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ABSTRACT

Representing a significant part of the development of a basic education program for North Carolina's public schools, this teacher handbook and integrated competency-based curriculum guide provides recommended goals (broad statements of general direction or purpose), objectives (specific statements of what the student will know or be able to do), and measures (a variety of suggestions for ways in which the student may demonstrate ability to meet the objective) for communication skills for kindergarten through grade twelve. The teacher handbook section provides the background and overview of the curriculum and discusses its philosophy and rationale, thinking skills, programs for exceptional children, and recommendations for those using the curriculum. The curriculum guide section is divided into grade levels with the goals, objectives, and measures defined for each of the following communication skills: listening, speaking, reading/literature, writing, handwriting, viewing, and study skills. (Among the appendixes are North Carolina's Elementary and Secondary School Reform Act of 1984, lists of course requirements for high school graduation and testing requirements, a description of the textbook adoption process, and an organizational chart for instructional services.) (HOD)

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ED 268 553

TEACHER HANDBOOK

COMMUNICATION SKILLS K-12

North Carolina
Competency-Based
Curriculum
SUBJECT-BY-SUBJECT



NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

5809697

TEACHER HANDBOOK
COMMUNICATION SKILLS
GRADES K-12

North Carolina Competency-Based Curriculum

Division of Communication Skills
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

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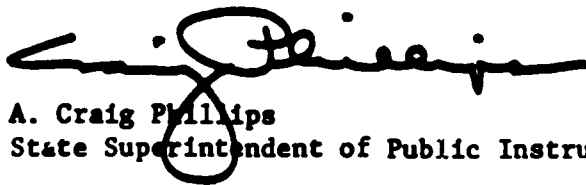
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Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.



A. Craig Phillips
State Superintendent of Public Instruction

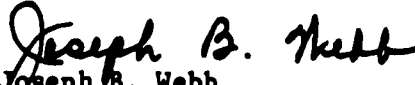
Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- . the North Carolina General Assembly for providing the funds to make this important work possible,
- . more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- . almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- . Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- . the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- . the Division of School-Community Relations for technical assistance in the publication of the documents,
- . all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- . Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- . especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.


Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the

school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and counseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers.
(e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer.
(e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer.
(e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing.
(e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help.
(e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions.
(e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.
 - a. repeats from memory
 - b. repeats other
 - c. repeats in sequence
 - d. choral response
 - e. spells
 - f. gives/receives information
 - g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.
 - a. sounds letters
 - b. names pictures, objects, colors, letters
 - c. copies letter, number, work (learned)
 - d. gives/follows directions
 - e. describes situation, event
 - f. reports experience (2+ thoughts)
 - g. describes situation, event
 - h. recognizes word (sight words)
 - i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
 - j. asks/gives permission
 - k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.
 - a. sounds out word
 - b. classifies (1 attribute)
 - c. counts
 - d. adds/subtracts
 - e. uses units, tens
 - f. compares letters, numbers
 - g. copies letters(s), number(s)--learning
 - h. gives class name (vehicle, etc.)
 - i. identifies similarities, differences
 - j. asks/gives reason (opinion)
 - k. names sensation
 - l. performs learned task or process
 - m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
 - n. makes comparisons
 - o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.
- a. classification (2+ attributes)
 - b. directs learning game
 - c. creates arithmetic problem
 - d. writes/types sentence
 - e. asks/tells who, what, or where
 - f. seriates (alphabetizes)
 - g. applies previous learning to new situation
 - h. reads (thought unit)
 - i. selects and carries out process
5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.
- a. verifies equation balance
 - b. infers feeling or motive
 - c. infers causality (tells why)
 - d. cites evidence for conclusions
6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.
- a. elaborates on picture or story
 - b. proposes plan or rule
 - c. play-acts
 - d. makes up story
 - e. makes fantasied object (e.g., sand or clay)
 - f. makes common object (e.g., sand or clay)
 - g. draws/colors common object
 - h. draws/colors fantasied object
 - i. makes predictions based on available facts
7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.
- a. compares with criteria or rule
 - b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

- | | |
|---------------------------------|----------------------------|
| a. reads | d. defines meaning of term |
| b. spells | e. gives a specific fact |
| c. identifies something by name | f. tells about an event |

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

- a. recognizes symbol
- b. cites rule
- c. gives chronological sequence
- d. gives steps of process, describes method
- e. cites trend
- f. names classification system or standard
- g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

- a. states generalized concept or idea
- b. states a principle, law, or theory
- c. tells about organization or structure
- d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

- a. restates in own words or briefer terms
 - b. gives concrete example of an abstract idea
 - c. verbalizes from a graphic representation
 - d. translates verbalization into graphic form
 - e. translates figurative statement to literal statement or vice versa
 - f. translates foreign language into English or vice versa
3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.
- a. gives reason (tells why)
 - b. shows similarities or differences
 - c. summarizes or concludes from observation of evidence
 - d. shows cause and effect relationship
 - e. gives analogy, simile, metaphor
 - f. performs a directed task or process
4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.
- a. applies previous learning to a new situation
 - b. applies principle to new situation
 - c. applies abstract knowledge in a practical situation
 - d. identifies, selects, and carries out process
5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.
- a. distinguishes fact from opinion
 - b. distinguishes fact from hypothesis
 - c. distinguishes conclusions from statements which support it
 - d. points out unstated assumption
 - e. shows interaction or relation of elements
 - f. points out particulars to justify conclusion
 - g. checks hypothesis with given information

- h. distinguishes relevant from irrelevant information
 - i. detects error in thinking
 - j. infers purpose, point of view, thoughts, feelings
 - k. recognizes bias or propaganda
6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.
- a. reorganizes ideas, materials, processes
 - b. produces unique communication or divergent idea
 - c. produces a plan, proposed set of operations
 - d. designs an apparatus
 - e. designs a structure
 - f. devises scheme for classifying information
 - g. formulates hypothesis, intelligent guess
 - h. make deductions from abstract symbols, propositions
 - i. draws inductive generalization from specifics
7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.
- a. evaluates something from evidence
 - b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicious use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subject into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible through units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

Communication Skills

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

COMMUNICATION SKILLS

PURPOSE AND OVERVIEW

The ability to communicate effectively is essential for successful participation in our rapidly-changing world. The communication skills--listening, speaking, reading, writing, and viewing--are the means by which an individual establishes satisfactory relationships within our highly complex environment, for they enhance the quality of life and promote respect for human dignity. In addition, they enable decisions to be made with precision and promptness. These skills involve thinking processes that are learned and applied as an integrated part of a whole world of experiences available to every learner. Effective communication is dependent upon three important factors: the background of experiences the learner brings to a communication situation, the developmental stage of the learner, and the learner's sense of personal worth.

The purpose of the communication skills curriculum is to help students develop the skills of:

Listening--in order to understand and respond to spoken language.

Speaking--in order to verbally express one's feelings, thoughts, ideas, and experiences in ways which are understandable to others.

Reading--in order to determine and respond to meaning from written language.

Writing--in order to express feelings, thoughts, ideas, and experiences in written forms which are understandable to others.

Viewing--in order to understand and respond to what is seen.

These five communication processes build upon and support one another. For example, developing skills in listening comprehension will help to improve reading comprehension. In turn, what is learned through reading a wide variety of literature will help to increase listening comprehension as well as to improve written and verbal expression. The same five processes are emphasized at each grade level from K-12. The differences in the communication skills program at each grade level derive from the progressive development of skills and increased sophistication with which students are able to apply these processes in all subject areas.

Specific attention must be given to the development of skills in listening, speaking, reading, writing, and viewing. The development of listening skills is often overlooked because many assume it occurs without conscious effort or instruction. In reality, listening skills develop best when they are taught directly in the instructional program. Listening is not a passive activity; it requires effort and responsibility on the part of the listener who must hear, process information, and respond to the speaker. Otherwise, listening does not occur; words are only heard, not understood.

Speaking skills also develop best as the result of direct instruction. Students in grades K-12 should have increasing numbers of opportunities to speak in both formal and informal situations; they should receive instruction and evaluation according to their needs and interests.

Teachers must approach the development of speaking skills with a willingness to accept the language students bring to the learning situation as well as a desire to help students move toward the ability to use standard English. This move will be successful in the fullest sense only if it occurs without embarrassment to students. Teachers should remember that language other than standard English has been, is, and will continue to be useful in many situations. The sophisticated speaker is one who fashions speech to the audience, time, and place; who responds in all speaking situations with appropriate language, be it standard or nonstandard, formal or informal.

Reading builds on its relationship to the other communication skills. For example, when a student learns the meanings of words through listening and uses those words when speaking, s/he is more likely to recognize and comprehend those words when seeing them in print for the first time. Activities performed in listening, speaking, writing, and viewing may also provide motivation for reading.

The reading program focuses on gaining meaning from a variety of printed material, e.g., textbooks, newspapers, magazines, reference materials, novels. The program is based on literature which is defined as a representation of life via language as well as what the reader brings to bear on the print through her/his own experiences and emotions. Reading and the development of reading skills should take place in the context of literature. As the emphasis on the development of reading skills (learning to read) decreases, emphasis on the study of literary content, elements, language, and types (reading to learn) increases. With increasing sophistication, students apply reading skills to a wide variety of literature in all subject areas.

Writing--like listening, speaking, reading, and viewing--permeates the communication skills curriculum as well as the entire school program. Writing skills improve with study and practice. These begin with prewriting activities and first drafts, move through revisions and editing, and culminate in final publication. The activities of everyday life and the events around us provide the raw materials for the writer. Observation, thought, and expression through clear, concise prose afford each student with the means for personal creativity and expression. Grammatical skills--capitalization, punctuation, spelling,

proper language usage, and vocabulary expansion--are applied in everyday writing usage, rather than as presentations of out-of-context drills from textbooks. Only through regular attempts at formulating effective written composition does the student come to appreciate the importance of word order, word forms, differing sentence combinations, and other grammatical concepts.

In a visually oriented world the skills of viewing have assumed increasing importance. The technology to instantly transmit visual information and entertainment from anywhere in the world and beyond underscores the importance of developing viewing skills--from simple, everyday observations to the analysis of multi-screen video images. Visuals shape actions, promote thoughts, and occasionally warp meaning. Students must be made aware of these influences so that they can effectively use them.

The development of communication skills also affects the ability to utilize effectively study skills which involve the communication processes of listening, speaking, reading, writing, and viewing. The study skills learned and progressively improved on at each consecutive level, enable students to become more responsible learners.

The full integration of the processes of listening, speaking, reading, writing, and viewing leads to improved thinking and problem-solving. Learning experiences should be designed to enable students to apply these integrated processes in meaningful, real-life situations. Language is learned through use.

COURSE OF STUDY

<u>K-3</u> Oral Communication Written Communication Visual Communication	
<u>4-8</u> Oral Communication Written Communication Visual Communication	
<u>9-12</u> English I English II	English III English IV

1. Oral Communication--Listening and Speaking
 - a. Listening comprehension
 - b. Speaking techniques and social functions
 - c. Attention to conventional language usage

2. Written Communication--Reading and Writing
 - a. Reading
 - (1) appreciation and enjoyment
 - (2) vocabulary
 - (3) comprehension
 - (4) content area learning
 - (5) study skills
 - (6) literature
 - (a) types (narrative fiction, narrative and lyric poetry, drama, nonfiction)
 - (b) elements (plot, characterization, setting, theme, point of view, style, mood, tone)
 - (c) language (e.g., simile, metaphor, personification, hyperbole)
 - b. Writing
 - (1) types

(a) narrative	(d) persuasive
(b) clarification	(e) point of view
(c) descriptive	(f) expository
 - (2) mechanics

(a) spelling	(d) usage
(b) punctuation	(e) handwriting (manuscript, cursive)
(c) capitalization	

3. Visual Communication--Viewing
 - a. Comprehension
 - b. Design elements
 - c. Visual creations

4. Special Areas
 - a. Grammar

(1) sentence structure	(3) sentence transformation
(2) parts of speech	(4) sentence combining
 - b. Dialects

(1) regions	(3) geographical influence
(2) social influences	(4) similarities and differences
 - c. Semantics
 - (1) perceptual effects of word meanings
 - (2) behavioral effects of word meanings
 - d. History of the English Language
 - (1) historical influences
 - (2) cultural influences

The course of study for communication skills presents the various components designed to promote literacy in grades K-12. Particular emphasis is placed upon the interrelatedness of all communication processes and skills.

At the K-3 level the program reflects how children learn language; it is characterized by the emphasis on children's use of language in real, meaningful situations. The interrelated nature of communication skills also requires an integrated program in grades 4-6 and 7-8. The developmental aspect of language learning requires continuity and refinement of skills through these grades. The English program in grades 9-12 reinforces, extends, and puts into practice the knowledge and skills learned in the earlier grades. It emphasizes real world communication experiences and imaginative literary journeys through the study of language in explanatory, persuasive, and expressive modes. Though not included in the State-funded basic education program, many school districts offer electives appropriate to this instructional area. Such electives may include: Journalism, Drama, Humanities, Speech, Developmental Reading, Composition, and Creative Writing.

LEARNING OUTCOMES

The following outline indicates the expected learning outcomes for the communication skills competency-based curriculum. Though these outcomes must be written in a linear fashion, it is important to remember that students do not develop communication skills in a linear fashion. Furthermore, the development of these skills is an interactive process; that is, students develop skills in one area at the same time they are developing skills in other areas, and their development of skills in one area is enhanced by their development of skills in all other areas.

As a result of her/his involvement in the communication skills competency-based curriculum, the learner will:

1. Listening
 - a. Listen attentively.
 - b. Develop listening comprehension strategies.
2. Speaking
 - a. Use social functions of speech appropriately.
 - b. Use appropriate speaking techniques.
3. Reading
 - a. Become familiar with written language.
 - b. Develop vocabulary.
 - c. Become an independent reader.

- d. Develop reading comprehension strategies.
 - e. Develop word recognition strategies.
 - f. Become familiar with various types of literature.
4. Writing
- a. Use prewriting activities.
 - b. Draw, dictate, and/or write first drafts.
 - c. Revise first and subsequent drafts.
 - d. Edit revised drafts.
 - e. Evaluate own and others' writing.
 - f. Publish revised and edited writing.
5. Viewing
- a. Develop visual comprehension strategies.
 - b. Recognize and interpret elements of design in visual situations.
 - c. Compose visual communications.
6. Handwriting
- a. Develop appropriate manuscript writing skills.
 - b. Develop appropriate cursive writing skills.
7. Study Skills
- a. Understand that materials are located in designated places.
 - b. Understand that information and resources are available in a variety of ways and places.
 - c. Locate, organize, and synthesize information from a variety of source materials.
 - d. Record findings to questions in a variety of ways.
 - e. Use study techniques to gain information.
8. Grammar
- a. Recognize basic principles of English grammar.
 - b. Recognize the structure of a simple sentence.
 - c. Understand the grammatical use of words and their functions in sentences.
 - d. Transform basic sentences.
 - e. Combine sentences.
9. Semantics/Dialects/History of the English language
- a. Recognize the effects of word meanings on perception and behavior.
 - b. Recognize that there are many different English dialects.
 - c. Recognize historical and cultural influences that have contributed to and will continue to contribute to changes in the English language.

GRADES K-3

Major Emphases

To help young children become literate, the K-3 program is built on the natural capacity of young children to learn language. It focuses on encouraging children to view themselves as successful users of language. Effective teachers understand the language processes and also understand the nature of children. Their classrooms, as literate environments, reflect how children use language in meaningful situations.

Five, six, seven, and eight year old children discover and construct knowledge from actual experiences. Their ability to understand abstract thought is still very limited. These characteristics call for a learning environment where concrete experiences provide the context from which spoken and written language emerge. The focus should be on activities that encourage children to use language rather than on studying it in isolation.

To develop listening, speaking, reading, writing, and observing in K-3, the majority of the activities will involve the regular concrete materials of early childhood: unit and table blocks, dramatic play props, manipulatives, puppets, games and puzzles; materials from the environment, and books. All the functions of language can be developed by a knowledgeable teacher through regular planned use of these materials. Although language differences are accepted, standard speech is continually modeled and every effort is made to encourage standard speech.

Reading to children is the first step in a sequential reading program. The focus is on meaning. Children's literature is the means by which children learn to read, although a wide variety of meaningful print is also accessible to the children. As they learn to read, children are encouraged and taught how to use meaning as an aid in word recognition. Phonic generalizations are learned through such strategies. Dictating and writing stories also help children develop proficiency in reading.

"Children as authors" is the focus of the writing program. Early attempts at writing, even scribbling and invented spellings, are encouraged. In the writing process, attention is given to meaning and fluency first. As children mature as writers, attention is given to capitalization, punctuation, and spelling within the context of their own writing.

Handwriting is given particular attention during the writing process. It is always used in meaningful situations--tracing a name, copying a label, checking for legibility. At first, unlined paper allows the child to experiment and learn the shape of the letter. Later a variety of lined paper is offered to help with alignment and size of letters. Several sizes of pencils are also made available.

The communication processes are delineated here only to show the various aspects of language. However in a program where talking, listening, reading, writing, and viewing are seen as the means to learning about mathematics, science, health, social studies, movement, and the arts, a natural integration will occur. Activities in these areas not only generate purposes for learning language but also help children become confident, literate users of language.

As a result of the communication skills program at this level children should be able to:

- . think creatively
- . listen and respond with understanding
- . express ideas, concepts, and events orally
- . express ideas, concepts, and events through the use of many forms of media
- . read with understanding
- . use and interpret nonverbal communication

Grade K Outline

LISTENING

Listening Attentively

1. Listen to basic needs expressed by others.
2. Listen to understand self, others, and the world around.
3. Listen to language of others and respond.
4. Listen to maintain relationships.

Developing Comprehension Strategies

5. Listen to gain information.
6. Listen to language to solve problems.
7. Listen in order to imagine and to enjoy.

SPEAKING

Using Social Functions

1. Use speech to communicate basic needs.
2. Use speech to understand self, others, and the world around.
3. Use speech to direct others.
4. Use speech to report and inform.
5. Use speech to solve problems.
6. Use speech to establish and maintain relationships.

Using Speaking Techniques

7. Use speech for its own sake to express imagination and enjoyment.
8. Exhibit effective verbal techniques.
9. Exhibit effective nonverbal techniques to accompany speech.

READING

Becoming Familiar with Written Language

1. Develop a familiarity with books and stories.
2. Understand that written language conveys meaning.
3. Develop a sense of story.
4. Understand that events and experiences can be recorded and later recalled by the use of group-authored stories.
5. Understand that oral language can be written down and read.
6. Develop an orientation to print.

Developing Vocabulary

7. Become familiar with signs and labels in the environment.
8. Become familiar with language found in books.

Becoming a Reader

9. Gain familiarity with predictable language.
10. Begin to gain an understanding of the concepts of "word," "letter," and "sound."

WRITING

Prewriting

1. Engage in prewriting activities that focus on concrete experiences.

Communicating in Functional Ways (Drafting/Revising/Editing)

2. Communicate basic needs through drawing, dictating, or writing lists, labels, or captions.
3. Direct others through drawing, dictating, or writing signs, directions, or rules.
4. Establish and maintain relationships through drawing, dictating, or writing messages.
5. Develop and maintain one's own identity through drawing, dictating, or writing about self and family.
6. Speculate and predict through drawing, dictating, or writing.
7. Convey information by drawing, dictating, or writing posters, booklets, or messages.
8. Express imagination by drawing, dictating, or writing stories or booklets.

Publishing

9. Participate in publishing selected pieces of writing for an identified audience.

HANDWRITING

1. Show an interest in a variety of written materials in the surrounding environment.
2. Demonstrate fine motor coordination in a variety of situations.
3. Understand the left to right pattern of writing.
4. Use upper and lower case letters on unlined paper to copy own previously dictated message.

VIEWING

Comprehension

1. Look at and respond to illustrations in books.
2. Recognize details in various visual contexts.
3. Recognize main idea in various visual contexts.

4. Summarize visual information.
5. Compare and contrast visual information.
6. Recognize cause and effect relationships in visual situations.

Design Elements

7. Recognize relationships between parts and the whole in visual situations.

Composing Visuals

8. Compose visual messages to communicate information.

STUDY SKILLS

Using Tools and Techniques that Promote Independence in Learning

1. Explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, natural science materials.
2. Pursue answers to questions about the natural environment, classroom materials, community, and people.
3. Understand that materials are located in designated places.
4. Understand that information and resources are available in a variety of ways and places.
5. Record findings to questions in a variety of ways.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen to basic needs expressed by others.

Objectives	Measures
1.1 Respond to psychological and physical needs of others.	1.1.1 Hear about another child's hurt puppy; respond, "I'm sorry your puppy was hurt last night."
	1.1.2 Call for aid of the teacher when another child receives a bump or falls.
1. Respond to requests.	1.2.1 Pass a unit block to another child who requests one for a structure.
	1.2.2 Answer a request, "I want my dinner," in a dramatic play.
	1.2.3 Give a red crayon to a child who requests one.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen in order to understand self, others, and the surrounding world.

Objectives	Measures
2.1 Respond to a story.	2.1.1 Use facial expressions while listening to a story. 2.1.2 Tell about a similar experience after hearing a story.
2.2 Imitate teacher's reading.	2.2.1 Hold a book and pretend to read.
2.3 "Read" from memory after listening to the story several times.	2.3.1 Repeat: "Brown Bear, Brown Bear, what do you see?"
2.4 Act out the events heard.	2.4.1 Act out "Mary Had A Little Lamb."
2.5 Identify sounds from nature.	2.5.1 Identify sound of birds chirping.
2.6 Identify various pitches in sounds produced by musical instruments.	2.6.1 Tell which sound is loud and which sound is soft.
2.7 Respond to new language heard in meaningful context.	2.7.1 Hear the teacher use the word "unit block"; begin to use the word while building in the block area. 2.7.2 Say, "Be off with you!" in imaginary play.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen and respond to the language of others.

Objectives	Measures
3.1 Carry out a simple direction.	3.1.1 Hang up coat after being asked. 3.1.2 Take a turn in a game when another child says, "It's your turn".
3.2 Identify familiar voices.	3.2.1 Identify the voice of the teacher.
3.3 Respond to musical recordings.	3.3.1 Put finger in the air when song directs.
3.4 Respond with body movement.	3.4.1 Dramatize a man carrying a heavy load when requested to do so.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will learn listening skills in order to maintain relationships.

Objectives	Measures
4.1 Respond in conversation with adults.	4.1.1 Tell the teacher about things that happen at home and listen to her/his response.
4.2 Respond in conversation with peers.	4.2.1 Talk with others as they work together in blocks, balance, art, or housekeeping.
	4.2.2 Answer a request, e.g., "Let's work together in the store." "Okay."
	4.2.3 Answer a statement, e.g., "That's pretty, Susan!" "Thank you."
	4.2.4 Answer a question, e.g., "I liked that story. Did you?" "Yes, I did."

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will listen to gain information.

Objectives	Measures
5.1 Retell a story.	5.1.1 Hear <u>Johnny Crow's Garden</u> several times and retell the story.
5.2 Relate a story to own experiences.	5.2.1 Hear <u>The Garden</u> from <u>Frog and Toad Together</u> and tell about the garden at home.
5.3 Draw a picture about a story after listening to it.	5.3.1 Draw a picture of a frog and toad.
5.4 Dramatize a story or a scene from a story.	5.4.1 Dramatize a frog hopping.
5.5 Experiment with language or try out new words.	5.5.1 Observe a cocoon in the science area and say: "Johnny is wrapped in a blanket. He looks like a cocoon."
5.6 Make word associations from information heard.	5.6.1 Hear <u>Jack and the Beanstalk</u> ; then say: "Giants must be <u>huge</u> ."
5.7 Identify simple details from information heard.	5.7.1 Hear about another child's visit to the zoo; recall which animals were seen, what colors the birds were, or what sizes the animals were.
5.8 Make simple comparisons from information heard.	5.8.1 Hear the story, <u>The Garden</u> ; then say: "Frog was awake and Toad was asleep."
5.9 Make judgments from information heard.	5.9.1 Hear <u>The Garden</u> and judge Frog to be patient.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Listening

COMPETENCY GOAL 6: The learner will use listening skills to solve problems.

Objectives	Measures
6.1 Investigate answers to problems.	6.1.1 Discuss why a block structure fell, e.g., "What happened?" "John moved his hand and it fell!" 6.1.2 Discuss why all the water from one container won't go into the smaller container, e.g., "You've got too much water." "I know. It's too small." 6.1.3 Discuss <u>The Three Bears</u> , e.g., "Goldilocks must have been too heavy for that chair." "Yes, she was bigger than Baby Bear."

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Listening

COMPETENCY GOAL 7: The learner will listen in order to enhance imagination and enjoyment.

Objectives	Measures
7.1 Play with language heard.	7.1.1 Recite jump rope jingles.
7.2 Respond to a musical recording.	7.2.1 Use rhythm instruments to keep time.
7.3 Act out a character in a story heard.	7.3.1 Act out the troll after hearing <u>Billy Goats Gruff</u> .
7.4 Respond to an imaginary experience.	7.4.1 Tell about an imaginary trip to the beach after hearing a description of a beach.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use speech to communicate basic needs.

Objectives	Measures
1.1 Refer to physical and psychological needs and wants.	1.1.1 Say, e.g., "I'm thirsty; I need a drink of water."
	1.1.2 Say, e.g., "That story made me feel sad."
1.2 Protect self and self-interests.	1.2.1 Say, e.g., "I didn't mean to hurt him."
	1.2.2 Say, e.g., "I'd like my toy back, please."
1.3 Justify behavior or claims.	1.3.1 Say, e.g., "I'm starting over because I messed up my painting."
	1.3.2 Say, e.g., "I can be first in line because I asked first."

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will use speech to understand self, others, and the world.

Objectives	Measures
2.1 Imitate actions of the teacher or community helpers.	2.1.1 Mimic adults during creative play, e.g., play mailman, doctor, or store clerk. 2.1.2 Join in reading <u>Brown Bear, Brown Bear</u> .
2.2 Relate informal experiences to the teacher and others in a meaningful way.	2.2.1 Tell the group how to do something done previously. 2.2.2 Tell about a personal experience during sharing time, e.g., "We went to my cousin's last night." 2.2.3 Dictate a personal experience, e.g., "My daddy has a new truck."
2.3 Reenact situations from real life or literature to better understand self, others, and the world.	2.3.1 Pretend to be a giant, mother, or story character in creative play.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use speech to give directions.

Objectives	Measures
3.1 Direct own actions.	<p>3.1.1 Talk to self while building with Legos, e.g., "Turn it--it's hard--turn it a little. Now the wheel--careful--it should fit--that's it."</p> <p>3.1.2 Talk to self in creative play, e.g., "I'm a princess and I'll fasten this robe around my shoulders."</p>
3.2 Give directions to others.	<p>3.2.1 Tell others what to do in the block area, e.g., "You put your truck over there and put a load on it and then bring it back."</p> <p>3.2.2 Talk with others to carry out creative play, e.g., "You prepare dinner while I tend to the baby."</p>
3.3 Collaborate in action with others.	<p>3.3.1 Talk with another in craft activities, e.g., "You cut the paper and I'll stick it and we'll put it on there for the airplane."</p> <p>3.3.2 Talk with another in the block area, e.g., "Let's make a ramp. I'll get the blocks to stack and you get the board."</p>

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives	Measures
4.1 Label the components of a scene.	4.1.1 Tell about a block structure, e.g., "That's a tower, there's a door, and that's a road."
	4.1.2 Tell about a picture painted, e.g., "That's a house, there're some flowers, and that's me."
4.2 Refer to details (size, color, and other attributes).	4.2.1 Describe a car, e.g., "That little blue car has wheels that come off."
	4.2.2 Describe a piece of clothing, e.g., "My new skirt has pleats all around. It has a zipper, too."
4.3 Refer to incidents.	4.3.1 Tell about an incident to others, e.g., "I fell out of the bed."
	4.3.2 Tell about an incident in an illustration, e.g., "The cat is trying to get the bird."
4.4 Refer to a sequence of events.	4.4.1 Tell about what happened in math area, e.g., "I put a rock on one side of the balance and six teddy bears on the other; then it balanced."
	4.4.2 Tell about what happened in a story, e.g., "Harry ran away and he got seaweed on him and everyone thought he was a sea monster...."
4.5 Make comparisons.	4.5.1 Compare two toys, e.g., "This truck is bigger than this car but they're the same color."
	4.5.2 Compare two beds, e.g., "It wasn't as comfortable as my bed."

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives	Measures
4.6 Recognize related aspects.	4.6.1 Explain cause and effect in blocks, e.g., "When it goes fast it crashes."
	4.6.2 Explain cause and effect in blocks, e.g., "The alarm didn't go off so we didn't wake up."
4.7 Make an analysis.	4.7.1 Explain a situation in the block area, e.g., "There are three big cars and four little cars but they won't all go in that garage. This big red one will have to stay outside."
	4.7.2 Explain a personal situation, e.g., "There were two beds. One was on top of the other and so you had to climb up a little ladder to get up there."
4.8 Recognize the central meaning.	4.8.1 Tell what's happening in creative play, e.g., "We're pretending it's bedtime."
	4.8.2 Tell the main point while sharing, e.g., "We always go to my cousin's on Mondays."
4.9 Reflect on experiences.	4.9.1 Give opinion of events, e.g., "I love playing in blocks but Mary doesn't share." "I really like visiting my cousin."

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 5: The learner will use speech to solve problems.

Objectives	Measures
5.1 Recognize problems and their solutions.	<p>5.1.1 Tell about a problem and how to solve it in the block area, e.g., "This box isn't big enough to make a garage, so I'm going to make it with blocks."</p> <p>5.1.2 Tell about a problem and how to solve it in painting, e.g., "I wanted to change my cat into a dog so I changed his ears."</p> <p>5.1.3 Tell about a problem in creative play, e.g., "I'm cleaning up the house but there's no vacuum cleaner so I'll just have to use this brush."</p>
5.2 Reflect on problems and their solutions.	<p>5.2.1 Draw conclusions in science activities, e.g., "The rain made the playground muddy."</p> <p>5.2.2 Draw conclusions in math activities, e.g., "This rock is bigger so it's heavier."</p> <p>5.2.3 Draw conclusions in creative play, e.g., "Baby will have to stay in bed because she has a fever, and we must be quiet."</p>
5.3 Recognize principles.	<p>5.3.1 Use logical reasoning in sharing time, e.g., "I want a bike, but I can't have one because we can't afford it."</p> <p>5.3.2 Use logical reasoning in science activities, e.g., "Cars can't go in floods, but boats can."</p> <p>5.3.3 Use logical reasoning in creative play, e.g., "I'm the baby, so I don't have to go to school yet."</p>

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 6: The learner will use speech to establish and maintain relationships.

Objectives	Measures
6.1 Engage in conversations with adults and peers.	6.1.1 Talk with adults who visit classroom, e.g., "Are you Ray's father?" "Ray! Your father is here." 6.1.2 Talk with another child in creative play, e.g., "Let's play store." 6.1.3 Talk with another child in math activities, e.g., "I'd like to play 'Candyland' with you." 6.1.4 Talk with the teacher, e.g., "I live on Hyatt Creek. Where do you live?"
6.2 Recognize appropriate control of volume in different situations.	6.2.1 Use the proper control while in the classroom, in the cafeteria, and on the playground.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 7: The learner will use speech to express imagination and enjoyment.

Objectives	Measures
7.1 Relate to musical patterns, nursery rhymes, and rhythmical patterns.	7.1.1 Recite "Tikki, Tikki Tembo."
	7.1.2 Recite "Jack and Jill."
7.2 Relate to pattern nursery rhymes, poems, and books.	7.2.1 Recite "Scarecrow, Scarecrow, what do you see? I see a crow laughing at me."
	7.2.2 Invent new words for "Simple Simon", e.g., "Happy Larry met a fairy, going to the town...."
7.3 Reenact real events.	7.3.1 Pretend to be a doctor in creative play, e.g., "How are you feeling today? Let me take your temperature."
	7.3.2 Pretend to be a policeman in the block area, e.g., "I'm going to give you a ticket because you were going too fast."
7.4 Reenact events from literature.	7.4.1 Pretend to be an airplane pilot.
	7.4.2 Pretend to be Goldilocks and act out her part.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 8: The learner will verbalize effectively.

Objectives	Measures
8.1 Adapt volume in different situations.	8.1.1 Use a low pitch when working in a small group.
	8.1.2 Use a medium pitch when sharing with total group.
	8.1.3 Use different pitches when in dramatic play, e.g., Mama Bear, Papa Bear, Baby Bear.
8.2 Use intonation to express attitudes, feelings, and emotions.	8.2.1 Talk in an agitated voice when re-enacting Cinderella's stepmother.
	8.2.2 Talk in a sympathetic voice when portraying a mother with a sick child in a dramatic play.
	8.2.3 Talk in a mean voice when portraying a troll.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Speaking

COMPETENCY GOAL 9: The learner will utilize bodily movement to emphasize speech.

Objectives	Measures
9.1 Establish eye contact with the person being addressed.	9.1.1 Look at the person while talking.
9.2 Use facial expression to convey emotions.	9.2.1 Portray sadness when reenacting in dramatic play.
	9.2.2 Portray joy when something has been accomplished.
	9.2.3 Portray pleasure by smiling at a funny event.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will become familiar with books and stories.

Objectives	Measures
1.1 Become familiar with fairy tales, picture books, and nursery rhymes.	1.1.1 Listen to fairy tales, books, stories, and poems which are read. 1.1.2 Join in a refrain or a familiar passage, e.g., "I'll huff and I'll puff and I'll blow your house down." 1.1.3 Imitate action of teacher and "read" from memory.
1.2 Identify and select favorite fairy tales, picture books, and nursery rhymes.	1.2.1 Choose a book for story time. 1.2.2 Paint a picture illustrating a favorite story. 1.2.3 Bring a favorite book from home.
1.3 Respond with understanding to fairy tales, picture books, and nursery rhymes.	1.3.1 Reenact a story or scene in dramatic play area. 1.3.2 Tell another child what s/he liked about the story. 1.3.3 Retell the story with the aid of a picture.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will understand that written language conveys meaning.

Objectives	Measures
2.1 Relate personally to print.	<p>2.1.1 Ask "What does that say?", e.g., calendar with September written at the top.</p> <p>2.1.2 Scribble a message and tell what it means, e.g., "This says 'I love you'."</p> <p>2.1.3 Supply a meaningful word when the teacher pauses while reading, e.g., Brown Bear, Brown Bear, What do you see? I see a _____ (red bird) Looking at me.</p> <p>2.1.4 Join in, when appropriate, as the teacher reads.</p> <p>2.1.5 Request to have teacher take dictation.</p>
2.2 Express the thoughts of a story, page-by-page, even though not the exact words.	<p>2.2.1 Retell many favorite stories, matching pages and pictures with appropriate content sections of the story.</p> <p>2.2.2 Give close approximations to the printed sentences, e.g., TEXT: He didn't have a coat. He didn't have a home. CHILD SAYS: He had no coat. He had no house.</p> <p>2.2.3 Retell many favorite books, recognizing and reading the refrain or repeating a phrase when it appears in the text, e.g., Sipping once, sipping twice, sipping chicken soup with rice.</p>

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will understand that written language conveys meaning.

Objectives	Measures
2.3 Read from memory the short sentences which were dictated.	2.3.1 Match her/his voice to the print while reading her/his own dictated stories.
	2.3.2 Recognize meaningful words in her/his own dictated stories, e.g., Mother, Daddy, dog, or I.
	2.3.3 Match word cards with the words in her/his own dictated sentence.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will develop a sense of story.

Objectives	Measures
3.1 Recognize the components of a story: beginning, middle, and end.	3.1.1 Sequence a series of picture cards.
	3.1.2 Relate a personal experience in sequential order orally or through dictation.
	3.1.3 Retell a favorite story.
	3.1.4 Dictate own story.
3.2 Follow plot and sequences in a logical way.	3.2.1 "Read" from memory after hearing a story read several times.
	3.2.2 Turn the pages of the book appropriately as the story is read.
	3.2.3 Dramatize a complete story.
3.3 Compare and contrast stories.	3.3.1 State why a story was funny or sad.
	3.3.2 Tell why s/he liked a certain story.
	3.3.3 Paint a picture of a happy scene.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will understand that events and experiences can be recorded and later be recalled by the use of group-authored stories.

Objectives	Measures
4.1 Contribute to a group story.	4.1.1 Tell what s/he liked about an experience such as visiting the fire station. 4.1.2 Tell how something happened, e.g., "The bread got a lot bigger when we put it in the oven." 4.1.3 Tell what was found on a nature walk, e.g., "I found some acorns."
4.2 "Read" own contribution to a group story.	4.2.1 Find own dictated sentence and read, e.g., "I found some acorns." 4.2.2 Match own sentence strip to own dictated sentence on the chart.
4.3 Recognize some sentences or words in a group story/chart.	4.3.1 Point to the name of a song to sing, e.g., "Did You Feed My Cow?" 4.3.2 Copy voluntarily some words from a picture word chart and tell what they say, e.g., "This says <u>witch</u> . This says <u>pumpkin</u> ." 4.3.3 Sing through a song on a chart, pointing at the words.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will understand that oral language can be written down and read.

Objectives	Measures
5.1 Give clear oral expression to own ideas.	5.1.1 Tell what own painting is about and discuss it with another.
	5.1.2 Describe what and how something has been built in the block area.
	5.1.3 Recall the specifics of an event such as what, where, and when.
5.2 Dictate a coherent story.	5.2.1 Ask to have a story recorded.
	5.2.2 Say each word for the teacher and watch as words are written.
	5.2.3 Follow along as story is read back.
5.3 Recognize words in own dictated sentence.	5.3.1 Read the short dictated sentence back.
	5.3.2 Match a word card with a key word in own dictated sentence.
	5.3.3 Match word cards made from the dictated sentence with the words in the original sentence.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will develop an orientation to print.

Objectives	Measures
6.1 Know that the story comes from the print, not from pictures alone.	6.1.1 Ask, "What does that word say?" as a story is read. 6.1.2 Move hand along the print when pretending to read. 6.1.3 Request to dictate a story for own painting.
6.2 Understand the front-to-back nature of books.	6.2.1 Hold the book with the spine on the left hand side when preparing to look at a book. 6.2.2 Point to the cover of a book and tell the name of the book. 6.2.3 Replace a book on the display shelf with front cover showing.
6.3 Demonstrate left-to-right and top-to-bottom directional knowledge.	6.3.1 Trace over own dictated story. 6.3.2 Copy under own dictated story. 6.3.3 Point along left to right and return left to right as the teacher reads.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will become familiar with signs and labels in the environment.

Objectives	Measures
7.1 Identify own name and names of children in the classroom.	7.1.1 Put belongings in own cubby.
	7.1.2 Hang own name tag on attendance chart.
	7.1.3 Assist another child in finding name card.
7.2 Recognize labels on classroom containers and shelves.	7.2.1 Replace the correct lid to the container.
	7.2.2 Place the scissors box beside the scissors label.
	7.2.3 Put the game pieces in their proper box.
7.3 Recognize captions.	7.3.1 "Read" a caption on own paintings using the picture as a clue.
	7.3.2 "Read" a caption on a block structure, e.g., N W Bank.
	7.3.3 Follow instructions on a sign, e.g., "Two may play here."
7.4 Distinguish between meaningful advertising logos.	7.4.1 Call each item by name when playing store, e.g., COKE, CREST, OXYDOL.
	7.4.2 Attempt to reproduce logos in order to make a grocery list.
	7.4.3 "Read" a homemade book of cut out advertising logos, e.g., "Words I Can Read."

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will become familiar with signs and labels in the environment.

Objectives	Measures
7.5 Recognize common signs.	7.5.1 Copy the "STOP" sign in the block area.
	7.5.2 Read "BOYS" and "GIRLS" on rest-room doors.
	7.5.3 Tell that "EXIT" means to go out.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will become familiar with the language found in books.

Objectives	Measures
8.1 Reproduce the language heard in stories, nursery rhymes, and poems.	8.1.1 Retell a story using some of the language heard, e.g., "Be off with you!"
	8.1.2 Dramatize a story or a scene from a story using the same syntax, e.g., "This porridge is too hot."
	8.1.3 Join in when a story is being read.
8.2 Understand vocabulary found in books.	8.2.1 Tell or dictate a story beginning with "Once upon a time...."
	8.2.2 Draw a picture of a scene from a book, e.g., Peter Rabbit <u> nibbling </u> the lettuce in the garden.
	8.2.3 Use words for giving information, e.g., "I built a <u>skyscraper</u> with the blocks."
8.3 Understand intonation patterns for literary or nonconversational English.	8.3.1 Reenact a scene from a story using intonation, e.g., "The better to hear you, my dear." (<u>Little Red Riding Hood</u>)
	8.3.2 Retell a story and insert intonation, e.g., Papa Bear, Mama Bear, Baby Bear.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will gain familiarity with predictable language.

Objectives	Measures
9.1 Recognize a nursery rhyme or poem.	<p>9.1.1 "Read" a nursery rhyme displayed with a picture, e.g., "Little Jack Horner."</p> <p>9.1.2 Leaf through a nursery rhyme book and find poem to "read."</p> <p>9.1.3 Supply a word as the teacher reads "Jack and Jill."</p>
9.2 Relate to books and stories which have repeating phrases and language which can be easily predicted.	<p>9.2.1 "Echo" the teacher's reading of <u>Goodnight Moon</u>.</p> <p>9.2.2 Join in to "read" a refrain or familiar passage, e.g., "Will you play with me?" (<u>Play With Me</u>)</p> <p>9.2.3 "Read" a book which has repeated phrases, e.g., <u>Rain Makes Applesauce</u>.</p>
9.3 Relate to easily memorized books and stories which can be "read" almost instantly.	<p>9.3.1 "Echo" the teacher's reading while watching the print.</p> <p>9.3.2 Match picture to print on each page, e.g., "This is my dog." "This is my brother." "This is my daddy."</p> <p>9.3.3 Turn the pages appropriately as story is read, e.g., "A fish can swim." "A dog can bark."</p>

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 10: The learner will begin to gain an understanding of the concepts of "word," "letter," "space," and "sound."

Objectives	Measures
10.1 Distinguish between words.	<p>10.1.1 Point at a word and ask, "What does that word say?"</p> <p>10.1.2 Point at words as the teacher reads them.</p> <p>10.1.3 Dictate one word at a time and wait for the teacher to write each word before giving the next word.</p>
10.2 Recognize letters of the alphabet.	<p>10.2.1 Say, "That letter is in my name."</p> <p>10.2.2 Say, "My name begins with a B."</p> <p>10.2.3 Spell out a word and ask what it says, e.g., <u>FKIT</u>.</p>
10.3 Show and understand that there are spaces between words.	<p>10.3.1 Leave space between words while copying under a dictated story.</p> <p>10.3.2 Point at words as the teacher reads them.</p> <p>10.3.3 "Write" a message with spaces between the clusters of letters. (Invented spellings rather than standard spellings.)</p>
10.4 Recognize that some words begin with the same sound.	<p>10.4.1 Say, "That sound starts my name," e.g., <u>margarine--Margaret</u>.</p> <p>10.4.2 Supply a word beginning like own name, e.g., <u>box--Bobby</u>.</p> <p>10.4.3 Write a message using some letter/sound generalizations, e.g., PLZ CM 2 <u>VT</u> PRT. (Please come to my party.)</p>

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will engage in prewriting activities that focus on concrete experiences.

Objectives	Measures
1.1 Explore and experiment with various materials and talk about them.	1.1.1 Talk about blocks, clay figure, or painting.
1.2 Construct and create with various materials; then talk about it.	1.2.1 Create a structure with blocks. 1.2.2 Paint a picture. 1.2.3 Make a clay rabbit.
1.3 Contribute to teacher-directed brainstorming session after a common experience.	1.3.1 Name three objects seen on a nature walk.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will communicate basic needs through drawing, dictating, or writing lists, labels, or captions.

Objectives	Measures
2.1 Express a personal desire or need.	2.1.1 Dictate things wanted for Christmas or birthday.
	2.1.2 "Write" a grocery list in the play store.
	2.1.3 Copy labels or captions from boxes, poster, and advertisements.
	2.1.4 Sign up for an activity by tracing first name.
	2.1.5 Sign up for an activity by copying first name.
	2.1.6 Sign up for an activity by writing first name.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will direct others through drawing, dictating, or writing signs, directions, or rules.

Objectives	Measures
3.1 Give personal directions to others.	3.1.1 Dictate a sign for a building, e.g., "Do Not Touch."
	3.1.2 Trace a sign, e.g., "Do Not Touch."
	3.1.3 Copy a sign in the block area, e.g., "No Parking."
3.2 Give informational directions to others.	3.2.1 Dictate a sign for a road in a block structure, e.g., "To Franklin."
	3.2.2 Dictate directions on how to get home.
	3.2.3 Trace a rule for care of the class pet.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will establish and maintain relationships through drawing, dictating, or writing messages.

Objectives	Measures
4.1 Convey a message.	4.1.1 "Write" a note to the teacher.
	4.1.2 "Write" an invitation, e.g., PLZ CM 2 MI PRT. (Please come to my party.)
	4.1.3 "Write" a get well card message.
	4.1.4 Trace a thank you note.
4.2 Respond to a message.	4.2.1 Dictate an answer to a note.
	4.2.2 Trace an answer to a note.
	4.2.3 "Write" an answer to a note.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop and express one's own identity through drawing, dictating, or writing about self and family.

Objectives	Measures
5.1 Record personal experiences and events.	5.1.1 Dictate an experience about her/himself after drawing a picture, e.g., "My name is May. I'm eating ice cream."
	5.1.2 Dictate information about family members for a book, e.g., <u>All About Me.</u>
	5.1.3 Dictate about an event involving self and others for own illustrated book, e.g., "We went to the mall on the weekend."
	5.1.4 Trace own dictated sentence with picture for a class book, e.g., <u>Our Favorite Toys.</u>

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will speculate and predict through drawing, dictating, or writing.

Objectives	Measures
6.1 Recognize problems and ask questions.	6.1.1 Draw a picture of what might happen if it never stopped raining. 6.1.2 Dictate what might happen when something is baked. 6.1.3 Dictate what might happen if the class pet isn't given care.
6.2 Discover answers to questions.	6.2.1 Dictate pictures for a concept book, e.g., <u>Animals and Babies</u> . 6.2.2 Dictate instructions on how to make a clay model. 6.2.3 Dictate the steps for a recipe to carry home.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 7: The learner will convey information by drawing, dictating, or writing.

Objectives	Measures
7.1 Represent what is learned from own experience.	7.1.1 Draw a picture of walking on the nature trail.
	7.1.2 Draw a picture of something found on the nature trail, e.g., leaves, rocks, or insects.
	7.1.3 Dictate about an event, e.g., "My aunt had a baby."
7.2 Interpret what is learned in an experience.	7.2.1 Draw what happened in a science activity after talking about it, e.g., water overflowing a small container.
	7.2.2 Dictate what happened in a science activity in response to a question, e.g., "The can is too little for all the water."
	7.2.3 Copy a sign for a block structure, e.g., Bowling Alley.
7.3 Reflect on the meaning of information learned in an experience.	7.3.1 Dictate for a class book on <u>Fish</u> , e.g., "Fish can 'breathe' under water."
	7.3.2 Trace contribution to a class book on <u>Guinea Pigs</u> , e.g., "Fluffy needs carrots to make his coat shiny."

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 8: The learner will express imagination by drawing, dictating, or writing.

Objectives	Measures
8.1 Devise imaginary situations.	8.1.1 Pretend to "write" a grocery list in creative play.
	8.1.2 Pretend to "write" a letter in creative play.
	8.1.3 Draw a picture and make up a story.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will participate in publishing selected pieces of writing for an identified audience.

Objectives	Measures
9.1 Sign up and make lists.	9.1.1 Sign up for an activity in class. 9.1.2 Dictate a wish list for Christmas.
9.2 Make signs, labels, and directions for classmates.	9.2.1 Trace signs, e.g., "DO NOT DISTURB." 9.2.2 Copy a sign, e.g., "Scissors."
9.3 Send notes, greeting cards, and letters to classmates, friends, and family.	9.3.1 "Write" a note to the teacher. 9.3.2 Dictate an invitation to child in another class. 9.3.3 Trace a thank you note to own mother.
9.4 Make diary or journal-type book for self and others.	9.4.1 Contribute to a captioned photograph album for the class. 9.4.2 "Read" own book, <u>All About Me</u> , to a friend.
9.5 Record answers to questions on charts and in booklets.	9.5.1 Carry home a dictated recipe. 9.5.2 Carry home a dictated booklet on <u>Animal Babies</u> .
9.6 Make posters and illustrated booklets to convey information to other children.	9.6.1 Trace a sign for display, e.g., "I brought these shells from the beach." 9.6.2 "Read" a class book on fish to the dolls in the house corner.

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will participate in publishing selected pieces of writing for an identified audience.

Objectives	Measures
9.7 Make illustrated stories and booklets for storytelling.	9.7.1 Read a dictated story to a doll in the house corner.
	9.7.2 Take home a dictated imaginary story.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Handwriting

COMPETENCY GOAL 1: The learner will show an interest in the variety of written materials evident in everyday life.

Objectives	Measures
1.1 Develop an interest in books.	1.1.1 Ask for a story to be read. 1.1.2 Tell the title of a chosen book.
1.2 Develop an interest in signs and labels.	1.2.1 Ask, e.g., "What does that say?" 1.2.2 Say, e.g., "That letter is in my name." 1.2.3 Attempt to copy own name. 1.2.4 Attempt to copy label on a container, e.g., "Scissors Kept Here."
1.3 Develop an interest in own dictated stories.	1.3.1 Trace spontaneously own dictated sentence. 1.3.2 Say, e.g., "I know what my story says."
1.4 Develop an interest in communicating.	1.4.1 Scribble a message and say, e.g., "That says 'I love you'." 1.4.2 Ask to write a letter. 1.4.3 Ask to make a birthday card.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Handwriting

COMPETENCY GOAL 2: The learner will demonstrate fine motor coordination in a variety of situations: stringing, tying, folding, stacking, drawing, painting, and sewing.

Objectives	Measures
2.1 Use a paint brush.	<p>2.1.1 Hold a paintbrush easily while painting a picture.</p> <p>2.1.2 Control amount of paint needed on the brush.</p>
2.2 Build with small construction units.	<p>2.2.1 Make a structure out of Legos.</p> <p>2.2.2 Make a structure out of Tinker Toys.</p> <p>2.2.3 Make a structure out of table blocks.</p> <p>2.2.4 Balance small pieces on an existing structure.</p>
2.3 Show hand-eye coordination.	<p>2.3.1 Thread beads on a string.</p> <p>2.3.2 Make a pattern with pegs on a peg-board.</p> <p>2.3.3 Stitch on a pattern with yarn and needle.</p>
2.4 Use crayons and pencils.	<p>2.4.1 Hold a crayon or pencil easily while drawing and coloring a picture.</p> <p>2.4.2 Hold a crayon or pencil easily while tracing own dictated sentence.</p>

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Handwriting

COMPETENCY GOAL 3: The learner will understand the left-to-right pattern of writing.

Objectives	Measures
3.1 Understand the left-to-right pattern of writing.	3.1.1 Move hand under the print as the story is read. 3.1.2 Point to the words when reading a nursery rhyme chart.
3.2 Demonstrate the left-to-right pattern of writing.	3.2.1 Trace letters from left to right, with return sweep, in own dictated message. 3.2.2 Copy words from left to right under own dictated message.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Handwriting

COMPETENCY GOAL 4: The learner will copy a previously dictated message using upper and lower case letters on unlined paper.

Objectives	Measures
4.1 Demonstrate how to make each letter of the alphabet in a message.	4.1.1 Trace own name which has been modeled by the teacher.
	4.1.2 Trace own dictated message under direction of the teacher.
	4.1.3 Copy own dictated message legibly.
	4.1.4 Copy a sign or label in the room for a particular purpose.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will observe and respond to illustrations and pictures in books.

Objectives	Measures
1.1 Respond to what is seen in pictures/illustrations.	1.1.1 Tell what is happening when shown a picture.
	1.1.2 Turn the page at the appropriate time, based upon information in the illustration, when a story is being read.
	1.1.3 Use picture clues to "read" the story from memory, after hearing a story several times.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will recognize details in various visual contexts.

Objectives	Measures
2.1 Observe different aspects of the school environment.	2.1.1 Note different centers in her/his classroom such as sand, water, blocks, science, math, art, language, or music.
2.2 Observe details when manipulating concrete materials.	2.2.1 Note, "My house has two windows," when building a house with unit blocks.
	2.2.2 Choose a puzzle with appropriate level of difficulty and put it together.
	2.2.3 Classify a group of objects according to shape, size, color, or texture.
2.3 Observe details in print/writing.	2.3.1 Attempt to write her/his name.
	2.3.2 Attempt to write items from advertising, e.g., CHE RIOs for CHEERIOS.
	2.3.3 Recognize some letters in context when looking at signs or captions, e.g., "The 's' in the stop sign is like my name."

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will recognize the main idea in various visual contexts.

Objectives	Measures
3.1 State the main idea when looking at pictures and books.	3.1.1 Tell its main focus when looking at a picture.
	3.1.2 Tell what the story is about when looking at a book cover with a familiar title.
	3.1.3 Tell what the story is about when looking at the illustrations in a story.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will summarize visual information.

Objectives	Measures
4.1 Summarize information in pictures.	4.1.1 Tell a story, or tell what happened after looking at a sequence of pictures.
4.2 Summarize information shown in pictorial graphs.	4.2.1 State the findings after making into survey graph, e.g., <u>Favorite Ice Cream Flavors</u> or <u>Favorite TV Shows</u> .

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compare and contrast visual information.

Objectives	Measures
5.1 Compare and contrast in various situations.	5.1.1 Say, "My building is bigger than yours," when building in the block area with another child. 5.1.2 Say, "My cat has soft fur and my turtle has a hard shell," when sharing personal information with peers.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 6: The learner will recognize cause and effect relationships in visual situations.

Objectives	Measures
6.1 See that one's own behavior has a consequence.	6.1.1 Say, "My tower fell when I put a block on top," after adding a block to a tower which then falls. 6.1.2 Predict what might happen when shown a picture that does not tell a complete story.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 7: The learner will recognize relationships between parts and the whole in visual situations.

Objectives	Measures
7.1 Discover characteristics of manipulative materials.	7.1.1 Make several balls or snakes when using a lump of clay.
	7.1.2 Choose a puzzle with appropriate level of difficulty and put it together.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Viewing

COMPETENCY GOAL 8: The learner will communicate through visual messages.

Objectives	Measures
8.1 Create messages with one's own body.	8.1.1 Dramatize a bird in flight.
	8.1.2 Dramatize a plant moving in the breeze.
	8.1.3 Dramatize an airplane flying.
	8.1.4 Pantomime a story seen or heard.
8.2 Create messages through various media.	8.2.1 Build a school with blocks.
	8.2.2 Draw a picture of a center activity.
	8.2.3 Pair a picture of a happy person.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, and natural science materials.

Objectives	Measures
1.1 Explore the characteristics of various materials.	1.1.1 Use a unit block for an airplane in dramatic play in the block area. 1.1.2 Pour water repeatedly from one container to another at the water table. 1.1.3 Fill and empty containers of sand repeatedly at the sand table.
1.2 Check the potential uses of materials.	1.2.1 Place unit blocks together in a variety of ways in the block area. 1.2.2 Fill containers of various sizes.
1.3 Use early childhood materials.	1.3.1 Build a structure such as a house with different sizes and shapes of blocks. 1.3.2 Use one container to check the capacity of other containers.

(All the above measures are developmental.)

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will pursue answers to questions about the environment, classroom materials, community, and people.

Objectives	Measures
2.1 Ask who, what, when, where, why, and how questions.	2.1.1 Ask, e.g., "Who feeds the birds?" 2.1.2 Ask, e.g., "What do the birds eat?" 2.1.3 Ask, e.g., "When do birds sleep?" 2.1.4 Ask, e.g., "Where do birds go when it rains?" 2.1.5 Ask, e.g., "How do they learn to fly?"
2.2 Ask further questions to extend or clarify understanding.	2.2.1 Say, e.g., "If birds eat worms, where do they find them when it snows?" 2.2.2 Say, e.g., "If they sleep in a nest, how do they know which is theirs?"

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will understand that materials are located in designated places.

Objectives	Measures
3.1 Locate a needed item.	3.1.1 Get a pair of scissors located in the art or supply center while working in the science center. 3.1.2 Get the guinea pig food from a shelf in order to feed it. 3.1.3 Put a sheet of paper on the easel without assistance.
3.2 Replace a needed item in its designated place.	3.2.1 Return scissors to the art or supply center when finished working in the science center. 3.2.2 Return blocks to shelves according to categories, e.g., unit, double unit, pillar, or triangle. 3.2.3 Return containers to their labeled location on the shelf.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will understand that information and resources are available in a variety of ways and places.

Objectives	Measures
4.1 Contribute materials from home or the community.	4.1.1 Bring bird seed from a grocery store or home, or bring a bird house from Grandfather.
	4.1.2 Bring brochures from the State Fair, a book for story time, or a newspaper picture.
4.2 Collect materials.	4.2.1 Bring items for the nature table, e.g., rocks, leaves, bugs, and plants.
	4.2.2 Collect a variety of rocks and shells.

COMMUNICATION SKILLS

Grade Level: K

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will record findings to questions in a variety of ways: pictures, structures, models, lists, graphing, dramatics, and booklets.

Objectives	Measures
5.1 Share new knowledge.	5.1.1 Dictate a book, <u>All About Birds</u> .
	5.1.2 Build a birdhouse in woodworking area.
	5.1.3 Build a fire station in the block area to record field trip.
	5.1.4 Show another child how to use the tape recorder.
	5.1.5 Tell what happened in an activity, e.g., water table, balance scale, or Hi, Ho, Cheerio game.
	5.1.6 Make a model out of clay, e.g., Brontosaurus Rex, elephant, snowman.

Grade 1 Outline

LISTENING

Listening Attentively

1. Listen to basic needs expressed by others.
2. Listen to understand self, others, and the world around.
3. Listen to language of others and respond.
4. Listen to maintain relationships.

Developing Comprehension Strategies

5. Listen to gain information.
6. Listen to language to solve problems.
7. Listen in order to imagine and to enjoy.

SPEAKING

Using Social Functions

1. Use speech to communicate basic needs.
2. Use speech to understand self, others, and the world around.
3. Use speech to direct others.
4. Use speech to report and inform.
5. Use speech to solve problems.
6. Use speech to establish and maintain relationships.

