

COURSE OF STUDY

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Idaho Department of Education



**English**

**Language Arts 5**



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**IDAHO DEPARTMENT OF EDUCATION**

**English Language Arts**

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## Introduction

“A mind is not a vessel to be filled, but a fire to be kindled.”  
-Plutarch

### *Background*

The Idaho State Department of Education gathered teams of exemplary educators from throughout the state to write courses of study related to Idaho Achievement Standards subject areas. In turn, all of the state’s school districts received hard copies as well as online access in order to assist them incorporate the Standards as a more integral part of their curricula. Idaho teachers have appreciatively received the documents on compact disks.

The transitions that occur throughout elementary, middle school/junior high and the world of high school require significant growth and change for learners. Throughout students’ educations, literature and writing processes introduce them to an increased demand for mature thinking skills. Involvement with literature builds upon previous reading experiences, but emphasizes a new set of life issues. Thematic years address relationships, beliefs and values, responsibility, and self-identity. Focusing on skills, each graduated course enlists a significantly greater reliance on the ability to write effectively and efficiently with consideration of audience and purpose.

### *Purpose*

The intended purpose of each course of study is to align curriculum instruction and assessment with the Idaho Language Arts Achievement Standards. This document provides a framework to assist teachers prepare their students for the Idaho Standard Achievement Tests as well as for the Ninth Grade Direct Writing Assessment.

### *Idaho Achievement Standards*

Standards provide widely agreed upon guidelines for what all students should learn and be able to do. They are useful in the development of curricular frameworks, course outlines, textbooks, professional development programs, and systems of assessment. The ultimate goal of social studies in Idaho is to develop the civic competence and civic participation of Idaho's youth, the citizens of today and tomorrow. Each of the *U.S. History I* instructional blocks is built upon the supporting Idaho Achievement standards; **power standards are identified red.**

Teacher Resource: Idaho Achievement Standards available at [www.sde.state.id.us](http://www.sde.state.id.us).

Lynette J. Hill, Ed.D.  
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2004



## Using This Document

This English Language Arts Course of Study provides a starting point for teachers whose districts have not formalized their own standards-based curriculum as well as additional support for those whose districts have developed and published standards-based curriculum. Although the suggestions that follow form a framework that addresses all relevant Idaho standards, we are hopeful that teachers will incorporate their own professional training and experience to complete the course. The suggested activities representative alternative activities that may assist students achieve objectives. We encourage teachers to seek those activities that most capitalize on local resources or interests. Employed strategies may implement or extend opportunities for students to meets standards. We encourage teachers to identify additional activities and the standards they address for possible inclusion in a future revision and expansion of this guide.

The following **5<sup>th</sup> Grade English Language Arts Course of Study** is organized into four progressive blocks that focus on the continued development of student writing, reading, and communication. These blocks include:

Block 1: Examining the Structure of Language and the Process of Writing

1A – Writing                      1B – Reading                      1C - Communication

Block 2: Expanding the Structure of Language and the Process of Writing into Complex Formation

2A – Writing                      2B – Reading                      2C – Communication

Block 3: Exploring the World Through the Process of Writing

3A – Writing                      3B - Reading                      3C – Communication

Block 4: Expressing and Experiencing Ideas in Creative and Meaningful Formats

4A – Writing                      4B – Reading                      4C - Communication



## **Student Evaluation Philosophy**

Assessment of student progress toward mastering individual standards should be ongoing and imbedded within instructional blocks. Ideally, assessments should be formative in nature and assist to guide subsequent instruction. We encourage a variety of approaches to assessing student performance: performance, portfolios, and traditional testing. At the completion of this course, an end of course summary assessment device can validate student achievement.





## Examining the Structure of Language and the Process of Writing

**T**he student will write to demonstrate skills and conventions according to purpose and audience.

### **Objectives**

1. Understand and use the writing process.
2. Legibly and accurately record information to reflect on ideas.
3. Write for purpose and audience.
4. Produce writing that includes figurative language.
5. Develop an effective paragraph including a topic sentence.
6. Write a narrative essay that aligns with the Direct Writing Assessment.

### **Reference to Idaho Standards**

- 717.01.a  
717.01.b  
717.02.a  
717.01.c  
717.02.b  
717.02.c  
717.03.a, b

**Standard: 717.01**

**Understand and use the writing process.**

**Content Knowledge and Skills:**

- a. Understand and apply steps of the writing process:  
-Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.
- b. Write legibly in a variety of formats to record, generate, and reflect upon ideas.
- c. Identify and use appropriate style and vocabulary for audience and purpose.

**Standard: 717.02**

**Write and edit for correctness and clarity.**

**Content Knowledge and Skills:**

- a. Apply rules and conventions for the following:  
-Grammar; -Punctuation; -Capitalization; -Spelling; -Legibility.
- b. With support, incorporate a variety of elements of writing:  
-Alliteration; -Figurative language; -Personification; -Vocabulary.
- c. Develop a paragraph:  
-Incorporate a clear and focused main idea; -Support main ideas with details and examples that are appropriate to topic, audience, and purpose;  
-Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.

**Standard: 717.03**

**Write a narrative essay that aligns with the Direct Writing Assessment.**

**Content Knowledge and Skills:**

- a. Create a multiple-paragraph narrative composition that includes the following:  
-An introductory paragraph to establish and support a central idea:  
-Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations;  
-A concluding paragraph that summarizes key points; -Proper indentation.
- b. Write and publish original creative works that incorporate figurative and descriptive language.



<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Provide opportunities for student to explore various approaches to brainstorming that include outlining, listing, webbing, and graphic organizers.	717.01.a	3.1.a
2. Provide a topic sentence. Students complete paragraph with supporting details.	717.02.c	
3. Use Daily Oral Language or on-line grammar program.	717.02.a	3.1.c 3.1.d
4. Produce a classroom alliteration alphabet book.	717.02.b	3.1.c 3.1.d
5. Provide copies of previous Direct Writing Assessment essays for classroom analysis, discussion, and evaluation.	717.03.a	
6. Present the <i>School House Rock</i> video series.	717.02.a	
7. Create a personal book of figurative language with illustrations and written examples.	717.03.b	
8. Journal for a variety of purposes.	717.01.b	
9. Write an advertisement for a fictitious product.	717.01.c	5.1.a





## Examining the Structure of Language and the Process of Reading

**S**tudents read a variety of grade-level materials and apply strategies appropriate to various situations.

### Objectives

### Reference to Idaho Standards

- |  |                                     |
|--|-------------------------------------|
| 1. Review reading strategies; read proficiently and fluently at grade level. | 716.01.a, b, c, d, e, f, g, h, i, j |
| 2. Read to gather information.   | 716.01.k<br>716.04.a, b, c, d       |
| 3. Read to make predictions.   | 716.01.i                            |
| 4. Identify literary devices in various pieces of literature.                | 716.02.a                            |
| 5. Read in order to understand author's purpose, theme, and meaning.         | 716.03.a, b, c, d, e                |
| 6. Read and respond to a variety of literature.                              | 716.02a                             |
| 7. Read for general knowledge, enjoyment, and life-long learning.            | 716.02.d<br>716.05.a, b, c, d       |
| 8. Read for technical information.   | 716.05.a, b, c, d                   |

**Standard: 716.01**

**Read a variety of traditional and electronic materials for information and understanding.**

**Content Knowledge and Skills:**

- a. Use decoding strategies to fluently read fifth-grade materials.
- b. Use spelling patterns, syllabication, and other strategies to identify words.
- c. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.
- d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
- e. Use context clues to determine correct meanings of identified words within a reading passage.
- f. Recognize relationship between a pronoun and its referent.
- g. Use knowledge of written language to anticipate words when reading.
- h. Use knowledge of written language to comprehend text.
- i. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.
- j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.
- k. Locate, gather, and synthesize information for a variety of purposes.
- l. Paraphrase and summarize text.
- m. Draw inferences and conclusions from text.
- n. Identify language and literary devices:  
-Mood; -Tone; -Style; -Figurative language; -Format; -Structure.
- o. Determine main idea or essential message within a text and identify relevant details and facts.

