

# DOCUMENT RESUME

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**IDENTIFIERS** Oregon State Department of Education

## ABSTRACT

Based on common curriculum goals outlined by the Oregon Department of Education, this curriculum map is designed to assist fifth 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 to 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 fifth 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 education and experience; (5) questions; and (6) comments. (JD)

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# ENGLISH LANGUAGE ARTS

Common Curriculum Goals

## Curriculum Mapping

End of Fifth Grade

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

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3

## USE OF THIS DOCUMENT

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

## INSTRUCTIONS

### 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 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.

- Legend:
- 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.

her \_\_\_\_\_

Fifth Grade

WILL USE LISTENING, READING AND  
E SKILLS TO UNDERSTAND AND  
E HUMAN EXPERIENCES AND TO SHARE  
COMMONALITIES AND DIFFERENCES.

WILL BE ABLE TO:

GNIZE WORDS COMMONLY USED IN  
E-LEVEL MATERIALS, INCLUDING  
ECT AREAS (ELS 1.1)

e context clues in a passage  
infer correct word(s)

stinguish affixes, root words,  
ntractions possessives

cognize common words at sight

cognize common abbreviations

RMINE MEANING OF UNKNOWN WORDS  
ONLY USED IN GRADE-LEVEL  
RIALS, INCLUDING SUBJECT AREAS  
(S 1.2)

se context clues to infer  
eaning of unknown words

se knowledge of affixes and root  
ords to determine word meanings

se context to determine correct  
ictionary definition of word

| Amount of<br>Instruction | Included in<br>Course Goals | Adequate Materials |                    | Adequate<br>Teacher<br>Training |         | COMMENTS |
|--------------------------|-----------------------------|--------------------|--------------------|---------------------------------|---------|----------|
|                          |                             | Basal<br>Text      | Supple-<br>mentary |                                 |         |          |
| 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                  | 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                     | 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            | 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            | 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                         | 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 |          |
| 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                  | 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                     | 0 1 2 3            | 0 1 2 3            | 0 1 2 3                         | 0 1 2 3 |          |

2 = moderate  
3 = high

ged from, or not included in,  
Learning Skills.

| Fifth 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 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 |          |
| Recall facts and supporting evidence  | 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 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 |          |
| Follow directions or sequences of events when signal words are given  | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| ANALYZE INSTRUCTIONAL MATERIALS AS SOURCES FOR GAINING KNOWLEDGE AND IMPROVING COMPREHENSION (ELS 2.2)                  |                       |                          |                    |               |                           |         |          |
| Use table of contents and index 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 supportive illustrations, detail and summations to obtain 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 diacritical markings or spellings to pronounce 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 |          |

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Fifth Grade

PREHEND IMPLIED MEANINGS OF  
TEN, ORAL AND VISUAL  
UNICATIONS (ELS 3.1)

late new information to  
previous knowledge

0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

raw logical conclusions  
om 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 literal and implied  
in ideas from information  
resented in grade level selections  
d literary works

0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

fer direct cause and  
ffect relationships

0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

redict simple, possible  
uture outcomes or actions

0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

ake inferences and draw  
onclusions based on perception of  
plied 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

ecognize subtleties in  
ommunication through body language,  
estures, tone, inflection, volume

0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

ecognize double meanings  
f words and phrases

0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

TINGUISH AND INTERPRET SOUNDS  
NATURE, LANGUAGE, MUSIC AND  
IRONMENT (ELS 4.3)

stinguish subtleties among  
ounds

0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3 0 1 2 3

ecognize sounds with 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

2 = moderate  
3 = high

ged from, or not included in,  
Learning Skills.

COMMENTS

of this grade

0 MONTHS OF INSTRUCTION

Ability, organization, behavior, and other school measures

Appropriate organization, individual application, and motivation training

MEASURE THE TEACHER'S AND STUDENT'S PERFORMANCE AND BEHAVIOR RELATED TO THE STUDENT'S AND STUDENT'S BEHAVIOR AND ATTITUDE

Ability, behavior and motivation

Ability, application, attitude, and motivation

Ability, application, attitude, and motivation

THE STUDENT'S AND TEACHER'S PERFORMANCE OF EACH STUDENT (SEE 6.1)