Using Speaking Techniques

7. Use speech for its own sake to express imagination and enjoyment.
8. Exhibit effective verbal techniques.
9. Exhibit effective nonverbal techniques to accompany speech.

READING

Becoming Familiar with Written Language

1. Continue to develop a familiarity with books and stories.
2. Understand that written language conveys meaning.
3. Continue to develop a sense of story.
4. Understand that events and experiences can be recorded and later recalled by the use of group-authored stories.
5. Understand that oral language can be written down and read.
6. Continue to develop an orientation to print.

Developing Vocabulary

7. Continue to become familiar with signs and labels in the environment.
8. Continue to become familiar with language found in books.

Becoming a Reader

9. Read simple books which can be easily anticipated or predicted.
10. Understand the concepts of "word," "letter," and "sound."
11. Set a purpose for reading.

Developing Comprehension Strategies

12. Understand main idea and details in a story or book.
13. Understand plot, time, cause/effect, sequence, and logical arrangement of a story.
14. Be aware of the setting of a story or book.
15. Understand inference in a story.
16. Understand character traits depicted in a story.
17. Evaluate what is read.

Developing Word Recognition Strategies

18. Make predictions and confirm them.
19. Develop vocabulary to aid in comprehension.
20. Make some phonic generalizations.
21. Gain knowledge of word structure.

WRITING

Prewriting

1. Engage in prewriting activities that focus on concrete experiences.

Communicating in Functional Ways (Drafting/Revising/Editing)

2. Communicate basic needs through drawing, dictating, or writing lists, labels, and captions.
3. Direct others through drawing, dictating, or writing signs, directions, or rules.
4. Establish and maintain relationships through drawing, dictating, or writing messages.
5. Develop and maintain one's own identity through drawing, dictating, or writing about self and family.
6. Speculate and predict through drawing, dictating, or writing.
7. Convey information by drawing, dictating, or writing posters, booklets, and messages.
8. Express imagination by drawing, dictating, or writing stories and booklets.

Publishing

9. Participate in publishing selected pieces of writing for an identified audience.

HANDWRITING

1. Show an interest in a variety of written materials in the surrounding environment.
2. Demonstrate fine motor coordination in a variety of situations.
3. Understand the left to right pattern of writing.
4. Use conventional letter formation, letter size, spacing, and alignment in own printed message.

VIEWING

Comprehension

1. Look and respond to illustrations in books.
2. Recognize details in various visual contexts.
3. Recognize main idea in various visual contexts.
4. Summarize visual information.
5. Compare and contrast visual information.
6. Recognize cause and effect relationships in visual situations.

Design Elements

7. Recognize relationships between parts and the whole in visual situations.

Composing Visuals

8. Compose visual messages to communicate information.

STUDY SKILLS

Using Tools and Techniques that Promote Independence in Learning

1. Explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, natural science materials.
2. Pursue answers to questions about the natural environment, classroom materials, community, and people.
3. Understand that materials are located in designated places.
4. Understand that information and resources are available in a variety of ways and places.
5. Record findings to questions in a variety of ways: drawing a picture, making a model, making a graph.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen to basic needs expressed by others.

Objectives	Measures
1.1 Respond to psychological and physical needs of others.	1.1.1 Say, e.g., "I'm sorry you don't feel well," when another child is ill.
	1.1.2 Call for the teacher when a child falls on the playground.
	1.1.3 Offer to let another child use crayons when working on a graph.
1.2 Respond to requests.	1.2.1 Come to sharing time when called.
	1.2.2 Pass the scissors to a child who asks for them.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen in order to understand self, others, and the surrounding world.

Objectives		Measures	
2.1	Respond to a story.	2.1.1	Make eye contact with reader and/or book.
2.2	"Imitate" teacher's reading.	2.2.1	Hold book and pretend to read.
2.3	"Read" from memory after listening to the story several times.	2.3.1	Repeat <u>Green Eggs and Ham</u> .
2.4	Act out the events heard or seen.	2.4.1	Act out going to the movie.
		2.4.2	Act out the solution to a disagreement with another person.
2.5	Identify sounds from environment.	2.5.1	Identify sounds of a vacuum cleaner.
2.6	Identify various pitches in sounds produced by musical instruments.	2.6.1	Identify which sound is high and which sound is low.
2.7	Respond to new language heard in meaningful context.	2.7.1	Respond after hearing "The giant was enormous"; say, "Giants are huge."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen and respond to the language of others.

Objectives		Measures	
3.1	Carry out a simple direction.	3.1.1	Feed fish when asked.
		3.1.2	Take a turn in a game when another child says it is his turn.
3.2	Carry out two or three related directions.	3.2.1	Hang up coat, wash hands, and go to breakfast.
3.3	Point to words while listening to a story.	3.3.1	Point to the words <u>green eggs</u> on the page or board as teacher reads the words "green eggs."
3.4	Respond appropriately to musical recordings.	3.4.i	Stand up at appropriate time in recording.
		3.4.2	Join in the refrain of a song.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will learn listening skills in order to maintain relationships.

Objectives	Measures
4.1 Respond in conversation with adults and with peers.	4.1.1 Tell adult about things that happen at home, and listen to response. 4.1.2 Answer a question, e.g., "Did you like that movie?" "Yes, I did." 4.1.3 Answer a statement, e.g., "Your haircut looks good." "Thank you." 4.1.4 Answer a request, e.g., "Let's read together." "Okay!"
4.2 Respond to peer's language experience stories.	4.2.1 Listen to friend's story about measuring a table and say, "That's a big table."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will listen to gain information.

Objectives	Measures
5.1 Respond to literal questions about story or language heard.	5.1.1 Identify the butterfly as a monarch after hearing passage about a monarch butterfly.
5.2 Retell the story in proper sequence after hearing a story read.	5.2.1 Retell, <u>Make Way for Ducklings</u> .
5.3 Experiment with language or try out new language.	5.3.1 Say, e.g., "My daddy's truck is enormous—just like the enormous turnip."
5.4 React to information heard.	5.4.1 Look in mirror when asked, "Do you see your reflection?"
5.5 Draw a picture of story heard.	5.5.1 Draw pictures of <u>Make Way for Ducklings</u> .
5.6 Dramatize a story or scene from a story.	5.6.1 Dramatize ducks crossing a busy street.
5.7 Respond to interpretive questions about story or language heard.	5.7.1 Say, e.g., "The giant was mean."
5.8 Relate story to own experiences.	5.8.1 Tell about a "happening" from own experiences, e.g., a pumpkin that grew on Grandfather's farm.
5.9 Draw conclusions from story heard.	5.9.1 Say, e.g., "I'd never steal anything because that gets you in trouble."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Listening

COMPETENCY GOAL 6: The learner will use listening skills to solve problems.

Objectives	Measures
6.1 Investigate answers to problems.	6.1.1 Discuss how Jack could climb a beanstalk, e.g., "How would he go up something like a plant?" "Well, it was probably more like a tree." 6.1.2 Discuss why in a science experiment one boat can float and the other boat can't, e.g., "I believe it's too heavy at your end." "Yes, we had better move the weight over." 6.1.3 Discuss why the colors yellow and blue make green, e.g., "Well you put some yellow and then you add some blue and it turns green." "Is that magic?"

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Listening

COMPETENCY GOAL 7: The learner will listen in order to enhance imagination and enjoyment.

Objectives		Measures	
7.1	Experiment with language.	7.1.1	Create a poem about a fish in the aquarium.
7.2	Create music on nontraditional instrument.	7.2.1	Use a stick to tap a tune on a grouping of shells of various sizes.
7.3	Create a dance while listening to music.	7.3.1	Create a sea animal dance as another student "plays" a grouping of sea shells.
7.4	Act out character in story heard.	7.4.1	Act out Peter Rabbit slipping under Mr. McGregor's fence.
		7.4.2	Become Cinderella going to the ball.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use speech to communicate basic needs.

Objectives		Measures	
1.1	Refer to physical and psychological needs and wants.	1.1.1	Request permission to go to the bathroom or have a drink of water.
		1.1.2	Say, e.g., "I want to hear a funny story."
1.2	Protect self and self-interest.	1.2.1	Say, e.g., "I didn't mean to go in front of him."
		1.2.2	Say, e.g., "I'd like my book back, please."
1.3	Justify behavior and claims.	1.3.1	Say, e.g., "I need an eraser because I made a mistake."
		1.3.2	Say, e.g., "You promised I could read my book first."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will use speech to understand self, others, and the surrounding world.

Objectives	Measures
2.1 Articulate feelings, both own and those of others.	2.1.1 Tell opinion of a character, e.g., "The fox was sly in that story."
	2.1.2 Tell how a story was scary, e.g., "That was a scary story!"
	2.1.3 Say, "Cinderella must have been really upset."
	2.1.4 Reenact a scene from a story, e.g., <u>Harry, the Dirty Dog</u> .
	2.1.5 Role play greeting a visitor.
2.2 Relate informal experiences to teacher and others.	2.2.1 Tell about getting a new puppy.
	2.2.2 Explain record of activities at the balance scale.
2.3 Relate to musical activities.	2.3.1 Make up lyrics about the class hamsters.
2.4 Express self worth.	2.4.1 Express to the teacher "I can read hard books."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use speech to give directions.

Objectives		Measures	
3.1 Give directions to others.	3.1.1	Tell another child how to hold a turtle.	
	3.1.2	Tell a new child where to keep belongings.	
	3.1.3	Tell how to make clay cookies.	
3.2 Collaborate in action with others.	3.2.1	Talk with another in a measuring activity, e.g., "You hold the string and I'll walk with it."	
	3.2.2	Talk with another in a science activity, e.g., "You hold the can and I'll pour the water in."	
	3.2.3	Talk with another about making a book, e.g., "Please read my story and see if you like it."	

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives	Measures
4.1 Identify the components of a scene or object.	4.1.1 Tell about a model car, e.g., "That's a Camaro. Here are the wheels. Here are the headlights." 4.1.2 Tell about a picture painted, e.g., "That's my dog, there's his ball, and that's me."
4.2 Refer to details (size, color, and other attributes).	4.2.1 Describe the pet turtle, e.g., "His neck is wrinkled, even when he stretches it." 4.2.2 Describe an illustration in a book, e.g., "Each dwarf looks different, but all of them have the same funny hats."
4.3 Refer to incidents.	4.3.1 Tell about an incident to others, e.g., "My dog had her puppies." 4.3.2 Tell about an incident to others, e.g., "Our car skidded in the snow."
4.4 Refer to a sequence of events.	4.4.1 Tell about what happened in a science activity, e.g., "We had a caterpillar. Then it spun a cocoon. It slept awhile; then it opened into a beautiful butterfly." 4.4.2 Tell what happened in a math activity, e.g., "I checked on everyone's favorite food. I wrote everyone's name down...."
4.5 Make comparisons.	4.5.1 Compare two weights on the balance, e.g., "This rock is heavier than that one." 4.5.2 Compare two leaves, e.g., "This leaf has many points but that one has only one point at the top."

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives		Measures	
4.6	Recognize related aspects.	4.6.1	Explain cause and effect in science activities, e.g., "The clay boat was too heavy, so it sank."
		4.6.2	Explain cause and effect in personal experience, e.g., "I wore my sweater today because it was cold."
4.7	Make an analysis.	4.7.1	Explain a situation in a science activity, e.g., "The clay boat sank, but that was because we didn't make the sides high enough so the water spilled in."
		4.7.2	Explain a situation from a story heard, e.g., "Jack shouldn't have been so greedy. Then he wouldn't have gotten himself into trouble with the giant."
4.8	Recognize the central meaning.	4.8.1	Tell the main point when sharing about a visit to a hospital, e.g., "Hospitals are for people who are very sick."
		4.8.2	Tell the main point from a story heard, e.g., "Goldilocks was not welcome."
4.9	Reflect on experiences.	4.9.1	Give opinion on events, e.g., "I liked going to the gym."
		4.9.2	Give opinion of events and anticipate, e.g., "I liked going to the beach, but next time I'm going to take a friend."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 5: The learner will use speech to solve problems.

Objectives		Measures	
5.1	Recognize problems and their solutions.	5.1.1	Tell about a problem and how to solve it in a math activity, e.g., "We don't have enough straws to measure the table so we'll use popsicle sticks."
		5.1.2	Tell about a problem and how to solve it in a game, e.g., "We must take turns around the group, or it won't be fair."
5.2	Reflect on problems and their solutions.	5.2.1	Draw conclusions in a math activity, e.g., "It takes longer to measure with popsicle sticks than straws."
		5.2.2	Draw conclusions about a problem in a game, e.g., "If someone gets more turns, s/he stands a better chance of winning."
5.3	Recognize principles.	5.3.1	Use logical reasoning in a math activity, e.g., "When you measure a table with short things, it comes out more. When you measure with long things, it comes out less."
		5.3.2	Use logical reasoning in a game, e.g., "Winning a game is often pure luck."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 6: The learner will use speech to establish and maintain relationships.

Objectives		Measures	
6.1	Engage in conversation with adults.	6.1.1	Talk with adult volunteers, e.g., "Are you John's mother?"
		6.1.2	Talk with the teacher, e.g., "I saw you in the supermarket on Saturday."
6.2	Engage in conversation with peers.	6.2.1	Talk and work cooperatively in a math activity, e.g., "Would you like to deal the cards?"
		6.2.2	Talk and work cooperatively in the book area, e.g., "Let me help you arrange the books."
6.3	Recognize appropriate control of volume in different situations.	6.3.1	Use appropriate volume level on the playground, in an assembly, and in the cafeteria.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 7: The learner will use speech to express imagination.

Objectives	Measures
7.1. Use musical patterns and nursery rhymes.	7.1.1 Recite and act out "The Bear Hunt." 7.1.2 Recite and act out "Fire, Fire."
7.2 Pattern nursery rhymes, poems, and books.	7.2.1 Invent new words for "The Bear Hunt," e.g., "He saw some soldiers marching. He spied some children playing."
7.3 Reenact real events.	7.3.1 Dramatize community helpers, e.g., policeman, doctor, nurse, or pilot.
7.4 Reenact events from literature.	7.4.1 Dramatize super heroes. 7.4.2 Dramatize the "Berenstain Bears."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 8: The learner will verbalize effectively.

Objectives	Measures
8.1 Adapt volume in different situations.	8.1.1 Use a soft pitch when working in a small group.
	8.1.2 Use a medium pitch when sharing with the total group.
	8.1.3 Use different pitches when dramatizing e.g., <u>The Gingerbread Man</u> .
8.2 Use intonation to express attitudes, feelings, and emotions.	8.2.1 Talk in an agitated voice when reenacting Jack's mother in <u>Jack and the Beanstalk</u> .
	8.2.2 Talk in a mean voice when reenacting the witch in <u>Hansel and Gretel</u> .
	8.2.3 Talk in a shy voice when reenacting Snow White in <u>Snow White and the Seven Dwarfs</u> .

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Speaking

COMPETENCY GOAL 9: The learner will exhibit effective nonverbal techniques.

Objectives		Measures	
9.1	Establish eye contact with the person being addressed.	9.1.1	Look at the person while talking.
9.2	Use facial expression to convey emotions.	9.2.1	Portray sadness when role playing.
		9.2.2	Portray joy when something has been accomplished.
		9.2.3	Portray pleasure by smiling in a funny situation.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will continue to develop a familiarity with books and stories.

Objectives		Measures	
1.1	Become familiar with fairy tales and picture books.	1.1.1	Listen to fairy tales, books, and stories which are read.
		1.1.2	Join in to "read" a refrain or familiar passage, e.g., "Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man".
		1.1.3	Imitate the action of the teacher and "read" from memory.
		1.1.4	Pantomime some of the action in a story.
1.2	Identify and select favorite fairy tales and picture books.	1.2.1	Choose a book for story time.
		1.2.2	Paint a picture illustrating a favorite story.
		1.2.3	Bring a favorite book from home.
1.3	Respond with understanding to fairy tales and picture books.	1.3.1	Reenact a story or scene in dramatic play area.
		1.3.2	Tell another child what he/she liked about the story.
		1.3.3	Retell the story with the aid of the pictures.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will understand that written language conveys meaning.

Objectives	Measures
2.1 Relate personally to print.	<p>2.1.1 Read back a sentence that s/he has dictated.</p> <p>2.1.2 Supply a meaningful word when the teacher pauses while reading.</p> <p>2.1.3 Join in when appropriate as the teacher reads.</p> <p>2.1.4 Ask, "Does that say OUT?" (EXIT sign)</p> <p>2.1.5 Request to have teacher take dictation.</p>
2.2 Express the thoughts of the story, page-by-page, even though not the exact words.	<p>2.2.1 Retell many favorite stories, matching pages and pictures with appropriate sections of the story.</p> <p>2.2.2 Read close approximations to the printed sentences, e.g., TEXT: "He found lots of toys and friends." CHILD READS: "He played with toys. He had friends."</p> <p>2.2.3 Retell many favorite books. Recognize and read the refrain or repeating phrase when it appears in the text, e.g., "Run, run as fast as you can. You can't catch me, I'm the Gingerbread Man."</p>
2.3 Read the short sentences which the student has dictated.	<p>2.3.1 Match voice to print while pointing to the words.</p> <p>2.3.2 Recognize meaningful words in own dictated stories, e.g., Barbara, car, school, toy.</p> <p>2.3.3 Match word cards with words in own dictated sentences.</p>

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will continue to develop a sense of story.

Objectives	Measures
3.1 Recognize the components of a story: beginning, middle, and end.	3.1.1 Relate orally or through dictation a personal experience in a sequential order. 3.1.2 Create own story to be read by others. 3.1.3 Sequence series of picture cards. 3.1.4 Retell a story heard. 3.1.5 Dictate a sequence of a science experiment. 3.1.6 Dictate own story.
3.2 Follow plot and sequence in a logical way.	3.2.1 "Read" from memory after hearing a story read several times. 3.2.2 Turn the pages of the book appropriately as the story is read. 3.2.3 Dramatize a complete story.
3.3 Compare and contrast stories.	3.3.1 State why a story was funny or sad. 3.3.2 Tell why a certain story was liked. 3.3.3 Paint a picture of a happy scene.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will understand that events and experiences can be recorded and later recalled by the use of group authored stories.

Objectives	Measures
4.1 Contribute to a group story.	4.1.1 Tell why the field trip was enjoyed, e.g., "I liked seeing the mother pig and piglets." 4.1.2 Tell the next step on how the aquarium was set up, e.g., "Then we put in the gravel." 4.1.3 Supply a new fact to an information chart such as <u>Interesting Facts About Birds</u> , e.g., "Birds hatch from eggs."
4.2 Read own contribution to a group story/chart.	4.2.1 Find own dictated story and read it, e.g., "The leaves went crunch." 4.2.2 Match own sentence strips to own dictated sentences on the chart. 4.2.3 Read own word cards made from personal contribution to a group story.
4.3 Recognize sentences and words in a group story/chart.	4.3.1 Read through the whole chart, pointing at the words. 4.3.2 Use words from a group story/chart when needing to spell a word for a personal story. 4.3.3 Read word cards made from group story, using the chart as a check.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will understand that own oral language can be written down and read.

Objectives		Measures	
5.1 Give clear oral expression to own ideas.	5.1.1	Tell about picture and discuss it with another.	
	5.1.2	Recall the specifics of an event such as why, where, and when.	
	5.1.3	Describe how an experiment was carried out.	
5.2 Dictate a coherent story.	5.2.1	Ask to have a story written.	
	5.2.2	Say each word for the teacher and watch as words are written.	
	5.2.3	Follow along with finger as story is read back.	
5.3 Recognize words in own dictated story.	5.3.1	Read back story immediately.	
	5.3.2	Read back story the next day.	
	5.3.3	Match a word card with a key word in own dictated story.	
	5.3.4	Match word cards made from the dictated story with the words in the original story.	
	5.3.5	Read word cards from own dictated story.	

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will continue to develop an orientation to print.

Objectives	Measures
6.1 Know that the story comes from the print, not from pictures alone.	6.1.1 Ask, "What does that word mean?" as a story is read.
	6.1.2 Move hand along the print as s/he pretends to read.
	6.1.3 Request to dictate a story for her/his painting.
6.2 Understand the front-to-back nature of books.	6.2.1 Hold the book with the spine on the left hand side when preparing to look at a book.
	6.2.2 Point to the cover of a book and tell the name of the book.
	6.2.3 Replace a book on the display shelf with front cover showing.
	6.2.4 Leaf through a book from front to back.
6.3 Demonstrate left-to-right, top-to-bottom directional knowledge.	6.3.1 Trace over her/his own dictated story.
	6.3.2 Copy under her/his own dictated story.
	6.3.3 Point along left-to-right, returning left-to-right as the teacher reads.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY Goal 7: The learner will continue to become familiar with signs and labels in the environment.

Objectives	Measures
7.1 Identify her/his own full name and the names of children in the classroom.	7.1.1 Put belongings in own cubby.
	7.1.2 Hang her/his own name tag on attendance chart.
	7.1.3 Assist another child in finding name card.
	7.1.4 Print full name on a picture.
7.2 Recognize labels on classroom containers and shelves.	7.2.1 Replace the correct lid to the container.
	7.2.2 Place the scissors' box beside the "Scissors" label.
	7.2.3 Put the game pieces in their proper box.
7.3 Recognize captions.	7.3.1 Read a caption on her/his own paintings, using the picture as a clue.
	7.3.2 Read a caption at the science center, e.g., "Mary brought these shells from Myrtle Beach."
	7.3.3 Follow instructions on a sign, e.g., "Put easy books here."
7.4 Distinguish between meaningful advertising logos.	7.4.1 Call each item by name when playing store, e.g., PEPSI, CHEER, CORNFLAKES.
	7.4.2 Reproduce a significant word in logos in order to make a grocery list, e.g., cornflakes, Crest, orange juice.
	7.4.3 Read homemade book of cut-out advertising logos, e.g., <u>Words I Can Read</u> .

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will continue to become familiar with signs and labels in the environment.

Objectives	Measures
7.5 Recognize common signs.	7.5.1 Write "STOP" on a stop sign in a picture.
	7.5.2 Read "SCHOOL BUS" on a school bus.
	7.5.3 Read "DO NOT ENTER" on a door at school.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will continue to become familiar with the language found in books.

Objectives	Measures
8.1 Reproduce the language heard in stories, nursery rhymes, and poems.	8.1.1 Retell a story using some of the language heard, e.g., "I've come to eat you up!"
	8.1.2 Dramatize a story or a scene from a story using the same syntax, e.g., "Snow White, would you like an apple, my dear?"
	8.1.3 Join in when a story is being read.
	8.1.4 Recite a nursery rhyme.
8.2 Use vocabulary found in books.	8.2.1 Tell or write a story beginning with "Once upon a time...."
	8.2.2 Draw a picture of a scene from a book, e.g., the <u>troll</u> coming from the bridge.
	8.2.3 Use words for giving information, e.g., "The <u>chrysalis</u> will become a butterfly."
8.3 Use intonation patterns for literary or non-conversational English.	8.3.1 Reenact a scene from a story, using intonation, e.g., "Fat indeed! The very idea of it!"
	8.3.2 Retell a story and insert intonation, e.g., "Mirror, mirror on the wall, who is the fairest of them all?"

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will read simple books which can be easily anticipated or predicted.

Objectives	Measures
9.1 Read from memory books and stories which have repeating phrases and language that can be easily predicted.	9.1.1 Read <u>Brown Bear, Brown Bear</u> ; point to where to begin reading and read only what is on each page.
	9.1.2 Read <u>Goodnight Moon</u> and match voice to print, while pointing to the words.
9.2 Read familiar nursery rhymes and poems.	9.2.1 Read a favorite nursery rhyme displayed on a chart and match voice to print.
	9.2.2 Read a finger play such as <u>Little Rabbit in the Woods</u> and point at the words on the chart.
	9.2.3 Sing a chant, <u>The Bear Went Over the Mountain</u> , and point at the words.
9.3 Read simple books with language patterns natural to most children and containing many words common to memorized books.	9.3.1 Read through a book, and then point to words known.
	9.3.2 Use picture clues to guess words, e.g., "Peter hid <u>beside</u> the chair." "Jane hid <u>inside</u> the cupboard."
	9.3.3 Read a book such as <u>I Know an Old Lady</u> and tell about the story.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 10: The learner will understand the concepts of "word," "letter," "space," and "sound."

Objectives	Measures
10.1 Distinguish between words.	<p>10.1.1 Point at a word and ask, "What does this word say?"</p> <p>10.1.2 Point at words as the teacher reads them.</p> <p>10.1.3 Dictate one word at a time and wait for the teacher to write each word before giving the next word.</p>
10.2 Recognize letters of the alphabet.	<p>10.2.1 Say, "That letter is in my name."</p> <p>10.2.2 Say, "My name begins with a <u>B</u>."</p> <p>10.2.3 Spell out a word and ask what it says, e.g., "EXIT".</p>
10.3 Show and understand that there are spaces between words.	<p>10.3.1 Leave space between words when printing a dictated story.</p> <p>10.3.2 "Write" a message with spaces between the cluster of letters. (Invented spellings rather than standard spellings.)</p>
10.4 Recognize that some words begin with the same sound.	<p>10.4.1 Say, "My name begins with that sound," e.g., Tricia - truck.</p> <p>10.4.2 Supply a word beginning like own name, e.g., water - Wesley.</p> <p>10.4.3 Write a message using some letter/sound generalizations, e.g., I lik to pla weth mi bthr. (I like to play with my brother.)</p>

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 11: The learner will set a purpose for reading.

Objectives	Measures
11.1 Read for pleasure.	11.1.1 Say, "I am going to read another <u>Curious George</u> book."
	11.1.2 Choose to read a book during free time.
	11.1.3 Discuss a book that was enjoyed with another child.
11.2 Read to answer own questions.	11.2.1 Find a picture of a maple leaf in a book about trees.
	11.2.2 Pursue an interest, e.g., "Why do leaves change color?"
	11.2.3 Copy the word "elephant" from a book on animals.
11.3 Read to follow directions.	11.3.1 Follow a simple recipe on a chart.
	11.3.2 Follow the rules of a simple game.
	11.3.3 Carry out actions of an action song on a chart.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 12: The learner will demonstrate an understanding of main idea and details.

Objectives	Measures
12.1 Express the main idea and supporting details.	12.1.1 Retell a story, giving the main idea with supporting details.
	12.2.2 Suggest a title for a story.
	12.2.3 Draw four pictures and write text to make a storybook.
12.2 Describe details of a character.	12.2.1 Draw a detailed picture of a favorite character.
	12.2.2 Make a stick puppet with detailed facial characteristics.
12.3 Locate specific details.	12.3.1 Point out and tell the color of a coat in a picture.
	12.3.2 Point out and read aloud a detail in a story, e.g., "The cat was <u>black and white.</u> "
	12.3.3 Read from a chart and measure out specific amounts, e.g., 1/2 cup of water.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 13: The learner will understand plot, time, cause/effect, sequence, and logical arrangement.

Objectives	Measures
13.1 Relate to plot, time, cause/effect, and logical arrangement.	13.1.1 Dramatize a story.
	13.1.2 Make a comic strip.
	13.1.3 Make a film strip.
13.2 Recall events in sequence.	13.2.1 Use a tape recorder to retell the story.
	13.2.2 Organize picture cards in sequence.
	13.2.3 Perform in a puppet show depicting a story read.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 14: The learner will be aware of the setting of a story or book.

Objectives	Measures
14.1 Identify the setting of a story or book.	14.1.1 Tell where story took place after reading a story. 14.1.2 Tell when story took place.
14.2 Describe the setting of a story or book.	14.2.i Construct a diorama. 14.2.1 Paint a backdrop for a puppet show or play. 14.2.3 Design a cover for a personally authored book to depict where the story took place.
14.3 Compare and contrast settings of books and stories.	14.3.1 Tell why one setting is different from another in different books, e.g., <u>Curious George</u> books. 14.3.2 Associate a setting in a book with personal knowledge of similar setting, e.g., bedroom in <u>Goodnight Moon</u> with own bedroom.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 15: The learner will understand inference in a story.

Objectives	Measures
15.1 Draw conclusions.	15.1.1 Provide answer to a riddle, e.g., "It is long. You use it at school. It helps you make your name." (pencil) 15.1.2 Supply a word to describe a character, e.g., "The pig who built a brick house was <u>smart</u> ." 15.1.3 Identify a character based on several details given by each member of the group, e.g., "He was quick. He was sly. He had a bushy tail."
15.2 Infer cause and effect.	15.2.1 Tell why something happened in a story, e.g., "Titch was the youngest and always got hand-me-downs." 15.2.2 Discuss the moral of a story, e.g., <u>The Tortoise and the Hare</u> .
15.3 Predict outcomes.	15.3.1 Tell what might happen after reading part of a story. 15.3.2 Tell what the story or book may be about based on the title, cover, or pictures. 15.3.3 Show sequel to a story through drama, painting, or modeling.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 16: The learner will understand character traits.

Objectives	Measures
16.1 Analyze feelings.	16.1.1 Act out a character to portray feelings such as happiness, sadness, or anger.
	16.1.2 Draw a character showing facial expressions.
	16.1.3 Discuss feelings of real people in different situations.
16.2 Recognize motives.	16.2.1 Discuss why the actions of certain characters were based on certain motives.
	16.2.2 Draw a picture of a book character whose motive is greed, revenge, or goodwill.
	16.2.3 Act out a motive such as greed, revenge, or goodwill.
16.3 Describe behavior.	16.3.1 Pantomime a character, e.g., Sleepy, the dwarf, in <u>Snow White</u> .
	16.3.2 Dramatize a situation from a story, e.g., giant's behavior in <u>Jack and the Beanstalk</u> .
	16.3.3 Make a list or dictate words to describe a character's behavior, e.g., smiling, crying, clasping or wringing her/his hands, or stamping her/his foot.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 17: The learner will evaluate what is read.

Objectives	Measures
17.1 Express opinion about a story or book.	17.1.1 Write "I liked <u>Are You My Mother?</u> " or "I didn't like <u>Are You My Mother?</u> "
	17.1.2 Draw a favorite part of a book.
	17.1.3 Discuss why a story was enjoyed or not enjoyed.
17.2 Compare and contrast the quality of stories or books.	17.2.1 Survey class members and make graph of favorite books.
	17.2.2 Dress up as a favorite book character and tell why people should read the book.
	17.2.3 Tell why a story character would not be good as a friend.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 18: The learner will make predictions and confirm them.

Objectives	Measures
18.1 Predict on the basis of context.	18.1.1 Confirm own predictions, e.g., read "toothpaste" for CREST. 18.1.2 Use cover of book to predict and confirm, e.g., <u>Petunia</u> - "This book must be about ducks." 18.1.3 Use picture clues to predict what the sentence is likely to say.
18.2 Predict on the basis of context, sentence structure, and letter detail.	18.2.1 Provide a word that makes sense as the teacher pauses. 18.2.2 Read an unknown word that makes sense, e.g., "I've stepped on it lots of <u>times</u> ." 18.2.3 Use all cues simultaneously when faced with an unknown word, e.g., "The wolf blew the <u>h</u> down."
18.3 Confirm own response by use of meaning, sentence structure, and letter detail (as appropriate to development).	18.3.1 Correct self when word does not make sense, e.g., "The farmer went to feed the <u>cars</u> . The farmer went to feed the <u>cows</u> ." 18.3.2 Use facial expression while reading, e.g., smile, grin. 18.3.3 Read through an entire book alone.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 19: The learner will develop vocabulary to aid in comprehension.

Objectives	Measures
19.1 Recognize, pronounce, and use high frequency words in context.	19.1.1 Select from a list the high frequency words named by the teacher.
	19.1.2 Read aloud a selection from a book, pronouncing high frequency words correctly.
	19.1.3 Copy a needed high frequency word from a chart while writing a story.
19.2 Define words, phrases, or category words.	19.2.1 Draw pictures of items belonging to a category named by the teacher or students, e.g., winter clothes.
	19.2.2 Select from a group of words the one which means "after a while". (clock, later, now, day)
	19.2.3 Tell the meaning of a particular phrase in a poem.
19.3 Give synonyms and antonyms for words.	19.3.1 Give a word that means the same as the underlined word in a sentence, e.g., "The girl was <u>ill</u> , so she went home."
	19.3.2 Read a word in a sentence and give another word that means the same, e.g., He wants to know the price of the toy. (cost)
	19.3.3 Give a word that means the opposite of the underlined word in a sentence, e.g., The children will <u>follow</u> Bill. (lead)
	19.3.4 Select five words that have opposite meanings in a passage and tell their antonyms.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 19: The learner will develop vocabulary to aid in comprehension.

Objectives	Measures
19.4 Use contextual clues to identify unknown or missing words.	19.4.1 Read a sentence and put in the missing word, e.g., My mother read a _____ from a book. (duck, poem, toy, cook)
	19.4.2 Use background experiences and/or pictures to help identify unknown words.
	19.4.3 Use a word that makes sense in a sentence when faced with an unknown word.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 20: The learner will make some phonic generalizations.

Objectives	Measures
20.1 Recognize and use single consonant sounds and consonant clusters.	<p>20.1.1 Identify a picture or classroom object which begins or ends with the same consonant sound as the word pronounced or written by the teacher or students.</p> <p>20.1.2 Give other words that have the same initial consonant sound as the picture or classroom object. (See 20.1.1, above.)</p> <p>20.1.3 Make word families by changing the initial consonant.</p> <p>20.1.4 Find words in a personal word bank that have the same initial or final consonant sound.</p> <p>20.1.5 Select from a list the word that has the same beginning or ending consonant cluster sound as the word pronounced by the teacher or students.</p>
20.2 Recognize and use long and short vowel sounds.	<p>20.2.1 Make a chart of a poem and choose 10 words with a long or short vowel sound, e.g., <u>Hailstones</u> and <u>Halibut Bones</u>, <u>Adventures in Color</u>.</p> <p>20.2.2 Select from a list the word that has the same long or short vowel sound as the word pronounced by the teacher or students.</p> <p>20.2.3 Find words in a personal word bank that have a long or short vowel sound.</p>

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 20: The learner will make some phonics generalizations

Objectives	Measures
20.3 Use personal knowledge of letter/sound relationship to convey meaning.	20.3.1 Make a sign, using personal knowledge of letter/sound relations, e.g., DO NOT DESTRB! (Do not disturb!)
	20.3.2 Write a message, using personal knowledge of letter/sound relationship, e.g., Karen will u b mi frnd Monica. (Karen, will you be my friend? Monica)

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 21: The learner will begin to gain knowledge of word structure.

Objectives	Measures
21.1 Recognize plurals, apostrophes, simple contractions, and compound words in context.	21.1.1 Tell that the word <u>ducks</u> means more than one after reading "The <u>ducks</u> were in the water."
	21.1.2 Write an "s" on the end of a word in a story to show more than one.
	21.1.3 Use an apostrophe in own story after reading " <u>Tom's</u> cat is yellow."
	21.1.4 Give the meaning of a compound word (e.g., "pancake" or "snowman") after reading a story.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will participate in prewriting activities that help focus on concrete and real life experience.

Objectives		Measures	
1.1.	Explore various materials.	1.1.1	Watch a plant grow.
		1.1.2	Care for a pet.
1.2	Relate personal experiences daily.	1.2.1	Tell about going to the circus.
		1.2.2	Tell about a trip to see Grandfather.
1.3	Contribute to teacher-directed brainstorming session.	1.3.1	Give words that describe the trip to the cafeteria or zoo.
1.4	Select a topic for writing.	1.4.1	Begin writing or dictating story about "baby sister."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will communicate basic needs through drawing, dictating, or writing lists, labels, and captions.

Objectives	Measures
2.1 Express a personal desire or need.	2.1.1 Dictate a wish list for Christmas or birthday.
	2.1.2 Write a wish list. (Invented spellings typical at this stage.)
	2.1.3 Copy labels for grocery list in the class store.
	2.1.4 Sign up for an activity by copying first name.
	2.1.5 Sign up for an activity by writing first name.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will direct others through drawing, dictating, or writing signs, directions, or rules.

Objectives	Measures
3.1 Give personal directions to others.	3.1.1 Write a sign for a model, e.g., "Plez do not tuch." (Please do not touch.)
	3.1.2 Copy a sign at the aquarium, e.g., "Do not feed the fish."
	3.1.3 Write a sign at cubby, e.g., "Do not distruv!" (Do not disturb!)
3.2 Give informational directions to others.	3.2.1 Write a road sign for a model using table blocks, e.g., "STOP."
	3.2.2 Dictate a rule for class chart, e.g., "Caring for Our Guinea Pig."
	3.2.3 Write full name on cubby or painting or homemade book.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will establish and maintain relationships through drawing, dictating, or writing messages.

Objectives	Measures
4.1 Convey a message.	4.1.1 Write a note to the teacher, e.g., "Mrs. Jones, You r good to me I like you luv Susan." (Invented spelling acceptable)
	4.1.2 Dictate a get well card message.
	4.1.3 Trace own get well card message.
	4.1.4 Copy own dictated thank you note.
4.2 Respond to a message.	4.2.1 Dictate an answer to a note.
	4.2.2 Trace an answer to a note.
	4.2.3 Write an answer to a note, e.g., "Dere Dan, I can pla wiv u aftr skl fm Chris." (Invented spelling acceptable)
	4.2.4 Copy her/his own dictated answer to a note.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop and maintain one's own identity through drawing, dictating, or writing about self and family.

Objectives		Measures	
5.1	Record personal experiences and events.	5.1.1	Dictate about her/himself for a book, <u>All About Me</u> .
		5.1.2	Trace her/his own dictated sentences for a book, <u>All About Me</u> .
		5.1.3	Keep a journal of personal experiences. (Invented spelling acceptable)
		5.1.4	Copy her/his own dictated sentences for a book about family experiences, e.g., <u>Saturday Shopping</u> , <u>Visiting Granny</u> , or <u>Our Trip to Disney World</u> .
		5.1.5	Write a booklet about a family experience, e.g., <u>Christmas Morning</u> , <u>My Hurt Finger</u> , or <u>The New Car</u> . (Invented spelling acceptable)
5.2	Revise selected pieces of information to enhance meaning.	5.2.1	Add a detail as a result of a question.
		5.2.2	Read story aloud to check for details.
5.3	Edit selected pieces of own writing for capitals and periods, letter formation, and some spelling.	5.3.1	Read aloud to a partner and insert capitals and periods.
		5.3.2	Mark words which may not be spelled correctly.
		5.3.3	Erase and correct letter formations.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will speculate and predict through drawing, dictating, or writing.

Objectives		Measures	
6.1	Recognize problems and ask questions.	6.1.1	Dictate question for a chart, e.g., "Questions About Birds."
		6.1.2	Write a question for the class question box. (Invented spelling accepted)
		6.1.3	Write down prediction on a class survey, e.g., "Favorite Pets."
6.2	Discover answers to questions.	6.2.1	Draw pictures and trace own dictated sentences for a concept book, e.g., <u>Things We Know About Fish</u> .
		6.2.2	Record what happened in class survey by graphing findings, e.g., "Favorite Pets."
		6.2.3	Copy a short recipe to carry home.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 7: The learner will convey information by drawing, dictating, or writing posters, booklets, and messages.

Objectives	Measures
7.1 Draft information through pictures and words.	7.1.1 Draw and label a series of pictures depicting a life cycle, e.g., the frog. 7.1.2 Draw and dictate about a field trip, e.g., the nature center, the fire station, or the supermarket.
7.2 Revise selected pieces of information to clarify meaning.	7.2.1 Add more detail to a picture or piece of information as a result of questions. 7.2.2 Read information to self and others to see if it says what one wants it to say. 7.2.3 Add a detail to the class newspaper as a result of new information, e.g., "Angie has a new baby brother."
7.3 Edit selected pieces for letter formation, capitals, periods, and some spelling.	7.3.1 Check with a partner for capitals at beginning and periods at the end of sentences. 7.3.2 Check for letter formation from handwriting model. 7.3.3 Erase and correct the spelling of a high frequency word after recognizing that it isn't correct.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 8: The learner will express imagination by drawing, dictating, or writing stories and booklets.

Objectives	Measures
8.1 Draft a story in pictures and words.	8.1.1 Draw a picture and label it.
	8.1.2 Trace over her/his own dictated short story, e.g., "This is a giant. He's very mean."
	8.1.3 Copy beneath her/his own dictated story using appropriate letter formation.
	8.1.4 Draw pictures and write a story. (Invented spelling accepted)
8.2 Revise selected pictures or stories to enhance meaning.	8.2.1 Add more detail as a result of questioning.
	8.2.2 Read story aloud to self and others to see if it says what one wanted it to say.
	8.2.3 Change ideas in a familiar pattern, e.g., "Brown Bear, Brown Bear, what do you smell?"
8.3 Edit selected pieces of writing for letter formation, capitals, periods, and some spelling.	8.3.1 Use capitals at the beginning and periods at the end of sentences.
	8.3.2 Write a letter formation again to make it more legible.
	8.3.3 Erase and correct a word after checking the spelling in a word bank or on a chart.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will participate in publishing selected writing for an identified audience.

Objectives	Measures
9.1 Sign up and make lists for personal needs.	9.1.1 Sign up for an activity in class. 9.1.2 Dictate a wish list for parents. 9.1.3 Write a grocery list for class store.
9.2 Make signs, labels, and directions for classmates.	9.2.1 Write a sign for a clay model, e.g., "Handl with car." (Invented spelling accepted) 9.2.2 Trace a recipe on a chart for the cooking area.
9.3 Send notes, greeting cards, and letters to classmates, friends, and family to establish and maintain relationships.	9.3.1 Copy her/his own dictated thank you note. 9.3.2 Write a note to the teacher. 9.3.3 Write an answer to a note from a friend.
9.4 Make diary or journal-type books for self and others to maintain one's own identity.	9.4.1 Dictate a book about her/himself, e.g., <u>All About Me</u> . 9.4.2 Keep a journal of personal experiences. 9.4.3 Write booklets about family experiences, e.g., <u>Christmas Eve</u> , <u>Our New Kitten</u> , or <u>Carowinds</u> .

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will participate in publishing selected writing for an identified audience.

Objectives		Measures	
9.5	Record questions and answers to questions on charts and in booklets.	9.5.1	Write a question for the class question box.
		9.5.2	Make a graph showing conclusions from a survey, e.g., "Our Favorite Ice Creams."
		9.5.3	Make a "concept" book, e.g., <u>All About Dogs</u> .
9.6	Make posters and illustrated booklets to convey information to other children.	9.6.1	Draw and label a series of pictures depicting a life cycle, e.g., the butterfly.
		9.6.2	Draw and dictate about a field trip, e.g., the fire station, the supermarket, or the police station.
		9.6.3	Trace own dictated message for the class message board, e.g., "Puppies for sale -see Karen."
9.7	Make illustrated stories and booklets for storytelling.	9.7.1	Draw pictures and label them for a booklet on <u>Kittens</u> .
		9.7.2	Trace own dictated sentence about <u>"fairies."</u>
		9.7.3	Draw pictures and write a story, e.g., "A Big Surprise."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Handwriting

COMPETENCY GOAL 1: The learner will show an interest in a variety of written materials in the surrounding environment.

Objectives		Measures	
1.1	Develop an interest in books.	1.1.1	Ask for a story to be read.
		1.1.2	Tell the title of a chosen book.
1.2	Develop an interest in signs and labels.	1.2.1	Ask, "What does that say?"
		1.2.2	Say, "That letter begins my name."
		1.2.3	Copy her/his own name.
		1.2.4	Copy label on a container, e.g., Teddy Bears, Dominoes, or Clay.
1.3	Develop an interest in own dictated stories.	1.3.1	Trace spontaneously own dictated sentence.
		1.3.2	Say, "I know what my story says."
1.4	Develop an interest in communicating.	1.4.1	Write a message, e.g., "Can I read my story?" (Can I read my story?)
		1.4.2	Ask to write a letter.
		1.4.3	Bring a greeting card from home.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Handwriting

COMPETENCY GOAL 2: The learner will demonstrate fine motor coordination in a variety of situations: stringing, tying, folding, stacking, drawing, painting, and sewing.

Objectives	Measures
2.1 Use a paint brush.	2.1.1 Hold a paint brush easily while painting a picture.
	2.1.2 Control amount of paint needed on the brush.
2.2 Build with small construction units.	2.2.1 Make an intricate structure out of Legos.
	2.2.2 Make a structure out of table blocks.
	2.2.3 Balance small pieces on an existing structure.
2.3 Show hand-eye coordination.	2.3.1 Thread beads on a string.
	2.3.2 Make an intricate pattern with pegs on a pegboard.
	2.3.3 Sew a simple pattern.
2.4 Use crayons and pencils.	2.4.1 Hold a crayon or pencil easily while drawing and coloring a picture.
	2.4.2 Hold a crayon or pencil easily while tracing own dictated sentence.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Handwriting

COMPETENCY GOAL 3: The learner will understand the left to right pattern of writing.

Objectives		Measures	
3.1	Understand the left-to-right pattern of writing.	3.1.1	Move hand under print as the story is read.
		3.1.2	Point to the words when reading a chart.
3.2	Demonstrate the left-to-right pattern of writing.	3.2.1	Trace letters from left to right, with return sweep, in her/his own dictated message.
		3.2.2	Copy words from left to right under her/his own dictated message.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Handwriting

COMPETENCY GOAL 4: The learner will use conventional letter formation, letter size, spacing, and alignment in own printed message.

Objectives	Measures
4.1 Write the upper and lower case letters legibly when writing a message.	4.1.1 Copy her/his own dictated message legibly. 4.1.2 Copy a sign or label in the room for a particular purpose. 4.1.3 Write a message legibly.
4.2 Keep consistent letter size when writing a message.	4.2.1 Write on dotted lined paper to help with letter size.
4.3 Use appropriate spacing between words when writing a message.	4.3.1 Reread own writing without difficulty.
4.4 Align letters and words consistently when writing a message.	4.4.1 Print letters and words perpendicular to the edge of the paper.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will observe and respond to illustrations in books.

Objectives	Measures
1.1 Respond to what is seen in pictures/illustrations.	1.1.1 Tell what is happening when shown a picture.
	1.1.2 Turn the pages at the appropriate time based upon information in the illustrations when a story is being read.
	1.1.3 Use picture clues to "read" the story from memory.
	1.1.4 Use picture clues to "read" the story when approaching new reading material.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will recognize details in various visual contexts.

Objectives		Measures	
2.1	Observe specific aspects of the school environment.	2.1.1	Take a field trip around the school; note different areas such as the cafeteria, media center, playground, or principal's office.
2.2	Observe details when manipulating concrete materials.	2.2.1	Choose a puzzle with appropriate level of difficulty and put it together.
		2.2.2	Sort a group of objects according to shape, size, color, or texture
2.3	Observe details in print/writing.	2.3.1	Recognize many letter names in context, e.g., "There are 5 words that begin with 'c' in our Christmas dictionary."
		2.3.2	Recognize a variety of words/phrases in context, e.g., "Christmas is coming soon."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will recognize main ideas in various visual contexts.

Objectives	Measures
3.1 State the main idea when looking at pictures and books.	3.1.1 Tell the main focus when looking at a picture.
	3.1.2 Tell what the book is about when looking at a book cover/title.
	3.1.3 Tell what the story is about when looking at the illustrations in a story.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will summarize visual information.

Objectives		Measures
4.1	Summarize information in pictures.	4.1.1 Tell what happened after looking at a sequence of pictures that tell a story.
4.2	Summarize information in pictorial graphs.	4.2.1 State findings, e.g., eye color, hair color, or kinds of shoes after surveying and making a graph to show results of survey of various attributes of classmates.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compare and contrast visual information.

Objectives	Measures
5.1 Compare and contrast in various situations.	5.1.1 Say, "The library is bigger than our room" after returning from the library.
	5.1.2 Say, "Birds and airplanes fly in the air, and boats and fish move in the water," when discussing comparisons between animals and transportation.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 6: The learner will recognize cause and effect relationships in visual situations.

Objectives	Measures
6.1 See that own behavior has consequence.	6.1.1 Say, e.g., "When I mix red and yellow, I make orange," when painting a picture.
6.2 Predict outcomes.	6.2.1 Predict what might happen when shown a picture that does not tell a complete story.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 7: The learner will recognize relationships between parts and the whole in visual situations.

Objectives	Measures
7.1 Discover characteristics of manipulative materials.	7.1.1 Use Lego "bricks" to build a house.
	7.1.2 Choose a puzzle with appropriate level of difficulty and put it together.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Viewing

COMPETENCY GOAL 8: The learner will compose visual messages to convey information.

Objectives	Measures
8.1 Create messages with own body.	8.1.1 Dramatize a galloping horse.
	8.1.2 Dramatize a seed which sprouts, grows, and blooms.
	8.1.3 Dramatize a big truck going up a hill.
	8.1.4 Pantomime a story read/heard.
8.2 Create messages through various media.	8.2.1 Make a farm with damp sand.
	8.2.2 Mold family from clay in order to create a message.
	8.2.3 Collect pictures and make a collage to show happiness.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, and natural science materials.

Objectives	Measures
1.1 Explore the characteristics of various materials.	1.1.1 Use a unit block as a walkie-talkie. 1.1.2 Pet the classroom hamster.
1.2 Check the potential uses of various materials.	1.2.1 Place blocks together in a variety of ways in the block area. 1.2.2 Fill containers of various sizes at the water or sand table.
1.3 Use various materials.	1.3.1 Build a structure such as an airport with different sizes and shapes of blocks. 1.3.2 Check whether an object sinks or floats in water in a science activity. 1.3.3 Count teddy bears in the math area.
1.4 Begin to make comparisons.	1.4.1 Say, e.g., "My tower is as tall as I am," in the block area. 1.4.2 Say, e.g., "This plant has broad leaves but this plant has narrow leaves," in a science activity. 1.4.3 Say, e.g., "The red cubes are heavier than the lead shaker," in a math activity.

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, and natural science materials.

Objectives	Measures
1.5 Conceptualize at a higher level.	1.5.1 Build an airport with hangars, runways, and fuel stations.
	1.5.2 Say, e.g., "This tree is still green but this tree has no leaves."
	1.5.3 Say, e.g., "Three boys are wearing red sweaters and two girls are wearing red sweaters. Five people are wearing red sweaters."

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will seek answers to questions about the natural environment, classroom materials, the community, and people.

Objectives		Measures	
2.1	Ask who, what, when, where, why, and how questions.	2.1.1	Ask, e.g. "Why does the magnet pick up the nail and not the pencil?"
2.2	Seek out a book to answer questions raised through investigations.	2.2.1	Select the book <u>Magnets</u> to find out why magnets pick up some things and not other things.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will understand that materials are located in designated places.

Objectives		Measures	
3.1	Locate a needed item.	3.1.1	Get a pencil from the writing supply area.
		3.1.2	Get a sheet of paper from the supply area.
		3.1.3	Find the easy section in the school library and select a book.
3.2	Replace a needed item in a designated place.	3.2.1	Return a resource book to the science area.
		3.2.2	Return Unifix cubes to the math area.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will understand that information and resources are available in a variety of ways and places.

Objectives	Measures
4.1 Bring materials from home or the community.	4.1.1 Bring maps, brochures, or pamphlets.
	4.1.2 Bring newspaper pictures for sharing.
4.2 Collect materials.	4.2.1 Bring items voluntarily for the nature table, e.g., rocks, feathers, leaves, bugs.
	4.2.2 Collect things voluntarily, e.g., rocks, shells, and baseball cards.
4.3 Seek out books in the classroom.	4.3.1 Look at information books, e.g., <u>True Book of Snakes</u> .
	4.3.2 Use a picture dictionary.
	4.3.3 Read a simple book from the class library.

COMMUNICATION SKILLS

Grade Level: 1

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will record answers to questions in a number of ways: pictures, structures, models, lists, graphs, dramatics, and booklets.

Objectives	Measures
5.1 Share new knowledge with classmates.	5.1.1 Make a chart showing the results of a survey of class members, e.g., "Favorite TV Programs" or "Favorite Foods."
	5.1.2 Make stone soup after hearing the story, <u>Stone Soup</u> .
	5.1.3 Draw a picture of the class pet after closely observing its features.
	5.1.4 Dictate a discovery about objects sinking or floating.
	5.1.5 Make a model out of clay after looking at several pictures of rockets.
	5.1.6 Enact the metamorphosis of the monarch butterfly after watching the process in the science center.

Grade 2 Outline

LISTENING

Listening Attentively

1. Listen to basic needs expressed by others.
2. Listen to understand self, others, and the world around.
3. Listen to language of others and respond.
4. Listen to maintain relationships.

Developing Comprehension Strategies

5. Listen to gain information.
6. Listen to language to solve problems.
7. Listen in order to imagine and to enjoy.

SPEAKING

Using Social Functions

1. Use speech to communicate basic needs.
2. Use speech to understand self, others, and the world around.
3. Use speech to direct others.
4. Use speech to report and inform.
5. Use speech to solve problems.
6. Use speech to establish and maintain relationships.

Using Speaking Techniques

7. Use speech for its own sake to express imagination and enjoyment.
8. Exhibit effective verbal techniques.
9. Exhibit effective nonverbal techniques to accompany speech.

READING

Emerging as a Reader

1. Continue to develop familiarity with books and stories.
2. Recognize relevant print in the environment.
3. Read for a variety of purposes.

Increasing Comprehension Strategies

4. Demonstrate an understanding of main idea and details.
5. Understand plot, time, cause/effect, sequence, and logical arrangement of a story.
6. Recognize the setting of a story.
7. Understand inference in a story.
8. Understand character traits depicted in a story.
9. Evaluate what is read.

Refining Word Recognition Strategies

10. Make predictions and confirm them.
11. Develop vocabulary to aid in comprehension.
12. Continue to develop phonic generalizations.
13. Continue to gain knowledge of word structure.

WRITING

Prewriting

1. Engage in prewriting activities that focus on concrete experiences.

Communicating in Functional Ways (Drafting/Revising/Editing)

2. Communicate basic needs through drawing and writing lists, labels, and captions.
3. Direct others through drawing and writing signs, directions, and rules.
4. Establish and maintain relationships through drawing and writing messages.
5. Develop and maintain one's own identity through drawing and writing about self and family.
6. Speculate and predict through drawing and writing.
7. Convey information by drawing and writing posters, booklets, and messages.
8. Express imagination by drawing and writing stories and booklets.

Publishing

9. Participate in publishing selected pieces of writing for an identified audience.

HANDWRITING

1. Show an interest in a variety of written materials in the surrounding environment.
2. Demonstrate fine motor coordination in a variety of situations.
3. Use conventional letter formation, letter size, spacing, and alignment in a printed message.

VIEWING

Comprehension

1. Look and respond to illustrations in books.
2. Recognize details in various visual contexts.
3. Recognize main idea in various visual contexts.

4. Summarize visual information.
5. Compare and contrast visual information.
6. Recognize cause and effect relationships in visual situations.

Design Elements

7. Recognize relationships between parts and the whole in visual situations.

Composing Visuals

8. Compose visual messages to communicate information.

STUDY SKILLS

Using Tools and Techniques that Promote Independence in Learning

1. Explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, natural science materials.
2. Pursue answers to questions about the natural environment, classroom materials, community, and people.
3. Understand that materials are located in designated places.
4. Understand that information and resources are available in a variety of ways and places: environmental sources, catalogs, encyclopedias, brochures, dictionaries, pictorial materials, book parts, and simple thesauri.
5. Record findings to questions in a variety of ways: drawing a picture, building a structure, listing, writing a short report, presenting a graph.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen to basic needs expressed by others.

Objectives	Measures
1.1 Respond to psychological and physical needs of others.	1.1.1 Ask a question in response to hearing about a birthday gift received, e.g., "Where are you allowed to ride your bike?" 1.1.2 Say, e.g., "Are you sad? You don't look very happy." 1.1.3 Offer to let another child use eraser.
1.2 Respond to requests.	1.2.1 Come to sharing time when called. 1.2.2 Pass a book to a child who asks for one.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen in order to understand self, others, and the surrounding world.

Objectives	Measures
2.1 Respond to a story.	2.1.1 Laugh in the funny part of a story and cry in the sad part.
2.2 "Imitate" teacher's reading.	2.2.1 Use expression when reading.
2.3 Retell a story from memory after listening to it several times.	2.3.1 Repeat <u>The Marvelous Toy</u> after hearing it many times.
2.4 Act out events heard or seen.	2.4.1 Act out firemen putting out a fire at the bakery.
2.5 Identify sounds from home.	2.5.1 Identify sounds of coffee perking.
2.6 Identify and distinguish various pitches, long and short tones, even and uneven rhythm.	2.6.1 Walk to an even rhythm. 2.6.2 Skip to an uneven rhythm.
2.7 Respond to new language heard in meaningful context.	2.7.1 Use the word "chrysalis" in a sentence after watching a chrysalis in the terrarium and hearing the teacher talk about it.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen and respond to the language of others.

Objectives	Measures
3.1 Carry out two or more related directions.	3.1.1 Complete work in science center. Then go to the art center, read directions for bookmaking, and make own book.
3.2 Respond to a poetry selection and dramatize with body movement in a manner that reflects the mood or rhythm.	3.2.1 Dramatize wind after hearing "Who Has Seen the Wind?"
3.3 Follow along with a reading passage that is being read by another.	3.3.1 Follow along as friend reads "The Story of Electricity."
3.4 Respond to directions in a musical recording.	3.4.1 Draw picture after hearing "Boa Constrictor" or Chopin's "Polynaise."
3.5 Raise questions after hearing information from another.	3.5.1 Ask how much to feed the fish after being told to feed it.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will learn listening skills in order to maintain relationships.

Objectives	Measures
4.1 Respond in conversation with adults and peers.	4.1.1 Respond about a favorite activity by giving an answer and expanding on it.
4.2 Respond to a friend who is orally sharing work.	4.2.1 Ask a question about a science project on evaporation being done by a classmate.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will listen in order to gain information.

Objectives	Measures
5.1 Respond to literal questions about a story or language heard.	5.1.1 Answer questions about events, character, and setting after hearing <u>Madeline</u> .
5.2 Retell in proper sequence a story.	5.2.1 Retell the story of <u>Madeline</u> .
5.3 Identify beginning, middle, and end of a story.	5.3.1 Identify the middle part of <u>Madeline</u> .
5.4 Draw a picture of a story heard.	5.4.1 Draw a picture of the first Thanksgiving.
5.5 Dramatize a story or a scene from a story heard.	5.5.1 Dramatize Pilgrims on the Mayflower.
5.6 Respond to interpretive questions about a story heard.	5.6.1 Answer questions about the ships after hearing the story of the first Thanksgiving.
5.7 Relate story to own experience.	5.7.1 Tell about going deep-sea fishing with uncle.
5.8 Draw conclusions from a story heard.	5.8.1 Answer questions about the relationship between the Pilgrims and the Indians.
5.9 Make judgments from information heard.	5.9.1 Tell own opinion of the Pilgrims, e.g., "The Pilgrims must have been afraid."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Listening

COMPETENCY GOAL 6: The learner will use listening skills to solve problems.