**Standard: 716.02**

**Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

**Content Knowledge and Skills:**

- a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.
- b. Activate and draw upon prior experiences to connect to reading selections.
- c. Compare and contrast information about same topic after reading two or more passages or articles.
- d. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

**Standard: 716.03**

**Read a variety of traditional, technical, and electronically materials, for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Explain literary text according to the following elements:
  - Characters and their traits and motivations to determine causes for actions;
  - Setting; -main events of plot and relevant causes and effects; -Point of view;
  - Plot structure; -Theme; -Conflict and resolution.
- c. Compare and contrast information from multiple sources.
- d. Use personal or objective criteria to do the following:
  - Draw conclusions; -Make inferences; -Determine meanings; -Form opinions;
  - Make judgments.
- e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

**Standard: 716.04**

**Read to locate information from a variety of traditional, technical, and electronic sources.**

**Content Knowledge and Skills:**

- a. Use appropriate strategies when reading for the following purposes:
  - Full comprehension; - Locating information; - Personal enjoyment.

- b. Generate questions about important and interesting issues to narrow topic(s) for research.
- c. Organize and interpret information to draw logical conclusions based on investigation.
- d. Combine acquired information for presentation.

**Standard: 716.05**

**Read for technical information.**

**Content Knowledge and Skills:**

- a. Identify and use traditional sources such as reference books, library materials, experts, and electronically stored sources to locate and acquire information.
- b. Explain uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.
- c. Describe format of various technical and reference texts.
- d. Read, understand, and apply technical information.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Invite students to read a variety of sources of information that includes graphs, brochures, diagrams, newspapers, and letters. Form groups and assign each a particular style. Assign each group to determine the main components of its writing style and, using a jigsaw approach, explain them to the other groups.	716.05.a, b, c, d	3.1.b 4.1.a, b, c
2. Paraphrase and summarize text after reading.	716.01.1	
3. Direct students to read literature and determine author's point of view and purpose.	716.03.a, b	
4. Provide opportunities for students to use reference materials to acquire information.	716.05.a, b, c, d	4.1.a 4.1.c
5. Use computer programs to practice word analysis.	716.01.d, e	
6. Compare and contrast information regarding two historical figures.	716.02.c 716.03.c	
7. Schedule daily time to read for personal enjoyment.	716.02.d 716.04.a	
8. Read and research information on a student chosen topic to generate a PowerPoint presentation	716.04.a, b, c, d	3.1.b 3.1.c 5.1.a
9. Incorporate word and context games to enhance learning (Mad Libs, Boggle, Bingo, Scrabble, Scattogories, etc).	716.01.b, d	
10. Emphasize decoding across the curriculum.	716.01.a 716.02.a	
11. Produce a classroom dramatic presentation such as Readers Theater or a play.	716.03.b	







## Examining the Importance of Listening, Viewing, and Speaking Effectively

**T**he students will demonstrate the ability to use effective communication skills, including listening, speaking, and viewing.

### **Objectives**

### **Reference to Idaho Standards**

- |   |   |
|---|---|
| 1. Listen for information and understanding and develop effective interpersonal listening skills.         | 718.01.a, b, c                            |
| 2. Speak to share information, for self-expression and to verbalize the analysis of text.                 | 719.01.a, b                               |
| 3. View critically to gather information, to understand film techniques and to enjoy visual media.        | 720.01.a, b<br>720.02.a, b<br>720.03.a, b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media. | 720.04.a, b                               |

**Standard: 718.01**

**Listen for information and understanding.**

**Content Knowledge and Skills:**

- a. Listen and respond to a variety of electronic and live presentations.
- b. Listen to gain enrichment and information about various cultures.
- c. Use responsive listening skills such as paraphrasing, summarizing, and asking questions for elaboration and clarification.

**Standard: 718.02**

**Listening for literary response and expression.**

**Content Knowledge and Skills:**

- a. Respond in a variety of ways to oral presentations.
- b. Identify similarities and differences with a variety of oral presentations.

**Standard: 718.03**

**Listen for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

**Standard: 719.01**

**Speak to share understanding of information.**

**Content Knowledge and Skills:**

- a. Use oral communication for various purposes and audiences that incorporate: -A variety of word choices; - Inflection; -Volume; -Volume; -Phrasing; - Physical gestures; - Eye contact.
- b. Plan and deliver oral presentation that incorporates the following:  
-Appropriate grammar; -Vocabulary; -Illustrations, pictures, and charts.

**Standard: 719.02**

**Speak for literary response and expression**

**Content Knowledge and Skills:**

- a. Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.
- b. Orally read or recite a poem.

**Standard: 719.03**

**Speak for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Express opinions and solutions to problems.
- b. Use cause/effect and similarities/differences to demonstrate a key point.
- c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:
  - Listen carefully and verify understanding;
  - Avoid monopolizing conversations;
  - Raise pertinent questions;
  - Exhibit cultural sensitivity.

**Standard: 720.01**

**View for information and understanding.**

**Content Knowledge and Skills:**

- a. Identify a variety of visually presented materials (books, films, videos, Internet).
- b. Determine main idea and supporting details within non-print media.

**Standard: 720.02**

**View media sources for personal response and expression.**

**Content Knowledge and Skills:**

- a. Identify relationships, ideas, and cultures represented within various media.
- b. Compare effectiveness of media presentations.

**Standard: 720.03**

**View media to engage in critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Interpret literal and figurative meanings of communication.
- b. Differentiate between facts and opinions.

**Standard: 720.04**

**Use a variety of resources to produce visuals that communicate through print and non-print media.**

**Content Knowledge and Skills:**

- a. Create a print media visual.
- b. With guidance, explore uses of visually presented materials.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Plan and deliver an oral presentation about a famous American from a specific time era.	718.01.a, c 718.02.a, b 719.01.a, b	
2. Invite a resource person to present information about a different culture.	718.01.b 719.03.c 720.02.a	
3. Write using different poetic forms, and present original work to the class.	719.02.b 719.01.a	
4. Use reader’s theatre, plays and radio dramas in the classroom.	719.02	
5. Given a topic, effectively research using books, movies, videos, and the Internet.	720.01.a, b 720.03.b	4.1.a 5.1.a, b
6. Produce and present a PowerPoint presentation about a state in the United States. View peer group presentations.	720.02.b 720.03.b 720.04.b	1.1.b 2.1.a 3.1.b, c 4.1.a, b, c
7. Listen to and analyze peer-group presentations on a given topic.	718.03.a	
8. Write a skit about Colonial America and present to the class.	719.01.b 719.02.a	
9. Given a problem (i.e. slavery), use critical thinking skills to generate a solution (fact/opinion). Present to the class.	719.03.a, b	
10. Create a poster, postcard, or travel brochure about a chosen state.	720.04.a	
11. Research the Internet, magazines, and newspapers for literal and figurative meanings of communication. Example: Compare and contrast book text to movie clips.	720.01.a, b 720.02.a	

12. Attend a live presentation. Prepare an oral presentation to share the experience. 719.01.a, b  
719.02.a



## Expanding the Structure of Language and the Process of Writing into Complex Formation

**T**he student will be able to produce a clear, concise, well organized narrative essay.

### Objectives

### Reference to Idaho Standards

- |  |                         |
|--|-------------------------|
| 1. Demonstrate understanding of the writing process.   | 717.01.a<br>717.02.a, b |
| 2. Demonstrate ability to legibly and accurately record information to reflect on ideas.                       | 717.01.b                |
| 3. Produce writing consistent with intended purpose and audience.  | 717.01.c                |
| 4. Produce a narrative essay that includes an introduction, supporting paragraphs, and a concluding paragraph. | 717.02.a<br>717.03.a    |

**Standard: 717.01**

**Understand and use the writing process.**

**Content Knowledge and Skills:**

- a. Understand and apply steps of the writing process:  
-Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.
- b. Write legibly in a variety of formats to record, generate, and reflect upon ideas.
- c. Identify and use appropriate style and vocabulary for audience and purpose.