Ability, behavior and motivation

Appropriate organization, individual application, and motivation training

0 . moderate  
0 . high  
and from, or not included in,  
(Learning Skills)

| Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|                       |                          | Real Test          | Supplementary |                           |         |          |
| 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               | 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                  | 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            | 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       | 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                   | 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 |          |
| 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               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |

| Fifth Grade  | Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|--|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|  |                       |                          | Basal Text         | Supplementary |                           |         |          |
| DEMONSTRATE AN APPRECIATION OF READING LITERATURE AS LIFE-LONG SOURCES OF RECREATION AND LEARNING                            |                       |                          |                    |               |                           |         |          |
| Choose selections at own reading level that encompass a variety of interests   | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| Justify preference for certain types of selections over 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 |          |
| Identify reading selections related to potential career choices  | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| ANALYZE AND TEST INTERPRETATIONS, EXPLANATIONS, PREDICTIONS AND HYPOTHESES ABOUT READING AND LITERATURE SELECTIONS (ELS 6.2) |                       |                          |                    |               |                           |         |          |
| Identify parts of an explanation and a prediction not supported by fact  | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| Predict what influence different factors will have on a behavior or 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 REASONED EVALUATIONS ABOUT READING LITERATURE SELECTIONS (ELS 6.4)   |                       |                          |                    |               |                           |         |          |
| Identify common fallacies  | 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 why certain types of information and style of communication are ineffective  | 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 a strategy for determining whether a statement is fact   | 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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| Fifth Grade  | Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|--|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|  |                       |                          | Basal Text         | Supplementary |                           |         |          |
| DEMONSTRATE KNOWLEDGE OF A VARIETY OF LITERATURE   |                       |                          |                    |               |                           |         |          |
| Describe several pieces of significant 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 the setting and characters of a piece of literature to the student's immediate culture | 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 various literary forms such as short stories, poetry and drama                        | 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 personal reactions and responses to literature and 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 |          |
| DEMONSTRATE KNOWLEDGE OF LITERARY CONVENTIONS AND ELEMENTS OF STRUCTURE                        |                       |                          |                    |               |                           |         |          |
| Define and use terms such as plot, setting, character and tone                                 | 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 metaphors and personification  | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| CLARIFY PURPOSES OF ASSIGNMENT (ELS 7.)  |                       |                          |                    |               |                           |         |          |
| Determine general purpose of assignment and ask 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 |          |
| Determine ideas, concepts and generalities 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 |          |

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3 = high  
Included from, or not included in,  
Learning Skills.

| f Fifth Grade   | Amount of Instruction | Included in Course Goals | Adequate Materials |                | Adequate Teacher Training |         | COMMENTS |
|---|-----------------------|--------------------------|--------------------|----------------|---------------------------|---------|----------|
|   |                       |                          | Basal Text         | Supple-mentary |                           |         |          |
| RESOURCES BEYOND THE CLASSROOM (S 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 noncirculating reference materials including electronic sources                                  | 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 library classification system and services to locate specialized resources required to complete assignments | 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 a variety of reference sources such as personal interviews and on-site visits                    | 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.

of Fifth Grade

SELECT AND USE APPROPRIATE STUDY  
TECHNIQUES (ELS 7.3)

Follow a study plan including:  
goal setting, time management,  
appropriate study environment,  
processing of information

Accomplish learning task using  
appropriate study techniques  
preview and review chapters, read  
and reread text, ask clarifying  
questions, seek help when needed,  
use memory devices, summarize,  
study with classmates, use self-  
questioning)

Maintain reading rate according to  
purpose for reading the selection

Keep study materials organized  
and accessible

Turn in assignments on time

Use appropriate test taking  
techniques

| Amount of<br>Instruction | Included in<br>Course Goals | Adequate Materials |                    | Adequate<br>Teacher<br>Training |         | COMMENTS |
|--------------------------|-----------------------------|--------------------|--------------------|---------------------------------|---------|----------|
|                          |                             | Basal<br>Text      | Supple-<br>mentary |                                 |         |          |
| 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                  | 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                     | 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            | 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            | 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                         | 0 1 2 3 |          |

2 = moderate  
3 = high

included from, or not included in,  
Learning Skills.

Fifth Grade

WILL USE WRITING AND SPEAKING  
A VARIETY OF MODES OF  
TION AND SELF-EXPRESSION.