Objectives	Measures
6.1 Predict outcome of story by creating a new ending.	6.1.1 Create a new ending for <u>Madeline</u> .
6.2 Draw conclusions.	6.2.1 Tell where cat might be found after hearing all the facts about a missing cat.
6.3 Make judgments.	6.3.1 Tell what should be done after hearing a problem discussed.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Listening

COMPETENCY GOAL 7: The learner will listen in order to enhance imagination and enjoyment.

Objectives	Measures
7.1 Relate to a story heard.	7.1.1 Act out <u>The Giving Tree</u> .
7.2 Respond to a musical recording.	7.2.1 Improvise dance to "Waltz of the Flowers," or "Dance of the Sugar Plum Fairy."
7.3 Relate to a character in story heard	7.3.1 Act out Pippi Longstocking.
	7.3.2 Act out "Rumpelstiltskin."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use speech to communicate basic needs.

Objectives	Measures
1.1 Express physical and psychological needs and wants.	1.1.1 Request permission to open a window, get a drink of water, or read a book. 1.1.2 Say, e.g., "That story made me sad."
1.2 Protect self and self-interest.	1.2.1 Say, e.g., "I'd like to get another book from the library." 1.2.2 Say, e.g., "I'd like my eraser back, please."
1.3 Justify behavior or claims.	1.3.1 Say, e.g., "I'm first in line, because it's my turn today." 1.3.2 Say, e.g., "You took two turns so I get two turns."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will use speech to understand self, others, and the world.

Objectives	Measures
2.1 Articulate feelings, both own and those of others.	2.1.1 Say, e.g., "I wish we could have won the game."
	2.1.2 Tell about a personal experience, e.g., "We had a great time at Sue's birthday party."
	2.1.3 Tell about feelings on Halloween, e.g., "I wasn't really scared because it was all just pretend."
2.2 Seek information through questions.	2.2.1 Ask questions about self, e.g., "When will I be able to drive a car?"
	2.2.2 Ask questions about others, e.g., "Where did Karen live before she came to our school?"
	2.2.3 Ask questions about own surroundings, e.g., "Did Pilgrims live here?"
2.3 Analyze self.	2.3.1 Express self-worth, e.g., "I was the fastest runner in the race."
	2.3.2 Say, e.g., "If I really try hard, I can remember my book."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use speech to direct others.

Objectives	Measures
3.1 Give directions to others.	3.1.1 Tell another child how to handle the class hamster.
	3.1.2 Tell a new child how to go to the cafeteria.
	3.1.3 Tell how to make a playhouse.
3.2 Use persuasive techniques.	3.2.1 Persuade a classmate to try something different, e.g., "This chicken is delicious. You should taste it."
3.3 Collaborate in action with others.	3.3.1 Talk with another child in a science activity, e.g., "You pour the dirt in the pot while I hold it."
	3.3.2 Talk with another child in a math activity, e.g., "Let's ask to do a graph on <u>Favorite Cartoons</u> ."
	3.3.3 Talk with another child about making a book, e.g., "I can write the story if you will draw the pictures."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives	Measures
4.1 Identify the components of a scene or object (size, color, and other attributes).	<p>4.1.1 Tell about a creation, e.g., "That's the space shuttle. Here's the engine."</p> <p>4.1.2 Tell about a picture painted, e.g., "That's the space shuttle. These are some palm trees. It's Cape Canaveral."</p> <p>4.1.3 Describe the pet hamster, e.g., "He has sharp teeth. His head is small. His little paws are like hands."</p>
4.2 Refer to sequence of events.	<p>4.2.1 Tell about an incident to others, e.g., "Last night we had to go to my aunt's house. She was sick. We got home late."</p> <p>4.2.2 Tell what happened in a math activity, e.g., "I checked on everyone's favorite TV show. I wrote everyone's name down."</p> <p>4.2.3 Tell about what happened on the nature trail, e.g., "We started at the entrance...."</p>
4.3 Recognize related aspects.	<p>4.3.1 Compare two types of rodents, e.g., guinea pig and hamster.</p> <p>4.3.2 Explain cause and effect in a math activity, e.g., "You put a rock on one side and the balance goes up on the other side."</p>

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives	Measures
4.4 Make an analysis.	4.4.1 Explain a situation in a math activity, e.g., "You need to check everyone's name off when doing a graph to make sure you don't miss anyone."
	4.4.2 Tell about the weather report.
	4.4.3 Explain the characteristics of an animal, e.g., "Moles don't need to see because they burrow under ground, but they need paws like shovels to burrow."
4.5 Recognize the central meaning.	4.5.1 Tell the main point when sharing information learned, e.g., "The space shuttle comes back to earth."
	4.5.2 Tell the main point when sharing information learned, e.g., "Carowinds is a place for having fun."
4.6 Reflect on information learned.	4.6.1 Give opinion of events, e.g., "I'd like to go into space when I grow up."
	4.6.2 Give opinion of events and anticipate, e.g., "If a new cartoon comes on TV it might change our graph."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 5: The learner will use speech to solve problems.

Objectives	Measures
5.1 Recognize problems and their solutions.	5.1.1 Ask questions to solve problems, e.g., "How much gas does it take to go into space? It must take a lot." 5.1.2 Tell about a problem and how to solve it, e.g., "One plant is leaning over. Maybe I should prop it up with a stick."
5.2 Reflect on problems and their solutions.	5.2.1 Draw conclusions about a problem in a story, e.g., "Hansel and Gretel will have to think of a way to escape from the witch." 5.2.2 Draw conclusions about a problem in science activity, e.g., "That plant isn't getting enough sun. Maybe that's why it's leaning toward the sun."
5.3 Recognize principles.	5.3.1 Use logical reasoning in a science activity, e.g., "Plants grow toward the light." 5.3.2 Use logical reasoning in a math activity, e.g., "Things which are bigger are not always heavier."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 6: The learner will use speech to establish and maintain relationships.

Objectives	Measures
6.1 Converse with adults.	6.1.1 Share an interest with teacher, aide, or principal, e.g., "I liked the football game on Friday night. Did you?" 6.1.2 Talk with the teacher, e.g., "Would you read some more of the story before we go home, please?"
6.2 Converse with peers.	6.2.1 Talk and work cooperatively, e.g., in an art activity, say, "I like your trees. They look real." 6.2.2 Talk and work cooperatively, e.g., "Mary, will you read over my story?"
6.3 Recognize appropriate volume control in different situations.	6.3.1 Use appropriate volume level on the playground, in an assembly, and in the cafeteria.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 7: The learner will use speech to express imagination and enjoyment.

Objectives	Measures
7.1 Respond to musical recordings and poems.	7.1.1 Sing songs, e.g., "She'll Be Coming 'Round the Mountain." 7.1.2 Recite or chant a poem, e.g., from <u>Where the Sidewalk Ends</u> .
7.2 Pattern songs and poems.	7.2.1 Invent new words for a song, e.g., "She'll Be Coming 'Round the Mountain." 7.2.2 Invent new words for a poem, e.g., "Rain."
7.3 Respond to literature and television.	7.3.1 Dramatize a character, e.g., from <u>Hansel and Gretel</u> . 7.3.2 Act out a person, e.g., from a TV news program or weather program.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 8: The learner will verbalize effectively.

Objectives	Measures
8.1 Use appropriate control of volume in different situations.	8.1.1 Demonstrate appropriate pacing of words, phrases, and sentences in telling a story or relating an experience. 8.1.2 Use a soft pitch when working in a small group. 8.1.3 Use a medium pitch when sharing with total group. 8.1.4 Use different pitches when dramatizing, e.g., <u>Hansel and Gretel</u> .
8.2 Use intonation to express attitudes, feeling, and emotions.	8.2.1 Portray, through oral reading, the mood and purpose of the author. 8.2.2 Talk in a sly voice when reenacting the witch in <u>Hansel and Gretel</u> . 8.2.3 Talk in an angry voice when reenacting a scene. 8.2.4 Talk in a scared voice when reenacting a scene.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Speaking

COMPETENCY GOAL 9: The learner will exhibit effective nonverbal techniques to accompany speech.

Objectives	Measures
9.1 Establish eye contact.	9.1.1 Look at a person while talking.
	9.1.2 Look at members of the group when speaking.
9.2 Use facial expressions to convey emotion.	9.2.1 Use facial expressions and body language appropriate to the character being portrayed.
	9.2.2 Use facial expressions while reading orally or speaking.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will continue to develop familiarity with books and stories.

Objectives	Measures
1.1 Become familiar with fairy tales, folk tales, and picture books.	1.1.1 Listen to fairy tales, folk tales, and picture books which are read. 1.1.2 Read picture books to classmates or younger child. 1.1.3 Talk to other children about a book. 1.1.4 Act out the story with others through use of props such as dress-up and puppets. 1.1.5 Read a book and discuss it.
1.2 Identify and select favorite fairy tales, folk tales, and picture books.	1.2.1 Select a book for story time. 1.2.2 Use the reading corner voluntarily. 1.2.3 Bring a favorite book from home.
1.3 Become familiar with informational books.	1.3.1 Select a book on animals in order to find out answers to questions. 1.3.2 Share a piece of information from a book on reptiles. 1.3.3 Use a book as a reference in spelling a word such as "hippopotamus."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will recognize relevant print in the environment.

Objectives	Measures
2.1 Follow directions on signs and labels.	2.1.1 Read the following signs and tell what they mean: "DO NOT ENTER," "KEEP TO THE RIGHT," "DANGER."
	2.1.2 Draw a picture showing the meaning of signs, e.g., a hole in the ground with DANGER sign nearby.
	2.1.3 Read recipe directions and make the product, e.g., haystacks.
2.2 Distinguish between labels on classroom containers and shelves.	2.2.1 Replace the correct lid on the container.
	2.2.2 Place the Unifix cubes box beside the label, "Unifix."
	2.2.3 Put game pieces in their proper box.
2.3 Compare and contrast advertisements.	2.3.1 Use the newspaper to make a list of products.
	2.3.2 Make up a wish list from a catalogue.
	2.3.3 Survey the class on favorite cereals and make a graph of findings.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will read for a variety of purposes.

Objectives	Measures
3.1 Read for pleasure.	3.1.1 Choose to read a book during free time.
	3.1.2 Discuss a book that was enjoyed with another child.
	3.1.3 Read a favorite book to a group of younger children.
3.2 Read to answer own questions.	3.2.1 Make a list of prehistoric animals from books on those animals.
	3.2.2 Tell all about how a seed develops after reading a book on seeds.
	3.2.3 Draw a series of pictures to show metamorphosis of a butterfly after reading about it in a book.
3.3 Read to follow directions.	3.3.1 Make something to eat by following the recipe in the cooking area.
	3.3.2 Play a game by following the written directions.
	3.3.3 Carry out a science experiment by following directions on a chart.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will demonstrate an understanding of a main idea and details.

Objectives	Measures
4.1 Express the main idea.	4.1.1 Suggest a title for a story as part of a group process in choosing a title.
	4.1.2 Write a title for own book after writing a story.
	4.1.3 Tell what another child talked about after hearing about it at sharing time.
4.2 Describe details.	4.2.1 Draw a detailed picture of a favorite character.
	4.2.2 Make several stick puppets to show different facial expressions.
	4.2.3 Keep a diary describing events that have occurred.
4.3 Locate specific details.	4.3.1 Point out and read aloud three details about a character or event in a story.
	4.3.2 Read from a recipe chart and measure out specific amounts for a recipe, e.g., $\frac{1}{2}$ cup of water.
	4.3.3 List the characteristics of an animal or person given in the story and compare her/his list with those of classmates.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will understand plot, time, cause/effect, sequence, and logical arrangement in a story.

Objectives	Measures
5.1 Recognize the plot.	5.1.1 Dramatize the story with others.
	5.1.2 Retell the story showing the beginning, the development, and the ending.
	5.1.3 Compare and contrast the plot of one fairy tale with another fairy tale, e.g., <u>Hansel and Gretel</u> and <u>Snow White</u> .
5.2 Describe the time sequence.	5.2.1 Make a comic strip showing sequence of events in a story.
	5.2.2 Make brief notes and use them to narrate a pantomime of a story.
	5.2.3 Perform in a puppet show showing what happened first, second, and last.
5.3 Associate cause with effect in a story.	5.3.1 Draw a picture to show cause and a picture to show effect, e.g., "Snow White ate the apple. Snow White fell asleep."
	5.3.2 Act out the Fairy Godmother turning Cinderella into a beautiful lady.
	5.3.3 Write down what happened first and last in a story, and take part in a discussion on cause and effect.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will recognize the setting of a story or book.

Objectives	Measures
6.1 Identify the setting of a story or book.	6.1.1 Tell <u>where</u> a story took place after reading a story.
	6.1.2 Tell <u>when</u> the story took place.
6.2 Describe the setting of a story or book.	6.2.1 Construct a diorama.
	6.2.2 Describe in detail the setting of a story and have other children identify the story.
	6.2.3 Paint a backdrop for a puppet show or play.
	6.2.4 Design a cover for a personally authored book to depict where the story took place.
6.3 Compare and contrast settings of stories and books.	6.3.1 Tell why one setting is different from another in different books, e.g., <u>Madeline in Paris</u> , <u>Make Way for Ducklings</u> .
	6.3.2 Draw a picture of own yard and compare it to the one in <u>Harry and the Next Door Neighbor</u> .

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will understand inference in a story.

Objectives	Measures
7.1 Draw conclusions.	7.1.1 Write a brief conclusion to a story after hearing most of the story.
	7.1.2 Draw a picture of how a mystery might be solved after hearing most of the story.
	7.1.3 Provide the answer to a riddle.
	7.1.4 Supply a word to describe a character, e.g., "The fox was <u>sly</u> ."
	7.1.5 Identify a character based on several details given by each member of the group.
7.2 Infer cause and effect.	7.2.1 Tell why something happened in a story, e.g., "Gretel got thin because the witch wouldn't feed her."
	7.2.2 Draw a picture illustrating a cause and effect relationship in a story.
7.3 Predict outcomes.	7.3.1 Tell what the book might be about based on the title of the story.
	7.3.2 Tell what might happen after reading part of a story.
	7.3.3 Show sequel to a story through drama, painting, modeling, or writing a brief conclusion.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will understand character traits depicted in a story.

Objectives	Measures
8.1 Analyze feelings.	8.1.1 Act out a character to portray feelings such as happiness, sadness, or anger. 8.1.2 Draw a character, showing facial expressions. 8.1.3 Write down a word to describe a character's feelings. Compare with others in the group.
8.2 Recognize motives.	8.2.1 Act out a motive such as greed, revenge, goodwill. 8.2.2 Tell a good motive in a character. Tell a bad motive in a character.
8.3 Describe behavior.	8.3.1 Pantomime a character, e.g., "Charlie Brown at Christmas." 8.3.2 Dramatize a situation from a story, e.g., witch in <u>Hansel and Gretel</u> . 8.3.3 List words to describe a character's behavior and compare words with others in the group, e.g., crying, jumping, creeping.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will evaluate what is read.

Objectives	Measures
9.1 Express opinion about a story or book.	9.1.1 Write, "I liked <u>Madeline's Rescue</u> because"
	9.1.2 Draw picture of favorite part of a book.
9.2 Compare and contrast the quality of stories or books.	9.2.1 Survey class members and make a graph of favorite books.
	9.2.2 Choose a favorite character. Dress up as the character and tell why people should read the book.
	9.2.3 Tell why a story character would not be good as a friend.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 10: The learner will make predictions and confirm them.

Objectives	Measures
10.1 Predict on the basis of context.	<p>10.1.1 Use cover of book to predict and confirm, e.g., <u>The Girl Who Loved Wild Horses</u>--"This book must be about horses."</p> <p>10.1.2 Use picture clues to predict what the sentence is likely to say.</p>
10.2 Predict on the basis of context, sentence structure, and letter detail.	<p>10.2.1 Provide a word that makes sense as the teacher pauses while reading a song chart.</p> <p>10.2.2 Read an unknown word that makes sense, e.g., "The cowboy was r _____ the horse." (riding)</p> <p>10.2.3 Use all cues simultaneously when faced with an unknown word, e.g., "Curious George is s _____ in the water." (swimming)</p>
10.3 Confirm own response by use of meaning, sentence structure, and letter detail.	<p>10.3.1 Correct self when word doesn't make sense, e.g., "Curious George is <u>sezing</u> in the water. Curious George is <u>swimming</u> in the water."</p> <p>10.3.2 Correct self when word is left out, e.g., "It's next to our house so we're late. It's next to our house so we're <u>never</u> late."</p> <p>10.3.3 Read through a whole book or story alone.</p>

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 11: The learner will develop vocabulary to aid in comprehension.

Objectives	Measures
11.1 Recognize, pronounce, and use high frequency words in context.	11.1.1 Read aloud a selection from a book, pronouncing high frequency words correctly.
	11.1.2 Illustrate a sentence containing high frequency words, e.g., The boy came <u>out</u> <u>of</u> <u>the</u> house.
	11.1.3 Copy a needed word from an alphabetized word chart while writing a story.
	11.1.4 Find words in a high frequency word book and confirm the spelling for a piece of writing.
11.2 Give synonyms and antonyms for words.	11.2.1 Write two or more words that mean the same as a given word, e.g., red.
	11.2.2 Read a poem. Then substitute words that mean the same as selected words in the poem.
	11.2.3 Read a fable and underline key words. Change the underlined words to their opposite meaning, e.g., "The Ant and the Dove."
	11.2.4 Write two or more words that mean the opposite of a given word, e.g., cry.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 11: The learner will develop vocabulary to aid in comprehension.

Objectives	Measures
11.3 Use contextual clues to identify unknown or missing words.	11.3.1 Read a sentence and supply the missing word, e.g., The horse was in the (room, pasture, house, hood). 11.3.2 Use background experiences and/or pictures to help identify unknown words. 11.3.3 Use a word that makes sense in a sentence when faced with an unknown word.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 12: The learner will continue to develop phonic generalizations.

Objectives	Measures
12.1 Recognize and use consonant clusters and variant vowel sounds.	12.1.1 Select from a list the word that has the same beginning or ending consonant cluster sound as the word pronounced by the teacher or students. 12.1.2 Read a poem, select and write words with variant vowel sounds, or write some words with consonant clusters. 12.1.3 Make a list of classmates' names that have variant vowel sounds.
12.2 Recognize and use long and short vowel sounds.	12.2.1 Select from a list the word that has the same long or short vowel sound as the word pronounced by the teacher or students. 12.2.2 Give other words that have the same long or short vowel sound as the word pronounced by students. 12.2.3 Find and write words from a personal dictionary that have a long or short vowel sound.
12.3 Use personal knowledge of letter/sound relationship to convey meaning.	12.3.1 Make a sign for a model, using personal knowledge of letter/sound relationship. 12.3.2 Write a message, using personal knowledge of letter/sound relationship.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 13: The learner will continue to gain knowledge of word structure.

Objectives	Measures
13.1 Recognize plurals, apostrophes, and simple contractions in context.	13.1.1 Read plural words as they arise in context and tell that they mean more than one, e.g., "The <u>puppies</u> were with their mother." 13.1.2 Write <u>puppies</u> or <u>banies</u> in a story to signify more than one. 13.1.3 Write, "My <u>daddy's</u> truck is a Ford" to show that the truck belongs to daddy. 13.1.4 Read, "They <u>weren't</u> in the barn" and tell what the contraction means. 13.1.5 Write a sentence combining two words to make a contraction, e.g., "Chris <u>wasn't</u> in the car."
13.2 Recognize compound words, root words, and affixes in context.	13.2.1 Give the meaning of a compound word (e.g., "snowman" or "birthday") after reading a story. 13.2.2 Recognize compound words and root words in everyday reading. 13.2.3 Write, "My brother went <u>swimming</u> at the lake" and tell the suffix. 13.2.4 Write sentences using affixes, e.g., dis, ly, un, re, ing, ed.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will engage in prewriting activities that focus on concrete experiences.

Objectives	Measures
1.1 Relate personal experiences.	1.1.1 Talk with a partner about an experience.
	1.1.2 Tell the class about an experience with clear beginning, middle, and end.
	1.1.3 Draw a picture or series of pictures about an experience.
1.2 Organize ideas.	1.2.1 Contribute words or ideas to a class list after a visit.
	1.2.2 Make a short list of words in preparation for a story.
	1.2.3 Draw a picture and label items in preparation for a story.
1.3 Conduct an experiment.	1.3.1 Survey people's opinions on a topic.
	1.3.2 Set up plant growth variables.
	1.3.3 Observe an animal.
1.4 Select a topic for writing.	1.4.1 Make a list of topics and choose one to write about.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will communicate basic needs through drawing and writing lists, labels, and captions.

Objectives	Measures
2.1 Express a personal desire or need.	2.1.1 Write a wish list for Christmas or a birthday. 2.1.2 Write a list of plans for the day. 2.1.3 Write a list of clothes needed on a winter day. 2.1.4 Sign up for an activity by signing name. 2.1.5 Contribute to class list, e.g., "Things We Need for Our Picnic." 2.1.6 Make a book of needs, e.g., "Things I Need in My Bedroom."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will direct others through drawing and writing signs, directions, and rules.

Objectives	Measures
3.1 Give personal directions to others in writing.	3.1.1 Write a sign for a model, e.g., "Handle with care."
	3.1.2 Write a sign for the pet cage, e.g., "No feeding between meals."
	3.1.3 Write a sign for desk, cubby, or personal materials, e.g., "Do not open!"
3.2 Give informational directions to others in writing.	3.2.1 Write a recipe or art directions on a chart for the class.
	3.2.2 Write a rule for class chart, e.g., "Caring for Our Fish."
	3.2.3 Write rules for playing checkers.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will establish and maintain relationships through drawing and writing messages.

Objectives	Measures
4.1 Draft a message.	4.1.1 Write a note to a pen friend. 4.1.2 Write a get well card to a friend. 4.1.3 Write a thank you note for a birthday gift.
4.2 Draft a response to a message.	4.2.1 Write an answer to a note.
4.3 Revise a message to clarify meaning.	4.3.1 Add a detail as a result of a question. 4.3.2 Read note aloud to another to check details.
4.4 Edit a message for capitalization, punctuation, usage, spelling, and letter formation.	4.4.1 Read message aloud to a partner and insert punctuation: periods, question marks, exclamation points, and quotation marks. 4.4.2 Erase and correct misspelled words. 4.4.3 Erase and correct letter formation. 4.4.4 Capitalize names of people and places, and beginning of sentences.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop and maintain one's own identity through drawing and writing about self and family.

Objectives	Measures
5.1 Record personal experiences and events.	5.1.1 Keep a journal of personal experiences (no revision or editing required).
	5.1.2 Make a book about a family experience, e.g., <u>Fishing with My Dad</u> ; <u>Our Dog, Fred</u> ; or <u>Things I Like To Do</u> .
	5.1.3 Contribute to a class book, e.g., <u>Second Graders</u> .
5.2 Revise selected pieces of own writing.	5.2.1 Add more details as a result of questioning or rereading.
	5.2.2 Choose more appropriate words, e.g., synonyms--red, crimson.
5.3 Edit selected pieces of own writing for capitalization, punctuation, usage, spelling, and letter formation.	5.3.1 Read pieces aloud to a partner and insert punctuation: periods, question marks, exclamation points, and quotation marks.
	5.3.2 Erase and correct misspelled words.
	5.3.3 Erase and correct letter formations.
	5.3.4 Capitalize names of people and places, and beginnings of sentences.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will speculate and predict through drawing and writing.

Objectives	Measures
6.1 Recognize problems and ask questions.	6.1.1 Draft a question to be considered for a chart, e.g., "Questions About Banks." 6.1.2 Draft a question for the class question box. 6.1.3 Draft a prediction on a science experiment, e.g., "The plant in darkness will die."
6.2 Discover answers to questions.	6.2.1 Draft, revise, and edit sentences for a concept book, e.g., <u>How to Catch a Fish</u> . 6.2.2 Record what happened in a class survey by graphing findings, e.g., "Favorite Fruits." 6.2.3 Draft an answer to a question, e.g., "Questions About Banks," and take part in discussion using own written information. 6.2.4 Draft and revise a weather report to be read aloud to the class.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 7: The learner will convey information through drawing or writing posters, booklets, and messages.

Objectives	Measures
7.1 Draft information.	7.1.1 Draw and label a series of pictures depicting a life cycle, e.g., mealworms. 7.1.2 Draw and write about a field trip, e.g., to the bank, to the post office, to the nature center. 7.1.3 Write a draft for a resource book, e.g., <u>Cattle</u> , <u>Growing Corn</u> , or <u>Caring for a Baby</u> .
7.2 Revise selected pieces to enhance meaning.	7.2.1 Add more detail to a picture or sentence as a result of questioning or rereading. 7.2.2 Add a detail to the class newspaper as a result of new information, e.g., "The latest report was that the new baby and mother were doing well." 7.2.3 Change information on class message board, e.g., " Five puppies for sale." Four

Skills/Subject Area: Writing

COMPETENCY GOAL 7: The learner will convey information through drawing or writing posters, booklets, and messages.

Objectives	Measures
7.3 Edit selected pieces for capitalization, punctuation, usage, spelling, and letter formation.	7.3.1 Reread own writing and insert appropriate punctuation: periods, exclamation points, question marks, possessives, contractions, and quotation marks. 7.3.2 Correct some misspelled words using word banks or simple dictionaries. 7.3.3 Capitalize the beginning of sentences and the names of people and places. 7.3.4 Check for letter formation from a handwriting model.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 8: The learner will express imagination through drawing and writing stories and booklets.

Objectives	Measures
8.1 Draft a story in pictures and words.	8.1.1 Draw a picture and label it. 8.1.2 Use own picture and labels to write a draft. 8.1.3 Draft several incidents of a story for a booklet.
8.2 Revise selected pictures and stories to enhance meaning.	8.2.1 Add more detail as a result of questioning or rereading. 8.2.2 Change the order of the pages in her/his own story. 8.2.3 Change the lead sentence in a story.
8.3 Edit selected pieces of writing for capitalization, punctuation, usage, spelling, and letter formation.	8.3.1 Reread own writing and insert appropriate punctuation: periods, exclamation points, question marks, possessives, contractions, and quotation marks. 8.3.2 Correct some misspelled words using word banks or simple dictionaries. 8.3.3 Capitalize the beginning of sentences and the names of people and places. 8.3.4 Correct letter formation to make writing more legible.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will participate in publishing selected writing for an identified audience.

Objectives	Measures
9.1 Sign up and make lists for personal needs.	9.1.1 Sign up for an activity in class.
	9.1.2 Write a wish list for birthday or Christmas.
	9.1.3 List things needed for a picnic.
9.2 Write signs, labels, and directions for classmates.	9.2.1 Write a sign for class pet, e.g., "No feeding between meals."
	9.2.2 Write rules for playing a game.
	9.2.3 Write a sign for door, e.g., "EXIT."
9.3 Send notes, greeting cards, and letters to classmates, friends, and family to establish and maintain relationships.	9.3.1 Write a note to a pen friend.
	9.3.2 Write a get well card to a friend.
	9.3.3 Write a thank you note to a relative.
	9.3.4 Write an answer to a note from a friend.
9.4 Make diary or journal-type books for self and others to maintain one's own identity.	9.4.1 Keep a journal of personal experiences.
	9.4.2 Make a book about a family experience, e.g., <u>Fishing with My Dad</u> , or <u>My Dog, Lassie</u> .
	9.4.3 Contribute to a class record.

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will participate in publishing selected writing for an identified audience.

Objectives	Measures
9.5 Record questions, and answers to questions on charts and in booklets.	9.5.1 Write questions on class chart, e.g., "Questions About the Ocean." 9.5.2 Write a question for the class question box. 9.5.3 Write a concept book, e.g., <u>How to Milk a Cow</u> .
9.6 Make posters and illustrated booklets to convey information to other children.	9.6.1 Draw and label a series of pictures depicting a life cycle, e.g., mealworms. 9.6.2 Make a booklet about a field trip, e.g., <u>The Bank</u> , <u>The Post Office</u> , <u>Deer</u> . 9.6.3 Make a booklet as a resource for other children, e.g., <u>Cattle</u> or <u>Raising a Kitten</u> .
9.7 Make illustrated stories and booklets for storytelling.	9.7.1 Make a booklet containing an imaginary story with a clear beginning, middle, and end. 9.7.2 Tape-record imaginary story for others to hear.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Handwriting

COMPETENCY GOAL 1: The learner will show an interest in a variety of written materials in the surrounding environment.

Objectives	Measures
1.1 Show an interest in books.	1.1.1 Ask for a particular story to be read. 1.1.2 Read a book voluntarily.
1.2 Show an interest in signs and labels.	1.2.1 Read signs and labels. 1.2.2 Make signs and labels for the classroom.
1.3 Show an interest in communicating.	1.3.1 Write a letter to someone. 1.3.2 Ask to make a greeting card.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Handwriting

COMPETENCY GOAL 2: The learner will demonstrate fine motor coordination in a variety of situations: threading, tying, folding, stacking, drawing, painting, and sewing.

Objectives	Measures
2.1 Use a paint brush.	2.1.1 Hold a paintbrush easily while painting a picture. 2.1.2 Control amount of paint needed on the brush.
2.2 Make a model.	2.2.1 Make a clay model. 2.2.2 Construct a model from "junk" material and glue.
2.3 Show hand-eye coordination.	2.3.1 Thread a large-eyed needle. 2.3.2 Sew a simple pattern. 2.3.3 Make an intricate pattern with a geoboard. 2.3.4 Tie her/his own shoelaces.
2.4 Use crayons and pencils.	2.4.1 Hold a crayon or pencil easily while drawing and coloring a picture.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Handwriting

COMPETENCY GOAL 3: The learner will use conventional letter formation, letter size, spacing, and alignment in a printed message.

Objectives	Measures
3.1 Write upper and lower case letters legibly when writing a message.	3.1.1 Write a message legibly.
3.2 Keep consistent letter size when writing a message.	3.2.1 Write on dotted-line paper to help with letter size.
	3.2.2 Use regular lined notebook paper.
3.3 Use appropriate spacing between words when writing a message.	3.3.1 Reread own writing without difficulty.
3.4 Align letters and words consistently while writing a message.	3.4.1 Print letters and words perpendicular to the edge of the paper.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will observe and respond to illustrations in books.

Objectives	Measures
1.1 Respond to what is seen in pictures/illustrations.	1.1.1 Tell what is happening when shown a picture.
	1.1.2 Use picture clues to help read the story when approaching new reading material.
	1.1.3 Use pictorial directions to accomplish a task, e.g., make constructions or perform science experiments.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will recognize details in various visual contexts.

Objectives	Measures
2.1 Observe specific aspects of the environment.	2.1.1 Make a list of objects seen when participating in a nature walk.
	2.2.1 Choose a puzzle with appropriate level of difficulty and put it together.
	2.2.2 Sort a group of objects according to shape, size, color, and/or texture.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will recognize the main idea in various visual contexts.

Objectives	Measures
3.1 State the main idea when looking at pictures and books.	3.1.1 Tell the main focus when looking at a picture.
	3.1.2 Tell what the book is about when looking at a book cover/title.
	3.1.3 Tell what the story is about when looking at the illustrations in a story.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will summarize visual information.

Objectives	Measures
4.1 Summarize information in pictures.	4.1.1 Tell what happened after looking at a sequence of pictures that tell a story.
4.2 Summarize information in pictorial graphs.	4.2.1 State findings after surveying and making a graph to show results of a survey of various aspects of the school, e.g., number of men and women teachers, kinds of cars in parking lot.
4.3 Summarize results of an activity.	4.3.1 State findings after conducting a science experiment.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compare and contrast visual information.

Objectives	Measures
5.1 Compare and contrast in various situations.	5.1.1 Conduct a float/sink experiment using a variety of objects.
	5.1.2 Tell how the subjects are alike and different.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 6: The learner will recognize cause and effect relationships in visual situations.

Objectives	Measures
6.1 See that own behavior has consequence.	6.1.1 Say, "If I don't clean the paint brush, it will get hard and stiff."
6.2 Predict outcomes.	6.2.1 Predict the remainder of the story when shown half of an unfamiliar filmstrip.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 7: The learner will recognize relationships between parts and the whole in visual situations.

Objectives	Measures
7.1 Discover characteristics of manipulative materials.	7.1.1 Select a puzzle with an appropriate level of difficulty and put it together.
	7.1.2 Collect pictures and make a collage to depict "FUN."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Viewing

COMPETENCY GOAL 8: The learner will convey information through visual messages.

Objectives	Measures
8.1 Create messages with own body.	8.1.1 Dramatize a kangaroo hopping.
	8.1.2 Dramatize a rosebud opening.
	8.1.3 Dramatize a boat in high waves.
	8.1.4 Pantomime a story/activity.
8.2 Create messages through various media.	8.2.1 Build a community with shoe boxes, paper cylinders, construction paper, and string.
	8.2.2 Paint a mural to show things to do in the snow.
	8.2.3 Make a collage of a nature walk.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will explore the characteristics and potential use of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, and natural science materials.

Objectives	Measures
1.1 Make comparisons.	1.1.1 Discuss aspects of a structure in social studies, e.g., "How much space is covered by my airport? - by your airport? What's the difference?"
	1.1.2 Discuss various attributes of an object in science activities, e.g., "Maple leaves have short, pointed leaves but sassafras leaves have smooth, rounded leaves."
1.2 Continue to conceptualize at higher levels.	1.2.1 Make an intricate structure in social studies with such details as control panels, safety belts, and windows.
	1.2.2 Use a rock as a single variable in a balance activity in mathematics.
	1.2.3 Draw simple generalizations from experiments, e.g., "Plants need water."

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will pursue answers to questions about the natural environment, classroom materials, the community, and people.

Objectives	Measures
2.1 Continue to ask who, what, when, where, how, and why questions.	2.1.1 Ask questions during a field trip, e.g., "What do firemen do when there are fires to put out?"; "How do you know where the fire is?"; "How do you get to be a fireman?"; "What kind of special clothes do firemen wear?"
2.2 Ask further questions to clarify or extend understanding.	2.2.1 Ask, e.g., "If all the trucks are at the fire and you get another call, what do you do?"
2.3 Make independent decisions that allow one to pursue questions.	2.3.1 Locate the book, <u>The True Book of Fire Engines</u> , to find out more about them. 2.3.2 Check out reference material from the library, e.g., Dinosaurs. 2.3.3 Make clay models of different types of dinosaurs studied in books and films.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will understand that materials are located in designated places.

Objectives	Measures
3.1 Locate a needed item in the classroom.	3.1.1 Get the standard spelling of a word from a wall chart.
	3.1.2 Get a pair of scissors from the supply area.
3.2 Replace a needed item in a designated place in the classroom.	3.2.1 Return appropriate resource book to the science area.
	3.2.2 Return measuring devices to the math area.

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will understand that information and resources are available in a variety of ways and places.

Objectives	Measures
4.1 Make use of environmental sources.	4.1.1 Bring items of interest to share, e.g., rocks, bugs, leaves.
	4.1.2 Collect things voluntarily, e.g., shells, coins, stamps.
	4.1.3 Look up a number in a telephone directory.
	4.1.4 Look up a program in <u>TV Guide</u> .
4.2 Use a simple dictionary.	4.2.1 Tell whether a word is at the beginning, middle, or end of the dictionary.
	4.2.2 Find a word by writing down how it might be spelled.
4.3 Understand book parts.	4.3.1 Locate a story by using the table of contents.
	4.3.2 Tell the author's name from the title page.
4.4 Make use of pictorial material.	4.4.1 Find specific information on a chart, graph, or calendar.
	4.4.2 Bring catalogues, brochures, maps, or pictures as a resource for current topic of study.
	4.4.3 Tell north and south directions on a simple map.
4.5 Understand the use of an encyclopedia.	4.5.1 Ask for help in reading an entry in <u>Childcraft</u> .

COMMUNICATION SKILLS

Grade Level: 2

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will record findings to questions in a number of ways: pictures, structures, models, lists, graphs, dramatics, and booklets.

Objectives	Measures
5.1 Share new knowledge with classmates.	5.1.1 Draw a series of pictures to illustrate an experiment.
	5.1.2 Write a short illustrated report to answer own questions about the habits of an animal.
	5.1.3 Graph the occupations of parents and write up conclusions to accompany the graph.
	5.1.4 Make a clay model of a sea animal.

Grade 3 Outline

LISTENING

Listening Attentively

1. Listen to basic needs expressed by others.
2. Listen to understand self, others, and the world around.
3. Listen to language of others and respond.
4. Listen to maintain relationships.

Developing Comprehension Strategies

5. Listen to gain information.
6. Listen to language to solve problems.
7. Listen in order to imagine and to enjoy.

SPEAKING

Using Social Functions

1. Use speech to communicate basic needs.
2. Use speech to understand self, others, and the world around.
3. Use speech to direct others.
4. Use speech to report and inform.
5. Use speech to solve problems.
6. Use speech to establish and maintain relationships.

Using Speaking Techniques

7. Use speech for its own sake to express imagination and enjoyment.
8. Exhibit effective verbal techniques.
9. Exhibit effective nonverbal techniques to accompany speech.

READING

Reading for Independence

1. Continue to develop familiarity with books and stories.
2. Recognize relevant print in the environment.
3. Read for a variety of purposes.

Refining Comprehension Strategies

4. Demonstrate an understanding of main idea and details.
5. Understand plot, time, cause/effect, sequence, and logical arrangement of a story.
6. Recognize the setting of a story.
7. Understand inference in a story.
8. Understand character traits depicted in a story.
9. Evaluate what is read.

Refining Word Recognition Strategies

10. Make predictions and confirm them.
11. Develop vocabulary to aid in comprehension.
12. Use phonic generalizations.
13. Continue to gain knowledge of word structure.
14. Gain knowledge of descriptive language.

WRITING

Prewriting

1. Engage in prewriting activities that focus on concrete experiences.

Communicating in Functional Ways (Drafting/Revising/Editing)

2. Communicate basic needs through writing lists, labels, and captions.
3. Direct others through writing signs, directions, and rules.
4. Establish and maintain relationships through writing messages.
5. Develop and maintain one's own identity through writing about self and family.
6. Speculate and predict through writing.
7. Convey information through writing posters, booklets, and messages.
8. Express imagination through writing stories and booklets.

Publishing

9. Participate in publishing selected pieces of writing for an identified audience.

HANDWRITING

1. Show an interest in a variety of written materials in the surrounding environment.
2. Demonstrate fine motor coordination in a variety of situations.
3. Use conventional letter formation, letter size, spacing, and alignment in a printed message.
4. Use conventional cursive letter formation, letter size, spacing and alignment in a written message.

VIEWING

Comprehension

1. Look and respond to illustrations in books.
2. Recognize details in various visual contexts.
3. Recognize main idea in various visual contexts.

4. Summarize visual information.
5. Compare and contrast visual information.
6. Recognize cause and effect relationships in visual situations.

Design Elements

7. Recognize relationships between parts and the whole in visual situations.

Composing Visuals

8. Compose visual messages to communicate information.

STUDY SKILLS

Using Tools and Techniques that Promote Independence in Learning

1. Explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, unit blocks, math manipulatives, art media, dramatic play props, natural science materials.
2. Pursue answers to questions about the natural environment, classroom materials, community, and people.
3. Understand that materials are located in designated places.
4. Understand that information and resources are available in a variety of ways and places: dictionaries, thesauri, catalogs, encyclopedias, brochures, book parts, pictorial materials, environmental sources.
5. Record findings to questions in a variety of ways: drawing a picture, building a structure, listing, writing a short report, presenting a graph.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen to basic needs expressed by others.

Objectives	Measures
1.1 Respond to psychological and physical needs of others.	1.1.1 Say, e.g., "I'm sorry you've been sick," when a child returns to school.
	1.1.2 Express concern when hearing that a friend's family has had a sad experience, e.g., "I know it isn't easy for you."
1.2 Respond to requests.	1.2.1 Help another child find a reference book on butterflies.
	1.2.2 Answer a request for a pencil, e.g., "You may borrow one of mine."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen in order to understand self, others, and the surrounding world.

Objectives	Measures
2.1 Listen to gather information about the world.	2.1.1 Listen to a guest speaker compare life in the city to life in the country; paint scenes to indicate understanding.
2.2 Listen to story and relate to own feelings.	2.2.1 Write a short statement of feelings after hearing a news article, e.g., a long, serious illness.
2.3 Identify sounds from nature.	2.3.1 Identify a wolf howl from a recording.
2.4 Identify and distinguish various pitches, long and short tones, even and uneven rhythms.	2.1.4 Walk or skip in time with music heard.
2.5 Repond to new language heard in meaningful context.	2.5.1 Use the word "rodent" in a sentence after learning about various types of rodents.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen and respond to the language of others.

Objectives	Measures
3.1 Carry out two or more related directions.	3.1.1 Respond, e.g., "When you finish in science, please read in <u>Ramona, the Pest.</u> "
	3.1.2 Respond to another child, e.g., "If you win this game, I want to play another. Okay?"
3.2 Raise questions after hearing information from another.	3.2.1 Respond to another child, e.g., "If you think there are people on Mars, how is it that we haven't heard from them?"
	3.2.2 Respond to an adult, e.g., "But I still want to know how the bell rings from electricity!"

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will learn listening skills in order to maintain relationships.

Objectives	Measures
4.1 Respond in conversation with adults and peers.	4.1.1 Respond about a favorite activity by giving an answer and expounding on it.
4.2 Respond to classmate's story or work.	4.2.1 Ask a question about a science project on electricity.
	4.2.2 Say, e.g., "In your story about your dog, I could really see him in my mind."
	4.2.3 Say, e.g., "I like teaching my dog tricks, too," in response to hearing a piece of writing.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will listen to gain information.

Objectives	Measures
5.1 Respond to literal, interpretive, and critical questions after hearing a story.	5.1.1 Describe Snoopy after listening to <u>Snow White and the Seven Dwarfs</u> . 5.1.2 Compare Grumpy and Happy after listening to <u>Snow White and the Seven Dwarfs</u> . 5.2.3 Select a favorite dwarf and write about him after listening to <u>Snow White and the Seven Dwarfs</u> .
5.2 Identify the organization or pattern in a story, poem, or song heard.	5.2.1 Listen to Tom T. Hall's "I love..." several times; write a song/poem patterned from it.
5.3 Relate story, poem, song, or process heard to own experience.	5.3.1 Listen to "I love..."; list things loved.

COMMUNICATJON SKILLS

Grade Level: 3

Skills/Subject Area: Listening

COMPETENCY GOAL 6: The learner will use listening skills to solve problems.

Objectives	Measures
6.1 Predict outcomes.	6.1.1 Predict whether a bulb will light after constructing a complete circuit, e.g., "I know you say it's not going to work, but I believe it will!"
	6.1.2 Listen to the introduction of <u>Ramona the Pest</u> ; predict the conclusion of the story.
6.2 Draw conclusions.	6.2.1 Hear about a dilemma involving two children lost in the mountains; identify possible alternatives for action.
6.3 Make judgments.	6.3.1 Hear about a dilemma involving two children lost in the mountains; choose a course of action from possible alternatives.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Listening

COMPETENCY GOAL 7: The learner will listen in order to enhance imagination and enjoyment.

Objectives	Measures
7.1 Relate to a poem heard.	7.1.1 Act out a poem.
	7.1.2 Illustrate a poem.
	7.1.3 Design a mobile depicting a poem.
7.2 Respond to a musical recording.	7.2.1 Improvise movements to "Dance Macabre."
7.3 Relate to a story heard.	7.3.1 Make a filmstrip.
	7.3.2 Take part in a puppet play.
	7.3.3 Act out a character in a story.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use speech to communicate basic needs.

Objectives	Measures
1.1 Use speech to express physical and psychological needs.	1.1.1 Request permission to go to the water cooler.
	1.1.2 Discuss things that create fear after hearing an appropriate story about "fear".
1.2 Protect self and self-interest.	1.2.1 Say, e.g., "I'd like to get my sweater, please."
	1.2.2 Say, e.g., "I'd like to get a new book from the library."
	1.2.3 Say, e.g., "I'd like my eraser back, please."
1.3 Justify behavior or claims.	1.3.1 Say, e.g., "I had to get another sheet of paper because I have more story to write."
	1.3.2 Say, e.g., "I go first because you went first yesterday."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will use speech in order to understand self, others, and the surrounding world.

Objectives	Measures
2.1 Articulate feelings, both own and those of others.	2.1.1 Say, e.g., "I feel upset that I'm late."
	2.1.2 Tell about a personal experience, e.g., "Going in the deep end of the pool was scary."
	2.1.3 Interpret feelings of others, e.g., "John must be sad because his dog is at the vet's."
2.2 Ask questions to seek information.	2.2.1 Ask questions about self, e.g., "Do I live in Raleigh and North Carolina?"
	2.2.2 Ask questions about others, e.g., "Is it fun to live in a big city?"
	2.2.3 Ask questions about own surroundings, e.g., "Is North Carolina a state or a country?"
2.3 Analyze self.	2.3.1 Express self worth, e.g., "I can finally ride my two-wheeler!"
	2.3.2 Say, e.g., "Now I can write like my brother!"

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use speech to direct others.

Objectives	Measures
3.1 Give directions to others.	3.1.1 Tell and show another child how to make a cursive "k".
	3.1.2 Tell and show a new child how to help with clean-up.
	3.1.3 Tell and show how to conduct a science experiment, e.g., plant growth with one variable.
3.2 Use persuasive techniques.	3.2.1 Persuade a classmate to read a certain book, e.g., "Since we both have freckles, I know you'll like <u>Freckle Juice</u> as much as I."
3.3 Collaborate in action with others.	3.3.1 Talk with another child in a science activity, e.g., "You hold the battery while I fix the wire."
	3.3.2 Talk with another child in a math activity, e.g., "Let's measure our rat's tail."
	3.3.3 Talk with another child about making a book, e.g., "I need your help in tying the string to hold the pages together. Thank you."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives	Measures
4.1 Identify the components of a scene or object (size, color, and other attributes).	4.1.1 Tell about a model, e.g., "This Indian village shows the tepees, the medicine man's tepee, where they dried the skins...." 4.1.2 Tell about a diagram, e.g., "This diagram shows how you have to put the wires to make the light bulb go on. This battery is 6 volts." 4.1.3 Describe the pet rat and babies, e.g., "She has a very long tail. Her babies don't have hair yet. Their eyes are still closed, but they bulge out."
4.2 Refer to sequence of events.	4.2.1 Tell about an event to others. e.g., "First we gathered the materials, then we decided who would do each job. Building the village took three days." 4.2.2 Tell about what happened in a math activity, e.g., "First, I gave him a dollar and he gave me 37 cents back."
4.3 Recognize related aspects.	4.3.1 Compare new born animals' characteristics, e.g., ability to stand, open eyes, take food. 4.3.2 Compare cause and effect in a math activity, e.g., "He gave me back 37 cents so he charged 63 cents."
4.4 Make an analysis.	4.4.1 Explain a situation in a science activity, e.g., "Not all new born baby animals have their eyes closed." 4.4.2 Tell about a news item.

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to report and inform.

Objectives	Measures
4.5 Recognize the central meaning.	4.4.3 Explain a science experiment, e.g., "If the battery is weak, it will give off a weak signal." 4.5.1 Tell the main point when sharing information learned, e.g., "Electricity made the bell work."
4.6 Reflect on information learned.	4.6.1 Give opinion on events, e.g., "Electricity is very useful." 4.6.2 Give opinion of events and anticipate, e.g., "New born baby rats cannot survive without their mother."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 5: The learner will use speech to solve problems.

Objectives	Measures
5.1 Recognize problems and their solutions.	5.1.1 Ask questions to solve problems, e.g., "Do you think a butterfly's wings are inside the caterpillar?"
	5.1.2 Tell about a problem and how it might be solved, e.g., "Maybe someone has x-rayed a caterpillar. I wouldn't want to kill it to check it for wings."
5.2 Reflect on problems and their solutions.	5.2.1 Draw conclusions about a problem in a game, e.g., "We only have four markers so five can't play this game unless we get another marker."
	5.2.2 Draw conclusions about a problem in a story, e.g., "I think you're stuck with freckles. No kind of freckle juice will get rid of them."
5.3 Recognize principles or concepts.	5.3.1 Use logical reasoning based on an experience, e.g., "This container just looks as if it has more water because it's taller."
	5.3.2 Use logical reasoning in a math activity, e.g., "Everyone must measure with the same thing in order for everything to be fair."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 6: The learner will use speech to establish and maintain relationships.

Objectives	Measures
6.1 Converse easily with adults.	6.1.1 Tell about her/himself (name) when a visitor comes to the room.
	6.1.2 Tell a riddle to the teacher.
	6.1.3 Tell about a personal experience.
6.2 Converse with peers.	6.2.1 Talk and work cooperatively in a project, e.g., "I like the way you made that tepee."
	6.2.2 Talk and work cooperatively, e.g., "Joe, will you read over my story with me, please?"
6.3 Use appropriate volume control in different situations.	6.3.1 Use a regular tone on the playground.
	6.3.2 Use a soft tone in group work.
	6.3.3 Use a strong tone when speaking in assembly or sharing with a total group.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 7: The learner will use speech to express imagination and enjoyment.

Objectives	Measures
7.1 Respond to musical recordings and poems.	7.1.1 Sing songs, e.g., "Michael, Row the Boat Ashore."
	7.1.2 Recite or chant a poem, e.g., from <u>The Light in the Attic.</u>
7.2 Pattern songs and poems.	7.2.1 Invent new words for a song, e.g., <u>"Michael, Row the Boat Ashore."</u>
	7.2.2 Invent new words for a poem, e.g., "Fire, Fire."
7.3 Respond to literature and television.	7.3.1 Reenact <u>Thumbelina</u> with appropriate pitch.
	7.3.2 Dramatize a person from a TV news program or weather program.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 8: The learner will verbalize effectively.

Objectives	Measures
8.1 Use appropriate control of volume in different situations.	8.1.1 Demonstrate appropriate pacing of words, phrases, and sentences in telling a story.
	8.1.2 Use a soft pitch when working in a small group.
	8.1.3 Use a medium pitch when sharing with total group.
	8.1.4 Use different pitches when dramatizing, e.g., <u>Ramona</u> .
8.2 Use intonations to express attitudes, feelings, and emotions.	8.2.1 Portray through oral reading the mood and purpose of the author.
	8.2.2 Talk in an angry voice when reenacting a scene.
	8.2.3 Talk in a hurt voice when reenacting a scene.
	8.2.4 Talk in a determined voice when reenacting a scene.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Speaking

COMPETENCY GOAL 9: The learner will exhibit effective non-verbal techniques.

Objectives	Measures
9.1 Establish eye contact.	9.1.1 Look at a person while talking.
	9.1.2 Look at members of the group when speaking.
9.2 Use facial expressions to convey emotion.	9.2.1 Use facial expressions and body language appropriate to the character being portrayed.
	9.2.2 Use facial expressions while reading orally or speaking.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will continue to develop familiarity with books.

Objectives	Measures
1.1 Become familiar with fairy tales, folk tales, fables, myths, and modern fiction.	1.1.1 Listen to fairy tales, folk tales, and modern fiction. 1.1.2 Read books to classmates or younger child. 1.1.3 Talk to other children about a book. 1.1.4 Act out the story with others through use of props such as dress-up and puppets. 1.1.5 Write a new story using a familiar character, e.g., Pippi Longstocking. 1.1.6 Read a book and discuss it.
1.2 Identify and select favorite fairy tales, folk tales, fables, myths, and modern fiction.	1.2.1 Select a book for story time. 1.2.2 Use the reading corner voluntarily. 1.2.3 Bring a favorite book from home.
1.3 Become familiar with informational books.	1.3.1 Select a book on animals in order to find out answers to questions. 1.3.2 Share a piece of information from a biography/autobiography. 1.3.3 Use a book as a reference in spelling a word such as "hibernate."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will recognize relevant print in the environment.

Objectives	Measures
2.1 Follow directions on signs and labels.	2.1.1 Read the following signs and tell what they mean: "DO NOT ENTER"; "KEEP TO THE RIGHT"; "DANGER"; "POISON".
	2.1.2 Draw a picture showing the meaning of a sign, e.g., "ENTRANCE", "MEDIA CENTER."
	2.1.3 Read recipe directions and make the product, e.g., "P-Nut Balls."
	2.1.4 Write a message for a bulletin board.
2.2 Distinguish between labels on classroom containers and shelves.	2.2.1 Replace the correct lids on the containers.
	2.2.2 Place Scrabble game beside the sign on the shelf.
	2.2.3 Put game pieces in their proper box.
2.3 Compare and contrast logos.	2.3.1 Use newspaper advertisements to make a list of products for a meal.
	2.3.2 Make a wish list from a catalogue.
	2.3.3 Survey the class on favorite tooth-paste and make a graph of findings.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will read for a variety of purposes.

Objectives	Measures
3.1 Read for pleasure.	3.1.1 Choose to read a book during free time. 3.1.2 Discuss with another child a book that was enjoyed. 3.1.3 Read a favorite book to a group of younger children.
3.2 Read to answer own questions.	3.2.1 Make a list of prehistoric animals from books on those animals. 3.2.2 Tell all about how a seed develops after reading a book on seeds. 3.2.3 Draw and write a short report on a topic, e.g., "Food of Early Indians."
3.3 Read to follow directions.	3.3.1 Make something to eat by following a recipe in the cooking area. 3.3.2 Play a game by following the written directions. 3.3.3 Carry out a science experiment by following directions on a chart.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will demonstrate an understanding of the main idea and details.

Objectives	Measures
4.1 Express the main idea.	4.1.1 Suggest a title for a story as part of a group process in choosing a title.
	4.1.2 Write a title for own book after writing a story.
	4.1.3 Tell what another child talked about after hearing about it at sharing time.
	4.1.4 Summarize in as few sentences as possible what the story/book is about.
4.2 Describe details.	4.2.1 Draw a detailed picture of a favorite character.
	4.2.2 Make several stick puppets to show different facial expressions.
	4.2.3 Keep a diary describing events that have occurred.
4.3 Locate specific details.	4.3.1 Point out and read aloud three details about a character or event in a story.
	4.3.2 Read from a recipe chart and measure out specific amounts for a recipe, e.g., 1/2 cup of water.
	4.3.3 List the characteristics of an animal or person given in the story. Compare the list with another.
	4.3.4 List details from several books about same subject.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will understand plot, time, cause/effect, sequence, and logical arrangement of a story.

Objectives	Measures
5.1 Recognize the plot.	5.1.1 Dramatize the story with others.
	5.1.2 Retell the story showing the beginning, the development, and the ending.
	5.1.3 Compare and contrast the plot of one folk tale with another folk tale, e.g., <u>Jack the Giant Killer</u> , <u>Olaf and the Dragon</u> .
5.2 Describe the time sequence.	5.2.1 Make a comic strip showing sequence of events in a story.
	5.2.2 Make brief notes and use them to narrate a pantomime of a story.
	5.2.3 Perform in a puppet show showing what happened first, second, and last.
5.3 Associate cause with effect in a story.	5.3.1 Draw a picture to show cause and a picture to show effect.
	5.3.2 Develop a puppet play which shows cause and effect, e.g., <u>Fox and the Grapes</u> .
	5.3.3 Write down what happened first and last in a story, and take part in a discussion on cause and effect.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will recognize the setting of a story or book.

Objectives	Measures
6.1 Identify the setting of a story or book.	6.1.1 Tell where story took place after reading a story.
	6.1.2 Tell when the story took place.
6.2 Describe the setting of a story or book.	6.2.1 Construct a diorama of one setting in a story.
	6.2.2 Describe in detail the setting of a story and have other children identify the story.
	6.2.3 Paint a backdrop for a puppet show or play.
	6.2.4 Design a cover for a personally authored book to depict where the story took place.
6.3 Compare and contrast settings of stories and books.	6.3.1 Tell why one setting is different from another in different books.
	6.3.2 Draw a picture of characters in a story of long ago and compare it with the way the characters look in a modern story, e.g., <u>Baboushka</u> and <u>the Three Kings</u> or <u>Time of Wonder</u> .
	6.3.3 Make posters advertising different types of books, e.g., <u>Bambi</u> and <u>Bigfoot</u> .

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will understand inference in a story.

Objectives	Measures
7.1 Draw conclusions.	<p>7.1.1 Write a brief conclusion to a story after hearing most of the story.</p> <p>7.1.2 Draw a picture of how a mystery might be solved after hearing most of the story.</p> <p>7.1.3 Provide the answer to a riddle.</p> <p>7.1.4 Supply a word to describe a character or animal, e.g., "The cheetah is <u>swift</u>."</p> <p>7.1.5 Identify a character based on several details given by each member of a group.</p>
7.2 Infer cause and effect.	<p>7.2.1 Tell why something happened in a story, e.g., <u>How the Camel Got Its Hump</u>.</p> <p>7.2.2 Draw a picture illustrating a cause and effect relationship in a story.</p>
7.3 Predict outcomes.	<p>7.3.1 Tell what the book might be about based on the title of the story, e.g., <u>Amelia Earhart, First Lady of Flight</u>.</p> <p>7.3.2 Tell what might happen after reading part of a story.</p> <p>7.3.3 Show sequel to a story through drama, painting, modeling, or writing a brief conclusion, e.g., <u>A Brave Explorer</u>.</p>

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will understand character traits depicted in a story.

Objectives	Measures
8.1 Analyze feelings.	8.1.1 Act out a character to portray feelings such as happiness, sadness, or anger, e.g., <u>The Little Woman Who Wanted All the Cakes.</u> 8.1.2 Draw a character, showing facial expressions. 8.1.3 Write down a word to describe a character's feelings. Compare with others in the group.
8.2 Recognize motives.	8.2.1 Act out a motive such as greed, revenge, goodwill. 8.2.2 Tell a good motive in a character. Tell a bad motive in a character.
8.3 Describe behavior.	8.3.1 Pantomime a character, e.g., Ramona the Pest. 8.3.2 Dramatize a situation from a story, e.g., <u>Encyclopedia Brown.</u> 8.3.3 List words to describe a character's behavior and compare words with others in the group, e.g., squirming, tiptoeing, creeping.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will evaluate what is read.