**Standard: 717.02**

**Write and edit for correctness and clarity.**

**Content Knowledge and Skills:**

- a. Apply rules and conventions for the following:  
-Grammar; -Punctuation; -Capitalization; -Spelling; -Legibility.
- b. With support, incorporate a variety of elements of writing:  
-Alliteration; -Figurative language; -Personification; -Vocabulary.
- c. Develop a paragraph:  
-Incorporate a clear and focused main idea; -Support main ideas with details and examples that are appropriate to topic, audience, and purpose;  
-Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.

**Standard: 717.03**

**Write a narrative essay that aligns with the Direct Writing Assessment.**

**Content Knowledge and Skills:**

- a. Create a multiple-paragraph narrative composition that includes the following:  
-An introductory paragraph to establish and support a central idea;  
-Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations;  
-A concluding paragraph that summarizes key points; -Proper indentation.
- b. Write and publish original creative works that incorporate figurative and descriptive language.



Suggested Activities	Content Standards	Technology Standards
1. Direct students to generate a paragraph with a topic sentence and supporting details.	717.02.c	
2. Provide previous DWA prompts for student practice and evaluation.	717.03.a	
3. Student will produce a written brainstorming technique to assist organization for a narrative essay.	717.01.a	3.1.c
4. Student will produce a narrative essay based on a randomly given writing prompt.	717.03.a, b	
5. Class will produce “pass-on stories”. Student will add to previously written text.	717.02.c	
6. Personification: List A containing inanimate nouns. List B containing action verbs. Student will pair one word from each list to produce a personification and will add adjectives, adverbs, etc.	717.02.b	
7. Compose classroom list of words for varied sentence beginnings.	717.02.c	
8. Share with peers great ideas for sentence starters.	717.02.c	
9. Tape a magazine picture on computer screen. Student will produce a paragraph/essay based on the photo.	717.02.c	
10. Student will generate a simile with a corresponding illustration.	717.02.b	





## Expanding Reading Comprehension and Fluency

**T**he student will be able to read fluently and comprehend a variety of grade level materials.

### Objectives

- |  | <b>Reference to<br/>Idaho Standards</b> |
|--|---|
| 1. Read to gather and evaluate information.                              | 716.01.k<br>716.04.a, b, c, d           |
| 2. Read to make predictions and confirm outcomes.                        | 716.01.i                                |
| 3. Read to identify literary devices to infer meaning.                   | 716.01.n<br>716.02.a, d                 |
| 4. Read to identify author's purpose, meaning, and theme                 | 716.03.a, b, c, d, e                    |
| 5. Read and respond to a variety of literature.                          | 716.02.a                                |
| 6. Read for general knowledge, enjoyment, and life-long learning         | 716.02.d<br>716.05.a, b, c, d           |
| 7. Read and correctly interpret technical information.                   | 716.05.a, b, c, d                       |
| 8. Read for understanding of social, cultural, and economic differences. | 716.02.a, b                             |

**Standard: 716.01**

**Read a variety of traditional and electronic materials for information and understanding.**

**Content Knowledge and Skills:**

- a. Use decoding strategies to fluently read fifth-grade materials.
- b. Use spelling patterns, syllabication, and other strategies to identify words.
- c. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.
- d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
- e. Use context clues to determine correct meanings of identified words within a reading passage.
- f. Recognize relationship between a pronoun and its referent.
- g. Use knowledge of written language to anticipate words when reading.
- h. Use knowledge of written language to comprehend text.
- i. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.
- j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.
- k. Locate, gather, and synthesize information for a variety of purposes.
- l. Paraphrase and summarize text.
- m. Draw inferences and conclusions from text.
- n. Identify language and literary devices:  
-Mood; -Tone; -Style; -Figurative language; -Format; -Structure.
- o. Determine main idea or essential message within a text and identify relevant details and facts.

**Standard: 716.02**

**Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

**Content Knowledge and Skills:**

- a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.
- b. Activate and draw upon prior experiences to connect to reading selections.
- c. Compare and contrast information about same topic after reading two or more passages or articles.
- d. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

**Standard: 716.03**

**Read a variety of traditional, technical, and electronically materials, for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Explain literary text according to the following elements:  
-Characters and their traits and motivations to determine causes for actions;  
-Setting; -main events of plot and relevant causes and effects; -Point of view; -Plot structure; -Theme; -Conflict and resolution.
- c. Compare and contrast information from multiple sources.
- d. Use personal or objective criteria to do the following:  
-Draw conclusions; -Make inferences; -Determine meanings; -Form opinions;  
-Make judgments.
- e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

**Standard: 716.04**

**Read to locate information from a variety of traditional, technical, and electronic sources.**

**Content Knowledge and Skills:**

- a. Use appropriate strategies when reading for the following purposes:  
-Full comprehension; - Locating information; - Personal enjoyment.

- b. Generate questions about important and interesting issues to narrow topic(s) for research.
- c. Organize and interpret information to draw logical conclusions based on investigation.
- d. Combine acquired information for presentation.

**Standard: 716.05**

**Read for technical information.**

**Content Knowledge and Skills:**

- a. Identify and use traditional sources such as reference books, library materials, experts, and electronically stored sources to locate and acquire information.
- b. Explain uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.
- c. Describe format of various technical and reference texts.
- d. Read, understand, and apply technical information.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Read a variety of sources of information about a given topic (i.e. Civil War, racial issues) and produce a creative response.	716.05.a, b, c, d	
2. Read a piece of literature from different country/culture. Follow up with a visit from an exchange student. Direct students to prepare written questions from their reading.	716.02.a 716.04.b	
3. Use computer programs to facilitate reading comprehension.	716.01.d, e	2.2.a
4. Given newspaper articles, locate information and summarize.	716.01.h, i, j 716.04.c	
5. Highlight keywords and important information in supplemental materials.	716.01.k	
6. Provide opportunities for students to read and follow directions. (i.e., origami, quilling, etc.)	716.01.k 716.04.a	
7. Maintain a running collection containing examples of figurative language from literature and content areas.	716.01.n	3.1.c
8. Create a coat of arms for a character from a story. Each quadrant will depict a character trait.	716.03.b	
9. Observe as the teacher models oral reading from different genres.	716.02.a, d	







## Expanding the Importance of Listening, Viewing, and Speaking Effectively

**T**he student will demonstrate the ability to use effective communication skills, including listening, speaking, and viewing.

### Objectives

### Reference to Idaho Standards

- |   |   |
|---|---|
| 1. Listen for information and understanding and develop effective interpersonal listening skills.         | 718.01.a, b, c                            |
| 2. Speak to share information, for self-expression and to verbalize the analysis of text.                 | 719.01.a, b                               |
| 3. View critically to gather information, to understand film techniques, and to enjoy visual media.       | 720.01.a, b<br>720.02.a, b<br>720.03.a, b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media. | 720.04.b                                  |

**Standard: 718.01**

**Listen for information and understanding.**

**Content Knowledge and Skills:**

- a. Listen and respond to a variety of electronic and live presentations.
- b. Listen to gain enrichment and information about various cultures.
- c. Use responsive listening skills such as paraphrasing, summarizing, and asking questions for elaboration and clarification.

**Standard: 718.02**

**Listening for literary response and expression.**

**Content Knowledge and Skills:**

- a. Respond in a variety of ways to oral presentations.
- b. Identify similarities and differences with a variety of oral presentations.

