

DOCUMENT RESUME

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ABSTRACT

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist third grade teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. The map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication so as to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing the grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback; (2) degree to which current course goals reflect the common curriculum goals; (3) quality and quantity of instruction and practice; (4) preservice and inservice teacher education and experience; (5) questions; and (6) comments.
(JD)

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ENGLISH LANGUAGE ARTS

Common Curriculum Goals

Curriculum Mapping

End of Third Grade

**Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290**

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USE OF THIS DOCUMENT

Information is provided for your convenience. Curriculum mapping is not a required activity. However, you will find that information in this process will be helpful in analyzing your current curriculum in terms of the English Language Arts Common Curriculum Goals and in planning for curriculum revision.

CONSIDERATIONS

Use of this document to gather information

Decide on questions to be asked. Some questions are provided in the column headings. You may wish to add or delete column headings.

Items marked with an asterisk (*) are unique to the English Language Arts Common Curriculum Goals or indicate that a change has occurred in the wording of an Essential Learning Skill. Schools that have not opted for Essential Learning Skills may wish to survey only the unmarked items.

Determine who will respond to survey and under what conditions.

Introduce the document and provide staff orientation and training.

Clarify intent of column headings and numeric scores.

Amount of Instruction:

Considerations here include amount of time and quality of instruction and feedback provided to students on the skill. Practice or application should only be considered if it is accompanied by instruction.

Included in Course Goals:

To be considered here is the degree to which the current local course goals reflect a particular common curriculum goal.

Adequate Materials:

Considerations here include the quality and the quantity of instruction and practice provided in the text or supplementary material. Any concerns about sufficient materials for each student should be reflected in the comment section rather than in the score.

- 0 = absence or a complete lack of the item specified in the column heading.
- 1 = a low or inadequate amount or quality of the specified item.
- 2 = a moderate or reasonably satisfactory amount or quality of the specified item.
- 3 = a high or substantial amount or quality of the specified item.

Adequate Teacher Training:

Considerations here include teacher pre-service, inservice, college courses, workshops, personal reading and experiences which provide the teacher with the necessary skills to teach toward the specified goals.

Blank Column:

This column is provided for questions that you would like to add.

Comments:

Encourage teachers to use this section to clarify their ratings or express related concerns.

Use of this document to tally results

Results can be tallied in the space provided above numeric scores on an unmarked form. Consideration should be given to tallying by grade level or course title.

Use of this document to analyze results

An additional unmarked document can be used to display results across grades or courses for analysis and decision-making. Data could be displayed in a numeric average, as a compilation of all ratings, with a word descriptor (such as low, medium, high), or symbolically, using color coding.

3 _____ Other _____
 4 _____

of Third Grade

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
STUDENTS WILL USE LISTENING, READING AND WRITING SKILLS TO UNDERSTAND AND APPRECIATE HUMAN EXPERIENCES AND TO SHARE COMMONALITIES AND DIFFERENCES.							
STUDENTS WILL BE ABLE TO:							
RECOGNIZE WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS INCLUDING SUBJECT AREAS (ELS 1.1)							
Use phonetic analysis skills	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use context clues in a paragraph to infer correct word(s)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Distinguish compound and plural words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Recognize common words at sight	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
DETERMINE MEANING OF UNKNOWN WORDS COMMONLY USED IN GRADE-LEVEL MATERIALS, INCLUDING SUBJECT AREAS (ELS 1.2)							
Use adjacent words to infer meaning of unknown words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use knowledge of each part of a compound word to determine meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use dictionaries and glossaries in grade-level curriculum materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = none
 1 = low
 2 = moderate
 3 = high
 4 = not included in Learning Skills.



Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
IDENTIFY MAIN IDEAS, SUPPORTING DETAILS, AND FACTS AND OPINIONS PRESENTED IN WRITTEN, ORAL AND VISUAL FORMATS (ELS 2.1)							
Locate facts in grade-level materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify main idea in a paragraph	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Follow written directions and sequences when signal words are given in grade-level selections (e.g., first, then)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
INSTRUCTIONAL MATERIALS AS Aids FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)							
Use table of contents to locate general and specific information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use guide words in a dictionary or glossary to locate words	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
COMPREHEND IMPLIED MEANINGS OF WRITTEN, ORAL AND VISUAL COMMUNICATIONS (ELS 3.1)							
Draw logical conclusions from information presented	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify an implied main idea in a simple literary work	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Interpret communication through body language, gestures, tone, inflection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate
3 = high

omitted from, or not included in, Learning Skills.

of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
DISTINGUISH AND INTERPRET SOUNDS OF NATURE, LANGUAGE, MUSIC AND ENVIRONMENT (ELS 4.3)							
Distinguish among natural and created sounds	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Recognize sounds with messages (e.g., sirens)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
USE A VARIETY OF LISTENING SKILLS							
Identify verbal and non-verbal messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Demonstrate comprehensive, appreciative and empathetic listening	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)							
Separate real from imaginary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
LISTEN, READ, VIEW AND EVALUATOR REPRESENTATIONS OF MASS MEDIA (ELS 4.4)							
Recognize use of mass media techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Demonstrate appropriate audience skills for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

nce 2 = moderate
3 = high

anged from, or not included in,
1 Learning Skills.