Objectives	Measures
9.1 Express opinion about a story or book.	9.1.1 Write, "I liked <u>The Haunted House</u> because..." 9.1.2 Draw a picture of a favorite part of a book.
9.2 Compare and contrast the quality of stories or books.	9.2.1 Survey class members and make a graph of favorite books. 9.2.2 Choose a favorite character, dress up as the character, and tell why people should read the book. 9.2.3 Tell why a story character would not be good as a friend.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 10: The learner will make predictions and confirm them.

Objectives	Measures
10.1 Predict on the basis of context.	10.1.1 Use cover of book to predict and confirm, e.g., <u>Blueberries for Sale</u> .
	10.1.2 Tell what might happen after reading an introductory paragraph.
10.2 Predict on the basis of context, sentence structure, and letter detail.	10.2.1 Predict an unknown word in context when reading, e.g., "People will meet face-to-face to talk, trade ideas, tell how they feel, and enjoy one another's <u>conversation</u> ."
	10.2.2 Use picture clues to predict a word, e.g., "It was the first day of baseball." (picture of children playing baseball)
	10.2.3 Use all cues simultaneously when faced with an unknown word, e.g., "The two boys rode their <u>bicycles</u> to Bug's hideout."
10.3 Confirm own response by use of meaning, sentence structure, and letter detail.	10.3.1 Read for her/his own pleasure by selecting and reading a variety of books and stories.
	10.3.2 Correct her/himself when word doesn't make sense.
	10.3.3 Correct her/himself when a word is left out, e.g., "I _____ when you return Danny's pillow." ("I will when you return Danny's pillow.")

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 11: The learner will develop vocabulary to aid in comprehension.

Objectives	Measures
11.1 Recognize, pronounce, and use high frequency words in context.	<p>11.1.1 Read aloud a selection from a book, pronouncing high frequency words correctly.</p> <p>11.1.2 Read silently a story containing many high frequency words and tell about the story in detail.</p> <p>11.1.3 Spell high frequency words correctly in own writing.</p>
11.2 Give synonyms and antonyms for words.	<p>11.2.1 Read a sentence with an underlined word and give another word that has the same meaning, e.g., The man was <u>wealthy</u>.</p> <p>11.2.2 Read a poem, e.g., "Over in the Meadow." Substitute words with similar meaning for each noun in the poem.</p> <p>11.2.3 Underline 10 words in a fable. Substitute words with similar meaning.</p> <p>11.2.4 Read a sentence and give another word with opposite meaning for the underlined word, e.g., The houses on the street looked <u>ancient</u>.</p> <p>11.2.5 Read a book, e.g., <u>The Fat Cat, A Danish Folktale</u>. Change 10 words to their opposite meaning.</p>

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 11: The learner will develop vocabulary to aid in comprehension.

Objectives	Measures
11.3 Recognize and use homonyms and multiple meaning words.	11.3.1 Draw pictures of homonyms and label them to show the difference in spelling and meaning, e.g., see, sea. 11.3.2 Write a paragraph using homonyms, spelling the words correctly according to usage. 11.3.3 Write four sentences showing different meanings of the following words: ground, set, run, well. 11.3.4 Read George Cooper's <u>October's Party</u> and select multiple meaning words. Make a sentence with the words, showing other meanings.
11.4 Use contextual clues to identify unknown or missing words.	11.4.1 Use contextual clues to complete a sentence with a missing word, e.g., One day Mother made lemonade out of lemon juice, sugar, and _____. (water) 11.4.2 Use contextual clues to complete a paragraph in which every fifth or sixth word has been deleted (cloze technique). 11.4.3 Use background experiences to help identify unknown words. 11.4.4 Use pictures as clues to identify unknown words. 11.4.5 Use a word that makes sense in a sentence when faced with an unknown word.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 12: The learner will use phonic generalizations.

Objectives	Measures
12.1 Recognize and use consonant clusters, long and short vowels, and variant vowel sounds.	12.1.1 Read Maurice Sendak's "Chicken Soup With Rice" and select some words with consonant clusters or variant vowel sounds. 12.1.2 Find words in a personal dictionary that have long or short or variant vowel sounds. 12.1.3 Find words in magazines and newspapers that have a long or short vowel sound and make a list. 12.1.4 Read the poem "Susie Moriar" and make a list of the long or short vowel sounds.
12.2 Use personal knowledge of letter/sound relationship to convey meaning.	12.2.1 Write a message with the majority of words spelled correctly. 12.2.2 Write a story with the majority of words spelled correctly.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 13: The learner will continue to gain knowledge of word structure.

Objectives	Measures
13.1 Recognize and use plurals, apostrophes, and simple contractions in context.	13.1.1 Read plurals as they appear in context and tell that they mean more than one, e.g., "The <u>calves</u> were beside the cows." 13.1.2 Write <u>boxes</u> or <u>elves</u> in a story to signify more than one. 13.1.3 Tell that the dog belonged to the children after reading "The <u>children's</u> dog was lost." 13.1.4 Read a newspaper and make a list of plurals and contractions found. 13.1.5 Write a sentence combining two words to make a contraction, e.g., "Ken <u>couldn't</u> get any money."
13.2 Recognize and use compound words, root words, and affixes in context.	13.2.1 Read George Cooper's <u>October's Party</u> and underline compound words and root words. 13.2.2 Recognize compound words in everyday reading. 13.2.3 Read Maurice Sendak's <u>Chicken Soup With Rice</u> and underline prefixes and suffixes. 13.2.4 Write sentences using affixes, e.g., un, re, less, able, bi, tri.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 14: The learner will gain knowledge of descriptive language.

Objectives	Measures
14.1 Understand a sentence containing a simile.	14.1.1 Read, "Her face was as white as snow," and explain the meaning.
14.2 Understand a sentence containing a metaphor.	14.2.1 Read, "Alan's room was a pigsty," and explain the meaning.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will engage in prewriting activities that focus on concrete experiences.

Objectives	Measures
1.1 Relate a personal experience.	1.1.1 Talk with a partner about an experience. 1.1.2 Tell the class about an experience, using a clear beginning, middle, and end. 1.1.3 Draw a picture or series of pictures about an experience.
1.2 Organize ideas.	1.2.1 Contribute to a brainstorming session after an experience. e.g., list on the chalkboard. 1.2.2 Make a short list of words in preparation for writing. 1.2.3 Draw a picture and label items in preparation for writing.
1.3 Conduct an experiment.	1.3.1 Record and list steps in plant and seed growth. 1.3.2 Conduct a survey and record.
1.4 Select a topic for writing.	1.4.1 Make a list of topics and choose one to write about.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will communicate basic needs through writing lists, labels, and captions.

Objectives	Measures
2.1 Express a personal desire or need in writing.	2.1.1 Write a wish list for Christmas or birthday.
	2.1.2 Write a list of plans for the day.
	2.1.3 Sign name on a survey chart.
	2.1.4 Sign up for a class activity.
	2.1.5 Contribute to class list, e.g., "Things We Need For Our Field Trip."
	2.1.6 Make a list of needs, e.g., "Things I Need For School."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will direct others through writing signs, directions and rules.

Objectives	Measures
3.1 Give personal, written directions to others.	3.1.1 Write a sign for a model, e.g., "Please Do Not Touch!"
	3.1.2 Write a sign for the pet cage, e.g., "Feed Vegetables Only."
	3.1.3 Write a sign for desk, cubby, or personal materials, e.g., "Do Not Disturb!"
3.2 Give informational, written directions to others.	3.2.1 Write a recipe on a chart for the class.
	3.2.2 Write directions for an experiment, e.g., "Directions for Building a Circuit."
	3.2.3 Write rules for a class chart, e.g., "Caring for Sherlock, Our Guinea Pig."
	3.2.4 Write rules for playing a card game, e.g., "Sevens."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will establish and maintain relationships through writing messages.

Objectives	Measures
4.1 Draft a message.	4.1.1 Write a letter to a pen friend.
	4.1.2 Write a get well card to a friend.
	4.1.3 Write a thank you note for a birthday gift.
4.2 Draft a response to a message.	4.2.1 Write an answer to a note.
4.3 Revise a message to enhance meaning.	4.3.1 Add a detail to a message as a result of a question.
	4.3.2 Read a letter aloud to another to check details.
4.4 Edit a message for capitalization, punctuation, usage, spelling, and letter formation.	4.4.1 Read message aloud to a partner and insert appropriate punctuation: periods, exclamation points, question marks, possessives, contractions, and quotation marks.
	4.4.2 Find and correct misspelled words.
	4.4.3 Check and correct letter formations (cursive or manuscript).
	4.4.4 Capitalize first letters of words in the greetings and closings of letters.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop and maintain one's own identity through writing about self and family.

Objectives	Measures
5.1 Record personal experiences and events.	5.1.1 Keep a journal of personal experiences or feelings (no revision or editing required). 5.1.2 Make a book about a family experience, e.g., <u>Susan's Wedding</u> or <u>A New Cousin</u> . 5.1.3 Contribute to a class book, e.g., <u>The Mighty Third Graders of Room 9</u> .
5.2 Revise selected pieces of own writing to enhance meaning.	5.2.1 Add more details as a result of questioning or re-reading. 5.2.2 Choose more appropriate words, e.g., synonyms--hate, dislike.
5.3 Edit selected pieces of own writing for capitalization, punctuation, usage, spelling, and letter formation.	5.3.1 Read piece aloud to a partner and insert appropriate punctuation: periods, question marks, exclamation points, possessives, contractions, and quotation marks. 5.3.2 Find and correct misspelled words. 5.3.3 Check and correct letter formation (manuscript and cursive). 5.3.4 Capitalize the beginning of sentences, the names of people, and the names of places.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will speculate and predict through writing.

Objectives	Measures
6.1 Recognize problems and ask questions.	6.1.1 Draft a question to be considered for a class chart, e.g., "Questions for Beverly Cleary." 6.1.2 Draft a question for the class question box. 6.1.3 Draft a prediction or hypothesis on a science experiment, e.g., "The flame will go out if it's covered."
6.2 Discover answers to questions.	6.2.1 Draft, revise, and edit sentences for a concept book, e.g., <u>Good Bait for Fishing</u> . 6.2.2 Record what happened in a class survey by graphing findings, e.g., "Favorite Books." 6.2.3 Draft an answer to a question, e.g., "Questions About Apples," and take part in discussion using own written information. 6.2.4 Draft and revise a news report to be read aloud to the class.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 7: The learner will convey information through writing posters, booklets, and messages.

Objectives	Measures
7.1 Draft information.	<p>7.1.1 Draw and label a map of own community.</p> <p>7.1.2 Draw and write about a field trip, e.g., the courthouse, the mayor's office.</p> <p>7.1.3 Write a draft for a resource book, e.g., <u>All About Michael Jackson</u>.</p> <p>7.1.4 Contribute to a class resource book, e.g., <u>Our Community</u>.</p>
7.2 Revise selected pieces of information to clarify meaning.	<p>7.2.1 Add more detail to a picture or sentence as a result of questioning or rereading.</p> <p>7.2.2 Add a detail to the class book, <u>Our Community</u>, as a result of new information, e.g., "The school was founded in 1926."</p> <p>7.2.3 Change information on class message board, e.g., "Our baby is due on May 26th"--"Baby brother born! May 24th."</p>

Skills/Subject Area: Writing

COMPETENCY GOAL 7: The learner will convey information through writing posters, booklets, and messages.

Objectives	Measures
7.3 Edit selected pieces for capitalization, punctuation, usage, spelling, and letter formation.	7.3.1 Reread own writing with a partner and insert appropriate punctuation: periods, exclamation points, question marks, possessives, contractions, and quotation marks. 7.3.2 Correct misspelled words using a dictionary. 7.3.3 Capitalize the beginning of sentences, the names of people, and the names of places. 7.3.4 Check for letter formation from handwriting model (manuscript and cursive).

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 8: The learner will express imagination by writing stories and booklets.

Objectives	Measures
8.1 Draft a story in pictures and words.	8.1.1 Draw a picture and label it.
	8.1.2 Use a picture and labels to write a draft.
	8.1.3 Draft several incidents of a story for a booklet.
8.2 Revise selected pictures and stories to enhance meaning.	8.2.1 Add more detail as a result of questioning or re-reading.
	8.2.2 Change a word in a story, e.g., synonym--nice, kind.
	8.2.3 Change the lead sentence in a story.
8.3 Edit selected pieces of writing for capitalization, punctuation, usage, spelling, and letter formation.	8.3.1 Reread own writing with a partner and insert appropriate punctuation: periods, exclamation points, question marks, possessives, contractions, and quotation marks.
	8.3.2 Correct misspelled words using a dictionary.
	8.3.3 Capitalize the beginning of sentences, the names of people, and the names of places.
	8.3.4 Correct letter formation to make more legible (manuscript or cursive).

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will publish selected writing for an identified audience.

Objectives	Measures
9.1 Sign up and make lists for personal needs.	9.1.1 Sign up for an activity in class.
	9.1.2 List things needed, e.g., for a recipe.
9.2 Write signs, labels, and directions for classmates.	9.2.1 Write a sign for a class pet, e.g., "Do Not Disturb Yertle. He Is Hibernating."
	9.2.2 Write rules for a game.
	9.2.3 Write rules for the class bank.
9.3 Send notes, letters, and greeting cards to classmates, friends, and family to establish and maintain relationships	9.3.1 Write a letter to a penfriend.
	9.3.2 Write a get well card to a friend.
	9.3.3 Write a thank you note to a relative.
	9.3.4 Write an answer to a note from a friend.
9.4 Make diary or journal-type book for self or others to maintain her/his own identity.	9.4.1 Keep a journal of personal experiences.
	9.4.2 Make a book about a family experience e.g., <u>Susan's Wedding</u> or <u>Our New Baby</u> .
	9.4.3 Contribute to a record book about children in the class.

Skills/Subject Area: Writing

COMPETENCY GOAL 9: The learner will publish selected writing for an identified audience.

Objective	Measures
9.5 Record own questions and answers to questions on charts and in booklets.	9.5.1 Write questions on a class chart, e.g., "Questions for Dr. Seuss." 9.5.2 Write a question for the class question box. 9.5.3 Write a concept book, e.g., <u>Good Bait for Fishing</u> .
9.6 Make posters and illustrated booklets to convey information to other children.	9.6.1 Draw and label a simple map of own community. 9.6.2 Make a booklet about one aspect of the community, e.g., <u>Life Long Ago in Our Town</u> . 9.6.3 Make a booklet as a resource for other children, e.g., <u>Treeing a 'Coon</u> .
9.7 Make illustrated stories and books for storytelling.	9.7.1 Make a booklet containing an imaginary story with a clear beginning, middle, and end. 9.7.2 Use own imaginary story to tape-record for others to hear.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Handwriting

COMPETENCY GOAL The learner will show an interest in a variety of written materials in the environment.

Objectives	Measures
1.1 Show an interest in books.	1.1.1 Ask for a particular story to be read. 1.1.2 Read a book voluntarily.
1.2 Show an interest in signs and labels written in a variety of print.	1.2.1 Read signs and labels. 1.2.2 Make signs and labels in a variety of styles for the classroom.
1.3 Show an interest in communicating in cursive form.	1.3.1 Write a letter to someone in cursive form. 1.3.2 Ask to make a greeting card.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Handwriting

COMPETENCY GOAL 2: The learner will demonstrate fine motor coordination in a variety of situations: threading, tying, folding, stacking, drawing, painting, and sewing.

Objectives	Measures
2.1 Use a paint brush.	2.1.1 Hold a paint brush easily while painting a picture.
	2.1.2 Control amount of paint needed on the brush.
2.2 Make a model.	2.2.1 Make a detailed clay model.
	2.2.2 Construct a model from "junk" material and glue.
2.3 Show hand/eye coordination.	2.3.1 Thread a large-eyed needle.
	2.3.2 Sew book pages together.
	2.3.3 Make an intricate pattern with a geoboard.
	2.3.4 Tie own shoelaces.
2.4 Use crayons and pencils.	2.4.1 Hold a crayon or pencil easily while drawing and coloring a picture.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Handwriting

COMPETENCY GOAL 3: The learner will use conventional letter formation, size, spacing, and alignment in a printed message.

Objectives	Measures
3.1 Use manuscript form of upper and lower case letters to write a message.	3.1.1 Write a message legibly.
3.2 Keep a consistent letter size when printing a message.	3.2.1 Print a message on narrow dotted-line paper to help with letter size. 3.2.2 Use regular, lined theme paper.
3.3 Use appropriate spacing between words when printing a message.	3.3.1 Reread own writing without difficulty.
3.4 Align letters and words consistently when printing a message.	3.4.1 Print letters and words perpendicular to the paper.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Handwriting

COMPETENCY GOAL 4: The learner will use conventional cursive letter formation, size, spacing, and alignment in a written message.

Objectives	Measures
4.1 Use cursive form of upper and lower case letters to write a message.	4.1.1 Trace own dictated message.
	4.1.2 Write a message legibly.
4.2 Keep consistent letter size when writing a message.	4.2.1 Write a message on narrow dotted-line paper to help with letter size.
	4.2.2 Use regular, lined theme paper.
4.3 Use appropriate spacing between words when writing a message.	4.3.1 Reread own writing without difficulty.
4.4 Align letters and words consistently when printing a message.	4.4.1 Print letters and words at the same angle throughout a paper.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will observe and respond to illustrations in books.

Objectives	Measures
1.1 Respond to what is seen in pictures/illustrations.	1.1.1 Tell what is happening when shown a picture.
	1.1.2 Use picture clues to help read the story.
	1.1.3 Use pictorial directions to accomplish a task, e.g., make constructions, perform science experiments.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will recognize details in various visual contexts.

Objectives	Measures
2.1 Observe specific aspects of the environment.	2.1.1 Take soil samples of different areas of the school yard to see if they are different types of soil.
2.2 Observe details when manipulating concrete materials.	2.2.1 Choose a puzzle with appropriate level of difficulty and put it together.
	2.2.2 Sort a group of objects according to shape, size, color, and texture.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will recognize the main idea in various visual contexts.

Objectives	Measures
3.1 State main idea when looking at pictures and books.	3.1.1 Tell the main idea when looking at a picture.
	3.1.2 Tell what the book is about by looking at a book cover/title.
	3.1.3 Tell what the story is about when looking at the illustrations in a story.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will summarize information.

Objectives	Measures
4.1 Summarize information in pictures.	4.1.1 Look at a sequence of pictures that tell a story and tell what happened.
4.2 Summarize information in graphs.	4.2.1 Graph environmental information and state findings, e.g., amount of rainfall or kinds of birds.
4.3 Summarize results of an activity.	4.3.1 Conduct a science experiment and state findings.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compare and contrast visual information.

Objectives	Measures
5.1 Compare and contrast in various situations.	5.1.1 Look at pictures of the four seasons and list the differences and similarities.
	5.1.2 Look at various aspects of life in George Washington's day and list differences and similarities to those of today, e.g., dress or transportation.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 6: The learner will recognize cause and effect relationships in visual contexts.

Objectives	Measures
6.1 See that own behavior has consequence.	6.1.1 Say, "If I don't put my trash in the basket, the yard will look ugly."
6.2 Predict outcomes.	6.2.1 Predict the outcome of the story when shown half of an unfamiliar film.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 7: The learner will recognize relationships between parts and the whole in visual situations.

Objectives	Measures
7.1 Discover characteristics of manipulative materials.	7.1.1 Select a puzzle with appropriate level of difficulty and put it together.
	7.1.2 Use "junk" materials to make a sculpture to show "life today."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Viewing

COMPETENCY GOAL 8: The learner will compose visual messages to convey information.

Objectives	Measures
8.1 Create messages with own body.	8.1.1 Dramatize a bird learning to fly.
	8.1.2 Dramatize a squirrel hiding acorns for the winter.
	8.1.3 Dramatize a car in a hurricane.
	8.1.4 Pantomime a story/activity.
8.2 Create messages through various media.	8.2.1 Make a relief map of the county using various materials.
	8.2.2 Collect pictures and make a collage of the natural resources of the county.
	8.2.3 Mold a figure in a posture showing a depressed state of mind.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will explore the characteristics and potential uses of the standard early childhood materials: books, sand, water, table blocks, and other construction materials, math manipulatives, art media, dramatic play props, and natural science materials.

Objectives	Measures
1.1 Continue to conceptualize at higher levels.	1.1.1 Check out potential uses of new materials.
	1.1.2 Engage in two variable experiments, e.g., "The plant without sunlight died, but the plant that got sunlight and water lived."
	1.1.3 Set up single variable experiments.
	1.1.4 Generalize, e.g., "Plants have basic needs."

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will pursue answers to questions about the natural environment, classroom materials, the community, and people.

Objectives	Measures
2.1 Continue to ask who, what, when, where, why, and how questions.	2.1.1 Interview the oldest person in the community, e.g., "Why did you decide to be a farmer?"
2.2 Ask further questions to clarify or extend understanding.	2.2.1 Ask questions that focus on comparing and contrasting cause and effect relationships, e.g., "Since you didn't have TV when you were young, what did you do for fun?"
2.3 Make independent decisions that allow one to pursue questions.	2.3.1 Observe and make a weekly record of a seed growing into a plant. 2.3.2 Photograph and compare people in the community. 2.3.3 Check out reference material from the library, e.g., "How to build a terrarium." 2.3.4 Make a terrarium alone or with others. 2.3.5 Make a "how to" book about terrariums.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will understand that materials are located in designated places.

Objectives	Measures
3.1 Locate a needed item	3.1.1 Use a junior reference book found in its designated place.
	3.1.2 Get the glue from the supply area.
3.2 Replace a needed item in a designated place.	3.2.1 Return a resource book to the social studies display.
	3.2.3 Return the balance weights to the math area.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will understand that information and resources are available in a variety of ways and places.

Objectives	Measures
4.1 Make use of environmental sources.	4.1.1 Bring items of interest to share, e.g., shells, souvenirs, unusual rocks. 4.1.2 Collect things voluntarily, e.g., coins, stamps, shells. 4.1.3 Look up a number in a telephone book. 4.1.4 Look up a program in <u>TV Guide</u> .
4.2 Use a simple dictionary.	4.2.1 Tell whether a word is at the beginning, middle, or end of the dictionary. 4.2.2 Find a word by writing down how it might be spelled. 4.2.3 Use the guide word to locate a word.
4.3 Understand book parts.	4.3.1 Locate a story by using the table of contents. 4.3.2 Locate the title page.
4.4 Make use of pictorial material.	4.4.1 Find specific information on a chart, graph, or calendar. 4.4.2 Bring catalogues, brochures, maps, or pictures as a resource for the current topic of study. 4.4.3 Tell north, south, east, and west on a map or globe.

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will understand that information and resources are available in a variety of ways and places.

Objectives	Measures
4.5 Understand the use of an encyclopedia.	4.5.1 Locate the appropriate volume for the topic to be studied.
	4.5.2 Ask for help in reading an entry.

COMMUNICATION SKILLS

Grade Level: 3

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will record findings to questions in the following ways: pictures, structures, lists, short reports, graphs, dramatics, and books.

Objectives	Measures
5.1 Share new knowledge with classmates.	5.1.1 Make a model of a community using clay, Lego, and junk materials.
	5.1.2 Present a short report telling results of an interview with an older person.
	5.1.3 Display a list of characteristics of various species.
	5.1.4 Present a graph and written summary of data.

Major Emphases

The communication skills of listening, speaking, reading, writing, and viewing are complex interrelated thinking processes. The development of each is dependent not only on each of the other skills, but also on the opportunities the learner has to utilize the skills in concrete, content experiences. Utilizing the processes in these experiences, in addition to developing skills, enables the learner to participate in a variety of situations which encourage group interaction, decision-making, and responsibility.

Listening is a receptive language activity in that the student is attending to the message of a speaker. To be a productive listener, the information and the attitudes the student brings to the situation are crucial. The goal for grades 4-6 is to listen attentively, literally, interpretively, and critically.

Speaking is a productive language activity. Like writing, the student speaks best about what he knows and has experienced. The goal for grades 4-6 is to speak effectively for a variety of purposes, e.g., expressing feelings, solving problems, and asking and answering questions.

Reading is a receptive language activity in which the student uses prior knowledge to interact with print in order to understand and evaluate the message the author intended. The thinking processes necessary for fluent reading are both deliberate and instinctive. Students need to be able to use semantic, syntactic, and phonemic elements in written language to aid in comprehension.

In grades 4-6 the focus of the reading program shifts from learning to read to reading to learn. The basic goal for these grades is to interact with print to learn about literature and content area material. Inherent in the interaction is the expansion of vocabulary, the development of the ability to evaluate and judge information, and the use of appropriate environmental and study procedures. The focus, however, is on the exploration, enjoyment, and understanding of literature and media rather than on the formal elements of literature.

Writing at grades 4-6 emphasizes fluency and variety as children become aware of more writing options. Writing offers opportunities for self-expression and application of language arts skills.

Viewing is found in each of the previous processes: listening, speaking, reading, and writing. The viewing goals in grades 4-6 are to gather information, to respond to that information, and to communicate to someone else through a variety of media.

Communication throughout the curriculum is the major emphasis in grades 4-6 since learning content and developing communication skills are mutually reinforcing. The unit approach which incorporates the use of communication skills and their integration with all content areas provides excellent opportunities for students to apply skills in meaningful contexts.

Grade 4 Outline

LISTENING

Comprehension

1. Listen attentively.
2. Listen for literal information.
3. Listen to understand implied meaning.
4. Listen to use literal information and implied meaning to think critically.
5. Apply and extend ideas gained from listening.

SPEAKING

Techniques

1. Use appropriate nonverbal language in speaking situations.
2. Control vocal characteristics.
3. Use standard American English.

Social Functions

4. Express feelings and opinions.
5. Ask and answer questions.
6. Engage in problem-solving discussions.

READING

Vocabulary

1. Increase vocabulary to aid in comprehension.
2. Use contextual clues to aid in comprehension.
3. Use word analysis to aid in comprehension.

Comprehension

4. Prepare to read by setting purpose(s) for reading.
5. Gain literal information from the material read.
6. Identify story elements in various types of literature to aid in comprehension.
7. Use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.
8. Use literal information and implied meaning to think critically.
9. Apply and extend ideas gained from reading material.

WRITING

Prewriting

1. Use prewriting as the first step in the writing process.

Drafting

2. Write a first draft based on prewriting experiences.

Revising

3. Revise rough drafts for content clarity.

Editing

4. Edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, handwriting.

Evaluating

5. Evaluate own writing and that of peers.

Publishing

6. Publish a piece of revised and edited writing.

VIEWING

Comprehension

1. Gain literal information from visuals.
2. Interpret visual information.
3. Use visual information to think critically.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visuals to communicate information in an appropriate medium.

STUDY SKILLS

1. Use book parts to locate information.
2. Use reference materials to obtain information.
3. Use graphic aids to locate and interpret information.
4. Use environmental sources to locate and interpret information.
5. Use study techniques to gain information.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen attentively.

Objectives	Measures
1.1 Listen without interrupting.	1.1.1 Refrain from asking questions until speaker is finished.
	1.1.2 Refrain from making comments until speaker asks for them.
	1.1.3 Refrain from engaging in conversation with others in the group.
1.2 Reply to a speaker with appropriate nonverbal feedback.	1.2.1 Respond with appropriate facial expression to speaker.
	1.2.2 Maintain eye contact.
	1.2.3 Applaud at the end of speaker's presentation when appropriate.
1.3 Ask relevant questions and make responsible comments.	1.3.1 Ask questions to gain additional information.
	1.3.2 Ask questions to seek clarity of points in presentation.
	1.3.3 Make pertinent comments about speaker's presentation.
1.4 Display acceptable behavior when attending a performance or presentation.	1.4.1 Arrive for performance in an orderly manner.
	1.4.2 Sit quietly at a school play.
	1.4.3 Reserve applause until end of acts.

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen attentively.

Objectives	Measures
1.5 Follow oral directions in sequence.	1.5.1 Make an object by following teacher's instructions.
	1.5.2 Find a specified place by following oral directions.
	1.5.3 Determine order for completing a task by arranging the random directions in order.

COMMUNICATION SKILLS

Grade Level: 4

Skill:/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen for literal information.

Objectives	Measures
2.1 Recognize and recall main idea explicit in a selection.	2.1.1 Write the topic sentence of a paragraph after it is read aloud. 2.1.2 State the moral which is provided at the conclusion of a fable. 2.1.3 Match the headline with a news article where the main idea is clearly stated.
2.2 Recognize and recall supporting details explicit in a selection.	2.2.1 Draw a picture of the setting of a recorded travelogue. 2.2.2 Write a list of sounds heard in sound effects tape. 2.2.3 State the characteristics of a person from a biographical sketch.
2.3 Recognize and recall the sequence of ideas or events.	2.3.1 Draw a map showing the directions given by a friend to her/his home. 2.3.2 Perform a simple task in sequence from a set of oral directions. 2.3.3 Place the beginning, middle, and end of a taped story in order.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen in order to understand implied meaning.

Objectives	Measures
3.1 Determine the main idea.	3.1.1 State the main idea of a ballad.
	3.1.2 State the main idea of a radio news bulletin.
	3.1.3 Write the main idea in a radio sports story.
3.2 Determine the supporting details.	3.2.1 Draw a cartoon illustrating a favorite joke.
	3.2.2 Describe a character after reading a descriptive passage.
	3.2.3 Select the details in a paragraph which stick to the topic sentence.
3.3 Paraphrase information.	3.3.1 Retell a story in own words.
	3.3.2 Write a telegram from a longer message.
	3.3.3 Retell a radio news report.
3.4 Determine the sequence of ideas and events.	3.4.1 Make a storyboard to show the plot of a story.
	3.4.2 Organize a set of directions into logical order.
	3.4.3 Contribute solutions to a "tell-and-add" story.

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen in order to understand implied meaning.

Objectives	Measures
3.5 Make predictions.	3.5.1 Write two events that could happen in a given story. 3.5.2 Write a possible result of a science experiment. 3.5.3 Suggest a moral for a fable.
3.6 Determine elements of cause and effect relationships.	3.6.1 Write the causes of crisis situations in a radio news broadcast. 3.6.2 List results of science experiments from a peer's oral report. 3.6.3 State probable effects of player disabilities from radio coverage of a sports game.
3.7 Make comparisons.	3.7.1 List similar passages in two tone poems, e.g., "Pines of Rome." 3.7.2 Note names in the lineups of two basketball teams to determine if any first names are the same. 3.7.3 State mood in themes of two movies.
3.8 Summarize information.	3.8.1 Make notes on presentation. 3.8.2 Tell information in own words. 3.8.3 Write brief paragraph giving important information.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
4.1 Draw conclusions.	4.1.1 Provide the moral of a fable after hearing it read.
	4.1.2 Use facts in a story heard to support conclusions, e.g., age of characters, time of year.
	4.1.3 Use a weather report to plan tomorrow's physical education class.
4.2 Distinguish between fact and opinion.	4.2.1 Identify factual information in a classmate's presentation.
	4.2.2 Identify opinion statements in a classmate's presentation.
	4.2.3 Write a statement of opinion from a factual statement.
4.3 Distinguish between reality and fantasy.	4.3.1 Listen to and watch an animated film and note which parts could be real and which parts could be fantasy.
	4.3.2 Determine which sounds in a sound track are real or made by artificial means.
	4.3.3 Determine which words in a fairy tale indicate fantasy.

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
4.4 Determine purpose.	4.4.1 State the purpose of a classmate's presentation.
	4.4.2 Write the purpose of a radio commercial.
	4.4.3 State the purpose intended by the author after hearing a short story read.
4.5 Make judgments.	4.5.1 Evaluate effectiveness of classmate's directions for a simple game.
	4.5.2 Select the better ending for a story with two different endings.
	4.5.3 Evaluate character traits of a story character, e.g., "Do you think Hank is brave?" "Why?"

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will apply and extend ideas gained from listening.

Objectives	Measures
5.1 Organize ideas and information gained from listening.	5.1.1 Listen to the definitions of parallel and intersecting lines and draw samples on a poster to be displayed. 5.1.2 Listen to a talk by the town manager and list categories of information for a class project, "A Guide to Our Town."
5.2 Apply ideas and information in a new situation.	5.2.1 Learn about parallel and intersecting lines and write a conversation between one type of line and another. 5.2.2 Listen to the town manager; then gather information to write a class booklet, "A Guide to our Town."
5.3 Explore related topics.	5.3.1 Learn about parallel and intersecting lines and then read about structural designs such as geodisic domes. 5.3.2 Listen to the town manager; then talk to other community leaders about the town's projected growth.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use appropriate nonverbal behavior.

Objectives	Measures
1.1 Use effective body movements and facial expressions.	1.1.1 Demonstrate action words in charades.
	1.1.2 Mime emotions such as "happy", "sad", "puzzled", and "bored."

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will speak to express feelings and opinions.

Objectives	Measures
2.1 Respond to discussions of content area material.	2.1.1 Give an opinion about a question from social studies, e.g., "What do you think about . . . ?" 2.1.2 Give an explanation of the steps in solving a math word problem.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use standard American English.

Objectives	Measures
3.1 Speak in daily classroom experiences using standard American English.	3.1.1 Present a brief talk about a place visited. 3.1.2 Lead group members in a game.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will ask and answer questions.

Objectives	Measures
4.1 Respond to discussions in content areas by asking and answering questions.	4.1.1 Watch a science experiment and respond to the question, "What will happen if (when) I . . .?"
	4.1.2 Ask questions about a character's motivation after reading a story.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Speaking

COMPETENCY GOAL 5: The learner will engage in problem-solving discussions.

Objectives	Measures
5.1 Verbalize a solution to a problem in a group discussion.	5.1.1 Respond to a question in a small group discussion, e.g., "Someone you know has broken a rule. What should you do?"

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary as an aid to comprehension.

Objectives	Measures
1.1 Build and understand sight vocabulary.	1.1.1 Select the correct word to complete a sentence. 1.1.2 Select the dictated word from a list. 1.1.3 Add high frequency words and phrases to personal dictionary.
1.2 Build and understand a vocabulary of content area words.	1.2.1 Select the correct meaning of a word pertinent to a content area, e.g., <u>slide</u> in science. 1.2.2 Identify the appropriate meaning of a word found in context, e.g., <u>root</u> in science, math, health. 1.2.3 Make a word bank of words in a science unit.
1.3 Use and understand multiple meanings of words.	1.3.1 Match words with correct word illustrations. 1.3.2 Choose the meaning for an underlined multiple-meaning word. 1.3.3 Write two or three sentences using a different meaning for a given word.
1.4 Use and understand synonyms, homonyms, antonyms.	1.4.1 Select best synonym for sentence completion. 1.4.2 Write two sentences for a given homonym to illustrate different meanings. 1.4.3 Change an underlined word in a sentence to show the opposite meaning (antonym).

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary as an aid to comprehension.

Objectives	Measures
1.5 Use and understand figurative language.	1.5.1 Use similes to compare two things using the words "like," "than," or "as."
	1.5.2 Use metaphors to compare two unlike objects.
	1.5.3 Explain the meaning of two common idioms, e.g., "hit the nail on the head."

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.1 Use patterns and functions of words to determine word meanings.	2.1.1 Complete a sentence with an appropriate noun by determining its function, e.g., The fluffy _____ purred softly. 2.1.2 Complete a sentence with an appropriate verb by determining its function. 2.1.3 Complete a sentence with an appropriate adjective by determining its function.
2.2 Use context clues of definition, example, and restatement to determine word meanings(s).	2.2.1 Determine definition of a given word from context, e.g., Betty's <u>depressed</u> mood made her sad. 2.2.2 Determine the meaning of a given word from the restatement, e.g., A butterfly has two <u>antennae</u> or feelers. 2.2.3 Determine the meaning of a given word from the example, e.g., She swam like a fish is a simile.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.1 Identify words by using prefixes, suffixes, and roots.	3.1.1 Select the correct meaning of a word by using the meaning of the prefix and root word, e.g., un = not; unhappy = not happy.
	3.1.2 Select the correct meaning of a word by using the meaning of the suffix and root word, e.g., ful = full of; colorful = full of color.
	3.1.3 Make a different word by adding affixes to a common root, e.g., <u>dis</u> appoint <u>ment</u> .
3.2 Determine effect of inflectional endings on root words.	3.2.1 Choose plural words from a list containing both singular and plural
	3.2.2 Choose past tense words from a list containing both present and past tense verbs.
	3.2.3 Choose appropriate comparative form to complete a sentence, e.g., I am sweet(er) (est) than she.
3.3 Use compound forms to identify meaning.	3.3.1 Form compound words by joining words from a list, e.g., base + ball = baseball.
	3.3.2 Determine base words in a given compound word.
	3.3.3 Distinguish between compound words and words with affixes.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.4 Use possessives and contractions to identify meaning.	3.4.1 Make a positive word negative by adding <u>n't</u> .
	3.4.2 Show ownership by adding <u>'s</u> to a person's name.
	3.4.3 Recognize a contraction in a given sentence, e.g., You're too late.
3.5 Apply phonic generalizations to unknown words.	3.5.1 Divide words into syllables to find word parts which are known, e.g., <u>know</u> -ledge-a-ble.
	3.5.2 Use knowledge of vowels to pronounce words.
	3.5.3 Use knowledge of consonants to pronounce words.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will prepare to read by setting purpose(s) for reading.

Objectives	Measures
4.1 Set purpose(s) for reading.	4.1.1 List previous knowledge of a topic, e.g., Indians in North Carolina.
	4.1.2 Contribute to brainstorming on a topic, e.g., Indians in North Carolina.
	4.1.3 List questions to be answered in the reading, e.g., Indians in North Carolina.
	4.1.4 Predict the main idea of a book by surveying the cover and the pictures inside.
	4.1.5 Predict the remainder of the selection after reading the first page.
	4.1.6 Pause periodically to reflect on information read and predict further developments.
	4.1.7 Revise questions based on earlier surveying and reading.
	4.1.8 Read further to verify predictions.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will gain literal information from the material read.

Objectives	Measures
5.1 Recognize and recall the main idea explicit in the selection.	5.1.1 Identify details which are necessary or unnecessary to the main idea.
	5.1.2 Create a collage to illustrate the main idea.
5.2 Recognize and recall the supporting details explicit in the selection.	5.2.1 List three details from a given paragraph.
	5.2.2 State the who, what, where, and when from a given selection, e.g., <u>Weekly Reader</u> .
	5.2.3 List five descriptive words from a short poem.
5.3 Recognize and recall the sequence of ideas or events.	5.3.1 Identify the beginning, middle, and end of a fairytale.
	5.3.2 Identify the step that is out of order in a set of directions.
	5.3.3 Make a schedule of how to use her/his time on Saturday.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.

Objectives	Measures
6.1 Determine the main idea of a selection.	6.1.1 Write the main idea of a selection after reading the supporting details. 6.1.2 Write a sentence expressing the main idea of a wordless picture book.
6.2 Determine the supporting details of a selection.	6.2.1 Select the supporting details which make the selection more realistic. 6.2.2 Rewrite part of the selection, omitting all but the most relevant details.
6.3 Determine the sequence of ideas or events.	6.3.1 Use concrete materials to demonstrate multiplication as repeated addition. 6.3.2 Follow a recipe to create a new snack treat.
6.4 Categorize information to determine relationships.	6.4.1 Distinguish the pictures that do not fit into a specified category. 6.4.2 Group pictures of cars from magazine ads according to designated categories. 6.4.3 Sort a list of content area words into designated categories.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.

Objectives	Measures
6.5 Predict outcomes from reading.	6.5.1 Read the first part of a story and choose from a list the next event that will occur. 6.5.2 Predict content from a survey of pictures, chapter headings, and sub-headings of a content area text. 6.5.3 Tell the outcome of a four-frame comic strip by examining the first three frames.
6.6 Determine elements of cause and effect relationships in a selection.	6.6.1 State the cause of a given effect, e.g., Ice melts. 6.6.2 Complete an open-ended sentence by giving the effect of an action, e.g., It was raining so hard that _____. 6.6.3 Identify the cause and state several possible effects.
6.7 Make comparisons within a selection.	6.7.1 Prepare a chart to show relative lifespans of animals. 6.7.2 Write an article comparing the viewpoints of those who prefer the mountains of North Carolina to those who prefer the beach.
6.8 Summarize information and implied meanings from a selection.	6.8.1 Write a PROTECT YOUR ENVIRONMENT brochure for children, telling ways to preserve resources. 6.8.2 Design packaging for a new product, being certain to summarize pertinent information.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.1 Determine the setting of a selection.	7.1.1 Choose the word that best describes the setting of a science fiction story.
	7.1.2 Choose the picture that best illustrates the setting of a poem.
	7.1.3 Draw a picture to illustrate the setting of a fantasy story.
7.2 Determine the plot of a selection.	7.2.1 Select the statement that best tells the plot of a selection.
	7.2.2 Identify the missing frames from a story board.
	7.2.3 Choose the best picture to complete the plot of a play.
7.3 Describe character traits.	7.3.1 Make charts identifying character traits, e.g., appearance, oral expression, gestures.
	7.3.2 Write an explanation of how the author made the character more realistic.
7.4 Determine the mood of a selection.	7.4.1 Make a collage using colors and pictures that best convey the mood of a selection.
	7.4.2 Choose music that would best convey the mood of a selection and explain why.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.1 Draw conclusions from reading.	8.1.1 Complete the sentence by selecting the conclusion that can best be inferred from information stated in the given sentence. 8.1.2 Draw conclusions from a riddle-type paragraph. 8.1.3 Determine from a description if a character would make a good friend.
8.2 Distinguish between fact and opinion in a selection.	8.2.1 Read a statement and determine if it is fact or opinion. 8.2.2 Choose the opinion words in a magazine ad. 8.2.3 Choose factual statements in a newspaper article.
8.3 Distinguish between fiction and nonfiction material.	8.3.1 Determine from the title if a book is fiction or nonfiction. 8.3.2 Determine from a book jacket if the book is fiction or nonfiction. 8.3.3 Read two excerpts from books and determine which is fiction and which is nonfiction.
8.4 Make judgments from reading.	8.4.1 State the difference between the author's factual statements, opinions, and personal reactions. 8.4.2 Conduct a poll of people's favorite foods and write a short report of the results.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.5 Determine author's purpose in a selection.	8.5.1 Read a short paragraph and choose the author's purpose for writing the paragraph.
	8.5.2 Read a selected paragraph to determine if the author's purpose is to inform or to entertain.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will extend and apply ideas and information gained from reading material.

Objectives	Measures
9.1 Organize information from reading.	9.1.1 Place fact cards into appropriate categories. 9.1.2 Choose a topic and select three books on that topic. 9.1.3 Fill in missing information on a simple diagram.
9.2 Apply information in a new situation.	9.2.1 Write a sentence to summarize a story or selection. 9.2.2 Choose pertinent information to design a simple science experiment. 9.2.3 Role play a scene from a biography.
9.3 Explore related topics in reading.	9.3.1 Develop a sequel to a play. 9.3.2 Find an additional reference related to a selected topic. 9.3.3 Create a diorama of a fairy tale.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.1 Use the following prewriting techniques to generate ideas for writing: a. brainstorming b. listing c. viewing d. drawing e. word bank f. free writing g. journal writing	1.1.1 Brainstorm, with small group of students, a list of products grown in North Carolina to get ideas for a description of a North Carolina product. 1.1.2 List events relating to the settlement of Roanoke Island in preparation to writing a narrative about colonization. 1.1.3 View filmstrips on North Carolina tourism in preparation to writing a clarification essay on a favorite vacation spot in North Carolina. 1.1.4 Write for ten minutes without interruption to generate ideas for writing. 1.1.5 Write daily in a journal about ideas of personal interest. 1.1.6 Write a letter to a friend's mother requesting the friend to stay overnight.
1.2 Determine a purpose for writing.	1.2.1 Write a play about the "Wonderful World of Zero" to explain special properties of the number zero.
1.3 Choose an appropriate audience.	1.3.1 Write advertising brochures for resorts, camps, cruises, and hotels, and decide which audience to sell and how.

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.4 Decide on the best form for writing.	1.4.1 Take a stand on a school issue and decide on the best way to express your opinion, e.g., posters, letters to the editor of the school paper, proposal to student council.
1.5 Plan and organize ideas for writing.	1.5.1 Write picturesque phrases to be used in creating formula poetry, e.g., haiku, cinquain, limerick.
1.6 Select mode of writing: narration, description, or clarification.	1.6.1 Use the narrative mode of writing to develop a children's guide that describes things to do and places to go around the area.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will write a first draft based on prewriting experiences.

Objectives	Measures
2.1 Write a first draft with emphasis on content.	2.1.1 Write a first draft of a description of a product grown in North Carolina.
	2.1.2 Write a first draft of a narrative about North Carolina colonization.
	2.1.3 Write a first draft of a clarification essay giving reasons for choice of favorite vacation spot in North Carolina.
	2.1.4 Write a first draft based on an idea produced during free writing or on an entry made in a journal.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will revise rough drafts for content clarity.

Objectives	Measures
3.1 Revise rough draft for: a. main idea b. supporting detail c. organization d. coherence e. audience f. form	3.1.1 Read her/his composition to members of small peer group and use, as input for revision, their written statements of paper's main idea to confirm either clarity or obscurity of main idea. 3.1.2 Make list of details used in rough draft to support main idea and add more detail as necessary. 3.1.3 Label rough draft of clarification essay to identify statement of topic, two reasons for position, and conclusion to determine need for organizational revision. 3.1.4 Circle transition words and phrases in rough draft such as first, second, and moreover to determine the coherence of rough draft, and revise as needed. 3.1.5 Revise composition from free writing based on peer response.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, and handwriting.

Objectives	Measures
4.1 Use correct agreement of subject and verb	4.1.1 Correct mistakes in subject/verb agreement in own composition as a result of peer group editing for agreement errors.
4.2 Use correct spelling.	4.2.1 Correct spelling errors indicated by teacher and peers on draft copies.
4.3 Use standard language.	4.3.1 Correct inappropriate usage marked as errors in rough drafts as a result of peer editing, e.g., you're, theirselves, hissin, ain't.
4.4 Use correct capitalization of proper nouns, first words in sentences, and the pronoun "I".	4.4.1 Correct capitalization errors in own rough drafts.
	4.4.2 Proofread and mark capitalization errors in classmates' drafts.
4.5 Use correct punctuation at end of sentences and in abbreviations.	4.5.1 Correct run-on sentences by inserting correct punctuation to divide sentences.
	4.5.2 Punctuate correctly, abbreviations in dates and addresses.
4.6 Use legible handwriting in final drafts.	4.6.1 Respond to peers' notations of handwriting obscurity on rough drafts by writing the following letters clearly: a, o, l, b, h, i, e.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will evaluate own writing and that of peers.

Objectives	Measures
5.1 Select a final draft from various revisions.	5.1.1 Determine which revised draft of a narrative is the draft to be recopied as the final.
5.2 Select best piece of writing from a writing folder and support choice.	5.2.1 Select, with peer group and teacher input, the best pieces of writing to submit for evaluation or to be published.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will publish a piece of revised and edited writing.

Objectives	Measures
6.1 Share a piece of writing through publication.	6.1.2 Read own composition in reading/writing groups, in one-on-one reading to adults, and in school-wide readings of student work. 6.1.2 Prepare writing for classroom display by mounting composition on decorative paper or illustrate for classroom display. 6.1.3 Submit writing produced in class for local, state, and national writing contests, e.g., P.A.R., N.C.E.T.A., and SDPI.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from visuals.

Objectives	Measures
1.1 Recognize and recall explicit details.	1.1.1 List the objects pictured on highway billboards.
	1.1.2 Look at the classroom and describe in writing what is seen.
1.2 Recognize and recall explicit main ideas.	1.2.1 Look at a painting and give it a title.
	1.2.2 Look at a short film and choose an appropriate title.
1.3 Recognize and recall explicit sequences of ideas or events.	1.3.1 Put a series of four or five pictures into an appropriate sequence and explain why you chose that sequence.
	1.3.2 Watch a demonstration of a series of three or four simple dance steps and then duplicate them.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.1 Determine the main idea.	2.1.1 Watch a pantomime and name the action presented.
	2.1.2 Look at a wordless picture book and write the main idea for each page.
2.2 Determine the supporting details.	2.2.1 Describe which details from a film added humor.
	2.2.2 Explain which details made a painting more realistic.
2.3 Determine the sequence of ideas or events.	2.3.1 Arrange the frames of a wordless cartoon in proper sequence.
	2.3.2 Organize a series of slides into the best order to present.
2.4 Categorize information.	2.4.1 Cut out twenty-five or thirty magazine-newspaper pictures; then arrange them in various categories.
	2.4.2 Watch a television newscast and list at least three news items under each category: news, sports, and weather.
2.5 Make predictions.	2.5.1 Look at a picture advertisement of a movie and predict what the movie will be about.
	2.5.2 Read a comic strip such as <u>Nancy</u> and predict the last frame.

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.6 Determine elements in a cause and effect relationship.	2.6.1 Look at a picture of a tornado and write down five effects of such a storm. 2.6.2 Watch a simple science experiment about properties of matter and describe what caused the results.
2.7 Make comparisons.	2.7.1 Look at pictures of historical homes from around North Carolina and describe how they are different from your own. 2.7.2 Watch two skits performed by classmates to dramatize the settling of North Carolina, one from the viewpoint of the Europeans and one from the viewpoint of the Indians, and compare the presentations.
2.8 Summarize information.	2.8.1 Observe a cage of gerbils and take notes; then write a summary of gerbil family life. 2.8.2 Study a painting or art print and describe the emotions felt while viewing it. 2.8.3 Survey the pictures in a content area text chapter and tell the important ideas in the chapter.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to think critically.

Objectives	Measures
3.1 Draw conclusions.	3.1.1 Look at a photograph showing North Carolina products and identify those most important to the economy in your area. 3.1.2 Watch a film about helpful and harmful animals and draw pictures to illustrate the most common types of helpful and harmful animals in your area.
3.2 Distinguish real from unreal in a viewing experience.	3.2.1 Follow a certain comic strip for a week and make a list of things that really happen and a list of make-believe happenings. 3.2.2 List the real and exaggerated events in a tall tale.
3.3 Distinguish between fact and opinion.	3.3.1 Find a picture of a puppy or kitten and write down in a sentence or two how you feel when you look at the picture. Then write a sentence or two describing the animal as it really is. 3.3.2 Watch a game and then read a short description of the game by two members of each team. Identify the team of each writer.
3.4 Determine purpose of a visual message.	3.4.1 Find a magazine or newspaper picture that shows how to do something. 3.4.2 View two billboards along the highway and tell the purpose of each one by describing the similarities and differences.

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to think critically.

Objectives	Measures
3.5 Make judgments.	3.5.1 Explain why a painting's title is or is not appropriate.
	3.5.2 Watch a short film and decide if it is effective for its purpose.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
4.1 Identify elements used for dramatic effect, e.g., sound, music, setting, props, costumes, and nonverbal features.	4.1.1 Turn on the sound for a film, but not the picture. During the parts when no words are spoken, describe what you think is happening. 4.1.2 Write a description of the costumes used in a western or science fiction television program. Answer this question: Would the show have been as good if the actors had dressed in clothes like mine?
4.2 Identify features of camera shot composition: a. sense of distance perceived between viewer and subject b. camera angle c. lighting and color d. speed at which a shot is made	4.2.1 Watch part of an educational television program in color and then part in black and white. Write a brief paper about which you like better and why. 4.2.2 Find a magazine picture that looks as if you are standing far above something and write a paragraph about your reaction to being above looking down. How does it make you feel? Then write a paragraph about how you would feel if you were at the bottom of the picture looking up.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visuals to communicate information in an appropriate medium.

Objectives	Measures
5.1 Create a visual message from a piece of writing or literature.	5.1.1 Make a poster that encourages classmates to be a character in a book.
	5.1.2 Prepare a story board for a visual presentation of the events in the settlement of North Carolina.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will use book parts to locate information.

Objectives	Measures
1.1 Use table of contents to locate parts of a book.	1.1.1 Find the beginning page number of an assigned chapter in a content textbook.
	1.1.2 Locate the chapter in which a given topic is discussed.
	1.1.3 Use the table of contents to locate the page number of the glossary.
1.2 Use the book index to identify pages for specific topics.	1.2.1 Find the page number where a given person is mentioned.
	1.2.2 Find a page number where a given topic is mentioned.
	1.2.3 Find a page number where a given table is located.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will use reference materials to obtain information.

Objectives	Measures
2.1 Use the dictionary to locate: a. guide words b. pronunciation c. word meanings	2.1.1 Use the guide words to locate a given word in the dictionary. 2.1.2 Pronounce a word using the dictionary pronunciation key. 2.1.3 Locate the appropriate meaning for a word in context.
2.2 Use the encyclopedia to locate information.	2.2.1 Use the index to locate the appropriate volume for needed information. 2.2.2 Use the encyclopedia volume guide words to locate an encyclopedia article. 2.2.3 List three facts gathered from an encyclopedia article.
2.3 Use the subject cards in the card catalog to find library materials.	2.3.1 Use subject cards to locate three books for a given topic. 2.3.2 Use subject cards to find a book, a record, and filmstrip on a given topic. 2.3.3 Use the subject card to locate three biographies.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will use graphic aids to locate and interpret information.

Objectives	Measures
3.1 Use maps to locate places.	3.1.1 Locate North Carolina on a map of the United States.
	3.1.2 Locate the county of residence on an outline map of North Carolina.
	3.1.3 Locate nearest town to school on a North Carolina map.
3.2 Use globes to locate approximate positions.	3.2.1 Locate lines of longitude on a globe.
	3.2.2 Locate lines of latitude on a globe.
	3.2.3 Locate north and south poles.
3.3 Use tables, charts, and schedules to find facts.	3.3.1 Determine three facts from a given table.
	3.3.2 Find road mileage between two cities, using the mileage chart on a map.
	3.3.3 Determine how long the cafeteria serves lunch, using the school schedule.
3.4 Use graphs to state information.	3.4.1 Summarize information given on a picture graph.
	3.4.2 Summarize information given on a bar graph.
	3.4.3 Summarize information given on a line graph.

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will use graphic aids to locate and interpret information.

Objectives	Measures
3.5 Use diagrams and illustrations to find and explain information.	3.5.1 Identify specific details in an illustration.
	3.5.2 Use the floor plan of the school to locate fire exits.
	3.5.3 Find and explain the information shown in a diagram in a content area textbook.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.1 Use directories and guides to locate and interpret information.	4.1.1 Use telephone directory to locate a specific telephone number. 4.1.2 Locate the address of a business using the telephone directory. 4.1.3 Use a building directory to locate a specified place. 4.1.4 Determine from the TV Guide what programs are aired at specific times, dates, and channels.
4.2 Interpret signs in the school and community.	4.2.1 Recognize signs that designate danger. 4.2.2 Interpret traffic signs relevant to bike riding. 4.2.3 Use signs to locate reference section in library.
4.3 Use newspapers and magazines to obtain information.	4.3.1 Locate the sports section in a newspaper by using the index. 4.3.2 Determine the lead story in the newspaper. 4.3.3 Locate a story or article in a magazine by using the table of contents.

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.4 Interview appropriate persons to obtain information.	4.4.1 List questions to use in an interview.
	4.4.2 Take notes during the interview.
	4.4.3 Summarize information gained from the interview.

COMMUNICATION SKILLS

Grade Level: 4

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will use study techniques to gain information.

Objectives	Measures
5.1 Skim printed materials to gain information.	5.1.1 Skim an assigned chapter in a content area textbook and write the main ideas. 5.1.2 Skim a newspaper article to locate answers to whom and what the article is about.
5.2 Scan printed material to gain specific information.	5.2.1 Scan a telephone directory to locate a particular person's name and number. 5.2.2 Scan a TV guide to locate a 5:00 p.m. Saturday sports program.
5.3 Use SQ3R (Survey, Question, Read, Recite, Review) as a study technique.	5.3.1 Read a chapter in a content area textbook using each of the steps in SQ3R to gain information.
5.4 Use LQ2R (Listen, Question, Recite, Re-listen) as a study technique.	5.4.1 Listen to the teacher read a story and use the LQ2R technique to gain information.

Grade 5 Outline

LISTENING

Comprehension

1. Listen attentively.
2. Listen for literal information.
3. Listen to understand implied meaning.
4. Listen to use literal information and implied meaning to think critically.
5. Apply and extend ideas gained from listening.

SPEAKING

Techniques

1. Use appropriate nonverbal behavior.
2. Control vocal characteristics.
3. Use standard American English.

Social Functions

4. Speak for particular purposes.

READING

Vocabulary

1. Increase vocabulary to aid in comprehension.
2. Use contextual clues to aid in comprehension.
3. Use word analysis to aid in comprehension.

Comprehension

4. Prepare to read by setting purpose(s) for reading.
5. Gain literal information from the material read.
6. Identify story elements in various types of literature to aid in comprehension.
7. Use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.
8. Use literal information and implied meaning to think critically.
9. Apply and extend ideas gained from reading material.

WRITING

Prewriting

1. Use prewriting to generate ideas for writing.

Drafting

2. Write a first draft based on prewriting experiences.

Revising

3. Revise rough drafts for content clarity.

Editing

4. Edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, handwriting.

Evaluating

5. Evaluate own writing and that of peers.

Publishing

6. Publish a piece of revised and edited writing.

VIEWING

Comprehension

1. Gain literal information from visuals.
2. Interpret information from visuals.
3. Use visual information to think critically.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visuals to communicate information in an appropriate medium.

STUDY SKILLS

1. Use book parts to locate information.
2. Use reference materials to obtain information.
3. Use graphic aids to locate and interpret information.
4. Use environmental sources to locate and interpret information.
5. Use study techniques to gain information.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen attentively.

Objectives	Measures
1.1 Listen without interrupting.	1.1.1 Make notes from a classmate's presentation. 1.1.2 Hold questions until speaker finishes. 1.1.3 Hold comments until speaker finishes.
1.2 Reply to a speaker with appropriate nonverbal feedback.	1.2.1 Demonstrate appropriate eye contact while listening to a conversation. 1.2.2 Indicate amusement in a humorous situation with facial expressions. 1.2.3 Use nonverbal motions to signal a speaker to conclude presentation.
1.3 Ask relevant questions and make responsible comments in a group discussion.	1.3.1 Note two questions to ask at conclusion of presentation. 1.3.2 Make notes of interesting information to guide comments during discussion. 1.3.3 State compliments to speaker.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen for literal information.