**Standard: 718.03**

**Listen for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

**Standard: 719.01**

**Speak to share understanding of information.**

**Content Knowledge and Skills:**

- a. Use oral communication for various purposes and audiences that incorporate: -A variety of word choices; - Inflection; -Volume; -Volume; -Phrasing; - Physical gestures; - Eye contact.
- b. Plan and deliver oral presentation that incorporates the following: -Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.

**Standard: 719.02**

**Speak for literary response and expression**

**Content Knowledge and Skills:**

- a. Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.
- b. Orally read or recite poem.

**Standard: 719.03**

**Speak for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Express opinions and solutions to problems.
- b. Use cause/effect and similarities/differences to demonstrate a key point.
- c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:
  - Listen carefully and verify understanding; -Avoid monopolizing conversations;
  - Raise pertinent questions; - Exhibit cultural sensitivity.

**Standard: 720.01**

**View for information and understanding.**

**Content Knowledge and Skills:**

- a. Identify a variety of visually presented materials (books, films, videos, Internet).
- b. Determine main idea and supporting details within non-print media.

**Standard: 720.02**

**View media sources for personal response and expression.**

**Content Knowledge and Skills:**

- a. Identify relationships, ideas, and cultures represented within various media.
- b. Compare effectiveness of media presentations.

**Standard: 720.03**

**View media to engage in critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Interpret literal and figurative meanings of communication.
- b. Differentiate between facts and opinions.

**Standard: 720.04**

**Use a variety of resources to produce visuals that communicate through print and non-print media.**

**Content Knowledge and Skills:**

- a. Create a print media visual.
- b. With guidance, explore uses of visually presented materials.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Student reads a novel. On the five points of a star, student records important story elements, and presents orally to the class.	718.01.a 719.01.a, b 719.02.a	
2. Student independently constructs a mobile illustrating facts about a famous person and presents to class.	718.01.a, b, c 719.01.a, b 720.01.a	
3. Student will role-play main character from a book.	718.01.a, b 718.02.a, b 719.01.a, b 720.01.b	
4. Utilize literature circle group model in classroom.	718.03.a 719.03.a, b, c	
5. Buddy-read with lower grade level students and assist them in taking comprehension computer tests.	718.01.a	4.1.a
6. Student will practice read and present daily announcements to class.	718.02.a 719.01.a	
7. Oral presentations of poems, choral readings, etc.	718.02.a 719.02.b	
8. Interview elderly adult to acquire social/cultural information. Present findings to class and construct class graph.	718.01.b 719.01.a, b	





## Exploring the World Through the Process of Writing

**T**he student will be able to produce a narrative essay with well supported paragraphs.

### Objectives

### Reference to Idaho Standards

- |  |                      |
|--|----------------------|
| 1. Demonstrate understanding of the writing process through proper use of conventions. | 717.01.a<br>717.02.a |
| 2. Gather, synthesize, and communicate findings in a written form.                     | 717.03.a, b          |
| 3. Write and edit for correctness and clarity.   | 717.01.a<br>717.02.a |
| 4. Produce writing for a specific purpose and audience.                                | 717.01.c             |
| 5. Demonstrate skill of paraphrasing gathered information (define plagiarism).         | 717.02.c<br>717.03.a |
| 6. Organize gathered information into an outline.                                      | 717.01.a             |
| 7. Practice note taking skills.  | 717.01.b             |

**Standard: 717.01**

**Understand and use the writing process.**

**Content Knowledge and Skills:**

- a. Understand and apply steps of the writing process:  
-Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.
- b. Write legibly in a variety of formats to record, generate, and reflect upon ideas.
- c. Identify and use appropriate style and vocabulary for audience and purpose.

**Standard: 717.02**

**Write and edit for correctness and clarity.**

**Content Knowledge and Skills:**

- a. Apply rules and conventions for the following:  
-Grammar; -Punctuation; -Capitalization; -Spelling; -Legibility.
- b. With support, incorporate a variety of elements of writing:  
-Alliteration; -Figurative language; -Personification; -Vocabulary.
- c. Develop a paragraph:  
-Incorporate a clear and focused main idea; -Support main ideas with details and examples that are appropriate to topic, audience, and purpose; -Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.

**Standard: 717.03**

**Write a narrative essay that aligns with the Direct Writing Assessment.**

**Content Knowledge and Skills:**

- a. Create a multiple-paragraph narrative composition that includes the following:  
-An introductory paragraph to establish and support a central idea:  
-Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations;  
-A concluding paragraph that summarizes key points; -Proper indentation.
- b. Write and publish original creative works that incorporate figurative and descriptive language.



<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Highlight supplemental information and record paraphrased information on note cards.	717.01.b	
2. Given an outline skeleton, place provided word strips into correct positions on the outline.	717.02.c	
3. Write a clear “how-to” paragraph and have another student follow their directions.	717.01.b, c	
4. Peer-edit practice writing.	717.01.a 717.02.a	
5. Rewrite a well-known piece of literature (i.e. nursery rhyme, fairy tale).	717.03.b	
6. Use reference materials to enrich and verify writing: thesaurus, dictionary and encyclopedia.	717.02.a	3.1.b
7. Write a letter to building principal that includes positive suggestions for school improvement.	717.01.c	3.1.c
8. Write a business letter to request information or express opinions.	717.01.b	3.1.c
9. Compose a written autobiography.	717.03.a, b	
10. Collect and produce a list of appropriate web sites related to a given topic.	717.01.b	3.1.b





## Exploring the World Through Reading Fiction, Non-fiction, Historical Fiction, Fantasy, and Legend.

**T**he student will read and respond to a variety of genres and apply strategies appropriate to various situations.

### Objectives

### Reference to Idaho Standards

- |   |                      |
|---|----------------------|
| 1. Compare and contrast historical fiction with historical accounts.                                    | 716.02.c<br>716.03.c |
| 2. Given a reading selection, students will use context clues to determine meaning of unfamiliar words. | 716.01.e             |
| 3. Utilize knowledge of prefixes and suffixes to compose new words.                                     | 716.01.d             |
| 4. Practice use of synonyms, antonyms, and homonyms.  | 716.01.d             |
| 5. Locate information to clarify text structure and content.  | 716.01.i             |
| 6. Use memory organizers to retain information.   | 716.01.j             |
| 7. Identify and recognize the characteristics that identify the various genres.                         | 716.02.a             |
| 8. Draw upon prior experiences to connect to reading selections.  | 716.02.b             |
| 9. Explain literary text in terms of conflict/resolution.   | 716.03.b             |
| 10. Identify cause and effect relationships within a given text.  | 716.03.e             |

**Standard: 716.01**

**Read a variety of traditional and electronic materials for information and understanding.**

**Content Knowledge and Skills:**

- a. Use decoding strategies to fluently read fifth-grade materials.
- b. Use spelling patterns, syllabication, and other strategies to identify words.
- c. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.
- d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
- e. Use context clues to determine correct meanings of identified words within a reading passage.
- f. Recognize relationship between a pronoun and its referent.
- g. Use knowledge of written language to anticipate words when reading.
- h. Use knowledge of written language to comprehend text.
- i. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.
- j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.
- k. Locate, gather, and synthesize information for a variety of purposes.
- l. Paraphrase and summarize text.
- m. Draw inferences and conclusions from text.
- n. Identify language and literary devices:  
-Mood; -Tone; -Style; -Figurative language; -Format; -Structure.
- o. Determine main idea or essential message within a text and identify relevant details and facts.

