make oral presentation.</p> <p><b>Intermediate:</b> (1) orally discuss meaning of the selection in a cooperative group; (2) share favorite part through illustrations and captions; (3) highlight key terms/phrases that reveal meaning; and (4) make oral presentation.</p> <p><b>Novice:</b> (1) illustrate the meaning of the selection; (2) share favorite part of the story through illustrations and simple captions.</p>