Objectives	Measures
2.1 Recognize and recall main ideas explicit in a selection.	2.1.1 State the main idea of a patriotic song. 2.1.2 Describe the main idea of a scene from an operetta or play. 2.1.3 Write a sentence to identify a speaker's main point.
2.2 Recognize and recall details explicit in a selection.	2.2.1 Identify names in the list of credits at the end of a radio broadcast. 2.2.2 List colors mentioned in a fashion show narrative. 2.2.3 List fabric names mentioned in a fashion show narrative.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen to understand implied meaning.

Objectives	Measures
3.1 Determine the main idea.	3.1.1 Explain the economic importance of oceans after listening to a presentation by an oceanographer. 3.1.2 Listen to a travel advertisement and identify the main attraction of that vacation spot.
3.2 Determine the supporting details	3.2.1 Listen to a <u>Two-Minute-Mystery</u> by Daniel Sobol, propose a solution, and identify the details which served as clues. 3.2.2 Make a directory of plants by drawing fifteen or more and recording their distinguishing characteristics.
3.3 Paraphrase information.	3.3.1 Make entries in content journal for a history selection discussed in class. 3.3.2 Give oral summary of resource person's discussion with class on farming. 3.3.3 Draw map to depict a classmate's directions for going from his house to the swimming pool.
3.4 Determine the sequence of events and ideas.	3.4.1 Listen to a taped interview with a soil scientist and explain the sequence of harmful events which result from storing toxic waste in the soil. 3.4.2 Write step-by-step instructions for a math game described by a classmate.

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen to understand implied meaning.

Objectives	Measures
3.5 Make predictions about a selection.	3.5.1 Supply possible information to questions posed by classmates. 3.5.2 Write an ending for a poem after the first half has been read. 3.5.3 Make notes to indicate how a speaker might conclude a talk.
3.6 Determine elements of cause and effect relationships.	3.6.1 Make notes on an autobiographical narrative about events which molded the character of the speaker. 3.6.2 List causes of the problem in a report on world hunger. 3.6.3 List possible consequences of the invasion as a response to the reading of an account of the fall of the Aztecs.
3.7 Make comparisons in a listening selection.	3.7.1 Make a list of items mentioned in a descriptive passage and pair them with like items. 3.7.2 Identify words in a selection that indicate comparisons. 3.7.3 Identify metaphors in a poem.
3.8 Summarize information.	3.8.1 Make entries in personal journal of an important event of the day mentioned in a news broadcast. 3.8.2 Write three sentences to summarize a speaker's message. 3.8.3 Draw a diagram to summarize a process described in a science experiment.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will listen in order to use literal information and implied meaning to think critically.

Objectives	Measures
4.1 Draw conclusions about something heard.	4.1.1 Describe the character in a ballad. 4.1.2 Write a narrative describing a possible solution to a mystery story. 4.1.3 Give a report on why one should attend a concert.
4.2 Distinguish between fact and opinion.	4.2.1 Select words in a statement which indicate that an opinion was given. 4.2.2 Select words in a statement which precede factual statements. 4.2.3 Turn a factual statement into an opinion.
4.3 Distinguish between fiction and nonfiction.	4.3.1 Listen to the story of <u>Bunnicula, the Vampire Bunny</u> , and identify which details must be fictitious and which may be factual. 4.3.2 Listen to learn details of the life of a sea creature, e.g., jellyfish or squid, and write two life stories--one factual and one fictitious.

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will listen in order to use literal information and implied meaning to think critically.

Objectives	Measures
4.4 Determine purpose.	4.4.1 Listen to a legend about the life of a particular tribe of North American Indians and decide its purpose.
	4.4.2 Listen to talks by different speakers on the same topic and identify the purpose of each.
4.5 Make judgments.	4.5.1 Listen to limericks written by classmates and select favorites to be published in a class book.
	4.5.2 Listen to a documentary on major threats to the sea; then choose a major problem and write a letter to an editor outlining the solution you propose.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will apply and extend ideas gained from listening.

Objectives	Measures
5.1 Organize ideas and information gained from listening.	5.1.1 Listen to a radio interview with some leaders of North American Indian tribes and write a description of current issues facing North American Indians. 5.1.2 Listen to the sounds of a pond heard on a nature walk and categorize the sounds according to their source.
5.2 Apply ideas and information in a new situation.	5.2.1 Listen to an interview with Indian tribal leaders and write about how these leaders contrast with the stereotypes of North American Indians promoted by the mass media. 5.2.2 Listen to pond sounds and then write similes and/or metaphors to use in cinquains.
5.3 Explore related topics.	5.3.1 Listen to the interview with the Indian tribal leaders and then read to learn about issues facing other minorities. 5.3.2 Listen to pond sounds and then use recordings of other natural environments to compare the sounds.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use appropriate nonverbal language in speaking situations.

Objectives	Measures
1.1 Use effective gestures and eye contact.	1.1.1 Recite a poem from memory, using appropriate gestures to emphasize different parts of the poem.
	1.1.2 Talk to a classmate using effective eye contact.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will practice vocal control.

Objectives	Measures
2.1 Control volume according to the speaking situation.	2.1.1 Participate in a choral reading group, using volume control to emphasize different parts of the reading.
2.2 Pronounce words clearly.	2.2.1 Read a poem to classmates.
2.3 Use natural phrasing when reading aloud.	2.3.1 Read a newspaper article to classmates, observing punctuation.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use standard American English.

Objectives	Measures
3.1 Speak in daily classroom experiences, using standard American English.	3.1.1 Give a short review of a favorite television program. 3.1.2 Prepare a one minute news feature on an upcoming school event.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to achieve different goals.

Objectives	Measures
4.1 Express feelings and opinions.	4.1.1 Give an oral report expressing feelings about social customs in the Canadian provinces.
4.2 Ask and answer questions.	4.2.1 Role play the mother in mother-child conversation about something the child has done wrong. Then role play the child by answering the mother's questions.
4.3 Engage in problem-solving discussions.	4.3.1 Participate in a group discussion about this situation: On a camping trip the rain ruins the matches and the temperature drops to freezing. Discuss ways to survive.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.1 Increase and understand sight vocabulary.	1.1.1 Use written vocabulary to convey precise meaning. 1.1.2 Select a word from a list which shows exact meaning. 1.1.3 Add words and phrases to personal dictionary.
1.2 Increase and understand vocabulary of content area words.	1.2.1 Identify the appropriate meaning of a word found in content, e.g., <u>combine</u> in math and social studies. 1.2.2 Select a word from a list which has a similar meaning to a given word. 1.2.3 Make a personal glossary for social studies words.
1.3 Apply and understand multiple meanings of words.	1.3.1 Choose a word from a list to complete two given sentences, e.g., cabinet, float, sink, pan, sail. I put the dishes in the _____. The ship will _____. 1.3.2 Match illustrations to given words. 1.3.3 Make a personal dictionary section of multiple meaning words.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.4 Apply and understand synonyms, homonyms, and antonyms.	1.4.1 Change the underlined word in the sentence to show the opposite meaning (antonym). 1.4.2 Write three sentences giving a different meaning for the same homonym. 1.4.3 Rewrite a short descriptive passage using synonyms for various nouns, verbs, adjectives, and adverbs.
1.5 Use figurative language to comprehend.	1.5.1 Choose the exaggeration in a series of sentences. 1.5.2 Select the hyperbole in a series of sentences. 1.5.3 Identify the onomatopoeia in a series of sentences. 1.5.4 Use similes to compare two things using the words <u>like</u> , <u>than</u> , or <u>as</u> . 1.5.5 Use metaphors to compare two unlike objects. 1.5.6 Explain the meaning of two common idioms, e.g., "hit the nail on the head."
1.6 Determine coinage of words to understand meanings.	1.6.1 Choose coined words from a list, e.g., Levi's, denim, jello, jelly, Raleigh. 1.6.2 Select a synonym for a coined word. 1.6.3 List original coined words and definitions.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.1 Use patterns and functions of words to determine word meanings.	2.1.1 Combine two sentences by using the appropriate conjunction, e.g., Sally went to school. Jane went home. Sally went to school <u>and</u> Jane went home.
	2.1.2 Complete a sentence with an appropriate noun by determining its function, e.g., The _____ came to a screeching halt.
	2.1.3 Complete a sentence with an appropriate verb by determining its function.
	2.1.4 Complete a sentence with an appropriate adjective by determining its function.
2.2 Use a variety of contextual clues to derive meaning(s), e.g., experiences, definitions, examples, restatement.	2.2.1 Choose from a list the meaning for the underlined word, e.g., The dog catcher immediately <u>impounded</u> the dog.
	2.2.2 Determine definition of a given word from context.
	2.2.3 Determine the meaning of a given word from the restatement.
	2.2.4 Determine the meaning of a given word from the example.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.1 Determine meanings from prefixes, suffixes, and roots.	<p>3.1.1 Identify from a list the root words.</p> <p>3.1.2 Choose from a list words which can be correctly used with a given prefix; e.g., <u>sub</u>: marshal, tract, marine, teen, normal, version, way.</p> <p>3.1.3 Select from a list words which can be correctly used with a given suffix.</p>
3.2 Identify the inflectional endings on words.	<p>3.2.1 Choose the appropriate plural form for a given list of words (s, es).</p> <p>3.2.2 Select the correct spelling from a list of plurals.</p> <p>3.2.3 Choose appropriate comparative form to complete a sentence.</p>
3.3 Use compound forms to identify meaning.	<p>3.3.1 Identify base word in a given compound word.</p> <p>3.3.2 Select compound words from a list.</p> <p>3.3.3 Choose the compound words from a list which includes closed and hyphenated compounds.</p>
3.4 Use possessives and contractions to identify meaning.	<p>3.4.1 Select the noun form to complete the sentence: The _____ squad car was stolen. (policeman's, policemen).</p> <p>3.4.2 Show ownership by adding 's to a person's name.</p> <p>3.4.3 Locate a contraction in a given sentence.</p>

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will prepare to read by setting purpose(s) for reading.

Objectives	Measures
4.1 Set purpose(s) for reading.	4.1.1 List known information about a topic.
	4.1.2 List information to be gathered in reading.
	4.1.3 Predict the main idea of a book by surveying the cover and the pictures inside.
	4.1.4 Predict the remainder of the selection after reading several paragraphs.
	4.1.5 Predict additional information after reflection on reading.
	4.1.6 Revise information list after surveying and reading.
	4.1.7 Read further to verify predictions.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will gain literal information from the material read.

Objectives	Measures
5.1 Recognize and recall the main idea explicit in the selection.	5.1.1 Select the best title for a given passage. 5.1.2 Choose a title for a student authored composition. 5.1.3 Identify, after reading a passage, the sentence that best states the main idea of that passage.
5.2 Recognize and recall the supporting details explicit in the selection.	5.2.1 Identify details which support who, what, where, when, why, and how in a passage. 5.2.2 List phrases which support details.
5.3 Recognize and recall the sequence of ideas and events.	5.3.1 Draw a chart to illustrate the major classifications of plants, e.g., algae, fungi, mosses, ferns, and seed plants. 5.3.2 List the Roman numerals and their whole number equivalents through 100.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.

Objectives	Measures
6.1 Determine the main idea of a selection.	6.1.1 Write a cinquain explaining the main idea of a story.
	6.1.2 Develop a flag, seal, symbol, pledge, and/or national anthem for a new country.
6.2 Determine the supporting details of a selection.	6.2.1 Explain briefly the work and findings of Gregor Mendel.
	6.2.2 Write a travel brochure for any place in the Americas and include many details read in the social studies text.
6.3 Determine the sequence of ideas and events.	6.3.1 Create and solve realistic word problems using fractional numbers.
	6.3.2 Describe the life cycle of a seed plant.
6.4 Categorize information to determine relationships.	6.4.1 Identify phrases that do not fit into specified categories.
	6.4.2 Separate content words into designated categories.
	6.4.3 Add words to personal dictionary which relate to specific groups of words, e.g., add <u>Raleigh</u> to a list of cities.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meanings.

Objectives	Measures
6.5 Predict outcomes from reading.	6.5.1 Read several paragraphs of a story and choose, from a list, the next event that will occur.
	6.5.2 Describe the contents of a textbook from a survey of pictures, chapter headings, and subheadings.
	6.5.3 Select the conclusion of a four-frame comic strip by examining the first three frames.
6.6 Determine elements of cause and effect relationships in a selection.	6.6.1 Identify the word that signals the cause in a passage, e.g., because, since, thus, if.
	6.6.2 Identify the word that signals the effect in a passage, e.g., therefore, consequently.
	6.6.3 Complete an incomplete sentence with the appropriate cause/effect words.
6.7 Make comparisons within a selection.	6.7.1 Demonstrate or draw pictures of examples of potential and kinetic energy.
	6.7.2 Write about how your family life differs from that of young people in other countries.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meanings.

Objectives	Measures
6.8 Summarize information and implied meanings from a selection.	6.8.1 Create a bulletin board to illustrate the following mathematical terms: points, line segments, rays, angles, and intersecting lines. 6.8.2 Keep data sheets on a science experiment to show how a balloon changes size after being heated.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.1 Identify the setting of a selection.	7.1.1 Choose an illustration that best shows the setting of a given play. 7.1.2 Choose, from a list, the word or phrase that best describes the setting of a ballad. 7.1.3 Draw a picture(s) to illustrate the setting of a short story.
7.2 Determine the plot of a selection.	7.2.1 Select the best picture to complete the plot of a play. 7.2.2 Select the sentence that best tells the plot of a selection. 7.2.3 Summarize the plot of a "tall tale."
7.3 Describe character traits.	7.3.1 Select, from a list, the implied motive of a character in a given passage. 7.3.2 Choose, from a list, the implied feelings of a character in a given passage. 7.3.3 Make a collage of words and pictures showing traits of a story character.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.4 Determine the mood of a selection.	7.4.1 Choose from a list the appropriate word(s) to describe the mood of a given selection.
	7.4.2 Select the appropriate category for a list of words, e.g., happy, sad.
	7.4.3 Illustrate the mood of a given poem.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.1 Draw conclusions from reading.	8.1.1 Determine from a biography if a character is a hero.
	8.1.2 Complete the sentence by selecting the conclusion that can best be inferred from the reading selection.
	8.1.3 Draw conclusions from a riddle-type paragraph.
8.2 Distinguish between fact and opinion in a selection.	8.2.1 Read a statement to determine if it is fact or opinion.
	8.2.2 Choose the opinion words in an article.
	8.2.3 Choose factual statements in a newspaper article.
8.3 Distinguish between fiction and nonfiction material.	8.3.1 Determine from the card catalog if a book is fiction or nonfiction.
	8.3.2 Determine from the title if a book is fiction or nonfiction.
	8.3.3 Read two excerpts from books and determine which is fiction and which is nonfiction.
8.4 Make judgments from reading.	8.4.1 Write a tribute to the Red Cross, providing many reasons to support this recognition.
	8.4.2 Describe a superstition and explain why it cannot be true.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.5 Determine author's purpose in a selection.	8.5.1 Identify the author's purpose for writing a letter to the editor. 8.5.2 Choose a letter which fulfills a given purpose, e.g., entertain, inform. 8.5.3 Read a selected paragraph to determine if the author's purpose is to amuse or to inform.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will extend and apply ideas and information gained from reading material.

Objectives	Measures
9.1 Arrange information from reading.	9.1.1 Arrange fact cards into appropriate sequence.
	9.1.2 Choose a topic and select three articles on that topic.
	9.1.3 Fill in information on a simple graph.
9.2 Apply information in a new situation.	9.2.1 Write notes to summarize information from a selection.
	9.2.2 Choose chart form to summarize information.
	9.2.3 Write a scene for a play.
9.3 Explore related topics in reading.	9.3.1 Develop a sequel to a short story.
	9.3.2 Find an additional reference in another medium, e.g., film.
	9.3.3 Construct a backdrop for a play.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
<p>1.1 Use the following prewriting techniques to generate ideas for writing narration:</p> <ul style="list-style-type: none">a. brainstormingb. listingc. viewingd. drawinge. word bankf. listeningg. mappingh. free writingi. journal writing	<p>1.1.1 List sights observed on a five minute walk around the school ground to get details for a descriptive paragraph.</p> <p>1.1.2 Select a favorite game and give reasons why you like the game. Then write a paragraph using these reasons.</p> <p>1.1.3 Make a personal road map as pre-writing for a narrative relating important biographical events.</p> <p>1.1.4 Write for ten minutes without interruption to generate ideas for writing.</p> <p>1.1.5 Write daily in a journal about items of personal interest.</p> <p>1.1.6 Write a short paper to the principal convincing him you should be a member of the safety patrol.</p>
<p>1.2 Determine a purpose for writing.</p>	<p>1.2.1 Write a letter to the editor of the local newspaper to commend a reporter for a worthwhile article on the National Library Week celebration in your school.</p>

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.3 Choose an appropriate audience.	1.3.1 Write a speech to convince computer-phobic people to try computing.
1.4 Decide on best form for writing.	1.4.1 Write a play to present the different countries of the Americas with much interesting information about each.
1.5 Plan and organize ideas for a biographical sketch.	1.5.1 Prepare an outline with topic sentences and supporting details for writing a biographical sketch.
1.6 Select mode of writing: narration, description, or clarification.	1.6.1 Write in the descriptive mode to present your vision of the perfect school.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will write a first draft based on prewriting.

Objectives	Measures
2.1 Write a first draft with emphasis on content.	2.1.1 Write a rough draft of a description of the school grounds.
	2.1.2 Write a rough draft of a clarification essay giving reasons for liking a favorite game.
	2.1.3 Write a rough draft of a biographical narrative.
	2.1.4 Write a first draft based on an idea produced during free writing or recorded in a journal.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will revise rough drafts for content clarity.

Objectives	Measures
3.1 Revise rough draft for the following: a. main idea b. supporting detail c. organization d. coherence e. audience f. form	3.1.1 Read her/his composition to members of small peer group and use, as input for revision, their written statements of the paper's main idea to confirm either clarity or obscurity of main idea. 3.1.2 Make list of details used in rough draft to support main idea and add more detail as necessary. 3.1.3 Label rough draft of clarification essay to identify statement of topic, two reasons for position, and conclusion to determine need for organizational revision. 3.1.4 Circle transition words and phrases in rough draft (such as first, second, moreover) to determine coherence of rough draft and revise as needed. 3.1.5 Add, delete, or choose better words to improve elaboration of description of playground. 3.1.6 Reorder sentences in biographical narrative to be certain that events are in clear chronological order. 3.1.7 Revise composition from free writing based on peer response.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, and handwriting.

Objectives	Measures
4.1 Use correct agreement of subject and verb.	4.1.1 Correct mistakes in subject/verb agreement in own composition as a result of peer group editing for agreement errors.
4.2 Use correct spelling.	4.2.1 Correct spelling errors on draft copies as indicated by teacher and peers.
4.3 Use standard language.	4.3.1 Correct inappropriate usage marked as errors in rough drafts as a result of peer editing, e.g., yourn, theirselves, hissin, ain't.
4.4 Use correct capitalization of proper nouns, first words in sentences, and the pronoun "I."	4.4.1 Correct capitalization errors in own rough drafts.
	4.4.2 Proofread and circle capitalization errors in classmate's draft.
4.5 Use correct punctuation at end of sentences and in abbreviations.	4.5.1 Correct run-on sentences by inserting correct punctuation to divide sentences.
	4.5.2 Punctuate correctly, abbreviations in dates and addresses.
4.6 Use legible handwriting in final drafts.	4.6.1 Respond to peers' notations of handwriting obscurity on rough drafts by writing the following letters clearly: a, o, l, b, h, i, e.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will evaluate own writing and that of peers.

Objectives	Measures
5.1 Select a final draft from various revisions.	5.1.1 Determine which revised draft of a narrative is the draft to be recopied as the final.
5.2 Select best piece of writing from a writing folder and support choice.	5.2.1 Use evaluations of peer group and teacher in order to select the best pieces of writing for a grade or publication.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will publish a piece of revised and edited writing.

Objectives	Measures
6.1 Share a piece of writing through publication.	6.1.1 Read own composition in reading/writing groups, in one-on-one reading to adults, and in school-wide readings of student work. 6.1.2 Prepare writing for classroom display by mounting composition on decorative paper or illustrate for classroom display. 6.1.3 Submit writing produced in class for local, state, and national writing contests, e.g., P.A.R., N.C.E.T.A., SDPI.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from visuals.

Objectives	Measures
1.1 Recognize and recall explicit details.	1.1.1 Look at a common everyday object and list four details, e.g., cotton ball, toothpick, tree. 1.1.2 Look at an art print and list three details that you particularly like or dislike about it.
1.2 Recognize and recall explicit main ideas.	1.2.1 Discuss with classmates the most important ideas in a film all have seen. 1.2.2 Study a comic strip of "Family Circus" and state the main idea.
1.3 Recognize and recall explicit sequences of ideas or events.	1.3.1 Present a guided tour of the school by describing a walk through the school, room by room. 1.3.2 Copy the mime of a partner to create a mirror image.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.1 Determine the main idea.	2.1.1 Watch a fable dramatized in a skit and state the moral.
	2.1.2 Look at a book jacket and decide what the main idea of the book may be.
2.2 Determine the supporting details.	2.2.1 Look at a magazine ad and tell which features convey the message, e.g., color, shape, size.
	2.2.2 Watch a puppet show staged by classmates and draw a playbill for the show.
2.3 Determine the sequence of ideas or events.	2.3.1 Watch the preparation of a simple snack and write a step-by-step recipe.
	2.3.2 Watch a film clip of a sports skill, e.g., tennis serve or football pass, and draw a series of step-by-step illustrations.
2.4 Categorize information.	2.4.1 Watch an educational television drama; categorize the characters according to good and bad, rich and not rich, good looking and not so good looking. Discuss findings with classmates.
	2.4.2 Watch the various events and people around school for two days; list what you see and arrange them in different categories of likenesses and unlikenesses.

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.5 Make predictions.	2.5.1 Observe a simple science experiment and predict the outcome. 2.5.2 Plant some garden seeds and predict when the first plants will appear. Log (or record) daily evidence of growth.
2.6 Determine elements in a cause and effect relationship.	2.6.1 Match magazine ad pictures to show cause and effect, e.g., dirty clothes and TIDE detergent. 2.6.2 Read funny limericks and identify the cause and the effect.
2.7 Make comparisons.	2.7.1 Look at three pictures of the same object or person and describe the differences and similarities. 2.7.2 After looking at a film, compare the actions of the two leading characters.
2.8 Summarize information.	2.8.1 Write down three statements which summarize a particular film. 2.8.2 Write a general description of how a heat engine works after viewing a model or diagram.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to help her/him think critically.

Objectives	Measures
3.1 Draw conclusions.	<p>3.1.1 View a film about an historic site and write a short paper that draws several conclusions about daily life of that period as compared to the present.</p> <p>3.1.2 Look at the illustrations of a character in a book to be read and write a description of her/his personality.</p>
3.2 Distinguish real from unreal in a viewing experience.	<p>3.2.1 View pictures of real and make-believe experiences and categorize the pictures.</p> <p>3.2.2 Write down five things from television that almost always show real happenings or people; list five things that often are not real on television but are shown as real, e.g., <u>real</u>--local person; <u>unreal</u>--space travel.</p>
3.3 Distinguish between fact and opinion.	<p>3.3.1 Look at a magazine advertisement and separate factual ideas from the advertiser's opinions.</p> <p>3.3.2 Look at an art print and write down, first, what you actually see; and, second, what the painting makes you think about.</p>
3.4 Determine purpose of a visual message.	<p>3.4.1 Find three magazine or newspaper pictures that show something pleasant; then write down what is pleasant about the pictures.</p> <p>3.4.2 View two charts and tell their purpose.</p>

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to help her/him think critically.

Objectives	Measures
3.5 Make judgments.	3.5.1 Study three artists' depictions of a famous person and choose the one that best conveys that person's personality. 3.5.2 After looking at an advertisement for a car, list four visual features the advertiser used to make the car desirable and rank them in order of effectiveness.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
4.1 Identify elements used for dramatic effect: sound, music, setting, props, costumes, and nonverbal features.	4.1.1 List the props that are always present in your favorite television program. 4.1.2 Write a short play which has three acts and which takes place in a school; select appropriate music for background.
4.2 Identify features of camera shot composition: a. sense of distance perceived between viewer and subject b. camera angle c. lighting and color d. speed at which shot is made	4.2.1 Find three scenic pictures in a magazine, one taken from far off, one taken from closer up (100-200 feet), one taken from even closer (10-30 feet). Suppose each picture had been taken from a different distance. Write four or five sentences telling about the differences and which distance you think is best for the particular picture. 4.2.2 Find two or three pictures of the same person or object, each taken from a different angle. Write two or three sentences about the differences in the pictures resulting from the different angles.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visuals to communicate information in an appropriate medium.

Objectives	Measures
5.1 Create a visual message from a piece of writing or literature.	5.1.1 Illustrate with a diorama a scene from a story.
	5.1.2 Make a "ME" collage that illustrates personality traits and interests.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will use reference materials to obtain information.

Objectives	Measures
2.1 Use the dictionary for spelling, pronunciation, and word meanings.	2.1.1 Edit a personal composition by using the dictionary to check spelling. 2.1.2 Use the pronunciation key to pronounce an unknown word in a poem. 2.1.3 Find two different meanings for the same word.
2.2 Use encyclopedias to locate information about a specific topic, e.g., aviation.	2.2.1 Locate three pioneers of aviation in encyclopedias; write their names, places of birth, and the dates of their first flights. 2.2.2 Summarize in five statements, information found about one of the pioneers of aviation.
2.3 Use the subject and title cards in the card catalog to locate sources of information about a specific topic, e.g., aviation.	2.3.1 Name three different sources of information about aviation. 2.3.2 Give the titles of two books written about aviation. 2.3.3 Find in the library the reference materials about aviation included in the card catalog.
2.4 Use a thesaurus to locate synonyms.	2.4.1 Find three noun synonyms for "aviation." 2.4.2 Find three verb synonyms for "fly." 2.4.3 Write three sentences using synonyms for aviation, using a different synonym in each.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will use book parts to locate information.

Objectives	Measures
1.1 Use the table of contents to locate information about a specific topic, e.g., aviation.	1.1.1 Look at the table of contents in several textbooks to see if there is a chapter about aviation. 1.1.2 Name two book titles and page numbers for chapters about aviation.
1.2 Use the book index to identify pages for a specific topic, e.g., aviation.	1.2.1 Look at the index in several textbooks to see if there is information about aviation. 1.2.2 Name the book titles and page numbers containing information about aviation.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will use graphic aids to locate and interpret information.

Objectives	Measures
3.1 Use maps to locate places.	3.1.1 Locate Kitty Hawk, site of the Wright Brothers' first flight, on a North Carolina map. 3.1.2 Locate on a map the nearest airport to the school. 3.1.3 Locate on a United States map some states and cities where airplanes are manufactured.
3.2 Use globes to locate approximate positions.	3.2.1 Locate the continent of North America. 3.2.2 Locate the nearest ocean and name it. 3.2.3 Locate the United States.
3.3 Use tables, charts, graphs, and schedules to obtain facts.	3.3.1 Summarize information shown on a chart about the growth of the aviation industry. 3.3.2 Summarize information shown on a table about rainfall in the United States. 3.3.3 Determine what times during the day one might read a library book, using the daily classroom schedule.
3.4 Use diagrams and illustrations to gain and explain information.	3.4.1 Use a diagram to locate the major internal organs of the body. 3.4.2 Find a picture to illustrate how you feel today. 3.4.3 Explain details in the picture that relate to how you feel today.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.1 Use directories and guides to locate and interpret information.	4.1.1 Locate in the yellow pages of a telephone directory the names and telephone numbers of two local restaurants. 4.1.2 Determine from a TV guide what programs can be seen from 6:30 p.m. to 8:30 p.m. on a specific night. 4.1.3 Explain how to place a long-distance call to Atlanta, Georgia, by using the information in the telephone directory.
4.2 Interpret meanings of signs and labels in the school and community.	4.2.1 Identify and explain signs in and around the school that give directions. 4.2.2 Examine labels on cartons of whole milk, buttermilk, skim milk, and chocolate milk to determine which type has the fewest calories. 4.2.3 Compare information on labels in several jackets, e.g., fiber content, cleaning instructions.
4.3 Use newspapers and magazines to gain information about a specific topic.	4.3.1 Locate two newspaper articles about modern-day aviation. 4.3.2 Locate two magazine articles about modern-day aviation. 4.3.3 Compare the difference in the way the articles were written for the newspapers and the magazines.

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.4 Interview appropriate persons to obtain information.	4.4.1 List questions to use in an interview.
	4.4.2 Take notes during an interview.
	4.4.3 Summarize information gained from an interview.

COMMUNICATION SKILLS

Grade Level: 5

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will use study techniques to gain information.

Objectives	Measures
5.1 Skim books and magazines to gain information on a specific topic, e.g., aviation.	5.1.1 Skim the index to an encyclopedia to locate volumes containing information about aviation.
	5.1.2 Skim magazines to locate information on the advances made in aviation.
	5.1.3 Write at least one paragraph summarizing the information found in a magazine article about aviation.
5.2 Scan books and magazines to gain information on a specific topic, e.g., aviation.	5.2.1 Scan information found on aviation in an encyclopedia to determine what year the Wright Brothers made their first flight.
	5.2.2 Scan a magazine article about modern space craft to identify the name of one craft.
	5.2.3 Scan a library book containing information about airplanes and find five adjectives describing the planes.
5.3 Use SQ3R (Survey, Question, Read, Recite, Review) as a study technique.	5.3.1 Read a chapter in a book about aviation, using each of the steps in SQ3R to gain information.
5.4 Use LQ2R (Listen, Question, Recite, Re-listen) as a study technique.	5.4.1 Listen to the teacher read an article about a space mission and use the LQ2R technique to gain information.

Grade 6 Outline

LISTENING

Comprehension

1. Listen attentively.
2. Listen for literal information.
3. Listen to understand implied meaning.
4. Listen to use literal information and implied meaning to think critically.
5. Apply and extend ideas gained from listening.

SPEAKING

Techniques

1. Use appropriate nonverbal language in speaking situations.
2. Control vocal characteristics.
3. Use standard American English.

Social Functions

4. Speak for particular purposes.

READING

Vocabulary

1. Increase vocabulary to aid in comprehension.
2. Use contextual clues to aid in comprehension.
3. Use word analysis to aid in comprehension.

Comprehension

4. Prepare to read by setting purpose(s) for reading.
5. Gain literal information from the material read.
6. Identify story elements in various types of literature to aid in comprehension.
7. Use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.
8. Use literal information and implied meaning to think critically.
9. Apply and extend ideas gained from reading material.

WRITING

Prewriting

1. Use prewriting to generate ideas for writing.

Drafting

2. Write a first draft based on prewriting experiences.

Revising

3. Revise rough drafts for content clarity.

Editing

4. Edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, handwriting.

Evaluating

5. Evaluate own writing and that of peers.

Publishing

6. Publish a piece of revised and edited writing.

VIEWING

Comprehension

1. Gain literal information from viewing.
2. Interpret information from viewing.
3. Use visual information to think critically.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visuals to communicate information in an appropriate medium.

STUDY SKILLS

1. Use book parts to locate information.
2. Use reference materials to obtain information.
3. Use graphic aids to locate and interpret information.
4. Use environmental sources to locate and interpret information.
5. Use study techniques to gain information.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen attentively.

Objectives	Measures
1.1 Listen without unnecessary interruptions.	1.1.1 Participate in a small group discussion about a current event, taking turns to speak. 1.1.2 Respond in turn during a conversation about yesterday's baseball game. 1.1.3 Serve as moderator for a panel discussion.
1.2 Reply to a speaker with appropriate nonverbal feedback.	1.2.1 Maintain appropriate eye contact with an adult when asking for directions. 1.2.2 Use gestures to encourage speaker to continue. 1.2.3 Use gestures to reflect approval of speaker's comments.
1.3 Ask relevant questions and make responsible comments in a group discussion.	1.3.1 Make comments to encourage speaker to say more. 1.3.2 Ask questions to make speaker expand on a given topic.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen for literal information.

Objectives	Measures
2.1 Recognize and recall main ideas explicit in a selection.	2.1.1 Write the main ideas in a classmate's report.
	2.1.2 Select the main idea in a teacher's preview comments about a chapter in the health textbook.
	2.1.3 Write in content journal main ideas for social studies unit.
2.2 Recognize and recall supporting details explicit in a selection.	2.2.1 Highlight details in notes of class discussion.
	2.2.2 Highlight details which support main idea in class discussion notes.
	2.2.3 Highlight details which are irrelevant to the topic being discussed.
2.3 Recognize and recall the sequence of ideas or events.	2.3.1 Follow a description of how best to take a telephone message.
	2.3.2 Follow step-by-step instructions for solving a word problem.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen to understand implied meaning.

Objectives	Measures
3.1 Paraphrase information.	3.1.1 Make entry in personal journal of reactions to resource person's talk.
	3.1.2 Write brief report on film seen in class.
	3.1.3 Write letter to a friend describing a basketball game broadcast on radio.
3.2 Determine the main idea.	3.2.1 Write a slogan or motto to express the main idea of a commercial.
	3.2.2 Create an appropriate title for a new song.
3.3 Determine the supporting details.	3.3.1 Write couplets to help remember mathematical definitions, e.g., exponential notation, ratios.
	3.3.2 Plan a menu which includes the four basic food groups.
3.4 Determine the sequence of ideas or events.	3.4.1 Complete a family tree after interviewing family members.
	3.4.2 Chronicle in a time line the events leading up to World War I.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will listen to use literal information and implied meaning to think critically.

Objectives	Measures
4.1 Draw conclusions.	4.1.1 Make notes in a personal journal on impressions of a mystery writer's style.
	4.1.2 Write a report giving reactions to a comedy routine.
	4.1.3 Give an oral report on a politician's speech.
4.2 Distinguish between fact and opinion.	4.2.1 Identify facts in an advertisement for toothpaste.
	4.2.2 Identify statements that are opinion and cannot be supported as fact in a toothpaste advertisement.
	4.2.3 Locate resources to prove or disprove information in an advertisement about toothpaste.
4.3 Distinguish between fiction and nonfiction.	4.3.1 Identify reality and fantasy parts of a classmate's story.
	4.3.2 Listen to the titles of best sellers and select those which are fiction and those which are nonfiction.
4.4 Determine purpose.	4.4.1 Compare Chamber of Commerce materials from several geographical areas and identify the purpose(s) of each publication.
	4.4.2 Compare several editorials about the space program and determine the purpose of each.

Skills/Subject Area. Listening

COMPETENCY GOAL 4: The learner will listen to use literal information and implied meaning to think critically.

Objectives	Measures
4.5 Make judgments.	4.5.1 Compare a textbook discussion of an event in history with a biographical and/or fictional account and choose the one most effectively written for listening purposes.
	4.5.2 Listen to the same news item presented by different radio stations and choose the most informative.
4.6 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	4.6.1 Compare the reports of the same sports event on two radio stations, especially in the stations of two hometowns.
	4.6.2 Collect several sets of advertisements and file them in appropriate pockets on a bulletin board display to show samples of catchy slogans, jingles, personalities.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will apply and extend ideas gained from listening.

Objectives	Measures
5.1 Organize ideas and information gained from listening.	5.1.1 Talk with an author through a telephone hook-up and write an interview for the school newspaper. 5.1.2 Listen to a recording from the book, <u>The Living Community</u> , by S. Carl Hirsch and create a chart comparing and contrasting a man-made community and a biological community.
5.2 Apply ideas and information in a new situation.	5.2.1 Talk with an author through a telephone hook-up and design a book jacket for the author's soon-to-be-published novel. 5.2.2 Listen to the recording from <u>The Living Community</u> and produce a video which depicts life in an insect community.
5.3 Explore related topics.	5.3.1 Talk with the author through a telephone hook-up and then choose several of the author's books to read. 5.3.2 Listen to the recording from <u>The Living Community</u> and read other books about ecology listed in the credits.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use appropriate nonverbal language in speaking situations.

Objectives	Measures
1.1 Use effective facial expressions and eye contact.	1.1.1 Give a short dramatic reading that calls for several emotions which can be expressed with the face. 1.1.2 Talk to an adult for one minute using appropriate eye contact.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will practice vocal control.

	<u>Objectives</u>	<u>Measures</u>
2.1	Control volume according to the speaking situation.	2.1.1 Speak to the entire class so that all can hear.
2.2	Pronounce words clearly.	2.2.1 Read a part in a classroom drama so that everyone can understand the words.
2.3	Use natural phrasing when reading aloud.	2.3.1 Practice reading a portion of a classroom drama; then read it to a group of classmates as naturally as possible.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use standard American English.

Objectives	Measures
3.1 Use standard American English when speaking in class.	3.1.1 Verbalize personal reactions and feelings toward a story or poem. 3.1.2 Tape a story for a younger child to hear.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to achieve different goals.

Objectives	Measures
4.1 Seek information from peers and adults.	4.1.1 Listen to a classmate's report and ask relevant questions afterwards.
	4.1.2 Ask a classmate for directions to a particular place. Repeat the directions to verify them.
4.2 Give information to peers and adults.	4.2.1 Explain to classmates and the teacher how to make something or do something.
4.3 Express feelings and opinions to peers and adults.	4.3.1 Express an opinion about a character's actions in a television detective program.
4.4 Participate in problem-solving group discussions.	4.4.1 Discuss with a group of classmates the disadvantages of a pre-teen's smoking.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.1 Extend sight vocabulary.	1.1.1 Choose from a list the correct word to complete a sentence.
	1.1.2 Choose from a list a word to convey precise meaning.
	1.1.3 Add words and phrases to personal dictionary.
1.2 Enlarge vocabulary of content area words.	1.2.1 Complete a sentence with the appropriate content area word.
	1.2.2 Complete frames in a word association diagram.
	1.2.3 Complete analogies with content area words, e.g., Condensation is to <u>wet</u> as evaporation is to <u>dry</u> .
1.3 Use and understand multiple meanings of words.	1.3.1 Choose the multiple meanings of a given word, e.g., not.
	1.3.2 Select from a list a word which can be more than one part of speech, e.g., chair.
	1.3.3 Illustrate different meanings of a given word.
1.4 Use and understand synonyms, homonyms, and antonyms.	1.4.1 Identify the sentence in which the homonym is used correctly.
	1.4.2 Identify a synonym for the underlined word.
	1.4.3 Identify the antonym for the given word.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.5 Interpret and understand figurative language.	1.5.1 Identify and define the cliché' in a given sentence, e.g., The tablecloth was white as snow. 1.5.2 Match the meaning of an exaggeration with the exaggeration in a given sentence. 1.5.3 Identify the hyperbole in a sentence. 1.5.4 Fill in the blank with a word that shows onomatopoeia, e.g., <u>Splat</u> went the egg on the floor. 1.5.5 Choose from a list the two things being compared in a simile. 1.5.6 Choose from a list the two things being compared in a metaphor. 1.5.7 Illustrate two common idioms.
1.6 Determine coinage of words to understand meanings.	1.6.1 Create new coined words and define each. 1.6.2 Identify coined word(s) in a sentence. 1.6.3 Locate coined words in newspaper advertisements.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
i.7 Identify word connotations.	1.7.1 Determine if a given word in a sentence has a positive or negative meaning, e.g., thrifty, tight. 1.7.2 Choose the appropriate connotation of a word to complete a sentence. 1.7.3 Select the word from a pair to describe a character in a positive way e.g., conceited, proud.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.1 Use patterns and functions of words to determine word meanings.	2.1.1 Reorder words in a sentence to convey correct meaning. 2.1.2 Complete a sentence with an appropriate adverb to determine its meaning, e.g., The policeman drove _____ after the speeding car. 2.1.3 Complete a sentence with an appropriate prepositional phrase. 2.1.4 Combine three short sentences into one clear sentence.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.2 Use a variety of contextual clues to derive meaning, e.g., comparison/contrast, association, experience, definitions, examples and restatement.	<p>2.2.1 Complete a sentence with an appropriate comparison/contrast, e.g., A sable, like a _____, can be very dangerous.</p> <p>2.2.2 Identify the association word in a sentence, e.g., He ran as <u>fast</u> as a <u>tornado</u>.</p> <p>2.2.3 Choose from a list the meaning for the underlined word, e.g., Mouth-to-mouth <u>resuscitation</u> saved the drowning man.</p> <p>2.2.4 Determine the definition of a given word from content, e.g., The <u>giraffe</u> is a tall animal with a long neck and long legs.</p> <p>2.2.5 Determine the meaning of a given word from the restatement, e.g., The teacher remained <u>neutral</u> and <u>did not take sides</u> in the discussion.</p> <p>2.2.6 Determine the meaning of a given word from the example, e.g., Evergreen trees, including <u>pine</u>, <u>cedar</u>, and <u>fir</u>, are abundant in the mountains.</p>

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.1 Identify words by using prefixes, suffixes, and roots.	<p>3.1.1 Identify from a list the word with a prefix, e.g., independent, interesting, indoors.</p> <p>3.1.2 Select the phrase that best describes the meaning of the root word and suffix.</p> <p>3.1.3 Make a different word by adding affixes to a common root, e.g., abnormality.</p> <p>3.1.4 Identify a word in the sentence that uses a Greek root, e.g., The thermometer registered 30°.</p> <p>3.1.5 Identify a word in the sentence that uses a Latin root, e.g., A microscope is an instrument that enlarges small objects.</p>
3.2 Determine the effect of an inflectional ending on root words.	<p>3.2.1 Complete a sentence using the best word from a list.</p> <p>3.2.2 Choose the correct spelling from a paired list of irregular plurals, e.g., fish--fishes; men--mans.</p> <p>3.2.3 Complete the sentence by choosing the word containing the appropriate ending: The boy _____ down from the tree. (jumping, jumped)</p>
3.3 Use possessives and contractions to identify meaning.	<p>3.3.1 Choose the possessive form to complete a sentence.</p> <p>3.3.2 Choose the contraction that best completes the sentence.</p> <p>3.3.3 Make a given positive word negative by adding <u>n't</u>, e.g., could _____.</p>

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will prepare to read by setting purpose(s) for reading.

Objectives	Measures
4.1 Set purpose(s) for reading.	4.1.1 List known information about a topic.
	4.1.2 List information to be gained from reading.
	4.1.3 Predict the content of a newspaper article by reading the headlines.
	4.1.4 Predict the body of a selection after reading the first and last paragraphs.
	4.1.5 List questions to be answered in the body of the selection.
	4.1.6 Read and verify answers to questions.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will gain literal information from the material read.

Objectives	Measures
5.1 Recognize and recall the main idea explicit in the selection.	5.1.1 Identify the sentence that best states the main idea of a passage. 5.1.2 Select the sentence(s) containing details that support the stated main idea of a passage.
5.2 Recognize and recall the supporting details explicit in the selection.	5.2.1 Identify written details in a magazine advertisement. 5.2.2 Identify details which support who, what, where, when, why, and how in a passage. 5.2.3 List descriptive phrases from a poem or song.
5.3 Recognize and recall the sequence of ideas or events.	5.3.1 Read a description of a simple sequence of events in which one event is omitted and identify the missing event. 5.3.2 Write a schedule for the care and feeding of a classroom pet.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.

Objectives	Measures
6.1 Determine the main idea of a selection.	5.1.1 Rewrite school rules in your own words.
	6.1.2 Restate the main idea of a newspaper article in your own words.
6.2 Determine the supporting details of a selection.	6.2.1 Diagram a food web which includes people, grasshoppers, rabbits, eagles, and slugs.
	6.2.2 Write a birth certificate for the current leaders of Great Britain, France, Germany, and the U.S.S.R.
6.3 Determine the sequence of ideas and events.	6.3.1 Underline the words in a paragraph that show order, e.g., first, last, third, next, finally.
	6.3.2 Sequence a list of events from a paragraph.
	6.3.3 Sequence a jumbled set of directions for completing a task.
6.4 Categorize information to determine relationships.	6.4.1 Categorize a list of commercial products and services.
	6.4.2 Categorize words and phrases by function: who, what, when, how, where, and why.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.

Objectives	Measures
6.5 Predict outcomes from reading.	6.5.1 Complete the second and fourth frame of a four-frame comic strip. 6.5.2 Choose a sequel to a well-known story. 6.5.3 Predict the moral of a selected fable.
6.6 Determine elements of cause and effect relationships in a selection.	6.6.1 Write what might happen if the major source of oil for the United States were suddenly cut off. 6.6.2 Write word problems involving a group of students and fractions, e.g., There are fifteen students and ten cookies to divide equally.
6.7 Make comparisons within a selection.	6.7.1 Prepare a report comparing pioneer tasks to modern day occupations, e.g., travel, food preservation, communications. 6.7.2 Compare contemporary spaceships with those of the early space exploration effort.
6.8 Summarize information and implied meanings from a selection.	6.8.1 Keep a log summarizing articles; read about new medical research. 6.8.2 Write a Space-o-Gram from Mars describing life as you have found it there.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.1 Determine the setting of a selection.	7.1.1 Determine the implied setting from a selected passage. 7.1.2 Choose an illustration that best shows the setting of a tall tale. 7.1.3 Illustrate the setting of an ode.
7.2 Determine the plot of a selection.	7.2.1 Select an implied element from the resolution of the plot in a given selection. 7.2.2 Select an implied element of the climax from a given passage. 7.2.3 Complete a simple outline of the plot of a given selection which shows the conflict, climax, and resolution of the plot.
7.3 Describe character traits.	7.3.1 Select the implied feelings of a character within a given selection. 7.3.2 Match a list of story characters with a list of traits from a given selection. 7.3.3 Choose pictures showing facial characteristics of story characters.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.4 Determine the mood of a selection.	7.4.1 Select the picture which best represents the mood of a passage.
	7.4.2 Choose the words which best describe the mood of a passage.
	7.4.3 Underline the word(s) in the passage which best describe(s) the mood.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.1 Draw conclusions from reading.	8.1.1 Determine from an autobiography the events which molded the character of the writer.
	8.1.2 Choose clues from a magazine which would tend to sway the buyer.
	8.1.3 Determine the origin of an object from a written description.
8.2 Distinguish between fact and opinion in a selection.	8.2.1 Select words that signify opinion, e.g., believe, probably.
	8.2.2 Determine facts from opinion in campaign slogans.
	8.2.3 Classify fact and opinion statements.
8.3 Distinguish between fiction and nonfiction material.	8.3.1 Identify from titles of books those which are fiction.
	8.3.2 Identify from book titles those which are nonfiction.
	8.3.3 Determine from the annotation of a book if it is fiction or nonfiction.
8.4 Make judgments from reading.	8.4.1 Prepare a puppet show as a medium to express opinions concerning the conversion of the United States to metric measurement.
	8.4.2 Rate three stories according to criteria for a good story compiled by the class.

Skills/Subject Area: Reading/Literature.

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.5 Determine author's purpose in a selection.	8.5.1 Choose the editor's purpose for writing a selected brief editorial. 8.5.2 Determine the author's purpose in a Garfield comic strip, e.g., whimsical, satirical. 8.5.3 Choose the poet's purpose for writing a selected poem, e.g., describe, explain, convince.
8.6 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	8.6.1 Look through current issues of the newspaper and cut out sentences to sort and paste in columns on paper (fact/objective; slanted/opinion). 8.6.2 Sort newspaper articles into these categories: news story, feature story, and editorial.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will extend and apply ideas and information gained from reading material.

Objectives	Measures
9.1 Arrange information from reading.	9.1.1 Complete a diagram on the relationship of characters in a selection.
	9.1.2 Make entries into a content journal.
	9.1.3 Choose a social studies topic and find three relevant articles in a periodical, e.g., <u>National Geographic</u> .
9.2 Apply information in a new situation.	9.2.1 Choose statements from a list which clarify a topic.
	9.2.2 Make a mural highlighting the main events in a selection.
	9.2.3 Choose items from a passage which would clarify a topic for someone else.
9.3 Explore related topics in reading.	9.3.1 Develop a sequel to a narrative poem.
	9.3.2 Choose additional questions on a given topic to be researched.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.1 Use the following prewriting techniques to generate ideas for writing narration, description, clarification, and persuasive compositions: a. brainstorming b. listing c. viewing d. listening e. word bank f. mapping g. free writing h. journal writing	1.1.1 Observe a laboratory experiment in the classroom and list the changes that occurred as prewriting for a narrative summary of the experiment, e.g., changes in matter, magnetic attraction, electrical current. 1.1.2 Choose something special, e.g., car, game, sport, pet, holiday, and list reasons for your choice as prewriting for a clarification essay. 1.1.3 Choose a country studied in social studies and brainstorm a list of reasons for wanting/not wanting to live there. 1.1.4 Cut out words and pictures representing personality traits and/or interests for a personality collage. 1.1.5 Write for ten minutes without interruption to generate ideas for writing. 1.1.6 Write daily in a journal about items of personal interest. 1.1.7 Write a want ad to sell a bicycle.
1.2 Determine a purpose for writing.	1.2.1 Write imaginative word problems for classmates to practice.
1.3 Choose an appropriate audience.	1.3.1 Write a family album of your own roots for your descendants.

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.4 Decide on best form for writing.	1.4.1 Write silly limericks to teach younger children good nutrition habits.
1.5 Plan and organize ideas for writing.	1.5.1 Keep data sheets and record careful notes on science experiments. Begin with a hypothesis and end with a summary.
1.6 Select mode of writing: narration, description, or clarification.	1.6.1 Write a clarification paper to nominate your candidate for <u>Time</u> magazine's "Man of the Year" award.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will write a first draft based on prewriting experiences.

Objectives	Measures
2.1 Write a first draft with emphasis on content.	2.1.1 Write a first draft describing a laboratory experiment.
	2.1.2 Write a rough draft of a clarification essay explaining why something is special to you.
	2.1.3 Write a first draft giving reasons for/against wanting to live in a country studied.
	2.1.4 Write a first draft based on an idea produced during free writing or a journal entry.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will revise rough drafts for content clarity.

Objectives	Measures
3.1 Revise rough draft for: a. main idea b. supporting detail c. organization d. coherence e. audience f. form	3.1.1 Read her/his composition to members of a group and use, as input for revision, their written statements of the paper's main idea to confirm either clarity or obscurity of main idea. 3.1.2 Make list of details used in rough draft to support main idea and add more detail as necessary. 3.1.3 Revise composition from free writing based on peer response.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, handwriting.

Objectives	Measures
4.1 Use correct agreement of pronoun and antecedent.	4.1.1 Correct mistakes in noun/pronoun antecedents agreement in own composition as a result of peer group editing for agreement errors.
4.2 Use correct spelling.	4.2.1 Correct spelling errors indicated by teacher and peers on draft copies.
4.3 Use standard language.	4.3.1 Correct inappropriate usage marked as errors in rough drafts as a result of peer editing, e.g., yourn, theirselves, hissin, ain't.
4.4 Use correct capitalization of proper nouns, first words in sentences, and the pronoun "I."	4.4.1 Correct capitalization errors in own rough drafts.
	4.4.2 Proofread and mark capitalization errors in a classmate's drafts.
4.5 Use correct punctuation at the end of sentences and in abbreviations.	4.5.1 Correct run-on sentences by inserting correct punctuation to divide sentences.
	4.5.2 Punctuate correctly abbreviations in dates and addresses.
4.6 Use legible handwriting in final drafts.	4.6.1 Respond to peer's notations of handwriting obscurity on rough drafts by writing the following letters clearly: a, o, l, b, h, i, e.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will evaluate own writing and that of peers.

Objectives	Measures
5.1 Select a final draft from various revisions.	5.1.1 Determine which revised draft of a narrative is the draft to be recopied as the final.
5.2 Select best piece of writing from a writing folder and support choice.	5.2.1 Select best pieces of writing with peer group and teacher input to submit for evaluation or to be published.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will publish a piece of revised and edited writing.

Objectives	Measures
6.1 Share a piece of writing through publication.	6.1.1 Produce text illustrated with personal photography for biographical narrative.
	6.1.2 Write an article for the school newspaper reviewing a popular new TV program, giving reasons for recommending the program.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from visuals.

Objectives	Measures
1.1 Recognize and recall explicit details.	1.1.1 Read a picture book and identify the details used to tell the story, e.g., <u>Anno's Journey</u> by Mitsumasa Anne.
	1.1.2 Write a detailed description of a classmate who is standing out of sight.
1.2 Recognize and recall explicit main ideas.	1.2.1 Read a picture book and tell the main idea suggested, e.g., <u>The Silver Pony</u> by Lynn Ward.
	1.2.2 View an art print and state the theme.
1.3 Recognize and recall explicit sequences of ideas or events.	1.3.1 Write down in sequence ten landmarks between home and school.
	1.3.2 Observe a math activity and state the steps used in the process.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.1 Determine the main idea.	2.1.1 Watch commercials created by classmates to publicize National Library Week and write the main idea of each. 2.1.2 Select the one scene from a film that best represents the main idea of that film and explain why.
2.2 Determine the supporting details.	2.2.1 Write a character description of a leading character in a play performed by classmates. 2.2.2 Identify the specific actions within a charade which were the biggest clues.
2.3 Determine the sequence of ideas or events.	2.3.1 Watch a film about our solar system and then write a visualization script to guide classmates on a tour of the solar system. 2.3.2 Watch a demonstration of an applied mathematical property and then create a simple outline of the steps involved.
2.4 Categorize information.	2.4.1 View study prints and classify people by occupations or interests. 2.4.2 Use a globe or pictorial map legend to classify cities and towns by size.

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.5 Make predictions.	2.5.1 Tell an appropriate sequel to a particular play or movie. 2.5.2 Survey the title, headings, and illustrations in a content area text chapter and predict the content to be studied.
2.6 Determine elements in a cause and effect relationship.	2.6.1 Watch and listen to an argument, real or make-believe; tell what caused the argument and what the effects of the argument are. 2.6.2 View a filmstrip showing economic conditions and state the cause of each.
2.7 Make comparisons.	2.7.1 Observe two animals or pictures of them and tell how they are alike and different. 2.7.2 View two favorite ball players or pictures of them and tell how they compare in physical features.
2.8 Summarize information.	2.8.1 View a filmstrip and draw a picture showing the main topic. 2.8.2 View a series of slides and write a title and a narration to accompany the slides.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to help her/himself think critically.

Objectives	Measures
3.1 Draw conclusions.	<p>3.1.1 Look at traffic patterns around your school; draw several conclusions about the patterns and propose solutions.</p> <p>3.1.2 View a skit and choose appropriate background music for each scene.</p>
3.2 Distinguish real from unreal in a viewing experience.	<p>3.2.1 Watch a Newbery Award movie with a fantasy plot, e.g., <u>A Wrinkle in Time</u>, and write a description of the possible real events and the possible unreal events.</p> <p>3.2.2 Find three magazine or newspaper pictures that show unreal experiences.</p>
3.3 Distinguish between fact and ion.	<p>3.3.1 Watch a film documentary on the Soviet way of life and list those comments which can be factually supported.</p> <p>3.3.2 Study newspaper advertisements to which classmates have attached statements of fact or opinion and label each statement as fact or opinion. Identify the deciding words.</p>
3.4 Determine purpose of a visual message.	<p>3.4.1 Look at three backdrops and choose the most appropriate for each scene in a play.</p> <p>3.4.2 Look at posters created by classmates to publicize important environmental changes and determine the purpose of each.</p>

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to help her/himself think critically.

Objectives	Measures
3.5 Make judgments.	3.5.1 Look at three paintings depicting a topic, e.g., spring, war, and choose the most effective.
	3.5.2 Watch two charades presented for the same expression or action and vote for the better.
3.6 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	3.6.1 Write at least two techniques a television commercial uses to persuade you to do something.
	3.6.2 Choose magazine advertisements to illustrate each type of propaganda technique.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
4.1 Identify elements used for dramatic effect: sound, music, setting, props, costumes, and nonverbal features.	4.1.1 Write a brief scene for your favorite television show but have the action take place somewhere other than it normally does, e.g., Sheriff Andy Taylor and Deputy Barney Fife in a large city instead of in small town Mayberry.
	4.1.2 Use a cassette tape recorder to collect sounds you associate with shopping, home, and school. Use these sounds as you create a brief skit for the class.
4.2 Identify features of camera shot composition: a. sense of distance perceived between viewer and subject b. camera angle c. lighting and color d. speed at which a shot is made	4.2.1 Watch a film and make a list of the camera close-up shots; count the number and tell why, in a sentence or two, each close-up was used. 4.2.2 Discuss, after watching a film, these questions with a small group of classmates and record on paper the consensus of the group: What would happen if the film were made in color instead of black and white, or vice versa? Would it have been more or less impressive?

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visuals to communicate information in an appropriate medium.

Objectives	Measures
5.1 Create a visual message from a piece of writing or literature.	5.1.1 Construct a timeline of a famous person's life from birth to present.
	5.1.2 Make a cover for a favorite paperback novel that illustrates the story in visual form.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will use reference materials to gain information.

Objectives	Measures
1.1 Use the dictionary for spelling, pronunciation, word meanings, and parts of speech.	1.1.1 Edit a classmate's composition for spelling.
	1.1.2 Use the pronunciation key to pronounce unknown words.
	1.1.3 Write four sentences, using in each one a different meaning of a specified word, e.g., "light."
	1.1.4 Write three sentences using "light" as a noun, a verb, and an adjective.
1.2 Use encyclopedias to gain information about specific topics.	1.2.1 Locate a specific topic in three different encyclopedias.
	1.2.2 Compare information found in different encyclopedias.
	1.2.3 Identify two details found in one encyclopedia that are not included in the other two.
1.3 Use the subject, title, and author cards in the card catalog to locate sources of information about a specific topic.	1.3.1 Locate in the library three different sources of information about a specific topic.
	1.3.2 Locate three books in the library written by the same author.
1.4 Use a thesaurus to find appropriate synonyms.	1.4.1 Find synonyms for five action words in a composition.
	1.4.2 Rewrite the composition using the new verbs.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will use book parts to locate information.

Objectives	Measures
2.1 Use the table of contents to locate information about related topics.	2.1.1 List five science books that contain information related to space, e.g., solar system, manned space flights. 2.1.2 Write the chapter titles and their page numbers that contain information related to space.
2.2 Use the book index to identify pages for related topics.	2.2.1 Locate five sources of information related to space. 2.2.2 Write ten key words found in book indexes that relate to space.
2.3 Use the textbook glossary to define words.	2.3.1 Find a word in the glossary of a content area textbook. 2.3.2 Make a sentence using the definition in the place of the word.
2.4 Use chapter headings to locate information.	2.4.1 List all references to "sentence variety" in the language textbook.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will use graphic aids to locate and interpret information.