**Standard: 716.02**

**Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

**Content Knowledge and Skills:**

- a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.
- b. Activate and draw upon prior experiences to connect to reading selections.
- c. Compare and contrast information about same topic after reading two or more passages or articles.
- d. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

**Standard: 716.03**

**Read a variety of traditional, technical, and electronically materials, for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Explain literary text according to the following elements:  
-Characters and their traits and motivations to determine causes for actions;  
-Setting; -main events of plot and relevant causes and effects; -Point of view;  
-Plot structure; -Theme; -Conflict and resolution.
- c. Compare and contrast information from multiple sources.
- d. Use personal or objective criteria to do the following:  
-Draw conclusions; -Make inferences; -Determine meanings; -Form opinions;  
-Make judgments.
- e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

**Standard: 716.04**

**Read to locate information from a variety of traditional, technical, and electronic sources.**

**Content Knowledge and Skills:**

- a. Use appropriate strategies when reading for the following purposes:  
-Full comprehension; - Locating information; - Personal enjoyment.

- b. Generate questions about important and interesting issues to narrow topic(s) for research.
- c. Organize and interpret information to draw logical conclusions based on investigation.
- d. Combine acquired information for presentation.

**Standard: 716.05**

**Read for technical information.**

**Content Knowledge and Skills:**

- a. Identify and use traditional sources such as reference books, library materials, experts, and electronically stored sources to locate and acquire information.
- b. Explain uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.
- c. Describe format of various technical and reference texts.
- d. Read, understand, and apply technical information.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Compare and contrast a work of historical fiction to a biographical account of the same person using a Venn diagram.	716.02.c 716.03.c	
2. Given a reading selection containing nonsense words, determine meaning based on context clues.	716.01.e	
3. Using word processing, construct a table with prefixes and suffixes and compose newly-generated words.	716.01.d	3.1.c
4. Practice word analysis skills through games and computer software.	716.01.d	2.2.a
5. Compose a list of synonyms and antonyms to keep in student’s personal language arts portfolio.	716.01.d	
6. Play “scavenger hunt” for information utilizing a table of contents, indexes, headings, captions, illustrations, and graphics.	716.01.i	
7. Create a personal mnemonic device to remember a list of content area information.	716.01.j	
8. Throughout the year, listen to orally-presented novels from various genres and discuss distinguishing characteristics of each.	716.02.a	
9. Based on prior experience, compose an alternate ending to a literary selection.	716.02.b	
10. Identify cause and effect relationships in grade level content area.	716.03.b	







## Explore Listening, Viewing, and Speaking with a Focus on the World

**T**he student will demonstrate the ability to use effective communication skills, including listening, speaking, and viewing.

### Objectives

### Reference to Idaho Standards

- |   |   |
|---|---|
| 1. Listen for information and understanding, and develop effective interpersonal listening skills.        | 718.01.a, b, c                            |
| 2. Speak to share information, for self-expression and to verbalize the analysis of text.                 | 719.01.a, b                               |
| 3. View critically to gather information, to understand film techniques, and to enjoy visual media.       | 720.01.a, b<br>720.02.a, b<br>720.03.a, b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media. | 720.04.a, b                               |

**Standard: 718.01**

**Listen for information and understanding.**

**Content Knowledge and Skills:**

- a. Listen and respond to a variety of electronic and live presentations.
- b. Listen to gain enrichment and information about various cultures.
- c. Use responsive listening skills such as paraphrasing, summarizing, and asking questions for elaboration and clarification.

**Standard: 718.02**

**Listening for literary response and expression.**

**Content Knowledge and Skills:**

- a. Respond in a variety of ways to oral presentations.
- b. Identify similarities and differences with a variety of oral presentations.

**Standard: 718.03**

**Listen for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

**Standard: 719.01**

**Speak to share understanding of information.**

**Content Knowledge and Skills:**

- a. Use oral communication for various purposes and audiences that incorporate: -A variety of word choices; - Inflection; -Volume; -Volume; -Phrasing; - Physical gestures; - Eye contact.
- b. Plan and deliver oral presentation that incorporates the following: -Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.

**Standard: 719.02**

**Speak for literary response and expression**

- a. Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.
- b. Orally read or recite a poem.

**Standard: 719.03**

**Speak for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Express opinions and solutions to problems.
- b. Use cause/effect and similarities/differences to demonstrate a key point.
- c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:
  - Listen carefully and verify understanding; -Avoid monopolizing conversations;
  - Raise pertinent questions; - Exhibit cultural sensitivity.

**Standard: 720.01**

**View for information and understanding.**

**Content Knowledge and Skills:**

- a. Identify a variety of visually presented materials (books, films, videos, Internet).
- b. Determine main idea and supporting details within non-print media.

**Standard: 720.02**

**View media sources for personal response and expression.**

**Content Knowledge and Skills:**

- a. Identify relationships, ideas, and cultures represented within various media.
- b. Compare effectiveness of media presentations.

**Standard: 720.03**

**View media to engage in critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Interpret literal and figurative meanings of communication.

- b. Differentiate between facts and opinions.

**Standard: 720.04**

**Use a variety of resources to produce visuals that communicate through print and non-print media.**

**Content Knowledge and Skills:**

- a. Create a print media visual.
- b. With guidance, explore uses of visually presented materials.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Watch a video about another culture to gain information and enrichment.	718.01.b	
2. Present an oral book report dressed in appropriate costuming.	718.02.a 719.01.b 719.02.a	
3. Read a literary selection using another dialect.	718.01.b 719.01.a 719.03.c	
4. Explore group roles in a literature circle group (i.e. recorder, facilitator, research specialist, etc.)	719.02.a	
5. Invite a local prominent leader to share his/her area of expertise.	718.01.a, b, c 720.01.b 720.03.b	
6. Watch and analyze clips of television commercials; look for propaganda techniques.	720.01.b 720.03.b 720.04.b	
7. Write and illustrate an original poem based on an historical event.	719.02.b	
8. Determine student population's favorite author. Use collected data to post on school web site.	718.01.a, c 719.01.a 720.03.a	3.1.a, b, c 4.1.c





## Expressing and Experiencing Ideas in Creative and Meaningful Formats

**T**he student will demonstrate the ability to use effective communication skills, including listening, speaking, and viewing.

### Objectives

1. Understand and be able to use the writing process creatively.
2. Read and write various forms of creative writing.
3. Specifically focus on language development and usage as it pertains to punctuation, grammar, spelling, mechanics, capitalization, and sentence structure.
4. Write to understand, inform, and illustrate.
5. Produce writing that includes figurative language.

### Reference to Idaho Standards

717.01.a, b, c  
717.03.b  
717.02.b  
717.03.b  
717.01.a  
717.02.a  
717.02.c  
717.03.a  
717.02.b  
717.03.b

**Standard: 717.01**

**Understand and use the writing process.**

**Content Knowledge and Skills:**

- a. Understand and apply steps of the writing process:  
-Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.
- b. Write legibly in a variety of formats to record, generate, and reflect upon ideas.
- c. Identify and use appropriate style and vocabulary for audience and purpose.

**Standard: 717.02**

**Write and edit for correctness and clarity.**

**Content Knowledge and Skills:**

- a. Apply rules and conventions for the following:  
-Grammar; -Punctuation; -Capitalization; -Spelling; -Legibility.
- b. With support, incorporate a variety of elements of writing:  
-Alliteration; -Figurative language; -Personification; -Vocabulary.
- c. Develop a paragraph:  
-Incorporate a clear and focused main idea; -Support main ideas with details and examples that are appropriate to topic, audience, and purpose;  
-Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.

**Standard: 717.03**

**Write a narrative essay that aligns with the Direct Writing Assessment.**

**Content Knowledge and Skills:**

- a. Create a multiple-paragraph narrative composition that includes the following:  
-An introductory paragraph to establish and support a central idea;  
-Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations;  
-A concluding paragraph that summarizes key points; -Proper indentation.
- b. Write and publish original creative works that incorporate figurative and descriptive language.