WILL BE ABLE TO:

K AND READ ORALLY WITH STANDARD  
UNCINATION, APPROPRIATE VOLUME,  
, GESTURES AND INFLECTIONS  
(1.3)

onounce words according to  
ceptable Standard English

ontrol volume and rate of oral  
adings and presentations

monstrate appropriate oral  
resentation skills such as poise,  
sture and correct use of language

| Amount of<br>Instruction | Included in<br>Course Goals | Adequate Materials |                    | Adequate<br>Teacher<br>Training |         | COMMENTS |
|--------------------------|-----------------------------|--------------------|--------------------|---------------------------------|---------|----------|
|                          |                             | Basal<br>Text      | Supple-<br>mentary |                                 |         |          |
| 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                  | 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                     | 0 1 2 3            | 0 1 2 3            | 0 1 2 3                         | 0 1 2 3 |          |

2 = moderate  
3 = high

ed from, or not included in,  
arning Skills.

| Fifth Grade   | Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|---|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|   |                       |                          | Basal Text         | Supplementary |                           |         |          |
| COMMUNICATION TO GIVE AND RECEIVE INFORMATION, DIRECTIONS, AND 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 |          |
| Follow accurate oral directions   | 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, telephone conversations, introductions and interruptions | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| Answer 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 |          |
| Provide accurate descriptive detail orally  | 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 |          |
| Take notes from oral 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 |          |
| Follow 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 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 |          |

2 = moderate  
3 = high

and from, or not included in, Learning Skills.

1. All Grade

2. Unit Description (Title)  
 3. Objectives

4. Instructional goals of unit (or  
 5. Unit goals) as determined by  
 6. Unit planning, listing items  
 7. Objectives, and identifying  
 8. Goals

9. Explain the purpose of group  
 10. Discussion

11. A variety of techniques to present  
 12. Unit and content topics  
 13. (List 1-10)

14. Use personal experience,  
 15. Knowledge and feelings as sources  
 16. of writing

17. Use brainstorming, discussion and  
 18. sharing to find and develop topics

19. Develop ideas, observations, facts  
 20. and questions for later use

21. Use personal reading and subject  
 22. area material as sources of topics

23. Discuss and share thoughts and  
 24. ideas

| Amount of<br>Instruction | Included in<br>Course Goals | Adequate Materials |                    | Adequate<br>Teacher<br>Training |         | Comments |
|--------------------------|-----------------------------|--------------------|--------------------|---------------------------------|---------|----------|
|                          |                             | Real<br>Text       | Supple-<br>mentary |                                 |         |          |
| 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                  | 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                     | 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            | 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            | 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                         | 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 |          |
| 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

25. Used from, or not included in,  
 26. Learning Skills

| f Fifth Grade   | Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|---|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|   |                       |                          | Basal Text         | Supplementary |                           |         |          |
| ORGANIZE IDEAS IN UNDERSTANDABLE FORMATS IN PLANNING WRITTEN AND ORAL PRESENTATIONS (ELS 5.2)   |                       |                          |                    |               |                           |         |          |
| 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 |          |
| Use evidence such as illustrations, examples, and verifiable sources to develop and support a 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 |          |
| Select and organize details which support a 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 |          |
| Organize information using formats such as outlining, clustering and making maps and charts   | 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 AND USE LANGUAGE, GESTURES AND SYMBOLS APPROPRIATE TO AUDIENCE, PURPOSE, TOPIC AND SETTING WHEN PLANNING ORAL AND WRITTEN PRESENTATIONS (LS 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 |          |

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3 = high

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|   | Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|---|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|   |                       |                          | Basal Text         | Supplementary |                           |         |          |
| Fifth Grade   |                       |                          |                    |               |                           |         |          |
| SELECT APPROPRIATE FORM OF WRITING<br>BASED ON AUDIENCE AND PURPOSE IN<br>WRITING AND PLANNING (ELS 5.3)                            |                       |                          |                    |               |                           |         |          |
| Write in a variety of forms such<br>as personal essays, journals,<br>reports, stories, letters, poems<br>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 |          |
| Use writing appropriate to<br>purpose such as to inform,<br>persuade, entertain and share<br>experiences                            | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| PRESENT IDEAS IN UNDERSTANDABLE<br>LANGUAGE ON THE TOPIC SELECTED IN<br>WRITING AND DRAFTING WRITTEN AND<br>COMMUNICATION (ELS 5.4) |                       |                          |                    |               |                           |         |          |
| Write 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 |          |
| Write paragraphs in which all<br>sentences are related to the 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 |          |
| Write paragraphs containing a<br>stated main idea and a closing<br>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<br>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 |          |
| Explain how to do something<br>involving several steps  | 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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Learning Skills.