Objectives	Measures
3.1 Use maps to locate places.	3.1.1 Locate on a world map the continent of Asia.
	3.1.2 Locate and name the countries in Asia.
	3.1.3 Locate and name the major bodies of water in, and surrounding, Asia.
3.2 Use globes to locate approximate positions.	3.2.1 Locate on a globe the continent of Asia.
	3.2.2 Identify the degrees of latitude and longitude which encompass Asia.
	3.2.3 Locate the meridians.
3.3 Make tables, charts, graphs, and schedules to show information.	3.3.1 Make a chart showing differences in height of classmates.
	3.3.2 Make a graph showing differences in weight of classmates.
	3.3.3 Make a personal daily schedule from awakening time to bedtime.
3.4 Make diagrams and illustrations to explain information.	3.4.1 Draw a diagram of a plant, showing all its parts.
	3.4.2 Illustrate a written composition.
	3.4.3 Illustrate a happy mood.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.1 Use directories and guides to locate and interpret information.	4.1.1 Use a mall directory to locate a specific store in a shopping center mall. 4.1.2 Locate in the yellow pages of the telephone directory the address of a company that will repair cars.
4.2 Interpret meanings of signs and labels in the school and community.	4.2.1 Interpret signs that control traffic in the community. 4.2.2 Explain warning labels on electrical appliances. 4.2.3 Identify three foods that contain no salt (as shown on the label).
4.3 Use newspapers and magazines to gain information about topics.	4.3.1 Trace a current event through two news magazines and one newspaper. 4.3.2 Summarize the main idea about the current event. 4.3.3 Present to the class a summary of the current event.
4.4 Interview appropriate persons to obtain information.	4.4.1 List questions to use in the interview. 4.4.2 Take notes during the interview. 4.4.3 Summarize information gained from the interview.

COMMUNICATION SKILLS

Grade Level: 6

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will use study techniques to gain information.

Objectives	Measures
5.1 Skim printed materials for information about topics.	5.1.1 Skim information in a biography about a famous person.
	5.1.2 Make notes of information gained in the biography.
	5.1.3 Write a paragraph about the famous person.
5.2 Scan printed materials to gain information about topics.	5.2.1 Scan the index of a language textbook to locate pages that have information about parts of speech.
	5.2.2 Scan a newspaper to find an article about the environment.
	5.2.3 Determine in what geographical area the environmental problem, discussed in the article, is taking place.
5.3 Use SQ3R (Survey, Question, Read, Recite, Review) as a study technique.	5.3.1 Use SQ3R to study an assignment in the social studies textbook.
5.4 Use LQ2R (Listen, Question, Recite, Re-listen) as a study technique.	5.4.1 Use SQ2R to study a tape recording of a specific topic.

GRADES 7-8

Major Emphases

As in grades 4-6, the grades 7-8 program defines communication skills (reading, writing, speaking, viewing, and listening) as complex interrelated thinking processes, each dependent on the others. It is particularly important at this level for students to use each of the skills in content learning situations. These situations should afford the student opportunities to explore many topics through active reading, writing, speaking, listening, and viewing.

Listening at grades 7-8 is refined, depending on the purpose. The student becomes adept at listening for personal purposes, needs, and interests. An increasing skill in filtering out unnecessary information is developed.

Speaking in grades 7-8 is manifested in many group configurations. A variety of types of speaking situations and audiences are needed for the development of the speaking skills at this level. Panel discussions, debates, and short presentations are important here.

Reading at grades 7-8 focuses primarily on reading to learn. Study skills and study methods are critical. The student also needs to read widely in a variety of types of literature. The goals are to interpret information critically and apply it in new situations. Simple research in the form of short reports is highlighted.

Writing for grades 7-8 focuses on the continued use of the writing process, with experiences, ideas, and research activities supplying the material for using this process. Fluency and the ability to adapt to the use of various modes and forms of writing are hallmarks of this level.

Viewing is inherent in the listening, speaking, reading, and writing processes. Adeptness at viewing for specific purposes and the critical evaluation of media develops at grades 7-8. The student again gathers information and chooses a medium for effectively communicating such information to a given audience.

A formal study of grammar is introduced in grade 7 and continues through grade 8. Students learn best through the purposeful use of language and not through contrived, superficial exercises. Therefore, in order to facilitate this study, teachers should provide learning experiences which stress the practice of grammar and language usage in meaningful contexts that require the integration of oral and written communication skills.

Grade 7 Outline

LISTENING

Comprehension

1. Listen attentively.
2. Listen for literal information.
3. Listen to understand implied meaning.
4. Listen to use literal information and implied meaning to think critically.
5. Apply and extend ideas gained from listening.

SPEAKING

Techniques

1. Use appropriate nonverbal techniques.
2. Control vocal characteristics.
3. Use standard American English.

Social Functions

4. Speak for particular purposes.

READING

Vocabulary

1. Increase vocabulary to aid in comprehension.
2. Use contextual clues to aid in comprehension.
3. Use word analysis to aid in comprehension.

Comprehension

4. Prepare to read by setting purpose(s) for reading.
5. Gain literal information from the material read.
6. Identify story elements in various types of literature to aid in comprehension.
7. Use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.
8. Use literal information and implied meaning to think critically.
9. Apply and extend ideas gained from reading material.

WRITING

Prewriting

1. Use prewriting to generate ideas for writing.

Drafting

2. Write a first draft based on prewriting experiences.

Revising

3. Revise rough drafts for content clarity.

Editing

4. Edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, handwriting.

Evaluating

5. Evaluate own writing and that of peers.

Publishing

6. Publish a piece of revised and edited writing.

GRAMMAR

Basic Principles

1. Recognize basic principles of English grammar.
2. Recognize the structure of a simple sentence.
3. Understand the grammatical use of words and their functions in sentences.

VIEWING

Comprehension

1. Gain literal information from viewing.
2. Interpret information from viewing.
3. Use visual information to think critically.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visuals to communicate information in an appropriate medium.

STUDY SKILLS

1. Use book parts to locate information.
2. Use reference materials to obtain information.
3. Use graphic aids to locate and interpret information.
4. Use environmental sources to locate and interpret information.
5. Use study techniques to gain information.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen attentively.

Objectives	Measures
1.1 Listen in a mature and sensitive manner.	1.1.1 Allow the speaker to present material without verbal interruptions.
	1.1.2 Use acceptable manners. Be attentive in a listening situation.
	1.1.3 Refrain from doing other things in listening situations, e.g., talking, reading.
1.2 Reply to a speaker with appropriate nonverbal feedback.	1.2.1 Attend to the speaker with appropriate eye contact.
	1.2.2 Use suitable body language to indicate to speaker that a point is unclear.
	1.2.3 Use suitable body language to indicate to speaker that a point is well taken.
1.3 Ask questions that are on topics and germane to the subject.	1.3.1 List questions that will encourage discussion participants to expand on topic.
	1.3.2 List questions that will keep the speaker on topic.
	1.3.3 Pose questions to determine if all members in group understand the discussion.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen for literal information.

Objectives	Measures
2.1 Recognize and recall main idea explicit in a selection.	2.1.1 Highlight main ideas in class discussion notes.
	2.1.2 Note main idea in a narrative poem.
	2.1.3 Identify main idea in a haiku.
2.2 Recognize and recall supporting details explicit in a selection.	2.2.1 Make notes on dates mentioned in a discussion on the development of the automobile industry in America.
	2.2.2 Make entries in content journal on information gained on a guided field trip.
	2.2.3 Select details which support the main idea in an advertisement.
2.3 Recognize and recall the sequence of ideas or events.	2.3.1 Complete an outline with the necessary topics and details.
	2.3.2 Retell a story which relies on an elaborately sequenced pun.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen in order to understand implied meaning.

Objectives	Measures
3.1 Determine the main idea.	3.1.1 Draw a poster to advertise a new product just created. 3.1.2 Write a postcard that a story character might write home.
3.2 Determine the supporting details.	3.2.1 Draw a floor plan of a room described in a passage. 3.2.2 Write a list of questions to ask in an interview of a character.
3.3 Paraphrase information.	3.3.1 Describe a movie so that someone else would be informed of the story line. 3.3.2 Write a narrative account of a guided field trip for a content journal. 3.3.3 Provide an "instant replay" for someone who missed the last play in a football game.
3.4 Determine the sequence of ideas and events.	3.4.1 Follow directions to complete a simple origami or paperfolding project. 3.4.2 Select the classmate's account of a ballgame which best explains when events took place.

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen in order to understand implied meaning.

Objectives	Measures
3.5 Make predictions.	3.5.1 Predict the outcome of a selected piece after the teacher reads a portion. 3.5.2 Anticipate the results of a football game prior to the kick off. 3.5.3 Determine what will happen next in narrative account.
3.6 Determine elements in a cause/effect relationship.	3.6.1 Make notes on possible causes of defeat for the loser in a war correspondent's broadcast. 3.6.2 Suggest possible effects of defeat for the loser in a war correspondent's broadcast. 3.6.3 Make statements to link causes with effects, e.g., "If he had done ____, then ____ would have happened."
3.7 Make comparisons.	3.7.1 List similarities in accounts of how two students spend leisure time. 3.7.2 List differences in accounts of how students spend leisure time. 3.7.3 Choose words to introduce similarities and differences for a summary report.

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen in order to understand implied meaning.

Objectives	Measures
3.8 Summarize information.	3.8.1 Report to the class on a movie s/he attended.
	3.8.2 Write in a journal the summary of a conversation with a friend.
	3.8.3 Write a letter to a parent about the events and perceptions of a day at camp.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will listen in order to use literal information and implied meaning to think critically.

Objectives	Measures
4.1 Draw conclusions.	4.1.1 Make notes on ways a speaker achieved her/his objectives.
	4.1.2 Make notes on areas in which speaker did not achieve objectives.
	4.1.3 Write review of speech giving pro's and con's of effectiveness.
4.2 Distinguish between fact and opinion.	4.2.1 Determine which statements could be factual in a "tall tale."
	4.2.2 Identify supporting evidence for an opinion statement.
	4.2.3 Select words in an advertisement which are intended to signal a factual statement.
4.3 Distinguish between fiction and nonfiction.	4.3.1 Listen to an excerpt from a short story and identify it as fiction or nonfiction.
	4.3.2 Listen to an epic poem and identify the fictitious and nonfictitious elements.

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will listen in order to use literal information and implied meaning to think critically.

Objectives	Measures
4.4 Determine purpose.	4.4.1 Listen to children's books, and identify the authors' purposes in writing these books, e.g., <u>The Giving Tree</u> by Shel Silverstein, <u>The Butter Battle</u> by Dr. Seuss.
	4.4.2 Listen to the music accompanying a particular film scene and explain the director's purpose for choosing that selection.
4.5 Make judgments.	4.5.1 Identify recent popular songs and decide if air time has been fairly distributed.
	4.5.2 Write a letter to a local television station manager to criticize a commercial which seems to promise too much.
4.6 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	4.6.1 Compare people in the public eye and state who uses emotional language.
	4.6.2 Compare biographies (or a biography and an autobiography) about the same person by different authors and explain any propaganda.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will apply and extend ideas gained from listening.

Objectives	Measures
5.1 Organize ideas and information gained from listening.	5.1.1 Listen to a tape on Rachel Carson's <u>The Sea Around Us</u> (Simon and Schuster, an adaptation of her classic book for adults) and create an outline of the topics presented, e.g., The Gray Beginnings, The Surface of the Sea, The Changing Year. 5.1.2 Listen to an explanation of the Pythagorean Theorem and record the steps to use in determining the length of the hypotenuse of a right triangle.
5.2 Apply ideas and information in a new situation.	5.2.1 Listen to the Carson tape and write a fantasy set below the ocean surface. 5.2.2 Listen to an explanation of the Pythagorean Theorem and determine the length of the hypotenuse of a right triangle created by real life objects, e.g., basketball goal, telephone pole, flagpole.
5.3 Explore related topics.	5.3.1 Listen to the Carson tape and research more sources to prepare a paper on why oceanography is important to contemporary societies. 5.3.2 Listen to an explanation of the Pythagorean Theorem and read more about the practical applications of the Pythagorean Theorem.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use appropriate nonverbal techniques.

Objectives	Measures
1.1 Use and maintain appropriate posture, eye contact, and facial expressions.	1.1.1 Demonstrate appropriate techniques while giving a five-minute presentation.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will use effective voice control.

Objectives	Measures
2.1 Develop variety in force, tone, and inflection.	2.1.1 Read aloud with variation in volume, pitch, and rate so that the meaning of the passage is appropriately conveyed.
	2.1.2 Vary meaning of a sentence by stressing different words in the sentence.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use standard American English.

Objectives	Measures
3.1 Use standard American English when speaking in class.	3.1.1 Describe an exciting story or personal experience to the class. 3.1.2 Make relevant remarks during a group discussion.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will use speech to achieve different goals.

Objectives	Measures
4.1 Select a speech topic for two different audiences.	4.1.1 Select a speech topic and prepare a two minute speech on the topic for two different audiences.
4.2 Choose a speech topic that is important to both the speaker and the audience.	4.2.1 Prepare and deliver a speech for an audience identified by the instructor.
4.3 Express ideas and feelings.	4.3.1 Identify an emotion and relate an anecdote to illustrate it.
4.4 Engage in task-related problem-solving group discussions.	4.4.1 Participate in a hypothetical group discussion about a real life problem and offer possible solutions.
4.5 Address an audience of peers or adults.	4.5.1 Classify and organize facts, ideas, or arguments to facilitate audience understanding and retention.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.1 Extend sight and content area vocabulary.	1.1.1 Select illustrations for a given word, e.g., frame.
	1.1.2 Complete spaces in a word association diagram.
	1.1.3 Make a glossary of math words.
1.2 Use and understand multiple meanings of words.	1.2.1 Select a sentence which uses a multiple meaning word with the same meaning in a given sentence.
	1.2.2 Choose the correct meaning for the underlined word from the context of the sentence.
	1.2.3 Choose a sentence which does not use a multiple meaning word in the same way in a given sentence.
1.3 Use and understand synonyms, homonyms, and antonyms.	1.3.1 Choose the sentence which uses a given synonym correctly.
	1.3.2 Substitute synonyms for underlined words.
	1.3.3 Substitute antonyms for underlined words.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.4 Interpret and understand figurative language.	1.4.1 Match illustrations with appropriate personifications.
	1.4.2 Identify the sentence which contains alliteration.
	1.4.3 Choose the emotion which a given flower represents, e.g., yellow rose/jealousy.
	1.4.4 Make words that show onomatopoeia.
	1.4.5 Choose from two illustrations the one to represent an idiom.
	1.4.6 Identify and define the cliché' in a given sentence, e.g., My cup runneth over.
	1.4.7 Choose the sentence which contains an exaggeration.
	1.4.8 Select the sentence that compares the qualities of an object to another object.
	1.4.9 Illustrate three common 'dioms.
1.5 Determine coinage of words to understand meaning.	1.5.1 Identify the base that forms new words, e.g., motor + hotel = motel.
	1.5.2 Locate newly coined words in newspapers and magazines.
	1.5.3 Identify coined words in a sentence.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.6 Identify word connotations to understand meaning.	1.6.1 Identify the connotations of a word.
	1.6.2 Complete a sentence with the appropriate connotations of a word.
	1.6.3 Define the connotation of an underlined word in a sentence.
1.7 Identify acronyms to understand meaning.	1.7.1 Choose the words which comprise a given acronym, e.g., NATO-- North Atlantic Treaty Organization.
	1.7.2 Match acronyms to the words they represent.
	1.7.3 Make new acronyms.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.1 Use patterns and functions of words to determine word meanings.	2.1.1 Complete a sentence with an appropriate adverbial clause. 2.1.2 Combine sentences in a paragraph. 2.1.3 Reorder words in a sentence to convey correct meaning.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.2 Use a variety of contextual clues to derive meaning, e.g., appositives, summaries, definition, example, restatement, experiences, comparisons/contrast, association.	2.2.1 Underline the appositive in a given sentence, e.g., Polio, or <u>infantile paralysis</u> , is a dreaded disease.
	2.2.2 Choose a sentence that will summarize a particular word in a given paragraph.
	2.2.3 Identify the definition of the underlined word in a given sentence. (definition)
	2.2.4 Complete a given sentence with an appropriate phrase, e.g., Chevrolet is an example of _____. (a car)
	2.2.5 Determine the meaning of the underlined word, e.g., The football game was a <u>fiasco</u> , with our team losing by 82 points. (complete failure)
	2.2.6 Choose the word that means the same as the underlined word in a given sentence, e.g., The <u>lethargic</u> boy watched while his energetic brother cleaned the house. (fat, active, lazy)
	2.2.7 Choose the word that correctly completes the sentence, e.g., The runner moved fleetingly; his legs moved _____. (slowly, swiftly, backwards)
	2.2.8 Select the word that could replace the underlined word without changing the meaning of the sentence, e.g., The man was as <u>burly</u> as a gorilla. (skinny, husky, old, sick)

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.1 Determine the effect of prefixes, suffixes, and Greek and Latin roots on the meaning of a given word.	3.1.1 Choose from a list the meaning of a given prefixed word, e.g., <u>discontinue</u> --begin, stop, around, finish. 3.1.2 Select from a list the word or phrase that best describes the meaning of a suffixed word, e.g., contentment--exciting, peaceful, strange. 3.1.3 List other words containing a common root, e.g., phobia--claustrophobia, hydrophobia. 3.1.4 Make a book of suffixes using words containing suffixed words from magazine pictures and advertisements.
3.2 Determine the effect of inflectional endings on root words	3.2.1 Identify the change in a word's meaning by adding an ending, e.g., parties--plural. 3.2.2 Identify the change in a word's part of speech by the addition of an ending or suffix, e.g., identify--identification. (verb becomes a noun) 3.2.3 Select the correct comparative form to complete a sentence, e.g., Joe is the _____ member of the track team. (fast, faster, fastest)

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.3 Use possessives and contractions to identify meaning.	3.3.1 Substitute contractions for the full forms in a given sentence. 3.3.2 Complete a sentence with the correct singular or plural possessive noun. 3.3.3 Identify the possessive noun forms in a given passage.
3.4 Interpret abbreviations to comprehend.	3.4.1 Select the word or words which represent a given abbreviation. 3.4.2 Complete a sentence with an appropriate abbreviation. 3.4.3 Match full words with their appropriate abbreviations.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will prepare to read by setting purpose(s) for reading.

Objectives	Measures
4.1 Set purpose(s) for reading.	4.1.1 List known information about a topic.
	4.1.2 Create questions to be answered from reading.
	4.1.3 Predict the topic of a chapter in a content area book by surveying the chapter heading and the sub-headings and pictures.
	4.1.4 Predict the body of a newspaper article after reading the first and last paragraphs.
	4.1.5 List questions to be answered from reading the body of the newspaper article.
	4.1.6 Read to verify prediction and answers to questions.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will gain literal information from the material read.

Objectives	Measures
5.1 Recognize and recall the main idea explicit in the selection.	5.1.1 Explain in your own words the definitions for parts of a circle: center, radius, diameter, and circumference.
	5.1.2 Draw a picture of a symmetrical figure to demonstrate understanding of the term.
5.2 Recognize and recall the details explicit in the selection.	5.2.1 List supportable details in a passage.
	5.2.2 List details which are not accurate in a passage.
	5.2.3 Distinguish between details which are supportable and those that are not.
5.3 Recognize and recall the sequence of ideas or events.	5.3.1 Draw a flow chart to show the order of rising and falling action in a play.
	5.3.2 Arrange in order pictures or statements that illustrate parts of a reading assignment.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.

Objectives	Measures
6.1 Determine the main idea of a selection.	6.1.1 Select the best subheadings for a section of a chapter in a content area text. 6.1.2 Create a title for a poem. 6.1.3 Select the sentence that best paraphrases the main idea of a persuasive piece of writing.
6.2 Determine the supporting details of a selection.	6.2.1 Select supporting details to use in an alphabet poem to describe the topic, e.g., space: "astronauts bobbing cautiously in the dark expanse." 6.2.2 Organize supporting details into descending order of importance.
6.3 Determine the sequence of ideas or events.	6.3.1 Select the sentence that best describes the missing event in a given passage. 6.3.2 Underline the words in a paragraph that show order, e.g., first, last, third, next, finally. 6.3.3 Identify the steps in a set of directions that are out of order.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experience to understand implied meaning.

Objectives	Measures
6.4 Categorize information to determine relationships.	<p>6.4.1 Identify the word in a list that does not belong in the category, e.g., legislative, judicial, penal, executive.</p> <p>6.4.2 Classify words and phrases from a content area text by function, e.g., who, what, when, where, why, and how.</p> <p>6.4.3 Group advertisements from the classified section of the newspaper into categories.</p>
6.5 Predict outcomes from reading.	<p>6.5.1 Determine the most probable outcome of a passage or of an event in the passage.</p> <p>6.5.2 Select the statement which is <u>not</u> an outcome of the passage.</p> <p>6.5.3 Predict the resolution to the plot of a selection.</p>
6.6 Determine elements of cause and effect relationships in a selection.	<p>6.6.1 Select from a list the most probable effect of a given cause.</p> <p>6.6.2 Select from a list the most probable cause of a given effect.</p> <p>6.6.3 Complete an incomplete sentence with an appropriate word that signals the given cause and effect.</p>

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experience to understand implied meaning.

Objectives	Measures
6.7 Determine analogous relationships.	6.7.1 Identify the relationship between words in a given analogy.
	6.7.2 Select a word which best completes an analogy.
	6.7.3 Determine which word is incorrect in an analogy, and replace it with a correct one.
6.8 Summarize information and implied meanings from a selection.	6.8.1 Select the simplest statement that conveys the meaning of a passage.
	6.8.2 Restate a narrative in three sentences.
	6.8.3 Choose two words to summarize a poem.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.1 Identify the setting of a selection.	7.1.1 Select the implied setting within a passage. 7.1.2 Identify the words and phrases which are clues to the setting of a given selection. 7.1.3 Illustrate the setting of a narrative poem.
7.2 Identify the plot of a selection.	7.2.1 Select the appropriate resolution of the plot in a given story. 7.2.2 Select the statement which tells the climax of a given story. 7.2.3 Identify the conflict in the plot of a given selection.
7.3 Analyze character traits and actions.	7.3.1 Select the sentence which tells the traits of the main character in the selection. 7.3.2 Choose the sentence which tells the motive of the main character in a selection. 7.3.3 List the various feelings of the main and supporting characters in a short selection.
7.4 Determine the mood of a selection.	7.4.1 Select the words which represent the mood of a given passage. 7.4.2 Determine the mood of a character in a given comic strip. 7.4.3 Illustrate the mood of a given poem.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.5 Determine the theme of a selection.	7.5.1 Identify the theme of a selection.
	7.5.2 Select the message of a Greek myth.
	7.5.3 Choose the appropriate theme for a Roman myth.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.1 Draw conclusions from reading.	8.1.1 Select the stated conclusion of a story. 8.1.2 Select points which support a conclusion in a passage. 8.1.3 Select the conclusion that can best be inferred from information stated in the passage.
8.2 Distinguish between fact and opinion in a selection.	8.2.1 Choose from four sentences the one which reflects opinion. 8.2.2 List the facts and opinions from a selection. 8.2.3 Use the list of facts and opinions to add support to the main idea of the selection.
8.3 Distinguish between fiction and nonfiction material.	8.3.1 Change an account of a fictional event to an accurate account. 8.3.2 Determine from titles which ones are nonfictional. 8.3.3 Distinguish fiction and nonfiction from book reports.
8.4 Make judgments from reading.	8.4.1 Prepare a consumer's guide of the ten most practical ways to conserve water. 8.4.2 Write an imaginary diary of a young member of a black tribe in South Africa and express your ideas concerning apartheid.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.5 Analyze information.	8.5.1 Identify missing parts in a structured overview.
	8.5.2 Analyze a character's motive for particular action in a selection.
	8.5.3 Select the accurate statements in a political advertisement.
8.6 Verify facts to determine accuracy of writing.	8.6.1 Choose events in a biography that cannot be verified.
	8.6.2 Select statements from a passage to verify a conclusion.
	8.6.3 Select words and phrases to support a prediction in a selection.
8.7 Determine author's purpose, attitude, and opinion.	8.7.1 Select the sentence which states the bias of the author.
	8.7.2 Determine the author's purpose for selecting a particular illustration to accompany the text.
	8.7.3 Identify signal words which give cues to the author's attitude in a selection.
8.8 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	8.8.1 Underline the words/phrases which suggest the bandwagon technique of propaganda.
	8.8.2 Compare two advertisements using the same propaganda technique.
	8.8.3 Match the propaganda technique to a given advertisement.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will extend and apply ideas and information gained from reading material.

Objectives	Measures
9.1 Organize information available in various passages.	9.1.1 Complete missing frames in an outline from notes collected in reading. 9.1.2 Make a diagram showing logical relationships in information gained from reading. 9.1.3 Organize a group of paragraphs of information into a logical order.
9.2 Apply information to a new situation.	9.2.1 Choose from two types of media the one most appropriate for a given topic. 9.2.2 Rewrite a short selection as a narrative poem. 9.2.3 Produce a skit of a section of a social studies unit.
9.3 Explore related topics in reading.	9.3.1 Read a second selection by the same author. 9.3.2 Choose from a list of topics the appropriate associations. 9.3.3 Research another aspect of a given topic, e.g., recent communicable disease.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
<p>1.1 Use the following prewriting techniques to generate ideas for writing narration:</p> <ul style="list-style-type: none">a. brainstormingb. listingc. viewingd. word banke. mappingf. content and pleasure readingg. interviewingh. notetakingi. free writingj. journal writing	<p>1.1.1 Take notes while interviewing a career person. Note advantages, disadvantages, and requirements of the career as prewriting for a point-of-view essay on either the pro's or con's of the career examined.</p> <p>1.1.2 Read to discover facts about the importation of Japanese products as prewriting for a persuasive essay for, or against, import quotas.</p> <p>1.1.3 Read to discover facts that influence population. Make charts comparing populations of selected industrialized and nonindustrialized nations as prewriting for a clarification paper about the relationship of population and industrialization.</p> <p>1.1.4 Write for ten minutes without interruption to generate ideas for writing.</p> <p>1.1.5 Write daily in a journal about items of personal interest.</p>
<p>1.2 Determine a purpose for writing.</p>	<p>1.2.1 Locate newspaper articles that approach the same topic with different purposes. State the purpose of each article.</p> <p>1.2.2 Write a news story that informs an audience about an upcoming school activity.</p>

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.3 Choose an appropriate audience.	1.3.1 Write a review of a recent television special for a group of third graders, using language appropriate to them.
1.4 Decide on best form for writing.	1.4.1 Select a form of writing, e.g., letter, poem, story, to describe your feelings about a move to another town.
1.5 Plan and organize ideas for writing.	1.5.1 Interview an adult about her/his job; arrange your notes under the following headings: a. How I got my job. b. What my job is about. c. What advancements are possible in my job.
1.6 Select mode of writing: narration, description, clarification, persuasive, or point-of-view.	1.6.1 Brainstorm with the class ways to control school vandalism. Choose one of the ideas and write a paragraph stating your opinion and giving two reasons that support your opinion.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will write a rough draft based on prewriting.

Objectives	Measures
2.1 Write a first draft with emphasis on context.	2.1.1 Write a first draft of a paper explaining what was learned from an interview and why this would, or would not, make a good career.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will revise rough drafts for content clarity.

Objectives	Measures
3.1 Revise rough draft for the following: a. main idea b. supporting detail c. organization d. coherence e. audience f. form	3.1.1 Read composition to members of a small peer group and use their written statements of paper's main idea to confirm either clarity or obscurity of main idea as input for revision. 3.1.2 Make list of details used in rough draft to support main idea and add more detail as necessary. 3.1.3 Label rough draft of clarification essay to identify statement of topic, two reasons for position, and conclusion to determine need for organizational revision. 3.1.4 Circle transition words and phrases in rough draft (first, second, moreover) to determine coherence of rough draft and revise as needed. 3.1.5 Revise composition from free writing based on peer response.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, and handwriting.

Objectives	Measures
4.1 Use correct agreement of nominative and objective case pronouns.	4.1.1 Correct mistakes in pronoun case in own composition as a result of peer group editing for agreement errors.
4.2 Use correct spelling.	4.2.1 Correct spelling errors indicated by teacher and peers on draft copies.
4.3 Use standard language.	4.3.1 Correct inappropriate usage marked as errors in rough drafts as a result of peer editing, e.g., yourn, theirselves, hissin, ain't.
4.4 Use correct capitalization of proper nouns, first words in sentences, and the pronoun "I."	4.4.1 Correct capitalization errors in own rough drafts.
	4.4.2 Proofread and mark capitalization errors in classmates' drafts.
4.5 Use correct punctuation at end of sentences and in abbreviations.	4.5.1 Correct run-on sentences by inserting correct punctuation to divide sentences.
	4.5.2 Punctuate correctly, abbreviations in dates and addresses.
4.6 Use legible handwriting in final drafts.	4.6.1 Respond to peers' notations of handwriting obscurity on rough drafts by writing the following letters clearly: a, o, l, b, h, i, e.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will evaluate own writing and that of peers.

Objectives	Measures
5.1 Select a final draft from various revisions.	5.1.1 Determine which revised draft of a narrative is the draft to be recopied as the final.
5.2 Select the best piece of writing from a writing folder and support her/his choice	5.2.1 Select the best pieces of writing, with peer group and teacher input, to submit for evaluation or to be published.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will publish a piece of revised and edited writing.

Objectives	Measures
6.1 Share a piece of writing through publication.	6.1.1 Locate correct address and title, and mail letter to appropriate representative.
	6.1.2 Submit persuasive article to school newspaper for publishing.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Grammar

COMPETENCY GOAL 1: The learner will recognize basic principles of English grammar.

Objectives	Measures
1.1 Identify word order as a basic characteristic of grammar.	1.1.1 Make a correct sentence by rearranging the following words: went, car, around, corner, the, too, rapidly, the.
1.2 Identify word forms (plurals, tenses) as basic characteristics of grammar.	1.2.1 Make the following singular nouns plural: man, dish, leaf, tree, goose. 1.2.2 Change the following verbs from present to past tense: walk, see, go, am, has.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Grammar

COMPETENCY GOAL 2: The learner will recognize the structure of a simple sentence.

Objectives	Measures
2.1 Identify parts of a simple sentence.	2.1.1 Underline and label subject(s), predicate(s), and complement(s) in the following sentences: a. Sally bought a new tape player. b. John is class treasurer. 2.1.2 Write a sentence that follows the patterns given below: a. S-V b. S-V-D.O. c. S-V-I.O.—D.O. 2.1.3 Write a sentence that follows the patterns given below: a. S-V-P.N. b. S-V-P.A.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Grammar

COMPETENCY GOAL 3: The learner will understand the grammatical uses of words and identify their functions in sentences.

Objectives	Measures
3.1 Recognize the eight parts of speech.	3.1.1 Write sentences which include each part of speech.
3.2 Classify the parts of speech according to their uses.	3.1.2 Underline the prepositional phrases and draw arrows from the phrases to the words modified in the sentences below: a. Through the door came the startled deer from the forest. b. The book from the library was hidden under his coat.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gather literal information from visuals.

Objectives	Measures
1.1 Recognize and recall explicit details.	1.1.1 Tell the properties (size, shape, color, texture) of specific objects.
	1.1.2 Describe specific features of favorite TV characters, e.g., costume, jewelry, make-up, hair.
1.2 Recognize and recall explicit main ideas.	1.2.1 Observe a billboard advertisement and state the main idea the visual conveys about a product.
	1.2.2 Choose an illustration from a story that best depicts the main idea.
1.3 Recognize and recall explicit sequences of ideas or events.	1.3.1 Watch a skit based on a cumulative tale, e.g., "There Was an Old Woman Who Swallowed a Fly", and draw a cartoon to illustrate the sequence of events.
	1.3.2 Follow a set of illustrated step-by-step directions to make a simple toy.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.1 Determine the main idea.	2.1.1 Write a headline for a newspaper photograph and then compare it with the original headline. 2.1.2 Look at a poster with a short quote and decide if the quote complements the main idea of the poster.
2.2 Determine the supporting details.	2.2.1 Study four photographs of the same scene, one taken during each season, and write a description of the most obvious changes. 2.2.2 Look at idioms illustrated by classmates in simple skits and then write them.
2.3 Determine the sequence of ideas or events.	2.3.1 Write down the sequence of major events in a film about atomic research. 2.3.2 Watch a simple skit which illustrates a mathematical word problem and then write the problem.
2.4 Categorize information.	2.4.1 Collect pictures of magazine advertisements and categorize objects pictured into categories of inexpensive or expensive. 2.4.2 Categorize 30 word cards into specific groups--animate, inanimate, and function.

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.5 Make predictions.	2.5.1 Watch a portion of a filmstrip; when the projector is turned off, predict in writing what comes next. 2.5.2 View statistics on players of two teams and predict the winner of a sporting event.
2.6 Determine elements in a cause and effect relationship.	2.6.1 Study contemporary paintings and create a color chart describing the emotional effect each color in the paintings seems to create. 2.6.2 Tell what caused the participants to get angry after witnessing an argument (actual or dramatized).
2.7 Make comparisons.	2.7.1 View a magazine advertisement for a beauty product and compare the model's "before" and "after" appearance. 2.7.2 View a sports event; read the written newspaper account and state the differences.
2.8 Summarize information.	2.8.1 View a skit showing an historical event and summarize the main points dramatized. 2.8.2 View a picture and tell the details of who, what, when, where, and why; then write a summary of the picture.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will compose visuals to communicate information.

Objectives	Measures
3.1 Prepare a video tape or a slide show to convey a visual message.	3.1.1 Prepare slides or a video tape to enhance the message of a popular song.
	3.1.2 Look at a number of greeting cards and draw conclusions as to which would be most appropriate for such categories as younger friends, older relatives, males, females, or young children.
3.2 Distinguish real from unreal in a viewing experience.	3.2.1 Watch a film which uses the flashback technique and identify each scene as to present-real or past-unreal.
	3.2.2 Watch an animated film and describe favorite scenes that could not happen in real life.
3.3 Distinguish between fact and opinion	3.3.1 Watch a television news program; count the number of reports that are factual and the number that are opinionated.
	3.3.2 Watch a sports contest and then watch two instant replays performed by classmates to depict a contested sports play. Write a letter to the editor of the class newspaper and state which replay was more factual.

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to think critically.

Objectives	Measures
3.4 Determine purpose of a visual message.	3.4.1 Study the photographs of the elderly in <u>The Family of Man</u> and translate the resulting impressions into words.
	3.4.2 View a filmstrip and tell whether it informs, entertains, or persuades.
3.5 Make judgments.	3.5.1 View a Newbery Award movie after reading the book and write a review judging the quality of its adaptation.
	3.5.2 Prepare a photographic display to prove points concerning resemblances you see in your family.
3.6 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, you ch.	3.6.1 Look at a soft drink advertisement in a magazine and pick out as many visually persuasive techniques as possible.
	3.6.2 Look at four or five magazine or newspaper advertisements for food and identify the techniques used to make you hungry. Try these techniques as you create your own visual advertisement.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
<p>4.1 Identify elements used for dramatic effect:</p> <ul style="list-style-type: none">a. soundb. musicc. settingd. propse. costumesf. nonverbal features	<p>4.1.1 Write a script for a scene from your favorite television show; tape record the music to be used as background; discuss with your classmates why you chose that music.</p> <p>4.1.2 List distinctive nonverbal features that characters in a cartoon use to suggest certain moods or feelings.</p>
<p>4.2 Identify features of camera shot composition:</p> <ul style="list-style-type: none">a. sense of distance perceived between viewer and subjectb. camera anglec. lighting and colord. speed at which shot is made	<p>4.2.1 Stand twenty feet from a person or object and take a Polaroid picture; do the same from ten feet and two feet. Write a brief paragraph describing the changes in the pictures as you move from far to near.</p> <p>4.2.2 Watch a film that uses slow or speeded-up motion. Write a paragraph describing the procedure. What effect was being sought? Did it work in what you watched? Why or why not?</p>

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visuals to communicate information in an appropriate medium.

Objectives	Measures
5.1 Create a visual message from a piece of writing or literature.	5.1.1 Prepare slides or a video tape to enhance the message of a popular song.
	5.1.2 Read a story and choose appropriate props to produce it as a skit or play.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will use book parts to locate information.

Objectives	Measures
1.1 Use the table of contents to locate information.	1.1.1 Use the table of contents in two science books and two health books to find chapters dealing with the environment. 1.1.2 Use the table of contents in a magazine to determine which pages might contain information dealing with the environment.
1.2 Use book indexes to identify pages for related topics.	1.2.1 Use the index in two science books and two health books to find pages that deal with the environment.
1.3 Use the textbook glossary to define words.	1.3.1 Find four words in the glossary that deal with the same topic. 1.3.2 Write a paragraph using all four words.
1.4 Use chapter headings to locate information.	1.4.1 Write a paragraph on what a book might be about by reading only the chapter headings.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will use reference materials to gain information.

Objectives	Measures
2.1 Use the dictionary for spelling, pronunciation, word meanings, parts of speech, and usage.	2.1.1 Find a word never seen before in the dictionary. 2.1.2 Pronounce a word using the pronunciation key. 2.1.3 Determine a synonym for a word. 2.1.4 Identify what part of speech a word is. 2.1.5 Use a new word in a compound sentence.
2.2 Use encyclopedias to gain information.	2.2.1 Locate related topics in three different encyclopedias. 2.2.2 Make notes for a report on a topic.
2.3 Use the card catalog to locate sources of information.	2.3.1 Use cross-references to identify sources of information. 2.3.2 Locate in the library three different sources of information about related topics found in the card catalog. 2.3.3 Prepare a written report using all four sources.
2.4 Use a thesaurus to find synonyms.	2.4.1 Find synonyms for six adjectives used in a composition. 2.4.2 Rewrite the composition using the new adjectives.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will use graphic aids to locate and interpret information.

Objectives	Measures
3.1 Use maps to get directions.	3.1.1 Use a North Carolina road map to determine the best route from Raleigh to Charlotte.
	3.1.2 Use a city or county map to determine the shortest route from school to a friend's house farthest from school.
3.2 Use globes to locate places.	3.2.1 Locate the different time zones in the world.
	3.2.2 Locate the bodies of water that are at the equator.
3.3 Make tables, charts, graphs, and schedules to explain information.	3.3.1 Make a chart for a science topic.
	3.3.2 Make a graph showing the colors of cars in a parking lot.
	3.3.3 Make a schedule for a week's leisure-time activities.
3.4 Make diagrams and illustrations to explain information.	3.4.1 Diagram a room as it is arranged now.
	3.4.2 Illustrate a science topic.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.1 Use directories and guides to interpret information.	4.1.1 Use a telephone directory to determine a zip code for someone in another part of the community.
	4.1.2 List all sports events available on local television channels for a one-week period, using a TV guide.
4.2 Interpret signs and labels in surrounding area.	4.2.1 Identify all signs in the area that prohibit something.
	4.2.2 Tell how cleaning instructions on several sweater labels differ.
4.3 Use newspapers and magazines to gain information.	4.3.1 Locate two newspapers that contain an article about the same event.
	4.3.2 Take notes on details contained in one newspaper that are not included in the other one.
	4.3.3 Find five different magazines that have articles about the same topic.
4.4 Use menus to order meals.	4.4.1 Decide what foods to order for lunch without exceeding a given amount, using a restaurant menu.
	4.4.2 Plan a day's meals for one person.

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.5 Interview appropriate persons to obtain information.	4.5.1 List questions to use in an interview.
	4.5.2 Take notes during an interview.
	4.5.3 Summarize information gained from an interview.

COMMUNICATION SKILLS

Grade Level: 7

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will use study techniques to gain information.

Objectives	Measures
5.1 Skim and scan printed materials to gain information.	5.1.1 Skim a fiction book to get the main idea of what the book is about.
	5.1.2 Scan a fiction book to determine the main character(s).
5.2 Use an outline for organizing information.	5.2.1 Make an outline for a paragraph which includes a topic sentence, at least three supporting sentences, and a concluding sentence.
5.3 Use SQ3R (Survey, Question, Read, Recite, Review) as a study technique.	5.3.1 Use SQ3R to gather information from an encyclopedia about a topic.
5.4 Use LQ2R (Listen, Question, Recite, Re-listen) as a study technique.	5.4.1 Use LQ2R during one class period.

Grade 8 Outline

LISTENING

Comprehension

1. Listen attentively.
2. Listen for literal information.
3. Listen to understand implied meaning.
4. Listen to use literal information and implied meaning to think critically.
5. Apply and extend ideas gained from listening.

SPEAKING

Techniques

1. Use appropriate nonverbal language in speaking situations.
2. Demonstrate effective voice control.
3. Use standard American English.

Social Functions

4. Speak for a variety of purposes.

READING

Vocabulary

1. Increase vocabulary to aid in comprehension.
2. Use contextual clues to aid in comprehension.
3. Use word analysis to aid in comprehension.

Comprehension

4. Prepare to read by setting purpose(s) for reading.
5. Gain literal information from the material read.
6. Identify story elements in various types of literature to aid in comprehension.
7. Use information gained from reading, previous knowledge, and personal experiences to understand implied meaning.
8. Use literal information and implied meaning to think critically.
9. Apply and extend ideas gained from reading material.

WRITING

Prewriting

1. Use prewriting to generate ideas for writing.

Drafting

2. Write a first draft based on prewriting experiences.

Revising

3. Revise rough drafts for content clarity.

Editing

4. Edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, handwriting.

Evaluating

5. Evaluate own writing and that of peers.

Publishing

6. Publish a piece of revised and edited writing.

GRAMMAR

1. Transform basic sentences.
2. Combine sentences.

VIEWING

Comprehension

1. Gain literal information from viewing.
2. Interpret information from viewing.
3. Use visual information to think critically.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visuals to communicate information in an appropriate medium.

STUDY SKILLS

1. Use book parts to locate information.
2. Use reference materials to obtain information.
3. Use graphic aids to locate and interpret information.
4. Use environmental sources to locate and interpret information.
5. Use study techniques to gain information.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen attentively.

Objectives	Measures
1.1 Listen in a mature and sensitive manner.	1.1.1 Accommodate distractions in listening situations, e.g., passers-by, noises.
	1.1.2 Identify goals for listening.
	1.1.3 Set purposes to obtain specific information.
1.2 Convey reactions to a speaker through nonverbal feedback.	1.2.1 Demonstrate interest in topic by using eye contact.
	1.2.2 Demonstrate appreciation of humorous situation through laughter.
	1.2.3 Show sympathy with speaker through appropriate body language.
1.3 Ask relevant questions and make responsible comments in group discussion.	1.3.1 Ask questions of clarification and amplification.
	1.3.2 Add her/his own thoughts about what has been stated.
	1.3.3 Restate portions of group discussions.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen for literal information.

Objectives	Measures
2.1 Recognize and recall main ideas explicit in a selection.	2.1.1 Note main idea of a news bulletin. 2.1.2 Identify the main idea in a teacher's preview comments about a chapter in a social studies book. 2.1.2 Write in a content journal the main idea in a health unit.
2.2 Recognize and recall the supporting details explicit in a selection.	2.2.1 Make notes of details revealed in a biographical skit. 2.2.2 List details which describe a dress in a fashion show narrative. 2.2.3 Note details about a building during a guided tour of an historical site.
2.3 Recognize and recall the sequence of ideas or events.	2.3.1 Complete task from a teacher-stated set of directions. 2.3.2 Follow a set of oral directions to make a simple object. 2.3.3 Locate on a map the route to follow after listening to oral directions.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen in order to understand implied meaning.

Titles	Measures
3.1 Determine the main idea.	3.1.1 Write titles for titleless articles.
	3.1.2 Write a series of headings for a series of paragraphs.
3.2 Determine the supporting details.	3.2.1 Use details supplied by the author to sketch the main character.
	3.2.2 Identify specific visual images created by a detailed passage.
3.3 Paraphrase information.	3.3.1 Report to classmates the plot of a miniseries.
	3.3.2 Relay to a friend a news broadcast.
	3.3.3 Write in a journal the comments made by a teacher during a writing conference.
3.4 Determine the sequence of ideas or events.	3.4.1 Complete a schedule of the important events of the school day.
	3.4.2 Make a time line of the events leading to North Carolina becoming the twelfth state.
3.5 Make predictions.	3.5.1 Determine what will happen in the next day's news broadcast.
	3.5.2 Predict the ending of a television miniseries.
	3.5.3 Supply probable events that could happen as a resolution to a problem-solving skit.

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen in order to understand implied meaning.

Objectives	Measures
3.6 Determine elements in a cause/effect relationship.	3.6.1 Suggest possible causes for changes in agribusiness based on report of farm statistics.
	3.6.2 Suggest possible effects of changes in agribusiness based on farm statistics.
	3.6.3 Make summary based on causes and effects in agribusiness statistics.
3.7 Make comparisons.	3.7.1 Note examples of comparative statements in a news broadcast.
	3.7.2 Choose a metaphor to describe a simple concept, e.g., The baby was _____.
	3.7.3 Choose a simile to describe a simple concept, e.g., The words were like _____.
3.8 Summarize information.	3.8.1 Report to class some significant scenes from a miniseries.
	3.8.2 Write in a journal an overview of a play.
	3.8.3 Write a report on an act in an opera or play.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will listen in order to use literal information and implied meaning to think critically.

Objectives	Measures
4.1 Draw conclusions.	4.1.1 State orally the factual information in a student's presentation.
	4.1.2 State orally the opinion information in a student's presentation.
	4.1.3 Determine the mood of a ballad.
4.2 Distinguish fact from opinion.	4.2.1 Determine which statements are sensational (propaganda) in a tabloid excerpt.
	4.2.2 Determine which statements could be factual in a tabloid excerpt.
	4.2.3 Locate resources to verify fact and/or propaganda statements in tabloids.
4.3 Distinguish fiction from nonfiction.	4.3.1 Compile a list of famous writers of fiction and of nonfiction.
	4.3.2 Listen to folk tales and trace the fictitious events back to a real beginning event.
4.4 Determine purpose.	4.4.1 Listen to a taped speech and identify the speaker's purpose.
	4.4.2 Listen to a protest song written by a classmate and identify its purpose.

Skills/Subject Area: Listening

COMPETENCY GOAL 4: The learner will listen to use literal information and implied meaning to think critically.

Objectives	Measures
4.5 Make judgments.	4.5.1 Listen to the newscast by the British Broadcasting Corporation and compare it to local station newscasts. Which is most helpful for your own information?
	4.5.2 Listen to the arguments of environmentalists and harp seal hunters in relation to the balance of nature and the ethics of killing seals. Prepare a paper presenting your own feelings.
4.6 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	4.6.1 Write two paragraphs describing the same person; one should be slanted favorably and the other unfavorably.
	4.6.2 Listen to public service announcements and identify worthwhile uses of propaganda.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Listening

COMPETENCY GOAL 5: The learner will apply and extend ideas gained from listening.

Objectives	Measures
5.1 Organize ideas and information gained from listening.	5.1.1 Listen to a Jack Tale told by a guest story-teller and draw a story board to illustrate the plot.
	5.1.2 Listen to a newscast and prepare a synopsis of the day's events.
5.2 Apply ideas and information in a new situation.	5.2.1 Listen to a Jack Tale and then prepare to present the story to a group of younger children.
	5.2.2 Listen to a newscast and create a time capsule with items to represent the most news worthy topics.
5.3 Explore related topics.	5.3.1 Listen to a Jack Tale and then do research to prepare a report on the origin of the Jack Tales.
	5.3.2 Listen to a newscast and follow up by reading an article about a news topic of interest.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use appropriate nonverbal language in speaking situations.

Objectives	Measures
1.1 Demonstrate appropriate nonverbal language while participating in speaking situations.	1.1.1 Give a five minute speech and display appropriate eye contact.
	1.1.2 Give a five minute speech and use appropriate facial expressions.
1.2 Demonstrate appropriate posture while giving a speech.	1.2.1 Maintain a natural comfortable position and ease of manner when giving a formal talk.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will demonstrate effective voice control.

Objectives	Measures
2.1 Use appropriate volume.	2.1.1 Adjust tone, pitch, and range while delivering a talk in the classroom, the auditorium, or multi-purpose room.
2.2 Use appropriate enunciation.	2.2.1 Pronounce words clearly while participating in a speaking situation.
2.3 Use appropriate tempo, pitch, and stress.	2.3.1 Use natural phrasing when reading aloud.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will use standard American English.

Objectives	Measures
3.1 Speak in classroom experiences using standard American English.	3.1.1 Demonstrate the uses of appropriate language through role playing various situations.
	3.1.2 Deliver a speech without notes and follow up with questions from the audience.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will speak for a variety of purposes.

Objectives	Measures
4.1 Seek clarification from adults and peers.	4.1.1 Ask questions of others which tend to clarify intent and meaning.
4.2 Respond in formal and informal situations.	4.2.1 Prepare a formal introduction of a classmate or imaginary dignitary.
	4.2.2 Participate through role play in an interview for a job.
4.3 Articulate feelings, both personal and others.	4.3.1 Discuss with classmate a topic or current event which calls for an expression of feelings.
	4.3.2 Observe a role play of a student and counselor and give feedback about the nature of the student's role.
4.4 Participate in group discussion.	4.4.1 Present both prepared and spontaneous ideas while participating in group discussion.
	4.4.2 Respond appropriately to ideas and criticisms from others while participating in group.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.1 Extend sight and content area vocabulary.	1.1.1 Select the correct word or phrase to complete a sentence.
	1.1.2 Make a word association diagram.
	1.1.3 Make a personal dictionary of health words.
1.2 Use and understand multiple meanings of words.	1.2.1 Identify the definition of a word used in a given sentence.
	1.2.2 Select the correct meaning of the underlined word using the context of the sentence.
	1.2.3 Draw pictures illustrating the multiple meanings of a given word.
1.3 Use and understand synonyms, homonyms, and antonyms.	1.3.1 Rank a list of synonyms as to the degree of intensity, e.g., breeze, gale, wind.
	1.3.2 Restate the meaning of a sentence.
	1.3.3 Identify the words on a continuum that would occur between two antonyms, e.g., tiny to huge.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.4 Interpret figurative language.	1.4.1 Choose the phrase that best explains the irony in a given sentence.
	1.4.2 Select the phrase that makes a given sentence an example of personification.
	1.4.3 Identify the alliteration in a given sentence.
	1.4.4 Choose the emotion that a given color symbolizes.
	1.4.5 Identify the words in a passage that represent onomatopoeia.
	1.4.6 Identify and define the cliché in a given sentence, e.g., "mean as a snake."
	1.4.7 Select the exaggeration in a given legend.
	1.4.8 Compare two sports using "like" or "as."
	1.4.9 Compare or contrast two unlike objects.
	1.4.10 Match idiomatic expressions with the appropriate alliteration.
1.5 Determine coinage of words to understand meaning.	1.5.1 Identify the blended words that form coined words, e.g., breakfast + lunch = brunch.
	1.5.2 Select coined words in a given passage.
	1.5.3 Make a new coined word from two common words.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 1: The learner will increase vocabulary to aid in comprehension.

Objectives	Measures
1.6 Identify word connotations to understand meaning.	1.6.1 Choose words with positive connotations, e.g., astute, creative. 1.6.2 Choose words with negative connotations, e.g., cunning, screwball. 1.6.3 Write a sentence containing a positive and negative connotation.
1.7 Identify acronyms to understand meaning.	1.7.1 Identify the words in a given acronym. 1.7.2 Locate acronyms in a newspaper. 1.7.3 Compose new acronyms.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.1 Use patterns and functions of words to determine meaning.	2.1.1 Complete a sentence with an adjective clause to determine its meaning.
	2.1.2 Combine sentences in a paragraph into longer sentences.
	2.1.3 Reorder words in a sentence to convey correct meaning.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 2: The learner will use contextual clues to aid in comprehension.

Objectives	Measures
2.2 Use a variety of contextual clues to derive meaning, e.g., reflection of mood, definition, example, restatement, experience, compare/contrast, association, appositives, summaries.	<p>2.2.1 Identify the mood represented in a passage.</p> <p>2.2.2 Determine the definition of a given word from context, e.g., "The election was an <u>avalanche</u>; the Democrats were buried twenty-five seats in the Senate.</p> <p>2.2.3 Identify examples within context, e.g., <u>Crustaceans</u>, or shrimp, are common seafoods.</p> <p>2.2.4 Determine the meaning of a given word from the restatement, e.g., The chairman asked for <u>clarification</u> by asking the speaker to restate his comments.</p> <p>2.2.5 Determine the meaning of a given word in context through experience, e.g., The losing team was <u>exacerbated</u> by the mud, rain, and mosquitoes.</p> <p>2.2.6 Select the terms being contrasted in a given passage.</p> <p>2.2.7 Identify the meaning of the underlined word in an association, e.g., The tour was like a <u>whirlwind</u>; we visited so many places we hardly saw the buildings.</p> <p>2.2.8 Choose the appositive in a given sentence.</p> <p>2.2.9 Identify the summary sentence for a short passage.</p>

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.1 Identify words by using prefixes, suffixes, and Greek and Latin roots.	<p>3.1.1 Identify a given word by defining the prefix and the root word, e.g., antibody.</p> <p>3.1.2 Determine the change in meaning of the root word by the addition of the suffix, e.g., The day was very warm, the <u>hottest</u> I ever remember.</p> <p>3.1.3 Make a different word by adding affixes to common roots, e.g., omnipresent.</p>
3.2 Determine the effect of an inflectional ending on a root word.	<p>3.2.1 Choose the past tense form of the verb in a sentence.</p> <p>3.2.2 Choose the appropriate ending to make a word plural, e.g., fish ____ (s, es)</p> <p>3.2.3 Choose the appropriate form of the word for the missing blank, e.g., The student _____ the essay. (wrote, write)</p>
3.3 Use possessives and contractions to identify meaning.	<p>3.3.1 Complete the sentence with the correct possessive form.</p> <p>3.3.2 Select the word that represents the two words in a contraction.</p> <p>3.3.3 Determine whether an 's represents a possessive or a contraction.</p>

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 3: The learner will use word analysis to aid in comprehension.

Objectives	Measures
3.4 Interpret abbreviations to comprehend meaning.	3.4.1 Match full words with appropriate abbreviations.
	3.4.2 Create a new abbreviation for a specified word.
	3.4.3 Choose the appropriate time for using abbreviations, e.g., The _____ is in the office. (doctor, Dr.)

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 4: The learner will prepare to read by setting purpose(s) for reading.

Objectives	Measures
4.1 Set purpose(s) for reading.	4.1.1 List previous knowledge about a topic to be read.
	4.1.2 Select from a list probable information to be found in a passage.
	4.1.3 Select from a list probable predictions to be made from a newspaper headline.
	4.1.4 Identify probable questions to be answered in a selection.
	4.1.5 Match probable questions to a list of information from a selection.
	4.1.6 Verify answers.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 5: The learner will gain literal information from the material read.

Objectives	Measures
5.1 Recognize and recall the main idea explicit in the selection.	5.1.1 Clip and mount the main ideas from each paragraph in a newspaper article and then add the details to create an outline. 5.1.2 Create an outline and match a list of main ideas with the chapter headings where they can be found.
5.2 Recognize and recall the supporting details explicit in the selection.	5.2.1 Label the who, what, where, and when in an entry in the <u>Guinness World Book of Records</u> . 5.2.2 Underline necessary details which support the main idea of a magazine advertisement.
5.3 Recognize and recall the sequence of ideas or events.	5.3.1 Follow the description to draw an object which is not illustrated. 5.3.2 Retell the sequence of events in an <u>Encyclopedia Brown</u> mystery.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experience to understand implied meaning.

Objectives	Measures
6.1 Determine the main idea of a selection.	6.1.1 Write sub-headings for a chapter with none.
	6.1.2 Create a table of contents for a book by finding the main idea of each chapter.
6.2 Determine the supporting details of a selection.	6.2.1 Follow the formula for writing a news story by adding the supporting details in descending order of importance.
	6.2.2 Write in a daily science journal the pertinent information learned.
6.3 Determine the sequence of ideas or events.	6.3.1 Select words in a passage which indicate sequence.
	6.3.2 Arrange a list of events in proper sequence.
	6.3.3 Arrange a jumbled set of instructions into proper sequence for completing a task.
6.4 Categorize information to determine relationships.	6.4.1 Sort passages into factual, nonfactual, and opinionative.
	6.4.2 Determine the category for a list of descriptive words.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experience to understand implied meaning.

Objectives	Measures
6.5 Predict outcomes from reading.	<p>6.5.1 Select an outcome which would be a result of the action in a given passage.</p> <p>6.5.2 Choose an outcome which would not be reasonable for a given passage.</p> <p>6.5.3 Identify details from a passage which support a given outcome.</p>
6.6 Determine elements of cause and effect relationship in a selection.	<p>6.6.1 Guess what preceded Einstein's success as a mathematician and check his biography for the information. Discuss if these conditions were necessary and sufficient to cause his success.</p> <p>6.6.2 Make guesses as to what would happen if the order of some of the steps in a science experiment were reversed.</p>
6.7 Identify analogous relationships.	<p>6.7.1 Determine which word makes an analogy when one word is missing.</p> <p>6.7.2 Determine from a list which word does not complete an analogy when one word is missing.</p> <p>6.7.3 Make a list of paired words that are analogies, e.g., clock--time; thermometer--temperature.</p>

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 6: The learner will use information gained from reading, previous knowledge, and personal experience to understand implied meaning.

Objectives	Measures
6.8 Summarize information and implied meanings from a selection.	6.8.1 Select a sentence that best summarizes a given passage.
	6.8.2 Restate briefly the details in a given article.
	6.8.3 Restate the events in sequence from a newspaper article.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.1 Identify setting in a passage.	7.1.1 Select phrases which illustrate the setting of an historical narrative.
	7.1.2 Select the details in a picture which were not suggested in a passage.
	7.1.3 Write a list of images that an author developed in a narrative.
7.2 Identify the plot of a selection.	7.2.1 Identify missing scenes in a play.
	7.2.2 Write a synopsis of a fictional passage.
	7.2.3 Make a diagram which shows the plot of a story.
	7.2.4 Identify the missing part of a story plot.
7.3 Analyze character traits.	7.3.1 Select words which define a character's personality.
	7.3.2 Select actions in a story which give clues to a character's personality.
	7.3.3 Determine which action had an effect on a character's personality.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 7: The learner will identify story elements in various types of literature to aid in comprehension.