<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Create own personal figurative language book with illustrations.	717.02.b 717.03.b	
2. Invite students to copy/change a poem.	717.01.b 717.02.b 717.03.b	3.1.c
3. Listen to various forms of creative writing to the students and respond in writing.	717.01.b 717.02.c	
4. Create acrostic poems (with own name, a specific topic, etc.).	717.01.b	
5. Listen to a familiar children’s book; write an alternative ending.	717.02.c 717.03.b	
6. Use writing activities correlated with district spelling curriculum.	717.02.c 717.03.b	
7. Write a fantasy or legend.	717.02.b 717.03.b	
8. Working in groups of three, rewrite the beginning, middle and ending of a fairy tale from a different point of view.	717.03.b	3.1.c
9. Write letters to incoming fifth-grade students.	717.01.b, c	





## Experiencing a Variety of Creative Forms and Genres Through Reading

**T**he student will read and respond to a variety of genres and apply strategies appropriate to various situations.

### Objectives

### Reference to Idaho Standards

- |  |                         |
|--|-------------------------|
| 1. Read to identify author's purpose, theme, and meaning.                                | 716.03.a, b             |
| 2. Read proficiently and fluently for grade level.                                       | 716.01.a                |
| 3. Read for general knowledge, enjoyment, and life long learning.                        | 716.02.d                |
| 4. Practice techniques for comprehending technical information and non-fiction material. | 716.02.a<br>716.05.d    |
| 5. Demonstrate effective use of various reading strategies.                              | 716.01.a<br>716.01.h, i |
| 6. Use knowledge of written language to anticipate words when reading.                   | 716.01.g                |

**Standard: 716.01**

**Read a variety of traditional and electronic materials for information and understanding.**

**Content Knowledge and Skills:**

- a. Use decoding strategies to fluently read fifth-grade materials.
- b. Use spelling patterns, syllabication, and other strategies to identify words.
- c. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.
- d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
- e. Use context clues to determine correct meanings of identified words within a reading passage.
- f. Recognize relationship between a pronoun and its referent.
- g. Use knowledge of written language to anticipate words when reading.
- h. Use knowledge of written language to comprehend text.
- i. Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.
- j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.
- k. Locate, gather, and synthesize information for a variety of purposes.
- l. Paraphrase and summarize text.
- m. Draw inferences and conclusions from text.
- n. Identify language and literary devices:  
-Mood; -Tone; -Style; -Figurative language; -Format; -Structure.
- o. Determine main idea or essential message within a text and identify relevant details and facts.

**Standard: 716.02**

**Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.**

**Content Knowledge and Skills:**

- a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.
- b. Activate and draw upon prior experiences to connect to reading selections.
- c. Compare and contrast information about same topic after reading two or more passages or articles.
- d. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

**Standard: 716.03**

**Read a variety of traditional, technical, and electronically materials, for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.
- b. Explain literary text according to the following elements:
  - Characters and their traits and motivations to determine causes for actions;
  - Setting; -main events of plot and relevant causes and effects; -Point of view;
  - Plot structure; -Theme; -Conflict and resolution.
- c. Compare and contrast information from multiple sources.
- d. Use personal or objective criteria to do the following:
  - Draw conclusions; -Make inferences; -Determine meanings; -Form opinions;
  - Make judgments.
- e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.

**Standard: 716.04**

**Read to locate information from a variety of traditional, technical, and electronic sources.**

**Content Knowledge and Skills:**

- a. Use appropriate strategies when reading for the following purposes:
  - Full comprehension; - Locating information; - Personal enjoyment.

- b. Generate questions about important and interesting issues to narrow topic(s) for research.
- c. Organize and interpret information to draw logical conclusions based on investigation.
- d. Combine acquired information for presentation.

**Standard: 716.05**

**Read for technical information.**

**Content Knowledge and Skills:**

- a. Identify and use traditional sources such as reference books, library materials, experts, and electronically stored sources to locate and acquire information.
- b. Explain uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.
- c. Describe format of various technical and reference texts.
- d. Read, understand, and apply technical information.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Use readers' theater techniques to enhance reading experience.	716.01.a, c	
2. Read poetry by various authors; discuss the themes.	716.02.a 716.03.b	
3. In literature circles, record main characters, setting, and plot found in various reading materials.	716.03.b	
4. Read two-voice poems or choral readings.	716.01.a	
5. Read and respond to creative writing samples completed by other students.	716.01.a 716.03.d	
6. Share a creative work with another class.	716.01.a 716.02.d	
7. Given a story ending, create the beginning and middle of the story.	716.01.m, n	
8. Create and illustrate similes and metaphors.	716.01.n	







## Experiencing the World and Expressing Ideas by Listening, Speaking, and Viewing

**T**he student will demonstrate the ability to use effective communication skills, including listening, speaking, and viewing.

### **Objectives**

### **Reference to Idaho Standards**

- |   |   |
|---|---|
| 1. Listen for information and understanding, and develop effective interpersonal listening skills.        | 718.01.a, b, c                            |
| 2. Speak to share information, for self-expression and to verbalize the analysis of text.                 | 719.01.a, b                               |
| 3. View critically to gather information, to understand film techniques, and to enjoy visual media.       | 720.01.a, b<br>720.02.a, b<br>720.03.a, b |
| 4. Use a variety of resources to produce visual aides that communicate through print and non-print media. | 720.04.a, b                               |

**Standard: 718.01**

**Listen for information and understanding.**

**Content Knowledge and Skills:**

- a. Listen and respond to a variety of electronic and live presentations.
- b. Listen to gain enrichment and information about various cultures.
- c. Use responsive listening skills such as paraphrasing, summarizing, and asking questions for elaboration and clarification.

**Standard: 718.02**

**Listening for literary response and expression.**

**Content Knowledge and Skills:**

- a. Respond in a variety of ways to oral presentations.
- b. Identify similarities and differences with a variety of oral presentations.

**Standard: 718.03**

**Listen for critical analysis and evaluation.**

**Content Knowledge and Skills:**

- a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

**Standard: 719.01**

**Speak to share understanding of information.**

**Content Knowledge and Skills:**

- a. Use oral communication for various purposes and audiences that incorporate:
  - A variety of word choices; -Inflection; -Volume; -Volume; -Phrasing;
  - Physical gestures; -Eye contact.
- b. Plan and deliver oral presentation that incorporates the following:
  - Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.

**Standard: 719.02**

### **Speak for literary response and expression**

- a. Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.
- b. Orally read or recite poem.

### **Standard: 719.03**

### **Speak for critical analysis and evaluation.**

#### **Content Knowledge and Skills:**

- a. Express opinions and solutions to problems.
- b. Use cause/effect and similarities/differences to demonstrate a key point.
- c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:
  - Listen carefully and verify understanding; -Avoid monopolizing conversations;
  - Raise pertinent questions; -Exhibit cultural sensitivity.

### **Standard: 720.01**

### **View for information and understanding.**

#### **Content Knowledge and Skills:**

- a. Identify a variety of visually presented materials (books, films, videos, Internet).
- b. Determine main idea and supporting details within non-print media.

### **Standard: 720.02**

### **View media sources for personal response and expression.**

#### **Content Knowledge and Skills:**

- a. Identify relationships, ideas, and cultures represented within various media.
- b. Compare effectiveness of media presentations.

### **Standard: 720.03**

### **View media to engage in critical analysis and evaluation.**

#### **Content Knowledge and Skills:**

- a. Interpret literal and figurative meanings of communication.
- b. Differentiate between facts and opinions.

**Standard: 720.04**

**Use a variety of resources to produce visuals that communicate through print and non-print media.**

**Content Knowledge and Skills:**

- a. Create a print media visual.
- b. With guidance, explore uses of visually presented materials.