| Fifth Grade   | Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|---|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|   |                       |                          | Basal Text         | Supplementary |                           |         |          |
| REASONED EVALUATIONS ABOUT ORAL AND WRITTEN COMMUNICATIONS (ELS 6.4)  |                       |                          |                    |               |                           |         |          |
| Identify common fallacies   | 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 why certain types of information and style of communication are ineffective   | 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 a strategy for determining whether a statement is a fact  | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| State personal criteria for deciding whether to engage in a particular activity   | 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 personal criteria for assessing the worth of a performance or work of art  | 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, CONSTRUCT AND DRAW DIFFERENCES CONCERNING RELATIONSHIPS AMONG THINGS AND IDEAS IN PLANNING AND CARRYING OUT WRITTEN AND ORAL COMMUNICATION (ELS 6.1) |                       |                          |                    |               |                           |         |          |
| Classify things according to specific characteristics   | 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 and generate examples of metaphor and personification  | 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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|--|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|  |                       |                          | Basal Text         | Supplementary |                           |         |          |
| EVALUATE AND REVISE OWN WRITING FOR CLARITY, CONCISENESS, 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 |          |
| Use a variety of 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 descriptive terms to emphasize facts and feelings expressed 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 |          |
| 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 |          |
| Revise and edit writing to make grammatically correct  | 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 sentence combining techniques to create and express more complex concepts                            | 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 MAKE EFFECTIVE COMMUNICATION WHEN WRITING AND PROOFREADING (ELS 5.7) |                       |                          |                    |               |                           |         |          |
| Edit for correct punctuation, pronoun use, subject-verb agreement and apostrophe placement               | 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 |          |

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|   |                       |                          | Basal Text         | Supplementary |                           |         |          |
| Fifth Grade   |                       |                          |                    |               |                           |         |          |
| Determine the significance and accuracy of information and ideas presented in written, oral, aural, and visual communications (ELS 4.1) |                       |                          |                    |               |                           |         |          |
| Identify fiction and non-fiction  | 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 emotional appeals used in communication  | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| Analyze, read, view and evaluate 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 |          |
| Use oral communication to influence others and to respond to persuasion (ELS 4.2)   |                       |                          |                    |               |                           |         |          |
| Provide logical answers based on factual data   | 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 multiple sources to verify 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 |          |
| 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 |          |
| Present a persuasive talk   | 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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| Fifth Grade   | Amount of Instruction | Included in Course Goals | Adequate Materials |               | Adequate Teacher Training |         | COMMENTS |
|---|-----------------------|--------------------------|--------------------|---------------|---------------------------|---------|----------|
|   |                       |                          | Basal Text         | Supplementary |                           |         |          |
| ONSTRATE AN APPRECIATION OF WRITING<br>ORAL COMMUNICATION SKILLS AS A<br>E-LONG MEANS OF SELF-EXPRESSION,<br>ARNING AND PERSONAL DEVELOPMENT. |                       |                          |                    |               |                           |         |          |
| Share personal experiences and<br>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 |          |
| Analyze a piece of literature<br>or the author's personal message   | 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 the uses of communica-<br>on skills as a means for<br>arning and personal development  | 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 writing as a tool for<br>inking: generating new ideas,<br>arifying a viewpoint and<br>mmunicating it to 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 |          |
| DESCRIBE THE DEVELOPMENTS AND CHANGES<br>H LANGUAGE HAS UNDERGONE AND<br>INUES TO UNDERGO   |                       |                          |                    |               |                           |         |          |
| Identify the factors that make<br>nguage dynamic such as social,<br>ltural, technological and<br>ographical influences                        | 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 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 |          |
| Explain how dialect, jargon and<br>ang change the nature 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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|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| <b>0</b> | <b>1</b> | <b>7</b> | <b>3</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|

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|  |                       |                          | Basal Text         | Supplementary |                           |         |          |
| <b>Fifth Grade</b>   |                       |                          |                    |               |                           |         |          |
| <b>SELECT UPON AND IMPROVE OWN REASONING SKILLS (ORAL AND WRITTEN COMMUNICATIONS STANDARDS 6.6)</b>  |                       |                          |                    |               |                           |         |          |
| Describe the reasoning process most frequently being used in terms of inductive or deductive reasoning   | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| State rationale for people having biases   | 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 authoritative sources for obtaining feedback about reasoning capabilities   | 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>SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELLS 7.3)</b>  |                       |                          |                    |               |                           |         |          |
| Follow a study plan including: goal setting, 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 (review and review chapters, read and reread text, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, selfquestioning) | 0 1 2 3               | 0 1 2 3                  | 0 1 2 3            | 0 1 2 3       | 0 1 2 3                   | 0 1 2 3 |          |
| Adjust 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 |          |

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