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of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
<p>MONSTRATE AN APPRECIATION OF READING AND LITERATURE AS LIFE-LONG RESOURCES OF RECREATION AND LEARNING</p> <p>Choose a reading selection that encompasses own interests and independent reading level</p> <p>Communicate orally and victoriously responses and reactions to selections of own choosing</p>	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
<p>GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES ABOUT READING AND LITERATURE SELECTIONS (ELS 6.2)</p> <p>Identify facts that support an explanation and a prediction</p> <p>Identify factors that may influence a behavior or a result</p>	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
<p>MAKE REASONED EVALUATIONS ABOUT READING AND LITERATURE SELECTIONS (S 6.4)</p> <p>Identify simple fallacies</p> <p>Identify appropriate types of information that should be included in simple forms of communications</p> <p>Evaluate whether a simple written presentation is consistent with known facts</p>	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 = none
 1 = moderate
 2 = moderate
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0 = not included in, or not included in, Learning Skills.

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Recal Test	Supplementary			
GENERAL PURPOSES OF A UNIT OF INSTRUCTION							
Identify general purposes of high-level children's literature	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Compare to their own culture and general education and differences of another culture described in the reading	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify simple literary forms such as poetry and short prose selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify general features and responses to reading selections	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
CONCRETE OBJECTIVES OF LITERARY ANALYSIS AND ELEMENTS OF STYLE							
Identify simple characters, setting and plot	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify simple analogies and similes	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
GENERAL PURPOSES OF ASSIGNMENT							
Identify general purposes of assignment and sub clarification questions if necessary	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify ideas and concepts addressed in the assignment	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 } - moderate
 1 } - high
 2 }
 3 }
 not from, or not included in,
 Learning Skills



	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
of Third Grade							
RESOURCES BEYOND THE CLASSROOM (ELS 7.2)							
Locate, check-out and return books and other circulating media materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Locate and use non-circulating reference materials	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
LECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.3)							
Follow a study plan including: time management, appropriate study environment, processing of information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Accomplish learning task using appropriate study techniques (read and reread text, ask clarifying questions, seek help when needed, use memory devices)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Vary reading rate according to purpose for reading the selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Keep study materials organized and accessible	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Turn in assignments on time	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use appropriate test-taking techniques	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate
3 = high

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Learning Skills.

f Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basic Text	Supplementary			
WILL USE WRITING AND SPEAKING IN A VARIETY OF MODES OF COMMUNICATION AND SELF-EXPRESSION.							
WILL BE ABLE TO:							
1. SPEAK AND READ ORALLY WITH STANDARD ENGLISH PRONUNCIATION, APPROPRIATE VOLUME, INFLECTIONS, GESTURES AND INFLECTIONS (S 1.3)							
1.1 Produce correct basic speech sounds	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.2 Pronounce words according to acceptable Standard English	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.3 Control volume and rate of oral readings and presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
1.4 Demonstrate appropriate oral presentation skills such as posture and correct use of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

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Not included in, or not included in, Learning Skills

of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
ORAL COMMUNICATION TO GIVE AND RECEIVE INFORMATION, DIRECTIONS, AND FOR ENJOYMENT (ELS 2.3)							
Paraphrase oral and written messages	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Demonstrate appropriate verbal and non-verbal behaviors in rituals of communication such as greetings and telephone conversations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Ask questions designed to clarify, gain assistance or locate information	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Share ideas and information orally with others	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Repeat oral messages verbatim	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Follow 2-3 step oral instructions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify main idea in a short oral presentation	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
GROUP DISCUSSION SKILLS APPROPRIATELY							
Demonstrate group discussion skills such as questioning, contributing and taking turns	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Explain the purposes of group discussion	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate
3 = high

changed from, or not included in,
Learning Skills

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of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials				Adequate Teacher Training	COMMENTS
			Basal Text		Supplementary			
USE A VARIETY OF TECHNIQUES TO GENERATE WRITING AND SPEAKING TOPICS (PREWRITING) (ELS 5.1)								
a Use personal experiences, knowledge and feelings as sources of writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use brainstorming, discussion and sharing to find and develop topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Make lists of interesting words and ideas as sources for topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
e Discuss and share thoughts and ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
ORGANIZE IDEAS IN UNDERSTANDABLE FORMAT IN PLANNING WRITTEN AND ORAL PRESENTATIONS (ELS 5.2)								
a Classify words and topics	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Use detail and examples to develop topic	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Organize ideas chronologically	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
d Sequence ideas and events	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

ce 2 = moderate
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Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
SELECT AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN PLANNING ORAL AND WRITTEN PRESENTATIONS (ELS 5.5)							
Select words which make the meaning clear	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use words and gestures which express ideas and concepts effectively	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Demonstrate appropriate informal and formal English usage in oral and written presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Plan and make oral and visual presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
SELECT APPROPRIATE FORM OF WRITING USED ON AUDIENCE AND PURPOSE IN REWRITING AND PLANNING (ELS 5.3)							
Write in a variety of forms such as journals, logs, stories, letters, poems and descriptions	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Write for audiences such as self, parents, principal, peers or public	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate
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changed from, or not included in, Learning Skills.

Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training	COMMENTS
			Basal Text	Supplementary		
PRESENT IDEAS IN UNDERSTANDABLE SEQUENCE ON THE TOPIC SELECTED IN PLANNING AND DRAFTING WRITTEN AND ORAL COMMUNICATION (ELS 5.4)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Write simple sentences in a variety of forms: statements, questions and commands	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Write sentences which connect related ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Write paragraphs containing a stated main idea and a closing sentence	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Write and illustrate a simple story	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3
Write descriptive narrative and imaginative pieces	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3

2 = moderate
3 = high

changed from, or not included in, Learning Skills.

Learning Skills	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basic	Supplementary			
IDENTIFY, EVALUATE, AND SYNTHESIZE INFORMATION (ELS 6-8)							
Identify simple fallacies	0 1 2	0 1 2	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify appropriate types of information that should be included in simple forms of communications	0 1 2	0 1 2	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Evaluate whether a simple written or oral presentation is consistent with known facts	0 1 2	0 1 2	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
List with reasons why a person should decide to engage in a particular activity	0 1 2	0 1 2	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
List general criteria for assessing the worth of a performance or work of art	0 1 2	0 1 2	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
IDENTIFY, CONSTRUCT AND EVALUATE INFERENCE CONCERNING RELATIONSHIPS, FORMS, THEMES, AND IDEAS IN PLANNING AND WRITING WRITTEN AND ORAL COMMUNICATION (ELS 6-1)							
Identify general characteristics of objects which make them similar or different from another	0 1 2	0 1 2	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Identify and generate simple analogies (A comparison of two things which have some characteristics alike, e.g., a car is like a bullet)	0 1 2	0 1 2	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

0 - moderate
1 - high

Amount of Instruction, or not included in, of Learning Skills



Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
EVALUATE AND REVISE OWN WRITING FOR MEANING, CLARITY, AND COMPREHENSIVENESS (ELS 5.6)							
Revise own writing to enhance clarity and meaning	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Vary sentence patterns	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Use words which connect ideas and thoughts in sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
APPLY THE CONVENTIONS OF WRITING TO PRODUCE EFFECTIVE COMMUNICATION WHEN EDITING AND PROOFREADING (ELS 5.7)							
Edit for capitalization, end punctuation and complete sentences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Spell correctly	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
Produce legible final copy (manual or electronic processes)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
DETERMINE THE SIGNIFICANCE AND ACCURACY OF INFORMATION AND IDEAS PRESENTED IN WRITTEN, ORAL, AURAL, AND VISUAL COMMUNICATIONS (ELS 4.1)							
Separate real from imaginary information and ideas	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate
3 = high

changed from, or not included in, Oral Learning Skills.

	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
End of Third Grade LISTEN, READ, VIEW AND EVALUATE PRESENTATIONS OF MASS MEDIA (ELS 4.4) a Recognize use of mass media techniques b Demonstrate appropriate audience skills for different media presentations	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
USE ORAL COMMUNICATION TO INFLUENCE OTHERS AND TO RESPOND TO PERSUASION (ELS 4.2) a Ask questions and draw reasonable conclusions from answers c Express own feelings, knowledge and beliefs	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
DEMONSTRATE AN APPRECIATION OF WRITING AND ORAL COMMUNICATION SKILLS AS A LIFE-LONG MEANS OF SELF-EXPRESSION, LEARNING AND PERSONAL DEVELOPMENT. a Share personal experiences and insights orally and in writing	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
DESCRIBE THE DEVELOPMENTS AND CHANGES WHICH LANGUAGE HAS UNDERGONE AND CONTINUES TO UNDERGO a Identify the factors that make language dynamic such as social, cultural, technological and geographical influences b Describe dialectal differences	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate
3 = high

changed from, or not included in, Oral Learning Skills.

of Third Grade	Amount of Instruction	Included in Course Goals	Adequate Materials		Adequate Teacher Training		COMMENTS
			Basal Text	Supplementary			
RECOGNIZE THE BEAUTY AND RHYTHM OF LANGUAGE							
a Identify rhyming words, sound devices and rhythm in an oral or written selection	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Identify rhythmic forms of language	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
c Choose and present an example of beautiful or rhythmic language (own or other)	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
GENERATE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES IN WRITTEN AND ORAL COMMUNICATION (ELS 6.2)							
a Identify facts that support an explanation and a prediction	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Identify factors that may influence a behavior or a result	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
FORMULATE AND SUPPORT A POSITION ORALLY AND IN WRITING USING APPROPRIATE INFORMATION AND SOUND ARGUMENT (ELS 6.5)							
a Identify issues related to school that need clarification	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	
b Define a position on an issue using personal criteria	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	0 1 2 3	

2 = moderate
3 = high

changed from, or not included in, Learning Skills.