<b>Suggested Activities</b>	<b>Content Standards</b>	<b>Technology Standards</b>
1. Create a commercial and present it to class.	718.01.a 719.01.a, b 720.01.a	
2. Research and produce a power point presentation on a given topic; share with class.	718.02.a 719.01.b 720.02.a	3.1.a, c 4.1.b
3. Present a class play.	718.02.a, b 719.01.a 720.01.a	
4. Within supervised groups, create a web page.	720.01.a, b 720.02.b 720.04.b	2.2.a 3.1.c 4.1.b
5. As a class, visit local resources that offer creative and cultural experiences.	718.01.b 720.02.a	
6. Talk with local resource persons to enrich student experience through sharing of good literature and life experiences.	718.01.c 720.02.a	
7. Do an author study. Utilize technology resources.	718.01.a, b, c 718.02.a 720.01.a	4.1.a, c 5.1.a



**APPENDIX A**  
**Resources**





## Suggested Materials and Resources

District-approved fifth-grade anthologies and curriculum for language arts.

### Suggested Fiction

*Number the Stars* by Lois Lowry

*Ben and Me* by Robert Lawson

*Dear Mr. Henshaw* by Beverly Cleary

*The Hot and Cold Winter* by Johanna Hurwitz

*Frindle* by Andrew Clements

*From the Mixed –up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg

*Mick Harte Was Here* by Barbara Park

*Hatchet* by Gary Paulsen

*Sees Behind Trees* by Michael Doris

*Island of the Blue Dolphins* by Scott O’Dell

*The Hundred Dresses* by Eleanor Estes

*Mr. Popper’s Penguins* by Richard and Florence Atwater

*A Year Down Yonder* by Richard Peck

*A Jar of Dreams* by Yoshiko Uchida

*And Then What Happened, Paul Revere?* by Jean Fritz

*Sign of the Beaver* by Elizabeth George Spear

*The Bridge to Teribithia* by Katherine Patterson

### Suggested Non-fiction

*The Case of the Shining Blue Planet* by Seymour Simon

*Summer of Fire: Yellowstone 1988* by Patricia Lauber

*Iditarod Dream* by Ted Wood

*Dear Mrs. Parks* by Rosa Parks

### Suggested Videos

*Holes*

*Sign of the Beaver*

*Bridge to Teribithia*

*Island of the Blue Dolphins*

*Grammar Rock Series*

### Suggested Web Sites

<http://ccc.comnet.edu/grammar/>

<http://www.4teachers.org>

<http://www.enchantedlearning.com>

<http://www.iditarod.com>

<http://www.harcourtschool.com>



**APPENDIX B**  
**Lesson Plans**



## Letter Writing

### Concept

In the spring, write letters to in-coming fifth-grade students with tips on how to survive the fifth grade.

### Objectives

Students will be able to do the following:

- Understand and use the writing process.
- Write and edit for correctness and clarity.

### Idaho Achievement Standards

717.01.a, c

717.02.a, b, c

717.03.a, b

### Materials and Resources

Paper

Pencil

Prior knowledge of fifth-grade experiences

### Procedure for Teaching

1. Students will brainstorm highlights of the past school year.
2. Students will write a rough draft of a letter to a generic fifth grade student that includes tips for surviving the fifth grade.
3. Students will revise, edit, proofread, and peer-edit their rough draft.
4. Students will conference with the teacher to ensure that the rough draft follows the conventions of the writing process, proper paragraph form, and includes figurative and descriptive language.
5. Students publish final drafts.



## Summary Map

### Concept

Small groups of students will read a section of an expository text, summarize, and report to the class. The reporting of each group will be recorded on a graphic organizer.

### Objectives

Students will be able to do the following

- Read a variety of traditional and electronic materials for information and understanding.
- Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.
- Read to locate information from a variety of traditional, technical, and electronic sources.
- Understand and use the writing process to record information.
- Speak to share understanding of information.

### Idaho Achievement Standards

716.01.a, b, c, d, e, f, g, h, i, j, k, l, m, n, o

716.03.d

716.04.d

717.01.b

718.01.a, b, c

719.01.a, b

### Materials and Resources

One copy of an expository text per student

Paper & pencils for all students

Overhead projector

Vis-à-vis pens

Blank transparencies

### Procedure for Teaching:

1. Place students into small groups by having them number off 1-5 (or whatever size group works for you).

2. Assign section of text to be read by each group.
3. Inform each group that one person is responsible for leading discussion and reporting their group findings to the rest of the class. It is the group's responsibility to choose that person and anyone who has previously been the leader cannot do it again until all have had a chance to report.
4. Allow time for all students to read silently and take notes on their assigned section.
5. Allow each group time to discuss the section they have read, identifying the main idea and relevant facts of the section read.
6. Group leaders will report their findings to the class while filling in part of a web on the overhead projector (I sometimes do this if handwriting legibility is a problem).
7. Each student will submit a copy of the web they have completed in class.



## Alliterative Alphabet Book

### Concept

Students will incorporate figurative language in the form of alliteration in their writing.

### Objectives

Students will be able to do the following:

- Listen to and recognize examples of alliteration.
- Generate an original alliteration of a given alphabet letter containing at least six words.
- Illustrate original alliteration appropriately.
- Type alliteration into word processing; print it and mount on illustration.

### Idaho Achievement Standards

716.01.n

717.02.b

717.03.b

### Idaho Student Information Technology Standards

3.1.a

4.1.b

### Materials and Resources:

*Animalia* by Graeme Base

Thesauruses

Dictionaries

Construction paper (9 x 12)

Colored pencils

Computer

Printer

### Procedure for Teaching

1. Teacher will share *Amimalia* with class.

2. Class will then discuss observations and characteristics of alliteration.
3. Each student will choose an alphabet letter for his/her alliteration.
4. Students will compose and edit alliteration utilizing resource materials.
5. Students will conference with teacher regarding alliteration.
6. Students will illustrate the alliteration.
7. Bind all pages into a book to share with others.

## **State Report Poster**

### **Concept**

Read a variety of materials to locate, gather, and synthesize information onto a poster.

### **Objectives**

Students will be able to do the following:

- Research a famous person from their assigned state and write a paragraph about him/her with a topic sentence and supporting details.
- Use the Internet to gather state facts for assigned state.
- Organize and synthesize information.
- Communicate findings with the class.

### **Idaho Achievement Standards**

716.01.i

716.01.k

717.02.c

719.01.a

719.03.c

720.01.a

720.04.a

### **Idaho Student Information Technology Standards**

4.1.b

### **Materials and Resources**

Poster board

Markers

Stencils

Construction paper

Computers for research and word processing

Library books on given states

Prior teaching re: paragraph writing, and Internet research and search engines

## **Procedure for Teaching**

1. Assign one state per student.
2. Present written criteria and requirements to students.
3. Schedule computer lab/library time for research.
4. Monitor and assist students in research and gathering information.
5. Monitor and assist students placing information in organized and attractive form.
6. Student orally shares poster and information with class.

## The Way It Was Back Then

### Concept

Use language arts skills to interview an elderly adult to acquire social/cultural information.

### Objectives

Students will be able to do the following:

- Brainstorm ideas to generate interview questions; list the ideas.
- Arrange an interview.
- Perform an interview using reading, writing, listening, and note taking skills.
- Compile and organize gathered information.
- Develop a graphic organizer for information.
- Use the writing process to create an essay about the interview: draft, revise, proofread, edit, and publish.
- Present the essay to the class.

### Idaho Achievement Standards:

717.01.a, b, c

717.02.a

718.01.b, c

719.01.b

### Materials and Resources:

Paper

Pencils

Tape recorder or a video recorder

Art materials to make charts

### Procedure for Teaching:

1. Use prior information to help with project.
2. Brainstorm ideas for questions and prepare a list for each student.
3. Review note taking and interviewing techniques.

4. Conduct interviews with note taking.
5. Compile information.
6. Write an essay applying the correct writing process: draft, revise, edit/proofread, and publish.
7. Present the essay to the class.

## Presidential Mobile

### Concept

Assimilating information from text to identify relevant details and facts.