Objectives	Measures
7.4 Determine the mood of a selection.	7.4.1 Underline phrases in a passage which determine mood.
	7.4.2 Select the word or phrase which shows the mood of an historical novel.
	7.4.3 List all words or phrases which are associated with the mood of a given story.
7.5 Determine the theme of a selection.	7.5.1 Make a collage of photographs that depict the theme of a story.
	7.5.2 Compare several stories and make a list of those with similar themes.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.1 Draw conclusions from reading.	8.1.1 Choose the sentence which correctly reflects a probable conclusion from a passage.
	8.1.2 Decide which conclusion can accurately be drawn from a specific passage.
	8.1.3 Write a logical conclusion to an open-ended passage.
8.2 Distinguish fact from opinion in a selection.	8.2.1 Choose the items which reflect fact in a given passage.
	8.2.2 Choose the words which indicate opinion in a given passage.
	8.2.3 Categorize a series of statements into fact or opinion.
8.3. Distinguish fiction from nonfiction material.	8.3.1 Identify the points in a passage which indicate that it is fiction.
	8.3.2 Identify words in a passage which indicate that it is nonfiction.
	8.3.3 Write a fictional account for an historical event.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.4 Make judgments from reading.	8.4.1 Read the definitions for art and craft and categorize art and craft items.
	8.4.2 Read classmates' nominations for the local newspaper's "Person of the Year" award and vote for your choice.
8.5. Analyze information.	8.5.1 Determine type of information, e.g., editorial, news article, journal article.
	8.5.2 Determine sections of a passage to examine author's presentation of material, e.g., thesis, development, conclusion.
8.6 Verify facts to determine accuracy of writing.	8.6.1 Choose from a series of passages the one which supports information in stated passage.
	8.6.2 Identify a source that would not be creditable to use in supporting information.
	8.6.3 Identify a source to use to verify information.
8.7 Determine author's purpose, attitude, and opinion.	8.7.1 Identify from a list of biases the one an author held in a given passage.
	8.7.2 Identify the points in the passage which reveal the author's attitude.
	8.7.3 Identify details which indicate or suggest the author's purpose.

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 8: The learner will use literal information and implied meaning to think critically.

Objectives	Measures
8.8 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	8.8.1 Identify the statements in a passage which are common to propaganda, e.g., "smooth as velvet."
	8.8.2 Identify the symbols in a passage that are common to propaganda.
	8.8.3 Research author's background and purpose for writing propaganda.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Reading/Literature

COMPETENCY GOAL 9: The learner will extend and apply ideas and information gained from reading material.

Objectives	Measures
9.1 Organize information available in various passages.	9.1.1 Summarize articles in briefest form.
	9.1.2 Determine a logical sequence for presenting information.
	9.1.3 Identify an alternative order for a given outline.
9.2 Apply information to a new situation.	9.2.1 Select the most effective form for presenting information.
	9.2.2 Design a format for presenting information, e.g., booklet with pictures, slide show.
	9.2.3 Change the form of a piece of writing, e.g., make a poem a play.
9.3 Explore related topics in reading.	9.3.1 Locate references on an associated topic, e.g., lapidary after studying gemstone mining.
	9.3.2 Read the works of an author who wrote at a similar time, e.g., Keats, Shelley.
	9.3.3 Develop a list of associated topics.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.1. Use the following prewriting techniques to generate ideas for writing narration, description, clarification, point-of-view and persuasive writing as well as short critiques: a. brainstorming b. listening c. viewing d. listing e. word bank f. mapping g. content and pleasure reading h. reading i. interviewing j. note taking k. free writing l. journal writing.	1.1.1 Take notes while interviewing a North Carolina governmental figure concerning local or state issues as prewriting for a point-of-view essay. 1.1.2 Gather information from historical archives, media, resource speakers, or reading about North Carolina as prewriting for a persuasive essay on the importance of North Carolina's role in the American Revolution. 1.1.3 Research information on the North Carolina governor's term of office as prewriting for a persuasive essay. 1.1.4 View a movie, filmstrip, or video of a short, previously read story as prewriting for a critique. 1.1.5 Write for ten minutes without interruption to generate ideas for writing. 1.1.6 Write daily in a journal about items of personal interest.
1.2 Determine a purpose for writing.	1.2.1 Write a business or friendly letter to someone using one of the following purposes: to inform, to persuade, to give an opinion, to interpret, to entertain.

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will use prewriting as the first step in the writing process.

Objectives	Measures
1.3 Choose an appropriate audience.	1.3.1 Write a description of a favorite "hangout" to each of these audiences, varying the language according to the audience: a close friend of your age, your parents/guardians, a local minister.
1.4 Decide on the best form for writing.	1.4.1 Select an appropriate form of writing to express a Christmas wish to a friend (poem, letter, newspaper ad).
1.5 Plan and organize ideas for writing.	1.5.1 Write about a picture, organizing the paper according to the following outline: a. setting b. people c. theme.
1.6 Select mode of writing: narration, description, clarification, persuasion, or point-of-view.	1.6.1 Write a paper describing a favorite place. Use the first paragraph to describe the place; use the second to explain why the place is your favorite; use the third paragraph to persuade a friend that your place is better than another.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will write a rough draft based on experiences.

Objectives	Measures
2.1 Write a first draft with emphasis on content.	2.1.1 Write a rough draft of an essay stating the opinions of a governmental figure on a controversial issue, and include reasons for her/his opinions.
	2.1.2 Write a rough draft of a persuasive essay that North Carolina either did or did not play a key role in the American Revolution.
	2.1.3 Write a rough draft of a letter to persuade the legislature to change the length of the governor's term of office.
	2.1.4 Write a critique that compares the effectiveness of a media treatment to the story read.
	2.1.5 Write a first draft based on an idea produced during free writing or by a journal entry.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will revise rough drafts for content clarity.

Objectives	Measures
3.1 Revise rough draft for the following: a. main idea b. supporting detail c. organization d. coherence e. audience f. form	3.1.1 Read composition to members of a small peer group and use their written statements of paper's main idea to confirm either clarity or obscurity of main idea as input for revision. 3.1.2 Make list of details used in rough draft to support main idea and add more detail as necessary. 3.1.3 Label rough draft of essay to identify statement of topic, two reasons for position, and conclusion to determine need for organizational revision. 3.1.4 Circle transition words and phrases in rough draft (<u>first</u> , <u>second</u> , <u>moreover</u>), to determine coherence of rough draft and revise as needed. 3.1.5 Revise composition from free writing based on peer response.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will edit the revised draft(s) with a focus on conventions: grammar, complete sentences, spelling, usage, capitalization, punctuation, handwriting.

Objectives	Measures
4.1 Use correct possessive pronouns and contractions, e.g., your, you're; its, it's.	4.1.1 Correct mistakes in possessive pronouns and contractions in own composition as a result of peer group editing for agreement errors.
4.2 Use correct spelling.	4.2.1 Correct spelling errors indicated by teacher and peers on draft copies.
4.3 Use standard language.	4.3.1 Correct inappropriate usage marked as errors in rough drafts as a result of peer editing, e.g., yourn, theirselves, hissen, ain't.
4.4 Use correct capitalization of proper nouns, first words in sentences, and the pronoun "I".	4.4.1 Correct capitalization errors in own rough drafts. 4.4.2 Proofread and mark capitalization errors in classmates' drafts.
4.5 Use correct punctuation at the end of sentences and in abbreviations.	4.5.1 Correct run-on sentences by inserting correct punctuation to divide sentences. 4.5.2 Punctuate correctly abbreviations in dates and addresses.
4.6 Use legible handwriting in final drafts.	4.6.1 Respond to peers' notations of handwriting obscurity on rough drafts by writing the following letters clearly: a, o, l, b, h, i, e.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will evaluate own writing and that of peers.

Objectives	Measures
5.1 Select a final draft from various revisions.	5.1.1 Determine which revised draft is the draft to be recopied as the final.
5.2 Select best piece of writing from a writing folder and support choice.	5.2.1 Select, with peer group and teacher input, best pieces of writing to submit for evaluation or to be published.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Writing

COMPETENCY GOAL 6: The learner will publish a piece of revised and edited writing.

Objectives	Measures
6.1 Share a piece of writing through publication.	6.1.1 Read own composition in reading/writing groups, in one-on-one reading to adults, and in school-wide readings of student work.
	6.1.2 Prepare writing for classroom display by mounting composition on decorative paper or illustrate for classroom display.
	6.1.3 Select point-of-view and persuasive essays to submit as articles for school newspaper.
	6.1.4 Select narratives, essays, and poems for class anthology.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Grammar

COMPETENCY GOAL 1: The learner will transform basic sentences.

Objectives	Measures
1.1 Substitute words, phrases, and clauses for various sentence parts.	1.1. Substitute words that are the same parts of speech as the underlined words to form a coherent sentence. <u>Mary</u> <u>went</u> <u>to</u> <u>the</u> <u>store</u> <u>and</u> N V PREP N CONJ <u>bought</u> <u>a</u> <u>new</u> <u>notebook</u> . V ADJ N
1.2 Add modifiers to various sentence parts.	1.2.1 Use visualization to picture a scene and add modifiers, e.g., The cow ran.—The old brown milk cow ran to the barn for the daily milking.
1.3 Rearrange various sentence parts.	1.3.1 Convert the following statements into questions: a. Margaret loves classical music. b. Terry is an accomplished trumpet player.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Grammar

COMPETENCY GOAL 2: The learner will combine sentences.

Objectives	Measures
2.1 Combine two simple sentences by compounding words, phrases, or independent clauses.	2.1.1 Combine the sentences below using the conjunction "and": a. Susan takes ballet lessons. b. Mary runs track.
	2.1.2 Combine the sentences below to have a compound subject: a. Barbara likes ice cream. b. Fred likes ice cream.
	2.1.3 Combine the sentences below to have a compound direct object: a. Sally owns a horse. b. Sally owns a trailer.
	2.1.4 Combine the following sentences to make a compound phrase: a. Francine likes to go to the movies. b. Francine likes to listen to rock music.
	2.1.5 Combine the following two sentences with a common clause into one sentence having a compound subject: a. May, who likes to dance, met John. b. John, who likes to dance, met Mary.

Skills/Subject Area: Grammar

COMPETENCY GOAL 2: The learner will combine sentences.

Objectives	Measures
2.2 Combine two or more sentences by using subordinate conjunctions or relative pronouns.	2.2.1 Use "when" to connect the second sentence with the first: a. Alice whistles. b. She plays the piano. 2.2.2 Combine the second sentence with the first using "which": a. Marty bought a rifle. b. The rifle cost three hundred dollars.
2.3 Combine two or more sentences by using participles, gerunds, or infinitives.	2.3.1 Combine the sentences below by turning the second sentence into a participial phrase: a. John is a policeman. b. John is standing on the corner. 2.3.2 Combine the sentences below by making a gerund phrase of the second sentence: a. Mary won the blue ribbon. b. She came in first in the 100 meter freestyle. 2.3.3 Combine the sentences below by making an infinitive phrase of the second sentence: a. Mary had an ambition. b. She dreamed of being a painter.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from visuals.

Objectives	Measures
1.1. Recognize and recall explicit details.	1.1.1 Describe a favorite place so that classmates can mentally picture it.
	1.1.2 Describe how electric power is produced and transmitted, by studying a flow chart.
1.2 Recognize and recall explicit main ideas.	1.2.1 Choose magazine pictures that could be substituted for illustrations in a science textbook unit on "Spaceship Earth."
	1.2.2 Watch a group of classmates form themselves into a model of a famous sculpture, e.g., The Thinker, Iwo Jima monument. Identify the sculpture.
1.3 Recognize and recall explicit sequences of ideas or events.	1.3.1 Describe the carbon cycle by studying an illustrated chart.
	1.3.2 View slides depicting a trip across Europe and recount the sequence in which the countries were visited.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.1 Determine the main idea.	2.1.1 Vote for the best postage stamp designed by classmates to represent an important event in history. 2.1.2 Write a telegram to convey the main idea of a special newscast viewed.
2.2 Determine the supporting details.	2.2.1 View two films set in the same period in history, and write a review of the one which is more accurate in terms of props, costumes, and dialects. 2.2.2 Watch a classmate present a detailed solution to a math problem and rank it according to clarity of detail and visual representation.
2.3 Determine the sequence of ideas.	2.3.1 Name, in sequence of importance, five things you see each day, and write how each affects you personally. 2.3.2 Look at a skit performed by classmates to illustrate a certain mathematical property and identify the property.
2.4 Categorize information.	2.4.1 Look at photographs of various countries and categorize according to type of climate. 2.4.2 Sort magazine advertisements according to their appeal to various audiences, e.g., children, teenagers, singles, and older adults.

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will interpret visual information.

Objectives	Measures
2.5 Make predictions.	2.5.1 Predict the audience a magazine's advertisements will appeal to based on its cover, e.g., <u>Ladies' Home Journal</u> , <u>Gentleman's Quarterly</u> , <u>Runner's World</u> .
	2.5.2 Watch a videotaped television comedy for five minutes, and then predict the coming events, including the ending.
2.6 Determine elements in a cause and effect relationship.	2.6.1 View a picture of a school or classroom problem and tell the cause of the problem.
	2.6.2 View a school situation such as a ball game or disagreement and tell the various emotions shown.
2.7 Make comparisons.	2.7.1 Collect photographs from family and friends showing clothing styles of the 1900s and identify the period represented.
	2.7.2 View soft drink advertisements in magazines and identify things they have in common.
2.8 Summarize information.	2.8.1 Write a summary of the kinds of visual soft drink advertisements you find in a magazine. List the things they have in common.
	2.8.2 Write a post card to a friend describing a favorite movie.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to think critically.

Objectives	Measures
3.1 Draw conclusions.	3.1.1 Watch a play and draw conclusions about the characters based on their actions. Evaluate your conclusions with a small group of classmates.
	3.1.2 Look at several art prints. Write down how they made you feel (if anything), and what artistic features made you feel a certain way.
3.2 Distinguish real from unreal in a viewing experience.	3.2.1 Look at Shel Silverstein poems, e.g., <u>Where the Sidewalk Ends</u> , <u>A Light in the Attic</u> , and identify the real and unreal aspects.
	3.2.2 Watch a surrealist film and write a critique describing the effectiveness of the transitions from real to unreal scenes.
3.3 Distinguish between fact and opinion.	3.3.1 Look at a number of political cartoons and identify the facts on which the cartoons are based, as well as the cartoonists' political biases evident.
	3.3.2 Study two photographs of the same political event found in different newspapers. Decide if there is any bias illustrated by the photographs which the newspapers have chosen to publish.

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will use visual information to think critically.

Objectives	Measures
3.4 Determine purpose of visual messages.	3.4.1 Look at a political cartoon in a newspaper or magazine and determine its purpose. 3.4.2 Find an advertisement that tries to get you not to do something and tell what the advertisement's purpose is.
3.5 Make judgments.	3.5.1 View advertisements for breakfast cereals and tell why you would or would not choose them. 3.5.2 Examine the covers of three paperback books and write a brief paper explaining how the pictures on the covers make you want to read or not to read the books.
3.6 Analyze propaganda techniques, e.g., bandwagon, authority, celebrity, plain folks, youth.	3.6.1 Look at a political advertisement and note any particular use of visuals to bias the viewer. 3.6.2 Watch a commercial written and staged by classmates and identify the propaganda technique used.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
4.1 Identify elements used for dramatic effect: sound, music, setting, props, costumes, and nonverbal features.	4.1.1 Describe in a brief paper the sounds you would use if you were preparing a television documentary about your school or community.
	4.1.2 Watch a play or film, noting particularly the props used by the actors, and write a paper in which you discuss how the props are integral to the actors' performance.
4.2 Identify features of camera shot composition: a. sense of distance perceived between viewer and subject b. camera angle c. lighting and color d. speed at which a shot is made	4.2.1 Take four pictures from different angles (but same distance): above, below, and both sides of a person or object. Make a poster and write a brief caption for each picture that tells about the differences from the other pictures. 4.2.2 Find magazine pictures that illustrate different uses of lighting; write a paragraph describing the different effects.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visuals to communicate information in an appropriate medium.

Objectives	Measures
5.1 Create a visual message from a piece of writing or literature.	5.1.1 Design a billboard to sell a new product.
	5.1.2 Conduct a survey of favorite fast food restaurants and construct a graph showing the results.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Study Skills

COMPETENCY GOAL 1: The learner will use book parts to locate information.

Objectives	Measures
1.1 Use the table of contents to locate information.	1.1.1 Find information related to a specific topic in three different textbooks, using the table of contents. 1.1.2 Find information related to a specific topic in three different magazines, using the table of contents.
1.2 Use book indexes to locate information.	1.2.1 Find information related to a specific topic in three different textbooks, using the index.
1.3 Use the glossary to define words.	1.3.1 Locate in the glossary content-area words for a unit. 1.3.2 Write a short report using the new words.
1.4 Use chapter headings to locate information.	1.4.1 Complete an outline of a chapter in a content-area textbook, using the chapter headings and subheadings as part of the outline.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Study Skills

COMPETENCY GOAL 2: The learner will use reference materials to gain information.

Objectives	Measures
2.1 Use the dictionary to understand words.	2.1.1 Use two unknown words in the same sentence after learning about them in the dictionary. 2.1.2 Explain the meaning of the standard variant of a given word.
2.2 Use encyclopedias to gain information.	2.2.1 Read about a topic in different encyclopedias. 2.2.2 Take notes in outline form from information gained.
2.3 Use the card catalog to locate sources of information.	2.3.1 Use cross references to identify four sources of information on a topic. 2.3.2 Locate the four sources in a library.
2.4 Use a thesaurus to find synonyms.	2.4.1 Find synonyms for four adverbs used in a composition. 2.4.2 Rewrite the composition using the new adverbs.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Study Skills

COMPETENCY GOAL 3: The learner will use graphic aids to locate and interpret information.

Objectives	Measures
3.1 Use maps to get directions.	3.1.1 Locate on a North Carolina road map an unknown town by using the letter and number shown in the index of cities and towns. 3.1.2 Determine all road/highway numbers that go through or near town of residence, using a road map.
3.2 Use globes to locate places.	3.2.1 Locate the continents of the world. 3.2.2 Locate other countries that are at approximately the same degrees of latitude as North Carolina.
3.3 Make tables, charts, graphs, and schedules to explain information.	3.3.1 Make a graph showing the most popular food of classmates. 3.3.2 Make a schedule for a week, showing all school activities.
3.4 Make diagrams and illustrations to explain information.	3.4.1 Make a diagram of a science topic. 3.4.2 Illustrate a popular song.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.1 Use directories and guides to interpret information.	4.1.1 Explain how to get directory assistance, using the telephone directory. 4.1.2 Locate three articles on a specific topic in the <u>Reader's Guide to Periodical Literature</u> .
4.2 Interpret signs and labels in surrounding area.	4.2.1 Identify symbols on a North Carolina road map that designate county seats, airports, and points of interest. 4.2.2 Make a graph showing the kinds of jeans worn by classmates by reading labels.
4.3 Use newspapers and magazines to gain information.	4.3.1 Read the editorial in the local newspaper. 4.3.2 Determine the editor's point-of-view expressed in the editorial. 4.3.3 Read a short magazine article and underline only the facts stated.
4.4 Use menus to order meals.	4.4.1 Compare prices of the same food by reading menus from different restaurants. 4.4.2 Determine the cost of a meal for two people including tax.

Skills/Subject Area: Study Skills

COMPETENCY GOAL 4: The learner will use environmental sources to locate and interpret information.

Objectives	Measures
4.5 Interview appropriate persons to obtain information.	4.5.1 List questions to use in the interview.
	4.5.2 Take notes during the interview.
	4.5.3 Summarize information gained from the interview.

COMMUNICATION SKILLS

Grade Level: 8

Skills/Subject Area: Study Skills

COMPETENCY GOAL 5: The learner will use study techniques to gain information.

Objectives	Measures
5.1 Skim and scan printed materials to gain information.	5.1.1 Skim a poem to determine mood. 5.1.2 Scan a <u>World Almanac</u> to find a Nobel Peace Prize winner.
5.2 Use an outline for organizing information.	5.2.1 Complete an outline for a social studies chapter, using the chapter headings and subheadings. 5.2.2 Make an outline for a book report.
5.3 Use SQ3R (Survey, Question, Read, Recite, Review) as a study technique.	5.3.1 Use SQ3R to gather information from a newspaper about a current event.
5.4 Use LQ2R (Listen, Question, Recite, Re-listen) as a study technique.	5.4.1 Use LQ2R to gather information from a taped news event.

GRADES 9-12

Major Emphases

The study of English at grades 9-12 involves students in the reading of various types of literature written by familiar names from the literary past of Western European, American, and world literature and authored by contemporary writers of young adult literature. Students read for comprehension, write expressively and expositively, listen and view discriminatingly for understanding, and speak clearly and confidently in a wide variety of situations. In addition, students identify different American dialects, recognize historical and cultural influences that continue to change the English language, and develop an understanding of the effects of words on perception and behavior. Students continue to build toward mastery of the intricacies of grammar and language usage through speech and writing. They apply punctuation, capitalization, and spelling skills in writing, rather than in unmeaningful grammatical drills.

The English program is performance-based: it promotes active communication; it builds on and puts into practice accumulated knowledge of earlier grades; it emphasizes conceiving, composing, and evaluating communication in real and imagined situations; and it uses the written and spoken thoughts of others to enrich personal experience.

English I Outline

LISTENING

Comprehension

1. Listen carefully and discriminatingly for literal understanding.
2. Listen carefully and discriminatingly in order to interpret information with understanding.
3. Listen carefully and discriminatingly for critical understanding.

SPEAKING

Techniques

1. Use effective techniques to speak clearly and confidently in a variety of situations.

Social Functions

2. Adapt the content of messages.

LITERATURE/READING/STUDY SKILLS

Types of Literature

1. Recognize and read various types of literature.

Literary Elements

2. Recognize elements of literature.

Language of Literature

3. Recognize literary terms.

Vocabulary

4. Develop essential strategies for increasing reading vocabulary.

Comprehension

5. Gain literal information from literature.
6. Draw inferences from literature.
7. Read literature critically.

Study Skills

8. Locate, organize, and synthesize information from a variety of source materials.
9. Use specific study techniques to gain information.

WRITING

Prewriting

1. Develop writing proficiency through the writing process, beginning with prewriting activities.

Drafting

2. Develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Revising

3. Develop writing proficiency through the writing process by revising first and subsequent drafts.

Editing

4. Develop writing proficiency through the writing process by editing revised drafts.

Publishing

5. Develop writing proficiency through the writing process by publishing revised and edited writing.

VIEWING

Comprehension

1. Gain literal information from viewing.
2. Gain interpretive/inferential information from viewing.
3. Gain critical information from viewing.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visual messages in an appropriate medium.

SEMANTICS

1. Recognize the effects of word meanings on perception.
2. Recognize the effects of word meanings on behavior.

COMMUNICATION SKILLS

Grade Level. English I

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen carefully and discriminatingly for literal understanding.

Objectives	Measures
1.1 Listen literally for the following:	
a. information	1.1.1 Repeat accurately general information about conditions in the forecast after listening to a weather report.
b. sequence	1.1.2 Make or construct an object after listening to oral directions.
c. main ideas	1.1.3 Retell the main idea after listening to a news story.
d. comparisons/contrasts	1.1.4 Identify at least one cause and one effect after listening to a news story.
e. cause/effect relationships	1.1.5 List the differences and similarities between two rock groups after listening to two students talk about them.
	1.1.6 Repeat orally the events in chronological order after listening to a short news report of a single event.
	1.1.7 Summarize the plot of the story in one or two sentences after watching and listening to a video-taped short story.
	1.1.8 State orally what caused the character to act as presented after listening to a myth or folk tale.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen carefully and discriminatingly in order to interpret information with understanding.

Objectives	Measures
2.1 Listen interpretively in order to: a. predict outcomes b. classify c. summarize d. consolidate	2.1.1 Complete the story orally, and state reasons why a conclusion is logical after listening to a sound filmstrip of an open-ended story. 2.1.2 Listen to several short items from the newspaper. Classify them as editorials, news, letters to the editor, or entertainment. 2.1.3 Write a summary of a speech after hearing a speech on a proposition of policy. 2.1.4 Summarize the arguments presented after listening to an editorial. 2.1.5 Write a summary after listening to a reading of a front-page newspaper article. 2.1.6 Listen to two people describe the same event. Combine their reports and tell, or write, it to the two people.

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen carefully and discriminatingly in order to interpret information with understanding.

Objectives	Measures
2.2 Listen interpretively in order to infer:	2.2.1 Write the purpose of the letter and the reasons that support that purpose after listening to the reading of a letter to the editor of a newspaper.
a. purpose	
b. main ideas	2.2.2 Listen to two descriptions of the same incident and compare and contrast in writing the two descriptions.
c. supporting details	
d. comparisons/contrasts	2.2.3 Determine the cause(s) of the argument and possible effect(s) it will have on the future relationship of the two characters after listening to a dramatized argument between two characters.
e. cause/effect relationships	
f. meaning from figurative language	2.2.4 Listen to ads for two similar products with brand names and talk about similarities and differences in the ads.
	2.2.5 Listen to the opening passages of two short stories to compare and contrast the techniques employed by the authors, e.g., Poe's vs. Shirley Jackson's.
	2.2.6 Use main idea, supporting details, and identification and interpretation of figurative language to infer the message of a popular song or ballad.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
3.1 Listen critically for the following:	
a. fact-fiction	3.1.1 Distinguish fact from fiction after listening to a passage from an historical novel.
b. opinion	3.1.2 Distinguish between those statements which represent fact and opinion, and identify any irrelevant statements by listening to campaign speeches - school or political.
c. bias	3.1.3 Identify orally the bias of the speaker after listening to an argument for or against a school rule.
d. propaganda	3.1.4 Listen to a student's description of a sports event and state orally what was fact and what was opinion.
e. assumptions	3.1.5 Listen to a recording of a science fiction story and distinguish orally between fact and fiction.
f. inferences	3.1.6 View and listen to a 30-minute national news broadcast and list those stories which are based primarily on facts and those which integrate opinion with fact.
g. relevance	3.1.7 Listen to editorials from the same newspaper and identify the viewpoint/bias of the paper.
	3.1.8 Listen to several radio or TV commercials and identify the propaganda devices in each.
	3.1.9 Identify major assumptions, inferences, and accurate and inaccurate facts in a taped persuasive speech on a controversial issue.

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
<p>3.2 Listen critically in order to:</p> <ul style="list-style-type: none"> a. draw conclusions and make judgments about content and performance b. construct sensory images c. talk about emotional responses d. formulate new ideas to solve problems 	<p>3.2.1 Evaluate a classmate's oral presentation by using a teacher-student prepared checklist.</p> <p>3.2.2 Identify the conclusions drawn and evaluate the content and delivery of a persuasive selection.</p> <p>3.2.3 Listen to a student-written ballad and evaluate the ballad on the basis of how closely it conforms to the definition of a ballad.</p> <p>3.2.4 Listen to an entertaining oral presentation and evaluate its effectiveness based on purpose, diction, and delivery.</p> <p>3.2.5 Listen to a musical selection and talk about your emotional response.</p> <p>3.2.6 Listen to a book review and report at least one emotional incident in the plot; describe your reaction to it.</p> <p>3.2.7 Listen to a poem read aloud and identify the emotional appeal; point out those words used and images created by the poet to elicit a particular response.</p> <p>3.2.8 Listen to a persuasive speech dealing with an emotional topic, e.g., child abuse, treatment of the elderly; identify those emotional appeals with greatest impact and explain your response.</p>

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
3.2.9	Listen to passages from prose selections, e.g., Martin Luther King's "I Have A Dream," and identify the emotional responses the playwright attempts to arouse; judge the effectiveness of these attempts based on your own emotional response.
3.2.10	Listen to a short story read aloud and suggest an alternative course of action for the main character which would have changed the outcome of the story.
3.2.11	Listen to an introduction to a story and take part in developing a new story by contributing an original segment.
3.2.12	Listen to details about a major social problem and prepare an argument advancing a solution.
3.2.13	Listen to a detailed character sketch and create a conflict and resolution for the character.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.1 Pronounce words clearly and correctly.	1.1.1 Give an oral presentation to a group, pronouncing all words clearly and correctly. 1.1.2 Pronounce words correctly when reading aloud to a writing-revision peer group. 1.1.3 Pronounce words correctly in class discussions.
1.2 Demonstrate voice control.	1.2.1 Tape an original story for a small child, varying the voice to express specific feelings. 1.2.2 Read aloud an original passage with appropriate variation in volume, pitch, and rate so that the meaning is appropriately conveyed.
1.3 Express ideas and feelings in organized fashion.	1.3.1 Demonstrate the ability to express ideas and feelings by giving a talk on a pet peeve, e.g., "If I could change one thing in this school I would change _____." 1.3.2 Tell the class of a time when you felt a sense of nostalgia, rejection, or achievement.
1.4 Use clear, vivid, exact language appropriate to the audience.	1.4.1 Observe a specific scene or event and give a two-minute speech describing your observations, using imagery and accurate description. 1.4.2 Demonstrate step-by-step to a group of younger students and to a group of classmates how to make something.

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.5 Use effective body movements, facial expressions, and gestures.	1.5.1 Use appropriate body movements and gestures while giving a demonstration talk about a physical activity or skill, e.g., shooting a basketball, swinging a golf club. 1.5.2 Present an original poem, using visual aids and gestures to convey a message.
1.6 Use appropriate eye contact in all speaking situations.	1.6.1 Read a news article as a television anchorperson would read it, employing effective eye contact. 1.6.2 Make an oral presentation, asking questions of the audience and maintaining eye contact with the person answering the question.
1.7 Use standard American English.	1.7.1 Make an oral presentation, avoiding slang and colloquialism, and using standard American English. 1.7.2 Listen to phrases on tape and correct slang expression by substituting standard usage.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will adapt the content of messages.

Objectives	Measures
2.1 Adapt a message for a given audience.	2.1.1 Decide upon something the school needs, e.g., new activity bus, off-campus lunch privileges. Make speeches to persuade and gain support from the following: <ul style="list-style-type: none">a. individual studentsb. the facultyc. the principald. a group of parents. 2.1.2 Create a radio or television commercial, adapting it for at least two different audiences, e.g., teenagers and senior citizens.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will speak persuasively.

Objectives	Measures
3.1 Support arguments with evidence.	3.1.1 Defend a book or writer that has been adversely criticized, using three to five points to support contentions.
	3.1.2 Participate in an informal debate on a current issue, using research materials.
	3.1.3 Argue for or against a school rule, using at least three examples to support your argument.
	3.1.4 List orally relevant details which support a stated proposition.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will participate in group discussions.

Objectives	Measures
4.1 Engage in task-related, problem-solving group discussions.	4.1.1 Participate in a group discussion about a hypothetical life situation and offer possible solutions. 4.1.2 Participate in a problem-solving group to reach a group consensus about the elimination of Social Security. 4.1.3 Participate in a group to rank a list of ten problems according to the general thinking of today's youth. 4.1.4 Participate in a peer-response group to offer suggestions for sample of writing that will lead to revision.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 1: The learner will experience various types of literature.

Objectives	Measures
1.1 Recognize the following types of literature:	
a. narrative fiction	1.1.1 Identify the basic elements of narrative poems and fiction, e.g., causes of events in the plot, foreshadowing, flashback.
b. narrative poetry	1.1.2 Identify patterns of sound in lyric poetry, e.g., alliteration, assonance.
c. lyric poetry	
d. drama (including one (Shakespearean))	1.1.3 Identify stanzaic forms in lyric poetry, e.g., rhyme, refrain.
e. nonfiction	1.1.4 Identify the basic elements of drama and theatrical production, e.g., acts, scenes, dialogue, set, stage.
f. Greek and Roman mythology	1.1.5 Identify the elements of classic myths, e.g., man vs. gods, explanation of nature, intervention of gods in affairs of people.
g. young adult literature	1.1.6 Identify major gods of Greek and Roman mythology and their spheres of influence, e.g., Mercury, the messenger; Zeus, king of the gods; Neptune, ruler of the underwater world.
	1.1.7 Locate mythological allusions in modern advertising and literature.
	1.1.8 Identify the characteristics of nonfiction.
	1.1.9 Identify and name various types of nonfiction, e.g., biography, autobiography, essay.

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 1: The learner will experience various types of literature.

Objectives	Measures
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- 1.1.10 Identify characteristics of young adult literature.
- 1.1.11 Write a letter to Ann Landers concerning a problem encountered in young adult literature.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 2: The learner will recognize elements of literature.

Objectives	Measures
<p>2.1 Identify various elements of literature:</p> <ul style="list-style-type: none"> a. plot b. characterization c. setting d. theme e. point-of-view f. style g. mood h. tone 	<p>2.1.1 List or chart the elements of plot from a story:</p> <ul style="list-style-type: none"> a. a beginning (who, when, where) b. a middle part or a series of related events (the problem) c. a climax (most exciting part, biggest problem) d. an end to the conflict between opposing forces (problem solved) <p>2.1.2 Identify types of characters, e.g., protagonist, antagonist.</p> <p>2.1.3 Identify the methods of characterization an author uses in a story, e.g., tells about the character, lets the actions of the character portray her/him.</p> <p>2.1.4 Identify the causes of a character's actions in a story or play.</p> <p>2.1.5 Identify the elements of setting in a story or a play which create a mood: the actual physical setting; occupations and lifestyle of the characters; time span of events; the moral, social, intellectual attitudes of the characters and times.</p> <p>2.1.6 Identify thematic patterns directly or indirectly stated in a story or play, e.g., love, hate, "Who am I?"</p> <p>2.1.7 Identify the speaker in stories and poems (first, third, omniscient).</p>

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 2: The learner will recognize elements of literature.

Objectives	Measures
2.1.8	Prepare a list of ways that an author's point-of-view influences reader reactions, characters, and plots in stories and poems.
2.1.9	Identify the author's attitude toward the subject and audience, e.g., tone, style, and mood of a literary work may be formal, informal, intimate, solemn, playful, serious, ironic.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 3: The learner will recognize literary terms.

Objectives	Measures
3.1 Identify common literary terms: a. simile b. metaphor c. personification d. hyperbole	3.1.1 Locate similes, metaphors, and personification in lyric poems in the literature textbook. 3.1.2 Identify examples of hyperbole in commercials. 3.1.3 Create five examples of common literary terms.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 4: The learner will develop essential strategies for increasing reading vocabulary.

Objectives	Measures
4.1 Define new words encountered in reading selections, using structural analysis and/or context clues.	4.1.1 Scan a reading selection for unfamiliar words. 4.1.2 Read the selection and define the unfamiliar words by structural analysis and/or context clues.
4.2 Use the dictionary to determine the meaning of new words encountered in a reading selection.	4.2.1 Use the dictionary to determine the best meaning of an unfamiliar word in the context of a reading selection. 4.2.2 Use a textbook from another content area to list five unfamiliar words and their dictionary meaning. Decide which dictionary definition is suitable for the context.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 5: The learner will gain literal information from literature.

Objectives	Measures
5.1 Recognize and recall literal information.:	5.1.1 Read a short story, write down the main idea of the story, and list the major details that support it.
a. details	
b. main ideas	5.1.2 Retell a short story in proper sequence.
c. sequence	
d. comparison/contrast	5.1.3 Select one example of a comparison or contrast in a short story or narrative poem.
e. cause/effect relationships	
f. character traits	5.1.4 Determine why the major character of a short story acted as presented. Compare your answer to other students' answers in group discussion.
	5.1.5 List personality traits of the major character in a novel.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 6: The learner will draw inferences from literature.

Objectives	Measures
6.1 Infer the following: a. main idea b. supporting details c. sequence d. cause/effect relationships e. character traits f. meaning of literary language, e.g., figures of speech, symbols	6.1.1 Read a lyric poem and infer the main idea and supporting details, if any. 6.1.2 Read a mystery and infer the sequence of events if they are not stated. 6.1.3 Answer the question "Why?" about a short story character's actions. 6.1.4 List inferred personality traits of a literary character. 6.1.5 Read a lyric poem and determine the meaning of the figures of speech.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 7: The learner will read literature critically.

Objectives	Measures
7.1 Read a literary selection and a. draw conclusions b. make judgments of reality or fantasy, fact or opinion, worth and acceptability c. verbalize an emotional response to a selection d. identify with characters or incidents e. react to the author's use of language	7.1.1 Read a novel and draw conclusions about the conflict between major characters. 7.1.2 Read a folk tale and separate real details from fantasized details. 7.1.3 Separate fact from opinion in a newspaper editorial. 7.1.4 Discuss with classmates the literary worth of a young adult novel. 7.1.5 Read a lyric poem about nature and discuss your feelings about it with a discussion group. 7.1.6 Write a paper about a literary character who has had experiences similar to yours. 7.1.7 Pick out uses of language in lyric poems that are particularly beautiful.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 8: The learner will locate, organize, and synthesize information from a variety of source materials.

Objectives	Measures
<p>8.1 Locate and use reference materials:</p> <ul style="list-style-type: none"> a. dictionary b. thesaurus c. <u>Reader's Guide to Periodical Literature</u> d. card catalog e. informational reference texts (encyclopedias, geographical texts) f. book parts g. maps, charts, graphs, tables 	<p>8.1.1 Use a dictionary to edit revised drafts of compositions for spelling.</p> <p>8.1.2 Use a dictionary to learn pronunciations of unfamiliar words.</p> <p>8.1.3 Use a thesaurus to select appropriate synonyms to replace words in compositions.</p> <p>8.1.4 Select a topic to write or talk about. Use the <u>Reader's Guide to Periodical Literature</u> to locate a minimum of three sources about the topic.</p> <p>8.1.5 Select a topic to write or talk about. Use the card catalog to locate two or more sources of information about the topic.</p> <p>8.1.6 Use encyclopedias and other specific reference texts to locate information about a topic.</p> <p>8.1.7 Use the table of contents and index of the literature textbook to locate information on literary language.</p> <p>8.1.8 Read maps, charts, graphs, and tables to find information about famous authors and events in literary history.</p>

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 9: The learner will use specific study techniques to gain information.

Objectives	Measures
9.1 Use SQ3R (Survey, Question, Read, Recite, Review), LQ2R (Listen, Question, Recite, Re-listen), or a similar study technique.	9.1.1 Use SQ3R to study introductory comments to literature units and new literary selections. 9.1.2 Listen to a story or poem; use LQ2R to gain information.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Objectives	Measures
1.1 Determine the purpose for writing.	1.1.1 Write to another student, giving a set of directions to be followed.
1.2 Determine a topic to write about.	1.2.1 Select a specific topic to write about when given a broad category, e.g., <u>broad</u> : hobbies; <u>specific</u> : skinning a deer, building model airplanes.
1.3 Clarify and organize ideas and feelings.	1.3.1 Make and organize a list of pertinent facts, details, and ideas that will be included in a short paper.
1.4 Write for a variety of audiences.	1.4.1 Write a letter of complaint to a department store manager concerning a faulty product you have purchased. 1.4.2 Write a letter to a friend about a faulty product you purchased from a department store. 1.4.3 Write a story for a third grade class.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Objectives	Measures
2.1 Write a first draft, giving primary attention to fluency.	2.1.1 Write on a selected topic without lifting the pencil from the paper for fifteen minutes. 2.1.2 Participate in a peer group discussion to determine whether fluency is present in the papers written by group members.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will develop writing proficiency through the writing process by revising first and subsequent drafts.

Objectives	Measures
<p>3.1 Revise drafts for the following:</p> <ul style="list-style-type: none">a. main ideab. supporting detailsc. elaboration of supporting detailsd. organizatione. coherencef. unityg. sentence combiningh. consistent point-of-viewi. word choicesj. tone	<p>3.1.1 Revise a draft of a paper written to the principal that requests specific changes be made in the school. Give attention to the main idea, supporting details, and their elaboration.</p> <p>3.1.2 Revise the above draft again, paying attention to organization, coherence, unity, and consistent point-of-view.</p> <p>3.1.3 Revise the above draft again, paying attention to sentence combining, word choice, and tone.</p>

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will develop writing proficiency through the writing process by editing revised drafts.

Objectives	Measures
4.1 Edit for grammar and language conventions: a. complete sentences b. capitalization c. punctuation d. spelling e. usage f. format g. legibility	4.1.1 Edit the revised paper to the principal, paying attention to appropriate grammar and language conventions. 4.1.2 Edit a peer's paper for grammar and language conventions.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop writing proficiency through the writing process by publishing revised and edited writing.

Objectives	Measures
5.1 Select, from among several pieces of writing, one to publish.	5.1.1 Publish a piece of writing by putting it on the Writing Bulletin Board.
	5.1.2 Publish a piece of writing in a classroom newspaper.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from viewing.

Objectives	Measures
1.1 Gather literal information while viewing the following: a. express what is seen b. recognize details c. recognize main ideas d. recognize sequence e. recognize comparisons and contrasts f. recognize cause/effect relationships g. recognize relationships between the parts and the whole	1.1.1 Watch a play, live or video taped, and write the physical characteristics of the antagonist and protagonist. 1.1.2 Watch a play, live or video taped, and list which physical details of the production were most important and why. 1.1.3 Watch a production, live or video taped, and discuss the main idea of the performance with a small group of classmates. 1.1.4 Read a book based on a movie you have seen, and after recording the sequence of events in each, discuss how and why the movie was different. 1.1.5 Compare and contrast the leading persons in a movie you have seen to such a person in the real world. 1.1.6 Chart the events that cause a comedy to end happily, concluding with the happy ending. 1.1.7 Create a list of nonverbal happenings from a comedy or classroom dramatization that contributes to its humor, e.g., facial expressions, falls, body language.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will gain interpretive-inferential information from viewing.

Objectives	Measures
2.1 Interpret information from viewing by doing the following:	2.1.1 Watch a film about science and select one segment to summarize in three statements.
a. summarize	2.1.2 Write down the purpose of each television show you watched for one week and support your position, e.g., informational, entertainment, spiritual.
b. determine purpose	2.1.3 Predict the outcome of a video taped presentation or dramatized program.
c. predict outcomes	2.1.4 Keep a journal of visual events for one day, and categorize them in an appropriate manner.
d. classify and categorize people, things, places, events	2.1.5 Write about how editorial cartoons differ from comic strips.
e. distinguish fact-opinion, reality-fiction	2.1.6 List five visual events that are emotionally upsetting and tell why, after a week of observing visual events.
f. recognize connotations and denotations of visual meaning.	

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will gain critical information from viewing.

Objectives	Measures
3.1 View critically in order to determine the impact of visuals, using the following techniques:	3.1.1 Watch a film or a play and identify how visual effects stimulate: a. happiness b. fear c. loss of physical control
a. identify features which evoke moods and feelings	
b. recognize bias and inaccuracies	3.1.2 List the local, state and federal government news items seen on television newscasts for a week; then decide whether the presentation is positive or negative in it: attitude toward government.
c. draw and evaluate conclusions	
d. make judgments about visual content	3.1.3 Draw a conclusion about the newscaster's feelings about government in general, positive or negative; then test your conclusion by comparing it with classmates' conclusions.
e. identify persuasive power of a visual	3.1.4 Watch a videotaped commercial without sound and judge whether the visuals are good enough to carry the commercial message; then report your judgment in a brief paper.
	3.1.5 Watch a television commercial which makes no verbal claims and identify how the visuals communicate the desired message.
	3.1.6 Compare a political cartoon of a particular event to a news report of the same event.
	3.1.7 Discuss your emotional responses to a still picture with peers.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
<p>4.1 Recognize the following design elements that create visual messages:</p> <ul style="list-style-type: none">a. soundb. musicc. settingd. propse. costumesf. nonverbal featuresg. depthh. spacei. shapesj. colork. camera shot composition <ul style="list-style-type: none">(1) sense of distance perceived between viewer and subject(2) camera angle(3) lighting(4) speed at which a shot is made(5) transition techniques between shots(6) cropping(7) time transitions	<p>4.1.1 Identify elements used for dramatic effect in a movie or TV production, e.g., sound, music, setting, props, costumes, or non-verbal features.</p> <p>4.1.2 Identify visual features such as depth, space, shapes, and colors in any type of production; then discuss how they affect the production.</p> <p>4.1.3 Identify features of camera shot composition in a picture; then discuss how they are used.</p>

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visual messages in an appropriate medium.

Objectives	Measures
5.1 Illustrate visually a piece of literature or a piece of writing.	5.1.1 Illustrate a favorite poem or book with visual images, e.g., prepare a slide-tape presentation using at least 20 slides with appropriate background music and sounds. 5.1.2 Illustrate an original piece of writing with appropriate visuals.

COMMUNICATION SKILLS

Grade Level: English I

Skills/Subject Area: Semantics

COMPETENCY GOAL 1: The learner will recognize the effects of word meaning on perception and behavior.

Objectives	Measures										
<p>1.1 Categorize words as members of meaning classes, moving from abstract to specific.</p>	<p>1.1.1 Develop an abstraction ladder for abstract words:</p> <table style="margin-left: 40px;"> <tr> <td>a. animal</td> <td style="text-align: right;">Abstract</td> </tr> <tr> <td>b. pet</td> <td></td> </tr> <tr> <td>c. dog</td> <td></td> </tr> <tr> <td>d. St. Bernard</td> <td></td> </tr> <tr> <td>e. Tiny</td> <td style="text-align: right;">Specific</td> </tr> </table>	a. animal	Abstract	b. pet		c. dog		d. St. Bernard		e. Tiny	Specific
a. animal	Abstract										
b. pet											
c. dog											
d. St. Bernard											
e. Tiny	Specific										
<p>1.2 Define words according to likenesses and differences (<u>genus</u> and <u>differentia</u>).</p>	<p>1.2.1 Choose five nouns to define according to likenesses and differences, e.g., <u>pen</u>--a small enclosure <u>likeness</u> for domestic animals <u>difference</u></p>										
<p>1.3 Identify and use abstract and concrete words.</p>	<p>1.3.1 Select abstract and concrete words from a newspaper or magazine and use them in original sentences.</p>										
<p>1.4 Use connotative meanings of words.</p>	<p>1.4.1 List familiar words and frequently used connotations.</p> <p>1.4.2 List several words whose meanings shift as a result of connotative meanings, e.g., cop.</p>										
<p>1.5 Recognize the range between the old and the new meanings of words.</p>	<p>1.5.1 List several words that have retained old meanings while developing new meanings, e.g., hot--(a) weather condition; (b) stolen; (c) popular.</p>										

Skills/Subject Area: Semantics

COMPETENCY GOAL 1: The learner will recognize the effects of word meaning on perception and behavior.

Objectives	Measures
1.6 Recognize the difference in status between old and new words.	1.6.1 Find several words that have developed negative or insulting meaning, e.g., hussy, gossip.
	1.6.2 Find several words that have lost obscene, insulting, or negative connotations, e.g., bonfire, lady.

English II Outline

LISTENING

Comprehension

1. Listen carefully and discriminatingly for literal understanding.
2. Listen carefully and discriminatingly in order to interpret information with understanding.
3. Listen carefully and discriminatingly for critical understanding.

SPEAKING

Techniques

1. Use effective techniques to speak clearly and confidently in a variety of situations.

Social Functions

2. Adapt the content of messages.
3. Speak persuasively.
4. Participate in group discussions.

LITERATURE/READING/STUDY SKILLS

World Literature

1. Recognize and read various types of world literature.

Young Adult, Biblical, and Shakespearean Literature

2. Recognize and read specific types of literature.

Vocabulary

3. Develop essential strategies for increasing reading vocabulary.

Comprehension

4. Gain literal information from literature.
5. Draw inferences from literature.
6. Read literature critically.

Study Skills

7. Locate, organize, and synthesize information from a variety of source materials.
8. Use specific study techniques to gain information.

WRITING

Prewriting

1. Develop writing proficiency through the writing process, beginning with prewriting activities.

Drafting

2. Develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Revising

3. Develop writing proficiency through the writing process by revising first and subsequent drafts.

Editing

4. Develop writing proficiency through the writing process by editing revised drafts.

Publishing

5. Develop writing proficiency through the writing process by publishing revised and edited writing.

VIEWING

Comprehension

1. Gain literal information from viewing.
2. Gain interpretive/inferential information from viewing.
3. Gain critical information from viewing.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visual messages in an appropriate medium.

DIALECTS

1. Recognize that there are many different English dialects.
2. Recognize factors that influence dialect.

SEMANTICS

1. Recognize the effects of word meanings on perception and behavior.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen carefully and discriminatingly for literal understanding.

Objectives	Measures
1.1 Listen literally for the following: a. information b. sequence c. main ideas d. comparisons/contrasts e. cause/effect relationships	1.1.1 Listen to a story and answer questions calling for recall of detail, sequence, main idea, comparison/contrast, and cause/effect. 1.1.2 Listen to a popular musical recording for information, sequence, main ideas, comparison/contrast, and cause and effect relationships. 1.1.3 State in a few words the main idea of a story you have heard. 1.1.4 Listen to a short story; afterwards arrange the events in proper sequence as they occurred in the story. 1.1.5 Take a telephone message and record the appropriate information on a message form.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen carefully and discriminatingly in order to interpret information with understanding.

Objectives	Measures
<p>2.1 Listen interpretively in order to:</p> <ul style="list-style-type: none"> a. predict outcomes b. classify c. summarize d. consolidate 	<p>2.1.1 Listen to a short story and summarize the author's main point.</p> <p>2.1.2 Listen to part of a story and predict the action.</p> <p>2.1.3 Listen to two discussions on the same topic and consolidate the ideas discussed.</p> <p>2.1.4 Listen to several different types of music and classify them by type.</p>
<p>2.2 Listen interpretively in order to infer:</p> <ul style="list-style-type: none"> a. main ideas b. supporting details c. comparisons/contrasts d. cause/effect relationships e. meaning from figurative language 	<p>2.2.1 Listen to a ballad and identify the main idea; list supporting details.</p> <p>2.2.2 Listen to a short persuasive speech and identify the major arguments supporting details.</p> <p>2.2.3 Listen to modern and traditional ballads and compare similarities and differences.</p> <p>2.2.4 Listen to a short story and identify cause/effect relationships within the story.</p> <p>2.2.5 Listen to selected poetry; identify and interpret figurative language.</p>

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
<p>3.1 Listen critically for:</p> <ul style="list-style-type: none"> a. purpose b. fact-fiction c. opinion d. bias e. propaganda f. assumption g. relevance 	<p>3.1.1 Listen to and view a TV ad and identify factors which are intended to influence.</p> <p>3.1.2 Listen to a speech in which the speaker deliberately uses unrelated content; identify the irrelevant content.</p> <p>3.1.3 Listen to the teacher present biased ideas on a school issue; then identify and talk about the biases.</p>
<p>3.2 Listen critically in order to:</p> <ul style="list-style-type: none"> a. draw conclusions and make judgments about content and performance b. construct sensory images c. talk about emotional responses d. formulate new ideas to solve problems 	<p>3.2.1 Tape an interview with a person in a career field. Draw conclusions about qualifications needed in that field.</p> <p>3.2.2 Listen to a fable and provide the moral of the story.</p> <p>3.2.3 Listen to a speech and evaluate the speaker's effectiveness.</p> <p>3.2.4 Listen to taped speeches by two people on how to solve the same problem. Evaluate the conclusion reached by each speaker, and decide which speaker reached the most reasonable conclusion.</p> <p>3.2.5 Listen to a descriptive passage in a short story or poem and orally reconstruct the scene being described.</p> <p>3.2.6 Listen to a musical recording and create a visual, written, or movement response to the music.</p>

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
3.2.7	Listen to a story and enact it with group members acting as characters, props, and scenery.
3.2.8	Listen to an emotionally moving story and verbalize your reaction toward the characters.
3.2.9	Listen to a story about a personal problem and write a response to help the character solve the problem.
3.2.10	Listen to a recording of a radio drama or play and verbalize how one of the characters felt.
3.2.11	Listen to a talk in which a solution to a problem is proposed and express other possible solutions.
3.2.12	Listen to a story and suggest new adventures for the main characters.
3.2.13	Listen to a speech in which a solution to a problem is proposed; in your own words tell the proposed solution to another classmate.
3.2.14	Listen to the reading of a newspaper advice column and propose alternative solutions to the problems.

COMMUNICATIONS SKILLS

Grade Level: English II

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.1 Pronounce words clearly and correctly.	1.1.1 Give an oral presentation to a group, pronouncing all words clearly and correctly. 1.1.2 Pronounce words correctly when reading aloud to a writing revision peer group. 1.1.3 Pronounce words correctly in class discussions. 1.1.4 Demonstrate through practice drills ability to pronounce words clearly, e.g. "The dipper tipped and the syrup dripped upon the person's parcel."
1.2 Demonstrate voice control.	1.2.1 Tape your own written composition for teacher response, varying the voice to emphasize specific points. 1.2.2 Present a selected passage in a Reader's Theater format.
1.3 Express ideas and feelings in organized fashion.	1.3.1 Express an opinion with emotional control in a discussion or a debate on a controversial issue. 1.3.2 Role play with another student a job interview; express ideas and feelings clearly.

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.4 Use clear, vivid, exact language appropriate to the audience.	1.4.1 Prepare four variations on a commercial in which you try to sell a product to: (a) a trucker, (b) a farmer, (c) a banker, (d) a college professor. 1.4.2 Develop and present to the class exercises demonstrating understanding of different meanings of words with multiple meanings, e.g., <u>fast</u> , as a noun, adverb, verb, and adjective.
1.5 Use effective body movements, facial expressions, and gestures.	1.5.1 Observe people in many areas, e.g., the school campus, at church, in a store. Demonstrate to the class movements and facial expressions that you find most effective for purposes of clear and dramatic communication. 1.5.2 Present a three-minute speech on video tape using gestures, facial expressions, and vocal and body animation to describe an exciting personal experience.
1.6 Use appropriate eye contact in all speaking situations.	1.6.1 Use various visual aids effectively to enhance an oral presentation, using eye contact for dramatic effect. 1.6.2 Use effective eye contact while dramatizing a job interview. 1.6.3 Use effective eye contact while giving a three-minute speech.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will adapt the context of messages.

Objectives	Measures
2.1 Adapt a message for a given audience.	2.1.1 Analyze an oral message in terms of its audience. 2.1.2 Conduct an information-gathering interview with another person. Using the information gained, present a three-minute informative speech and respond to questions from the audience. 2.1.3 Dramatize a situation, e.g., returning an item to a store and asking for a refund. Analyze what was said and what the effects were.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will speak persuasively.

Objectives	Measures
3.1 Support arguments with evidence.	3.1.1 Make a speech using sound evidence and reasoning from at least three different sources, with special stress on original, as opposed to secondary, sources. 3.1.2 Develop an argument for or against a school rule, supporting your position with evidence based on research.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will participate in group discussions.

Objectives	Measures
4.1 Engage in task-related, problem-solving group discussions.	4.1.1 Participate in a persuasive discussion for improvement of student regulations regarding some school problem, e.g., the dress code, open campus, or parking privileges. 4.1.2 Participate actively in a group that has selected something the members would like to change about their own community. As a group member, move through the steps of problem-solving, arriving at a feasible solution. 4.1.3 Participate in a peer-response group to offer suggestions for a piece of writing that will lead to revision.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 1: The learner will experience different types of world literature.

Objectives	Measures
1.1 Read and recognize selected works of world literature in translation.	1.1.1 Identify the basic elements of tragic drama.
	1.1.2 Compare or contrast characteristics of the Greek and modern theater.
	1.1.3 Draw a time line correlating historical events and literary stages in various countries outside traditional British and American literature.
	1.1.4 Identify significant themes and authors of literature outside British and American literature.
	1.1.5 Compare/contrast poetic forms of various literature outside traditional British and American literature.
	1.1.6 Compare/contrast literary styles of fiction writers in various literature outside traditional British and American literature.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 2: The learner will experience specific types of literature.

Objectives	Measures
2.1 Read and recognize: a. young adult literature b. biblical literature c. Shakespearean drama	2.1.1 Identify characteristics of young adult literature. 2.1.2 Identify positive influences in young adult literature. 2.1.3 Compare poetic styles of biblical poets with American and British poets. 2.1.4 Identify the characteristics of biblical parables. 2 1.5 Compare the characteristics of Greek and Shakespearean drama.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 3: The learner will develop essential strategies for increasing reading vocabulary.

Objectives	Measures
3.1 Define new words encountered in reading selections, using structural analysis and context clues.	3.1.1 Keep a list of technical terms encountered in other courses. 3.1.2 Determine the meanings of a list of technical terms through structural analysis and context clues.
3.2 Use the dictionary to determine the meaning of new words encountered in a reading selection.	3.2.1 Compare the contextual meanings of a list of technical terms with their dictionary meanings. 3.2.2 Use a dictionary to determine the definition of a given list of space-age terms.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 4: The learner will gain literal information from literature.

Objectives	Measures
4.1 Recognize and recall literal information: a. main idea b. details c. sequence d. comparison/contrast e. cause/effect relationships f. character traits	4.1.1 Read a lyric poem; identify the main idea and the details that support it. 4.1.2 Retell in sequence the plot of a Shakespearean drama. 4.1.3 Select several examples of comparisons/contrasts from a young adult novel. 4.1.4 Determine why the major characters in a Shakespearean drama acted as they did. List the causes and compare them with several classmates' lists. 4.1.5 Select major characters from several pieces of world literature and list the traits that govern their behavior.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 5: The learner will draw inferences from literature.

Objectives	Measures
5.1 Infer: a. main idea b. supporting details c. sequence d. cause/effect relationship e. character traits f. meaning of literary language, e.g., figures of speech, symbols	5.1.1 Read a short story and write down the inferred main idea and supporting details (the hidden agenda). 5.1.2 Write down the sequence of events that leads a major literary character to act in a certain way. 5.1.3 Write a short paper that examines why a literary character acts as presented. 5.1.4 Answer this question in a group discussion: What traits can be inferred about a major character in a particular piece of literature? 5.1.5 Select unusual figures of speech from a lyric poem.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 6: The learner will read literature critically.

Objectives	Measures
<p>6.1 Read a literary selection and:</p> <ul style="list-style-type: none">a. draw conclusionsb. make judgments of reality or fantasy, fact or opinion, worth and acceptabilityc. verbalize an emotional response to a selectiond. identify with characters and incidentse. react to the author's use of language	<p>6.1.1 Read a newspaper editorial and draw a conclusion about the writer's purpose for writing it.</p> <p>6.1.2 Change several fantasized details in a folk tale to realistic details. Write a short journal describing the effect of the change.</p> <p>6.1.3 List examples of facts and opinions stated by characters in a short story.</p> <p>6.1.4 Discuss with classmates the literary worth of a particular young adult novel.</p> <p>6.1.5 Write a journal item about your emotional reaction to a young adult novel.</p> <p>6.1.6 Compare the actions of a literary character with your own in a journal entry.</p> <p>6.1.7 Select particular uses of language in a literary selection that are appealing. Jot them down in a journal entry.</p>

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 7: The learner will locate, organize, and synthesize information from a variety of source materials.

Objectives	Measures
7.1 Locate and use reference materials: a. dictionary b. thesaurus c. <u>Reader's Guide to Periodical Literature</u> d. card catalog e. informational reference texts (encyclopedias, biographical texts, etc.) f. book parts g. maps, charts, graphs, tables	7.1.1 Use a dictionary to edit revised drafts of compositions for spelling. 7.1.2 Use a dictionary to learn pronunciations of unfamiliar words. 7.1.3 Use a thesaurus to select appropriate synonyms to replace words in compositions. 7.1.4 Select a topic to write or talk about. Use the <u>Reader's Guide to Periodical Literature</u> to locate a minimum of three sources about the topic. 7.1.5 Select a topic to write or talk about. Use the card catalog to locate two or more sources of information about the topic. 7.1.6 Use encyclopedias and other specific reference texts to locate information about a topic. 7.1.7 Use the table of contents and index of the literature textbook to locate information on literary language. 7.1.8 Read maps, charts, graphs, and tables to find information about famous authors and events in literary history.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 8: The learner will use specific study techniques to gain information.

Objectives	Measures
8.1 Use SQ3R (Survey, Question, Read, Recite, Review), LQ2R (Listen, Question, Recite, Re-listen), or a similar study technique.	8.1.1 Use SQ3R to study introductory comments to literature units and new literary selections. 8.1.2 Listen to a story or poem; use LQ2R to gain information.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Objectives	Measures
1.1 Determine a purpose for writing.	1.1.1 Write a letter with a specific purpose to the editor of a local newspaper or the editor of a magazine.
1.2 Determine a topic to write about.	1.2.1 Determine a specific topic and write a letter to an editor, e.g., keeping a nuclear plant out of our county.
1.3 Clarify and organize ideas and feelings.	1.3.1 Participate in a prewriting stage in which all members of the class contribute ideas for a given topic; then select related facts and arrange them in such an order as to impose structure and unity on the material.
1.4 Write for a variety of audiences.	1.4.1 Write an advertisement which might appeal to four distinctly different audiences. (Research different advertising styles.)
1.5 Select a topic and write in appropriate forms, e.g., journals, social notes, letters, reports, stories, essays, poems.	1.5.1 Determine an appropriate form for writing about a social dilemma. 1.5.2 Write the beginning and ending of an original short story. 1.5.3 Keep journals regularly. 1.5.4 Write various types of letters. 1.5.5 Write various types of poems. 1.5.6 Write minutes for a meeting.

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Objectives	Measures
1.6 Write in a variety of modes, e.g., narration, description, clarification, point-of-view, persuasion.	1.6.1 Complete a variety of common forms, e.g., job application, voter registration, library card, change of address, apartment rental, social security card, accident insurance, telephone message. 1.6.2 Write an opinion paper about a controversial issue, e.g., school, local, political.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Objectives	Measures
2.1 Write a first draft, giving primary attention to fluency.	2.1.1 Select a topic and write for fifteen to twenty minutes without stopping.
	2.1.2 Participate in a peer group discussion to determine whether fluency is present in the papers written by group members. Rewrite your draft, incorporating the suggestions from the group.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will develop writing proficiency through the writing process by revising first and subsequent drafts.

Objectives	Measures
3.1 Revise drafts for: a. main idea b. supporting details c. elaboration of supporting details d. organization e. coherence f. unity g. sentence combining h. consistent point-of-view i. word choices j. tones	3.1.1 Revise a draft of an opinion paper about a controversial issue, giving attention to main idea, supporting details, and elaboration of details. 3.1.2 Revise the above draft again, giving attention to organization, coherence, unity, and consistent point-of-view. 3.1.3 Revise the above draft again, giving attention to sentence combining, word choice, and tone. Use a thesaurus to add variety to the writing.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will develop writing proficiency through the writing process by editing revised drafts.

Objectives	Measures
4.1 Edit for grammar and language conventions: a. complete sentences b. capitalization c. punctuation d. spelling e. usage f. format g. legibility	4.1.1 Edit the revised draft of your opinion paper on a controversial issue for appropriate grammar and language conventions. 4.1.2 Edit a peer's paper for grammar and language conventions.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop writing proficiency through the writing process by publishing revised and edited writing.

Objectives	Measures
5.1 Select from among several pieces of writing one to publish.	5.1.1 Publish a piece of writing by putting it in a classroom literary magazine.
	5.1.2 Create a mobile of your own writing.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from viewing.

Objectives	Measures
1.1 Gather literal information while viewing and:	
a. express what is seen	1.1.1 Watch any event and write about it for a local newspaper, e.g., sports, cultural.
b. recognize details	1.1.2 Watch an unfamiliar sport and record the details that seem to rule the event.
c. recognize main ideas	1.1.3 Record the main idea of each of the television comedies watched during a week.
d. recognize sequence	
e. recognize comparisons and contrasts	1.1.4 List chronologically the sequence of events in a movie you have seen recently. Describe the introductory events, the problem, the climax, and the conclusion.
f. recognize cause/effect relationships	1.1.5 Compare the plots of two episodes of a detective program by charting each.
g. recognize relationships between the parts and the whole.	1.1.6 Watch a sports event; later list the effects of the event on the spectators and the direct cause of those effects.
	1.1.7 Watch a play, video tape, or movie; list the various props used and tell how they contributed to the overall effect of the event.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will gain interpretive-inferential information from viewing.

Objectives	Measures
2.1 Interpret information from viewing through:	
a. summarizing	2.1.1 Watch two national daily news programs on different channels and summarize the major news stories; compare program contents.
b. determining purpose	2.1.2 Find advertisements or brochures that have as their purpose:
c. predicting outcomes	a. giving information b. asking the consumer to buy c. serving the public d. asking for donations e. telling how to do something
d. classifying and categorizing people, things, places, events	
e. distinguishing fact from opinion, reality from fiction	2.1.3 Predict the outcome of two episodes of the same television comedy. Write a brief paper explaining the similarities of the two endings and projecting future endings for the show.
f. inferring connotations and denotations of visual meaning	2.1.4 Watch several films and classify the characters by age, sex, and race. Write a brief paper exploring and explaining your findings.
	2.1.5 Identify verifiably factual, visual material in a film of your choice; make a list to share with classmates.
	2.1.6 Name the characteristics of a visual experience that create high emotion.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will gain critical information from viewing.

Objectives	Measures
<p>3.1 View critically in order to determine the impact of visuals using the following directives:</p> <ul style="list-style-type: none">a. identify features which evoke moods and feelingsb. recognize bias and inaccuraciesc. draw and evaluate conclusionsd. make judgments about visual contente. identify persuasive power of a visual	<p>3.1.1 Pretend that you are producing a movie in which you want to evoke certain moods. Write a paper explaining the moods you hope to evoke, and what visual information you will use to establish the mood.</p> <p>3.1.2 Watch a dramatized event and list the biases you see; tie them to the visual scene and write a paper relating the two.</p> <p>3.1.3 Watch four different versions of situation comedies in order to draw conclusions about the format involved. Verify your conclusions in discussions with a small group of classmates.</p> <p>3.1.4 Examine the reasons why one game is better than another in the skills needed for making judgments.</p> <p>3.1.5 Write a review of a sports event with emphasis on the strengths and weaknesses of the visual coverage.</p> <p>3.1.6 Find magazine or newspaper picture advertisements to illustrate these common persuasive devices: sex appeal, snob appeal, bandwagon, and saving money. Explain each example to your classmates.</p>

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
<p>4.1 Recognize design elements that create visual messages:</p> <ul style="list-style-type: none">a. soundb. musicc. settingd. propse. costumesf. nonverbal featuresg. depthh. spacei. shapesj. colork. camera shot composition <ul style="list-style-type: none">(1) sense of distance perceived between viewer and subject(2) camera angle(3) lighting(4) speed at which a shot is made(5) transition techniques between shots(6) cropping(7) time transitions	<p>4.1.1 Keep a record of the types of music used on several programs over a week's television viewing time; note the programs that use little or no music. Write a paper that identifies music with program, and discuss the suitability of the music for the program or some part of the program.</p> <p>4.1.2 Study the nonverbal characteristics of three leading men in television or movies. Compare the different techniques each uses to make a point. Judgmentally decide upon the best nonverbal communicator and tell why.</p> <p>4.1.3 Note how the passage of time is handled in a film. Write a brief paper explaining the procedure. Was it smooth? Did you easily recognize the time change? How else could the change have been handled?</p> <p>4.1.4 Watch several programs in an educational television series, looking specifically at the uses of lighting and color and the use of close-up shots. Write a paper about the effects, or lack of effects, these techniques caused and note any common uses from program to program.</p>

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visual messages in an appropriate medium.

Objectives	Measures
5.1 Illustrate visually a piece of literature or a piece of writing.	5.1.1 Write a script for the dramatization of a favorite short story. Use a movie or video camera to record the presentation. 5.1.2 Illustrate with still pictures an original piece of writing.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Dialects

COMPETENCY GOAL 1: The learner will recognize that there are many different English dialects.

Objectives	Measures
1.1 Identify the three major dialect regions of the United States.	1.1.1 Locate the three major dialect regions on an outline map of the United States (Northern, Southern, Midland).
	1.1.2 Make a collage of people, places, or things representative of the major dialect regions.
1.2 Identify similarities and differences in dialects of speakers from the three major dialect regions of the United States.	1.2.1 Identify three prominent persons who represent the three major dialect regions.
	1.2.2 Write a paper about the similarities and differences in grammar, pronunciation, and vocabulary of the three major dialect regions.
1.3 Identify the features of specific dialects within the major dialect regions.	1.3.1 Write a report using reference material to study specific dialects within a region, e.g., Cajun, Pennsylvania Dutch, Gullah.
	1.3.2 Create a list of words peculiar to a specific dialect.
1.4 Identify similarities and differences in dialects of speakers from various regions of North Carolina.	1.4.1 Write a report using reference material to study North Carolina dialects, e.g., Outer Banks, southern Appalachians.
	1.4.2 Record words used by "old timers" that seem to be fading from the language.

Skills/Subject Area: Dialects

COMPETENCY GOAL 1: The learner will recognize that there are many different English dialects.

Objectives	Measures
1.5 Identify geographical influences on American dialects.	1.5.1 List and explain geographical features that influence American dialects.
	1.5.2 Do a study of local words and expressions used by classmates who come from different geographical regions of the United States.

COMMUNICATION SKILLS

Grade Level: English II

Skills/Subject Area: Semantics

COMPETENCY GOAL 1: The learner will recognize the effects of word meaning on perception and behavior.

Objectives	Measures
1.1 Identify and use figures of speech.	1.1.1 Locate examples of similes, metaphors, personification, and hyperbole in newspapers, magazines, and books. 1.1.2 Write a paper personifying something in nature.
1.2 Identify and use appropriately: a. euphemisms b. slang c. jargon	1.2.1 Find several examples of euphemisms, slang, and jargon in newspapers, magazines, and books. 1.2.2 Write a sympathy note to the parent of a teenager who died.
1.3 Explain how words enter a language.	1.3.1 Make a list of common English words that come from other languages, e.g., taco. 1.3.2 Make a list of recently coined words, e.g., astronaut. 1.3.3 Coin a new word and give all the uses it could have.
1.4 Recognize common reasoning/thinking techniques: a. inferences b. assumptions c. generalizations d. facts e. opinions	1.4.1 Find and list examples of common reasoning/thinking techniques in a piece of literature, a newspaper editorial, or a television program. 1.4.2 Glean factual information from a newspaper or news magazine editorial.

Skills/Subject Area: Semantics

COMPETENCY GOAL 1: The learner will recognize the effects of word meaning on perception and behavior.

Objectives	Measures
1.5 Identify and use various types of propaganda appeals: a. bandwagon appeal b. authority/celebrity appeal c. plain folks appeal d. youth appeal	1.5.1 Find advertisements and commercials that use propaganda appeals. Write about how each advertisement uses particular appeals. 1.5.2 Create a commercial and present it to the class; use one or more propaganda appeals.

English III Outline

LISTENING

Comprehension

1. Listen carefully and discriminatingly for literal understanding.
2. Listen carefully and discriminatingly in order to interpret information with understanding.
3. Listen carefully and discriminatingly for critical understanding.

SPEAKING

Techniques

1. Use effective techniques to speak clearly and confidently in a variety of situations.

Social Functions

2. Adapt the content of messages.
3. Speak persuasively.
4. Participate in group discussions.

LITERATURE/READING/STUDY SKILLS

American Literature

1. Recognize and read various types of literature by American authors.

Young Adult Literature

2. Recognize and read young adult literature.

Vocabulary

3. Develop essential strategies for increasing reading vocabulary.

Comprehension

4. Gain literal information from literature.
5. Draw inferences from literature.
6. Read literature critically.

Study Skills

7. Locate, organize, and synthesize information from a variety of source materials.
8. Use specific study techniques to gain information.

WRITING

Prewriting

1. Develop writing proficiency through the writing process, beginning with prewriting activities.

Drafting

2. Develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Revising

3. Develop writing proficiency through the writing process by revising first and subsequent drafts.

Editing

4. Develop writing proficiency through the writing process by editing revised drafts.

Publishing

5. Develop writing proficiency through the writing process by publishing revised and edited writing.

VIEWING

Comprehension

1. Gain literal information from viewing.
2. Gain interpretive/inferential information from viewing.
3. Gain critical information from viewing.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visual messages in an appropriate medium.

DIALECTS

1. Recognize that there are many different English dialects.
2. Recognize factors that influence dialect.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen carefully and discriminatingly for literal understanding.

Objectives	Measures
1.1 Listen literally for: a. information b. sequence c. main ideas d. comparisons/contrasts e. cause/effect relationships	1.1.1 Outline a speech you have heard, keeping relationships between ideas clear. 1.1.2 Listen to both the local and the national evening news programs on TV or radio, and summarize orally to a group of classmates the sequence of events, the main ideas, and cause/effect relationships. 1.1.3 Compare/contrast how the same news item is reported on both radio and TV. 1.1.4 Take a telephone message and record the information on a message form. 1.1.5 Discuss the differences between <u>hearing</u> and <u>listening</u> .

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen carefully and discriminatingly in order to interpret information with understanding.

Objectives	Measures
<p>2.1 Listen interpretively in order to:</p> <ul style="list-style-type: none"> a. predict outcomes b. classify c. summarize d. consolidate 	<p>2.1.1 Listen to a documentary or special and summarize in writing the main ideas. Comment on the implications of what was reported.</p> <p>2.1.2 Listen to three or more speeches and classify each according to its main purpose, e.g., to inform, to entertain, to persuade, and defend choices.</p>
<p>2.2 Listen interpretively in order to infer:</p> <ul style="list-style-type: none"> a. main ideas b. supporting details c. comparison/contrast d. cause/effect relationships e. meaning from figurative language 	<p>2.2.1 Listen to a poem and interpret figurative language through an oral discussion.</p> <p>2.2.2 Listen to sports broadcasts and interpret the literal and figurative meanings of the announcers.</p> <p>2.2.3 Select a short, familiar oration and interpret the figurative language, e.g., "Gettysburg Address" or "Sinners in the Hands of an Angry God."</p>

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
<p>3.1 Listen critically for:</p> <ul style="list-style-type: none">a. purposeb. fact-fictionc. opiniond. biase. propagandaf. assumptionsg. relevance	<p>3.1.1 Analyze in writing persuasive materials such as any type of advertisements.</p> <p>3.1.2 Listen to a five minute panel discussion within the classroom and list any irrelevant statements made by panel speakers.</p> <p>3.1.3 Listen to a biographical sketch of a politician and make an assumption as to how that person will vote on a certain issue in the next legislative session.</p>

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
3.2 Listen critically in order to:	3.2.1 Write a summary of an oral presentation, drawing conclusions and making judgments about its content and the speaker's performance.
a. draw conclusions and make judgments about content and performance	3.2.2 Listen to a story and discuss decisions made by a character. Determine the effects of that decision on the story.
b. construct sensory images	3.2.3 Listen to an oral presentation and write a reconstruction of the situation or draw a picture of it.
c. talk about emotional responses	3.2.4 Evaluate the suitability of visual aids used in a speech, e.g., Were the visual images appropriate for the verbal message?
d. formulate new ideas to solve problems	3.2.5 Listen to a recording of mood music and prepare a written or graphic presentation interpreting the sensory images evoked by the music, e.g., essay, poem, collage, slide presentation.
	3.2.6 Listen to an oral presentation and answer, in a brief essay, questions which focus on <u>how</u> and <u>why</u> .
	3.2.7 Listen to the dramatization of a situation involving a classroom problem. Orally present and defend your solution to the problem, e.g., a greater share in deciding the next class project; the most effective disciplinary action in a situation.

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
3.2.8	Listen to a problem being analyzed and devise a solution that takes into account the stated and implied concerns of each participant in the analysis, e.g., principal, teacher, parent, and student discuss noise in the halls between classes.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.1 Pronounce words clearly and correctly.	1.1.1 Give an oral presentation to a group, pronouncing all words clearly and correctly. 1.1.2 Pronounce words correctly when reading aloud to a writing revision peer group. 1.1.3 Pronounce words correctly in class discussions. 1.1.4 Pronounce words without dropping the final consonant endings or dropping or adding sounds within words or syllables, e.g., government, athletic.
1.2 Demonstrate voice control.	1.2.1 Participate in a Readers' Theater group to present a selected passage. 1.2.2 Choose a word and demonstrate through effective voice control its use in a variety of contexts, e.g., help.
1.3 Express ideas and feelings in organized fashion.	1.3.1 Demonstrate capacity for dealing with your own feelings such as lodging a complaint or discussing your own career goals. 1.3.2 Deliver a funeral oration for a character in a literary selection you have read.

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.4 Use clear, vivid, exact language appropriate to the audience.	1.4.1 Demonstrate the use of language which is appropriate for different audiences, e.g., parent group, businessmen, a peer group. 1.4.2 Role play a character from a literature selection that you have read, e.g., "Twelve Angry Men," speaking for the character in language appropriate to the audience.
1.5 Use effective body movements, facial expressions, and gestures.	1.5.1 Create a dramatic scene through improvisation with one or more persons. 1.5.2 Deliver a dramatic monologue, using appropriate body movements, facial expressions, and gestures.
1.6 Use appropriate eye contact in all speaking situations.	1.6.1 Maintain eye contact with the audience while using various visual aids to enhance an oral presentation. 1.6.2 Use eye contact to gain audience feedback and adjust the message accordingly, e.g., see looks of doubt and head shaking; then adjust the argument.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will adapt the content of messages.

Objectives	Measures
2.1 Adapt a message for a given audience.	2.1.1 Demonstrate the ability to translate the jargon of various specialized fields or subjects for the understanding of a general audience, e.g., auto mechanics. 2.1.2 Select a topic and prepare a presentation on the topic for two different audiences. Discuss with the class how you adapted the content of the presentation to each audience. 2.1.3 Read to the class your story rewritten in language appropriate for younger children.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will speak persuasively.

Objectives	Measures
3.1 Support arguments with evidence.	3.1.1 Report orally to the class reasons that two newspaper headlines are appropriate or inappropriate for the contents of the articles.
	3.1.2 Report from another source to confirm or refute a prepared statement.
	3.1.3 Defend and evaluate the point-of-view of a literary selection.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will participate in group discussions.

Objectives	Measures
4.1 Engage in task-related, problem-solving group discussions.	4.1.1 Demonstrate ability to sustain the topic by making no obviously irrelevant remarks in a panel discussion of a book or film. 4.1.2 Participate in a peer response group to offer suggestions for a piece of writing that will lead to revision. 4.1.3 Make a list of rules for your school and join with a group of five classmates to agree on the five most important rules.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 1: The learner will experience different types of literature written by American authors.

Objectives	Measures
1.1 Read and recognize selected works from American literature (chronological and thematic).	1.1.1 Identify some of the earliest forms and authors of literature in America.
	1.1.2 Identify some of the earliest themes, sources, and authors in American literature.
	1.1.3 Identify the significant themes and authors of each major era in American literature.
	1.1.4 Draw a time line correlating the historical events of each major era with the literature that evolved and the significant authors of the period.
	1.1.5 Determine the effect of each literary period of thought, both on its historical era and upon today.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 2: The learner will experience young adult literature.

<u>Objectives</u>	<u>Measures</u>
2.1 Identify the characteristics of young adult literature.	2.1.1 Discuss the conflict in a selection of young adult literature. 2.1.2 Compare or contrast the moral issues in a young adult selection and a classical literary selection, e.g., <u>The Scarlet Letter</u> and <u>Gentlehands</u> . 2.1.3 Examine the emphasis on the individual as it is interpreted by different writers in various literary selections.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 3: The learner will develop essential strategies for increasing reading vocabulary.

Objectives	Measures
3.1 Define new words encountered in reading selections, using structural analysis and context clues.	3.1.1 Read several newspaper selections and list words that have Greek or Latin prefixes and suffixes.
	3.1.2 Identify and list unfamiliar words in newspaper articles and define them through the use of context clues.
3.2 Use the dictionary to determine the meaning of new words encountered in a reading selection.	3.2.1 Read an Emerson essay and identify words whose meanings can only be determined by using the dictionary.
	3.2.2 Read a play by an American author. Define unfamiliar words in context using the dictionary and supply appropriate synonyms for the words.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 4: The learner will gain literal information from literature.

Objectives	Measures
4.1 Recognize and recall literal information:	4.1.1 Read an early American sermon-essay; pick out main ideas and details which support them.
a. main ideas	4.1.2 Read a short story and retell it in your own words, following correct sequence.
b. details	4.1.3 Select examples of comparisons from a lyric poem.
c. sequence	4.1.4 Determine the causes of a character's actions in a young adult novel.
d. comparison/contrast	4.1.5 Select major characters from an American drama. List the traits of each that govern their behavior.
e. cause/effect relationships	
f. character traits	

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 5: The learner will draw inferences from literature.

Objectives	Measures
5.1 Infer: a. main idea b. supporting details c. sequence d. cause/effect relationships e. character traits f. meaning of literary language, e.g., figures of speech, symbols	5.1.1 Infer the main idea and locate supporting details in an American essay, e.g., Thoreau, Emerson. Discuss them with classmates. 5.1.2 Write down the inferred sequence of events that led a major literary character to act in a certain way. 5.1.3 Write a short paper exploring inferences about why a literary character acts as presented. 5.1.4 Write a journal entry about inferred traits of a literary character that seem to affect the character's behavior. 5.1.5 Write in a journal entry examples of figures of speech which are exceptionally good. 5.1.6 Identify inferred symbols in an American short story.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 6: The learner will read literature critically.

Objectives	Measures
6.1 Read a literary selection and:	
a. draw conclusions	6.1.1 Draw conclusions about the moral beliefs of early American writers. Write a short paper to share with classmates.
b. make judgments of	
(1) reality or fantasy	6.1.2 Explore in a short paper the use of facts vs. opinion in an essay from modern-day America.
(2) fact or opinion	
(3) worth and acceptability	6.1.3 Discuss with classmates the literary worth of a particular young adult novel.
c. verbalize an emotional response to a selection	
d. identify with characters and events	6.1.4 Write a journal entry about your emotional response to a Poe short story.
e. react to author's use of language	6.1.5 Select a character from a young adult novel with whom you share common problems and opportunities. Write a short paper exploring the commonalities.
	6.1.6 Look for beautiful uses of language in Frost's poems; discuss them with classmates and jot them down in a journal entry.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 7: The learner will locate, organize, and synthesize information from a variety of source materials.

Objectives	Measures
<p>7.1 Locate and use reference materials:</p> <p>a. dictionary</p> <p>b. thesaurus</p> <p>c. <u>Reader's Guide to Periodical Literature</u></p> <p>d. card catalog</p> <p>e. informational reference texts (encyclopedias, biographical texts, etc.)</p> <p>f. book parts</p> <p>g. maps, charts, graphs, and tables</p>	<p>7.1.1 Use a dictionary to edit revised drafts of compositions for spelling.</p> <p>7.1.2 Use a dictionary to learn pronunciations of unfamiliar words.</p> <p>7.1.3 Use a thesaurus to select appropriate synonyms to replace words in compositions.</p> <p>7.1.4 Select a topic to write or talk about. Use the <u>Reader's Guide to Periodical Literature</u> to locate a <u>minimum</u> of three sources about the topic.</p> <p>7.1.5 Select a topic to write about. Use the card catalog to locate two or more sources of information about the topic.</p> <p>7.1.6 Use encyclopedias and other specific reference texts to locate information about a topic.</p> <p>7.1.7 Use the table of contents and index of the literature textbook to locate information on literary language.</p> <p>7.1.8 Read maps, charts, graphs, and tables to find information about famous authors and events in literary history.</p>

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Literature/Reading/Study Skills

COMPETENCY GOAL 8: The learner will use specific study techniques to gain information.

Objectives	Measures
8.1 Use SQ3R (Survey, Question, Read, Recite, Review), LQ2R (Listen, Question, Recite, Re-listen), or a similar study technique.	8.1.1 Use SQ3R to study introductory comments to the literature units and new literary selections. 8.1.2 Listen to a story or poem; use LQ2R to gain information.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process beginning with prewriting activities.

Objectives	Measures
1.1 Determine a purpose for writing.	1.1.1 Read aloud to one or more classmates free writing assignments of your choice to illustrate writing for different purposes, e.g., a personal journal, diary, first-hand narrative, autobiography.
1.2 Determine a topic to write about.	1.2.1 Determine a researchable topic to write about. 1.2.2 Explore your interests and select a topic to write about.
1.3 Clarify and organize ideas and feelings.	1.3.1 Gather, organize, and prepare information from primary and secondary sources.
1.4 Write for a variety of audiences.	1.4.1 Research current advertising techniques and write a commercial aimed at a specific audience.
1.5 Select a topic and write in appropriate forms, e.g., poems, letters, journals, reports, stories, essays.	1.5.1 Determine an appropriate form and write about your reaction to a story or poem you have read. 1.5.2 Keep journals regularly. 1.5.3 Write a report based on "I-Search" technique. (Determine topics, narrow and focus on a specific aspect of that topic, and gather, organize, and present information from various sources in a short paper.)

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process beginning with prewriting activities.

Objectives	Measures
1.6 Write in a variety of modes, e.g., narration, description, clarification, point-of-view, persuasion.	1.6.1 Select a theme from literature; relate the theme to personal experience, and write a story or personal essay.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Objectives	Measures
2.1 Write a first draft, giving primary attention to fluency.	2.1.1 Select a topic and write without interruption for twenty-thirty minutes.
	2.1.2 Use "The Gettysburg Address" as the model for an original piece of writing.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will develop writing proficiency through the writing process by revising first and subsequent drafts.

Objectives	Measures
<p>3.1 Revise drafts for</p> <ul style="list-style-type: none">a. main ideab. supporting details with elaborationc. organizationd. coherencee. unityf. sentence combiningg. consistent point-of-viewh. word choicesi. tone	<p>3.1.1 Revise a draft of a personal essay, giving attention to the main idea and supporting details and their elaboration.</p> <p>3.1.2 Revise the personal essay draft again, giving attention to organization, coherence, unity, and consistent point-of-view.</p> <p>3.1.3 Revise the personal essay draft again, giving attention to sentence combinations, word choices, and tone.</p>

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COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will develop writing proficiency through the writing process by editing revised drafts.

Objectives	Measures
4.1 Edit for grammar and language conventions:	4.1.1 Edit your personal essay, giving attention to appropriate grammar and language conventions.
a. complete sentences b. capitalization c. punctuation d. spelling e. usage f. format g. legibility	4.1.2 Compile a list of class-wide language convention errors in editing groups.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop writing proficiency through the writing process by publishing revised and edited writing.

Objectives	Measures
5.1 Select from among several pieces of writing one to publish.	5.1.1 Publish a piece of writing in a school-wide literary magazine. 5.1.2 Publish a piece of point-of-view writing in the classroom "publishing corner."

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from viewing.

Objectives	Measures
1.1. Gather literal information while viewing using the following directives:	1.1.1 Describe accurately and objectively, in writing what happens at a political rally.
a. express what is seen	1.1.2 List five or more details that television newscasts have in common.
b. recognize details	1.1.3 Record the main idea of each program segment of a news broadcast.
c. recognize main ideas	1.1.4 Watch a network newscast every day for one week. Chart each program's sequence of presentation.
d. recognize sequence	1.1.5 Compare or contrast local and national advertising on television; list five comparisons or contrasts.
e. recognize comparisons and contrasts	1.1.6 Watch a television newscast and record the effects of certain events as stated by the news media.
f. recognize cause/effect relationships	1.1.7 Watch a filmed drama to determine the impact of music on the production; note specific dramatic moments and the type of music used.
g. recognize relationships between the parts and the whole	

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will gain interpretive-inferential information from viewing.

Objectives	Measures
2.1 Interpret information from viewing through the following directives:	2.1.1 Look at three different filmed dramas; summarize their similarities of production and story line.
a. summarize	2.1.2 Identify each character's purpose in the story line of a filmed drama.
b. determine purpose	2.1.3 Classify television actresses according to occupation.
c. classify and categorize people, things, places events	2.1.4 Watch a television documentary; list verifiable facts and opinions.
d. distinguish fact from opinion, reality from fiction	2.1.5 Identify the visual effects that cause you to loathe criminals on typical television detective shows.
e. infer connotations and denotations of visual meaning	

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will gain critical information from viewing.

Objectives	Measures
3.1 View critically in order to determine the impact of visuals:	3.1.1 Keep a record of the television programs watched for a week. For each show record the times that moods and feelings change as a result of a visual influence. Write a paper detailing your findings according to types of shows, e.g., drama, mystery, detective, comedy.
a. identify features which evoke moods and feelings	
b. recognize bias and inaccuracies	
c. draw and evaluate conclusions	3.1.2 Write a paper explaining how picture advertisements from a magazine evoke moods and feelings.
d. make judgements about visual content	3.1.3 Draw a conclusion from television programs about the treatment of men as husbands and women in general. Write a paper in which you document your conclusions with visual evidence from the shows.
e. identify persuasive power of a visual	3.1.4 Write a paper about the visual content of a particular movie; judge its worth in terms of "Yes, that's the way it would look" or "No, that's not the way it should be."
	3.1.5 Write a paper comparing television commercials. Specifically discuss how the visual effects did or did not influence you.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
<p>4.1 Recognize design elements that create visual messages:</p> <ul style="list-style-type: none"> a. sound b. music c. setting d. props e. costumes f. nonverbal features g. depth h. space i. shapes j. color k. camera shot composition <ul style="list-style-type: none"> (1) sense of distance perceived between viewer and subject (2) camera angle (3) lighting (4) speed at which a shot is made (5) transition technique between shots (6) cropping (7) time transitions 	<p>4.1.1 Make a list of nonverbal characteristics of television and their interpretations. Seek out and list those characteristics which seem to have universal meaning.</p> <p>4.1.2 Watch a movie and list the different sounds that are used to heighten the dramatic effect. Write a paper about your findings, e.g., the howl of a wolf.</p> <p>4.1.3 Write a paper about the use of distance between viewer and subject in a certain movie. What is the intended effect when long shots and close-ups are used? Would some shots have been better at another distance? Why or why not?</p> <p>4.1.4 Watch several films, looking carefully at the transition techniques between shots. Count the transitions for each film. Compare the types of programs according to the number of transitions. Which types tend to have more? What kinds of techniques are used? Summarize your findings in a brief paper.</p>

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visual messages in an appropriate medium.

Objectives	Measures
5.1 Illustrate visually a piece of literature or a piece of writing.	5.1.1 Video tape or dramatize a talk show in which you interview characters from American literature about how they feel concerning their lives and times. 5.1.2 Illustrate the following concepts with pictures and descriptions from nature or life: wisdom, loyalty, responsibility, courage, determination, orderliness, initiative, decisiveness.

COMMUNICATION SKILLS

Grade Level: English III

Skills/Subject Area: Dialects

COMPETENCY GOAL 1: The learner will recognize that there are many different English dialects.

Objectives	Measures
1.1 Identify dialect features of English-speaking people outside the United States.	1.1.1 Locate and list countries in which English is the primary language. Tell why it is the number one language.
	1.1.2 Compare the varieties of English spoken in English-speaking countries. Write a short paper explaining your findings.
1.2 Identify social influences on American dialects.	1.2.1 List and explain social features that influence American dialects, e.g., slang, street talk, cultural environment.
	1.2.2 Identify your own dialect and list social influences that have shaped your dialect, e.g., ancestors.

English IV Outline

LISTENING

Comprehension

1. Listen carefully and discriminatingly for literal understanding.
2. Listen carefully and discriminatingly in order to interpret information with understanding.
3. Listen carefully and discriminatingly for critical understanding.

SPEAKING

Techniques

1. Use effective techniques to speak clearly and confidently in a variety of situations.

Social Functions

2. Adapt the content of messages.
3. Speak persuasively.
4. Participate in group discussions.

LITERATURE/READING/STUDY SKILLS

British Literature

1. Recognize and read various types of literature by British authors.

Young Adult Literature

2. Recognize and read young adult literature.

Vocabulary

3. Develop essential strategies for increasing reading vocabulary.

Comprehension

4. Gain literal information from literature.
5. Draw inferences from literature.
6. Read literature critically.

Study Skills

7. Locate, organize, and synthesize information from a variety of source materials.
8. Use specific study techniques to gain information.

WRITING

Prewriting

1. Develop writing proficiency through the writing process, beginning with prewriting activities.

Drafting

2. Develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Revising

3. Develop writing proficiency through the writing process by revising first and subsequent drafts.

Editing

4. Develop writing proficiency through the writing process by editing revised drafts.

Publishing

5. Develop writing proficiency through the writing process by publishing revised and edited writing.

VIEWING

Comprehension

1. Gain literal information from viewing.
2. Gain interpretive-inferential information from viewing.
3. Gain critical information from viewing.

Design Elements

4. Identify design elements that create visual messages.

Production

5. Compose visual messages in an appropriate medium.

HISTORY OF THE ENGLISH LANGUAGE

Influences

1. Recognize historical influences that have contributed to and will continue to contribute to changes in the English language.
2. Recognize cultural influences that have contributed to and will continue to contribute to changes in the English language.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Listening

COMPETENCY GOAL 1: The learner will listen carefully and discriminatingly for literal understanding.

Objectives	Measures
1.1 Listen literally for: a. information b. sequence c. main ideas d. comparison/contrast e. cause/effect relationships	1.1.1 Listen to a resource person in a career field; list specific information about the career. 1.1.2 Listen to two presentations on careers and compare/contrast the two. 1.1.3 Listen to a lecture/talk and take notes about literal information.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Listening

COMPETENCY GOAL 2: The learner will listen carefully and discriminatingly in order to interpret information with understanding.

Objectives	Measures
<p>2.1 Listen interpretively in order to:</p> <ul style="list-style-type: none">a. predict outcomesb. classifyc. summarized. consolidate	<p>2.1.1 Listen to a recorded talk by a professional speaker and write an evaluative summary.</p> <p>2.1.2 Listen to three reports about a school sporting event and consolidate the information into one written report for the school newspaper.</p>
<p>2.2 Listen interpretively in order to infer</p> <ul style="list-style-type: none">a. main ideasb. detailsc. comparisons/contrastd. cause/effect relationshipse. meaning from figurative language	<p>2.2.1 Identify deliberate exaggeration, e.g., what John L. Lewis really meant when he called the Taft Hartley law a "Slave Labor Act."</p> <p>2.2.2 List and define examples of figurative language from five current song lyrics.</p> <p>2.2.3 List and discuss cause/effect relationships heard in a recorded drama or live play.</p>

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
<p>3.1 Listen critically for:</p> <ul style="list-style-type: none"> a. purpose b. fact/fiction c. opinion d. bias e. propaganda f. assumption g. relevance 	<p>3.1.1 Analyze material that supports a bias but which is unreliable, e.g., A student who opposes a dress code must spot distortions and weak arguments in a speech favoring a dress code.</p> <p>3.1.2 Identify major assumptions, inferences, and accurate facts from a taped persuasive speech on a controversial issue.</p> <p>3.1.3 Listen to a discussion on a designated topic and point out the irrelevancies that occurred during the discussion.</p>
<p>3.2 Listen critically in order to:</p> <ul style="list-style-type: none"> a. draw conclusions and make judgments about content and performance b. construct sensory images c. talk about emotional responses d. formulate new ideas to solve problems 	<p>3.2.1 Listen critically to a recorded drama and make judgments about its content and performance.</p> <p>3.2.2 Listen to the reading of a letter to "Dear Abby" and her response; draw conclusions about her advice.</p> <p>3.2.3 Listen to speeches by students who are running for school office and make judgments about the content and performance.</p> <p>3.2.4 Listen to an oral reading of a poem; then write an answer to the question, "How did the poem make me feel?"</p> <p>3.2.5 Formulate appropriate responses to emotion-filled oral messages, e.g., friend says that s/he is sick or that her/his father has been laid off or that s/he won a scholarship.</p>

Skills/Subject Area: Listening

COMPETENCY GOAL 3: The learner will listen carefully and discriminatingly for critical understanding.

Objectives	Measures
3.2.6	Discuss with a small group a particular problem; after fifteen minutes of impromptu discussion, generate a proposal for improving the situation.
3.2.7	Explain how a person with a different background would feel about an emotionally charged issue, e.g., If one opposes quotas of HEW, someone else would favor them.
3.2.8	Generate in a class discussion a list of probable world changes within the next decade. Select and orally defend the one change that you consider significant and desirable or undesirable.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.1 Pronounce words clearly and correctly.	1.1.1 Give an oral presentation to a group, pronouncing all words clearly and correctly.
	1.1.2 Pronounce words correctly when reading aloud to a writing revision peer group.
	1.1.3 Pronounce words correctly in group discussion.
	1.1.4 Pronounce clearly both common and uncommon English words in an oral presentation.
1.2 Demonstrate voice control.	1.2.1 Use deliberate changes in intonation, inflection, and volume to convey appropriate denotative and connotative meaning in an impromptu speech.
	1.2.2 Tape a soliloquy and evaluate voice control. Then retape it after the evaluation.
1.3 Express ideas and feelings in organized fashion.	1.3.1 Present a three-minute talk defending or attacking the treatment of the most powerful scene in a recent movie you have seen.
	1.3.2 Dramatize the part of a famous character from literature and respond as the character might when asked questions on certain social issues.

Skills/Subject Area: Speaking

COMPETENCY GOAL 1: The learner will use effective techniques to speak clearly and confidently in a variety of situations.

Objectives	Measures
1.4 Use clear, vivid, exact language appropriate to the audience.	1.4.1 Incorporate stylistic devices into an oral presentation, e.g., repetition, figurative language, juxtapositions.
	1.4.2 Adapt a two-minute speech with clear, vivid, exact language to a two-person audience of classmates and then to an adult audience.
1.5 Use effective body movements, facial expressions, and gestures.	1.5.1 Speak to a group without using a lectern or table.
	1.5.2 Pantomime a story or poem as it is read aloud.
1.6 Use appropriate eye contact in all speaking situations.	1.6.1 Use eye contact to gain audience feedback and adjust the message accordingly, e.g., you see looks of doubt and head shaking and choose to adjust your argument as appropriate.
	1.6.2 Mirror a partner's movements and activities, maintaining eye contact at all times.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Speaking

COMPETENCY GOAL 2: The learner will adapt the content of messages.

Objectives	Measures
2.1 Adapt a message for a given audience.	2.1.1 Adopt a minority position on any controversial issue and defend that position for three minutes in the face of audience interrogation.
	2.1.2 Dramatize being a worker; give the same message to a fellow employee and to an employer.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Speaking

COMPETENCY GOAL 3: The learner will speak persuasively.

Objectives	Measures
3.1 Support arguments with evidence.	3.1.1 Present a three-to-five minute one-point speech demonstrating that a problem exists and supporting the point, using some of the following: factual illustration, three specific instances, testimony, analogy, printed or visual material. 3.1.2 Select a literary character and use several pieces of evidence from the literature to support or refute the character's actions.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Speaking

COMPETENCY GOAL 4: The learner will participate in group discussions.

Objectives	Measures
4.1 Engage in task-related, problem-solving group discussions.	4.1.1 Participate in group problem-solving activities involving dramatization and simulation games. Suggested activities might include planning survival equipment for a trip to the moon or for an Outward Bound trip; or from a literary selection, a trial for Lady Macbeth. 4.1.2 Participate in a ten-minute group discussion and then rank ten problems according to the general thinking of today's youth.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 1: The learner will experience different types of literature written by British authors.

Objectives	Measures
1.1 Read and recognize selected works from British literature (chronological and/or thematic).	1.1.1 Identify the earliest forms and sources of literature in England, e.g., kennings, <u>Beowulf</u> , epic.
	1.1.2 Identify the earliest themes and sources in English literature, e.g., hardships of life on earth, peace in death.
	1.1.3 Chart the major periods in English literature and specify significant works, authors, and philosophical viewpoints of each period.
	1.1.4 Identify the major themes in English literature; give examples of selections and authors that represent each theme.
	1.1.5 Discuss the themes and problems depicted in British literature and compare to modern times.
	1.1.6 Explore the influence of the Bible on British literature.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 2: The learner will experience young adult literature.

Objectives	Measures
2.1 Identify the characteristics of young adult literature.	2.1.1 List the characteristics of young adult literature.
	2.1.2 Discuss universal problems in young adult literature.
	2.1.3 Discuss some positive influences found in young adult literature.
	2.1.4 Compare or contrast lyrics of a contemporary song or ballad to a lyric poem from English literature.
	2.1.5 Keep a response journal while reading literature.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 3: The learner will develop essential strategies for increasing reading vocabulary.

Objectives	Measures
3.1 Define new words encountered in reading selections, using structural analysis and/or context clues.	3.1.1 Paraphrase a poem or prose passage from British literature in modern English language. 3.1.2 Use an unabridged dictionary to trace historical meanings of words from British literature.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 4: The learner will gain literal information from literature.

Objectives	Measures
4.1 Recognize and recall literal information:	4.1.1 Select main ideas and the details which support them from <u>Beowulf</u> .
a. main ideas	4.1.2 Reconstruct the sequence of a young adult story and identify at what point the climax is reached.
b. details	4.1.3 Select exact comparisons and contrasts from Shakespearean sonnets (or other lyric poems).
c. sequence	4.1.4 Discuss cause and effect relationships in a young adult novel as to their reality and truthfulness.
d. comparison/contrast	4.1.5 Write down the traits that govern behavior of major characters in a Shakespearean drama.
e. cause/effect relationships	
f. character traits	

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 5: The learner will draw inferences from literature.

Objectives	Measures
5.1 Infer: a. main ideas b. details c. sequence d. cause/effect relationships e. character traits f. meaning from literary language, e.g., figures of speech, symbols	5.1.1 Discuss inferred main ideas and supporting details from <u>Beowulf</u> with classmates. 5.1.2 Reconstruct inferred sequences from a young adult novel. 5.1.3 Discuss inferred cause and effect relationships in a young adult novel as to their reality and truthfulness. 5.1.4 Write down inferred personality traits that govern behavior of major characters in a Shakespearean drama. 5.1.5 Write a short paper about the symbols found in a selection of Romantic Period literature and share it with classmates

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COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 6: The learner will read literature critically.

Objectives	Measures
6.1 Read a literary selection and: a. draw conclusions b. make judgments of (1) reality or fantasy (2) fact or opinion (3) worth and acceptability c. verbalize an emotional response to a selection d. identify with characters and incidents e. react to an author's use of language f. examine author's motivation for writing a piece of literature	6.1.1 Draw conclusions about one British author's use of language as compared to another from the same literary period. Discuss findings with classmates. 6.1.2 Discuss in a short paper the use of facts vs. opinions in an essay from Britain's Age of Reason. 6.1.3 Compare the worth and acceptability of an accepted piece of British literature with a modern young adult novel. 6.1.4 Write a journal entry about your emotional response to a lyric poem by Wordsworth or Keats. 6.1.5 Select a character from a young adult story and a character from twentieth century British fiction with whom you share experiences. Write a journal entry outlining the obvious comparisons. 6.1.6 List examples of beautiful language from Victorian Period poetry. Share them with classmates. 6.1.7 Discuss in writing Thomas Hardy's motivation for writing certain poems and how that motivation became a statement of beliefs, e.g., "The Man He Killed."

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 7: The learner will locate, organize, and synthesize information from a variety of source materials.

Objectives	Measures
<p>7.1 Locate and use reference materials:</p> <p>a. dictionary</p> <p>b. thesaurus</p> <p>c. <u>Reader's Guide to Periodical Literature</u></p> <p>d. card catalog</p> <p>e. informational reference texts (e.g., encyclopedias, biographical texts)</p> <p>f. book parts</p> <p>g. maps, charts, graphs, and tables</p>	<p>7.1.1 Use a dictionary to edit revised drafts of compositions for spelling.</p> <p>7.1.2 Use a dictionary to learn pronunciations of unfamiliar words.</p> <p>7.1.3 Use a thesaurus to select appropriate synonyms to replace words in compositions.</p> <p>7.1.4 Select a topic to write or talk about. Use the <u>Reader's Guide to Periodical Literature</u> to locate a minimum of three sources about the topic.</p> <p>7.1.5 Select a topic to write or talk about. Use the card catalog to locate two or more sources of information about the topic.</p> <p>7.1.6 Use encyclopedias and other specific reference texts to locate information about a topic.</p> <p>7.1.7 Use the table of contents and index of the literature textbook to locate information on literary language.</p> <p>7.1.8 Read maps, charts, graphs, and tables to find information about famous authors and events in literary history.</p>

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Literature/Reading/
Study Skills

COMPETENCY GOAL 8: The learner will use specific study techniques to gain information.

Objectives	Measures
8.1 Use SQ3R (Survey, Question, Read, Recite, Review), LQ2R (Listen, Question, Recite, Re-listen), or a similar study technique.	8.1.1 Use SQ3R to study introductory comments to literature units and new literary selections. 8.1.2 Listen to story or poem; use LQ2R to gain information.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Objectives	Measures
1.1 Determine a purpose for writing.	1.1.1 Use literary selections, films, pictures, or other stimuli, and with a clearly expressed purpose write in a mode of your own choosing. 1.1.2 Help a fellow student determine a purpose for writing after reading a piece of literature.
1.2 Determine a topic to write about.	1.2.1 Choose a literary element from a piece of literature and determine a focus to analyze critically, e.g., symbol, character's action, scene, setting. 1.2.2 Watch a play or film; choose one of the main ideas to write about.
1.3 Clarify and organize ideas and feelings.	1.3.1 Participate in a small group prewriting process in which one member assumes the role of "writer" and "questioner" to whom the other members of the small group dictate their ideas. 1.3.2 Create a comic strip showing the sequence of events in a play or other work of literature.

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Objectives	Measures
1.4 Write for a variety of audiences.	1.4.1 Write papers which contain language that consistently indicates sensitivity to the audience for whom the writing is intended.
	1.4.2 Defend the appropriateness of certain important words in writing in terms of their relationship to the special audience being addressed.
1.5 Select and write in appropriate forms, e.g., poems, letters journals, reports, stories, essays.	1.5.1 Choose an appropriate literary selection and rewrite the story in a form that younger children would enjoy.
	1.5.2 Keep journals regularly.
	1.5.3 Paraphrase various types of poems, e.g., epic, lyric, ballad, dramatic monologue.
	1.5.4 Assume the role of a character in a literary selection and keep a journal or diary.
	1.5.5 Prepare job inquiries, resumes, or applications.

Skills/Subject Area: Writing

COMPETENCY GOAL 1: The learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Objectives	Measures
1.6 Write in a variety of modes, e.g., narration, description, clarification, point-of-view, persuasion.	1.6.1 Write a paper to persuade the local Board of Education to change a school policy, e.g., All seniors should be exempt from final exams.
	1.6.2 Write an opinion paper about a decision made by a character in a story, e.g., Duncan's decision to visit Macbeth's castle.
	1.6.3 Write a description of a particular situation that makes the reader have an emotional response, e.g., sad, peaceful, excited, melancholy.
	1.6.4 Write a narrative based on the description of a particular situation that makes the reader have an emotional response.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Writing

COMPETENCY GOAL 2: The learner will develop writing proficiency through the writing process by composing first drafts based on prewriting experiences.

Objectives	Measures
2.1 Write a first draft giving primary attention to fluency.	2.1.1 Select a topic and write without interruption for twenty to thirty minutes. 2.1.2 Write a first draft about a personal experience that is similar to that of a literary character.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Writing

COMPETENCY GOAL 3: The learner will develop writing proficiency through the writing process by revising first and subsequent drafts.

Objectives	Measures
3.1 Revise drafts for:	
a. main ideas	3.1.1 Revise a draft of an opinion paper. Give attention to the main idea and supporting details with their elaborations.
b. details with elaborations	3.1.2 Revise the draft again, giving attention to organization, coherence, unity, and consistent point-of-view.
c. organization	
d. coherence	3.1.3 Revise the opinion paper draft again, giving attention to sentence combination, word choice, and tone.
e. unity	
f. sentence combining	
g. consistent point-of-view	
h. word choices	
i. tone	

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Writing

COMPETENCY GOAL 4: The learner will develop writing proficiency through the writing process by editing revised drafts.

Objectives	Measures
4.1 Edit for grammar and language conventions:	4.1.1 Edit the revised opinion paper, giving attention to appropriate grammar and language conventions.
a. complete sentences	
b. capitalization	4.1.2 Edit a classmate's paper for grammar and language conventions.
c. punctuation	
d. spelling	
e. usage	
f. format	
g. legibility	

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Writing

COMPETENCY GOAL 5: The learner will develop writing proficiency through the writing process by publishing revised and edited writing.

Objectives	Measures
5.1 Select from among several pieces of writing one to publish.	5.1.1 Publish a piece of writing in the school newspaper or literary magazine.
	5.1.2 Submit a revised and edited piece of writing to an outside-of-school publication.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Viewing

COMPETENCY GOAL 1: The learner will gain literal information from viewing.

Objectives	Measures
1.1 Gather literal information from viewing using the following directives:	1.1.1 Look carefully at a piece of art and describe objectively what you have seen.
a. express what is seen	1.1.2 View a significant event, a piece of art, or a majestic vista; write down the three most personally satisfying details of the event.
b. recognize details	1.1.3 Watch a variety of educational television science programs, writing down the main ideas of each program to determine any possible patterns that exist.
c. recognize main ideas	1.1.4 Write a brief paper in which you contrast a movie or TV plot with a novel you are presently reading.
d. recognize sequence	1.1.5 List the causes of human anguish or happiness portrayed in a dramatic production and the effects of the causes.
e. recognize comparison/contrast	1.1.6 Write a paper about the relationships between the major parts of an event to be viewed and the total production, e.g., live event, television, movie.
f. recognize cause/effect relationships	
g. recognize relationships between the parts and the whole	

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Viewing

COMPETENCY GOAL 2: The learner will gain interpretive-inferential information from viewing.

Objectives	Measures
<p>2.1 Interpret information while viewing, using the following instructions:</p> <ul style="list-style-type: none">a. summarizeb. determine purposec. predict outcomesd. classify and categorize people, things, places, eventse. distinguish fact from opinion, reality from fictionf. infer connotations and denotations of visual meaning	<p>2.1.1 Summarize the plot of a filmed drama and compare its main points to a similar summary done by another student. Note the times when there are differences in the two.</p> <p>2.1.2 Identify the purpose of ten magazine advertisements; then write a brief paper explaining how each advertisement establishes purpose.</p> <p>2.1.3 Predict the ending of a popular television show, movie, or play; write a brief paper explaining your position.</p> <p>2.1.4 Classify symbols used in television commercials as either realistic symbols, pictorial symbols, or graphic symbols.</p> <p>2.1.5 Write a brief paper that examines facts versus opinions in any type of commercials.</p> <p>2.1.6 List techniques used in films to elicit certain emotions.</p> <p>2.1.7 Work with a group to construct a collage which exemplifies common TV commercial fallacies.</p>

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will gain critical information from viewing.

Objectives	Measures
3.1 View critically in order to determine the impact of visuals, following these instructions:	3.1.1 Photograph someone in six different moods. Then write a paper in which you create a character and show six facets of her/his personality.
a. identify features which evoke moods, feelings	3.1.2 Explore the relationship of words and visuals in a paper. Watch several different network news programs or a documentary and record the times when words and visuals together indicate bias. Explain why by documenting your paper with actual examples.
b. recognize bias and inaccuracies	3.1.3 Draw a conclusion about the treatment of minorities on different television shows. Write a paper in which you support your conclusions with visual evidence from the programs.
c. draw and evaluate conclusions	3.1.4 Study the shot composition of a movie or television program, e.g., sense of distance, camera angles, lighting and color, film speed. Write a paper detailing your findings. Answer the question, "Was the shot composition poor, good, or excellent?"
d. make judgments about visual content	
e. identify persuasive power of a visual.	

Skills/Subject Area: Viewing

COMPETENCY GOAL 3: The learner will gain critical information from viewing.

Objectives	Measures
3.1.5 Study magazine, billboard, or brochure advertisements for persuasive devices. Prepare a chart that shows the relationship between words and visuals:	<ul style="list-style-type: none">a. the scientific or statistical claim (tries to impress by using scientific proof or technological words)b. the endorsement (uses a celebrity to lend prestige)c. the vague claim (contains words that defy verification--"skin as smooth as peaches and cream")d. the unfinished claim (states that one product is better than another but doesn't finish the comparison). (Taken from the Persuasion Box, Learning Seed Company.)

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Viewing

COMPETENCY GOAL 4: The learner will identify design elements that create visual messages.

Objectives	Measures
4.1 Recognize the following design elements that create visual messages:	4.1.1 Do an analytical paper examining the visual elements that are used for dramatic effect. Use nonprint material as a source; depend on your own ingenuity to draw conclusions after watching several television programs and movies.
a. sound b. music c. setting d. props e. costumes f. nonverbal features g. depth h. space i. shapes j. color k. camera shot composition	4.1.2 Study the shot composition of a movie. Write a paper detailing your findings. Answer the question, "Was the shot composition poor, good, or excellent?"
(1) sense of distance perceived between viewer and subject (2) camera angle (3) lighting (4) speed at which a shot is made (5) transition techniques between shots (6) cropping (7) time transitions	

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: Viewing

COMPETENCY GOAL 5: The learner will compose visual messages in an appropriate medium.

Objectives	Measures
5.1 Illustrate visually a piece of literature or a piece of writing.	5.1.1 Film or videotape a self-written documentary about you: school. Prepare with a group a storyboard, film the documentary, and edit your work.
	5.1.2 Illustrate a lyric poem with a series of still photographs.

COMMUNICATION SKILLS

Grade Level: English IV

Skills/Subject Area: History of the English Language

COMPETENCY GOAL 1: The learner will recognize historical and cultural influences that have contributed to and will continue to contribute to changes in the English language.

Objectives	Measures
1.1 Recognize the English language as an outgrowth of many languages.	1.1.1 Prepare a chart of the branches of the Indo-European language family.
	1.1.2 Write a paper tracing the movement of the English language from inception until its arrival in England.
1.2 Recognize that the English language is constantly changing.	1.2.1 Identify similarities and differences of Old, Middle, and Modern English.
	1.2.2 List historical and cultural influences that contributed to the processes of changes in the language of the Old, Middle, and Modern periods, e.g., printing press, Norman invasion.
1.3 Recognize sources of English vocabulary (etymology).	1.3.1 Trace the word origins of a given list of words.
	1.3.2 Write a paper about English words that have come into the language from France.
1.4 Project probable influences on future language changes.	1.4.1 Write a paper speculating on three possible future influences on the language, e.g., space exploration, computer revolution.
	1.4.2 Deliver a brief talk to classmates about what you consider to be the major influence on future language change.

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;
2. should provide students with the specific competencies needed to gain employment or to continue their education;
3. should provide students with the skills necessary to cope with contemporary society;
4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;
5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;
6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;
7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;
9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and
10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

- (a) **Definitions. As used in this Rule:**
- (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
 - (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
 - (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
 - (4) "Competency goals" means the ends toward which student learning is directed.
 - (5) "Performance indicators" means quantitative measures of progress toward competency goals.
- (b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.
- (c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
- (1) citizenship, including the social studies—economics, history, government, sociology and human relations;
 - (2) communications, including foreign languages, educational media and all phases and applications of English-language arts;
 - (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
 - (4) healthful living, including personal and community health, physical education, recreation, and safety;
 - (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
 - (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

- (7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.
- (d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.
- (e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.
- (f) **Graduation Requirements**
- (1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 course units in grades 9 through 12 to be graduated from high school. These course units must include the following:
- (A) four course units in English;
 - (B) two course units in mathematics;
 - (C) two course units in social studies; one unit in government and economics, and one unit in United States history;
 - (D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;
 - (E) one course unit in physical education and health;
 - (F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.
- (2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.
- (3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

- (4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

<u>Course Units</u>	<u>Subjects</u>
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)
<hr/>	
20 Total Course Units	

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

<u>Program Area</u>	<u>Units</u>
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	<u>22</u>

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.
2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.
3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.
4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.
5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

<u>Program Area</u>	<u>Units</u>
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	<hr/> 22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language
(balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - at least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective)
Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.
2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.
3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.
4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.
5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6

Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES

MEASURES

1.1 Identify changes which have occurred in Europe and/or the Soviet Union.

1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.

1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.

1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.

1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.

1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must then meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES

A. Craig Phillips
State Superintendent

Joseph B. Webb
Assistant State Superintendent
Instructional Services

Betty C. Wallace
Deputy Assistant State
Superintendent

Barbara H. Chapman
Special Assistant
Elementary
Education

William C. Church
Special Assistant
Secondary
Education

Doctor W. McCulloch
Coordinator
Creative Instructional
Systems

Nancy J. Farmer
Special Assistant
Middle Grades
Education

Charles H. Rivers
Director
Communications Skills

Robert R. Jones
Director
Mathematics

John D. Ellington
Director
Social Studies

Lynda K. McCulloch
Director
Arts Education

J. Al Proctor
Director
Health, Physical
Education, Safety, Sports

Paul H. Taylor
Director
Science

Clifton B. Belcher
Director
Vocational
Education

APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: _____
(e.g., Mathematics, Social Studies, Science)

3. Page Number: _____

4. Addition/Revision to: (please check & give number)

Introduction	/ /	Number: _____
Competency Goal	/ /	Number: _____
Objective	/ /	Number: _____
Measure	/ /	Number: _____

5. SUGGESTION: _____

6. Name of person submitting suggestion: _____
Place of employment: _____
Employed as: _____
Address: _____

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611