### Objectives

Students will be able to do the following:

- Read a non-fiction book about a United States President.
- Make a “hanger mobile” using facts about the president.
- Arrange facts about the president onto cards and pictures to hang from the hanger.
- Use the hanging facts as cue cards for an oral presentation about the president.
- Write note cards to add additional information, that can’t be placed on visual cue cards.
- Present the presidential information to the class.

### Idaho Achievement Standards:

716.01.a

716.01.o

718.01.a

719.01.a, b

717.01.c

717.02.a

### Technology Standards

4.1.b

### Materials and Resources:

Hanger

Books about Presidents

Art materials for facts

Access to computers to generate pictures for facts

Printer

Note cards

## **Procedure for Teaching:**

1. Read presidential book.
2. Identify main points and essential information to transfer to note cards.
3. Prepare facts onto hand-drawn or computer-generated visual aids.
4. Write additional important notes onto note cards.
5. Review presentation skills.
6. Practice presentation.
7. Present “Presidential Mobile” oral report to the class.
8. Display mobiles.



## **APPENDIX C**

### **Idaho Student Information Technology Standards**



**8<sup>th</sup> Grade Idaho Student Information Technology Standards (ISITS)**  
**Kindergarten – 7<sup>th</sup> Grade Idaho Information Technology Benchmarks**  
DRAFT – 12/17/2003



Department of Education asked a statewide team to develop a draft copy of student information technology standards for eighth-grade students. The team consisted of the following:

Jean Bengfort, Coeur d'Alene School District

Johana Doyle, Moscow School District

Greg Eck, Lakeland School District

Bonnie Farmin, Kellogg School District

Jim Marconi, Boise School District

Pam Reidlen, Kamiah School District

Sue Smith, Soda Springs School District

Karen Vauk, Micron Technology

**8<sup>th</sup> Grade Idaho Student Information Technology Standards (ISITS)  
Kindergarten – 7<sup>th</sup> Grade Idaho Information Technology Benchmarks**

DRAFT – 12/17/2003

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

**This draft document has been approved by the Public Information Education Technology Committee and the Idaho Council for Technology in Learning (ICTL). It will be taken to the Office of the State Board of Education in Spring of 2004 for approval. If you have any questions or comments about the standards and/or content knowledge and skills, please feel free to contact Dawn Wilson at the Idaho State Department of Education via e-mail at [dwilson@sde.state.id.us](mailto:dwilson@sde.state.id.us) or 208-332-6971.**

**8<sup>th</sup> Grade Idaho Student Information Technology Standards (ISITS)**  
**Kindergarten – 7<sup>th</sup> Grade Idaho Information Technology Benchmarks**  
DRAFT – 12/17/2003

## **Technology Foundation Standards for all students**

The Technology foundation standards for students are divided into six broad categories that were developed through the National Educational Technology Standards (NETS) project coordinated by the International Society for Technology in Education (ISTE). Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking sample applications. These standards and benchmarks are used as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

### **Basic Operations and Concepts**

Students demonstrate a sound understanding of the nature and operation of technology systems.  
Students are proficient in the use of technology.

### **Social, Ethical, and Human Issues**

Students understand the ethical, cultural, and societal issues related to technology.  
Students practice responsible use of technology systems, information, and software.  
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

### **Technology Productivity Tools**

Students use technology tools to enhance learning, increase productivity, and promote creativity.  
Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.

### **Technology Communications Tools**

Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.  
Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

### **Technology Research Tools**

Students use technology to locate, evaluate, and collect information from a variety of sources.  
Students use technology tools to process data and report results.  
Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.

### **Technology Problem-Solving and Decision-Making Tools**

Students use technology resources for solving problems and making informed decisions.  
Students employ technology in the development of strategies for solving problems in the real world.

**8<sup>th</sup> Grade Idaho Student Information Technology Standards (ISITS)**  
**Kindergarten – 7<sup>th</sup> Grade Idaho Information Technology Benchmarks**  
DRAFT – 12/17/2003

**Idaho Student Information Technology Standards Rationale**

Students will live, learn and work in an increasingly complex, technology-driven society. These technology standards are designed to identify foundational skills and processes that students need in order to be productive and successful.

It is essential that computer and technology education be integrated in all grade level content standards. All educators share responsibility for student success.

The eighth grade was chosen because it is considered to be the culmination of the elementary/middle grades and sets the standard for a student entering his or her high school career. Therefore, the following standards are what we expect an eighth grader to know and be able to do in the area of technology.

## 8<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 1:

## Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Make informed choices among technology systems, resources and services.
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate increasingly sophisticated operation of technology components.
	Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

### STANDARD 2:

#### Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

### STANDARD 3:

#### Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

## 8<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

### STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.
<b>Use technology tools to process data and report results.</b>	Select appropriate technology tools for data analysis and reporting.

### STANDARD 6: Technology Problem-Solving and Decision Making Tools

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.



## 7<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Identify choices among technology systems, resources and services.
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate increasingly sophisticated operation of technology components.
	Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

### STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

### STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

## 7<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

### STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
<b>Use technology tools to process data and report results.</b>	a. Select appropriate technology tools for data analysis and reporting.

### STANDARD 6: Technology Problem-Solving and Decision Making Tools

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

## 6<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Explore choices among technology systems, resources and services.
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate increasingly sophisticated operation of technology components.
	Apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

### STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	Demonstrate knowledge of current changes in technologies and the effect those changes have on the workplace and society.
	Demonstrate knowledge of legal and ethical issues when using technology, information sources, and consequences of misuse.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

### STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

## 6<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

### STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
<b>Use technology tools to process data and report results.</b>	Select appropriate technology tools for data analysis and reporting.

### STANDARD 6: Technology Problem-Solving and Decision Making Tools

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

## 5<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 1:

#### Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	N/A
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate increasingly sophisticated operation of technology components.
	Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

### STANDARD 2:

#### Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

### STANDARD 3:

#### Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

## 5<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 4:

#### Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

### STANDARD 5:

#### Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
<b>Use technology tools to process data and report results.</b>	N/A

### STANDARD 6:

#### Technology Problem-Solving and Decision Making Tools

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	N/A

## 4<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 1:

#### Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate increasingly sophisticated operation of technology components.
	Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

### STANDARD 2:

#### Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Exhibit legal and ethical behaviors when using technology and information.

### STANDARD 3:

#### Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use formatting capabilities of technology for communicating and illustrating.
	Use a variety of technology tools for data collection and analysis.
	Publish and present information using technology tools.
	Use technology tools to support analysis and modeling.

## 4<sup>th</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	Collaboratively use telecommunications and online resources.

### STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
<b>Use technology tools to process data and report results.</b>	N/A

### STANDARD 6: Technology Problem-Solving and Decision Making Tools

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	N/A



## 3<sup>rd</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate functional operation of technology components.
	Acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

### STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	Discuss common uses of technology in daily life and related advantages and disadvantages.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	Discuss legal and ethical behaviors when using technology and information.

### STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use prescribed technology writing or drawing tools for communicating and illustrating.
	Use prescribed technology tools for data collection and analysis.
	Explore prescribed technology for publishing and presenting information.
	N/A

### 3<sup>rd</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

**STANDARD 4:  
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Use telecommunications efficiently and effectively to access remote information and communicate with others in support of facilitated and independent learning.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	N/A

**STANDARD 5:  
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Explore electronic information sources.
	Evaluate the accuracy and relevance of electronic information sources.
<b>Use technology tools to process data and report results.</b>	N/A

**STANDARD 6:  
Technology Problem-Solving and Decision Making Tools**

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	N/A

## 2<sup>nd</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate functional operation of technology components.
	Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

### STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

### STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use prescribed technology writing or drawing tools for communicating and illustrating.
	Use prescribed technology tools for data collection and analysis.
	Explore prescribed technology for publishing and presenting information.
	N/A

## 2<sup>nd</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

### STANDARD 4: Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	N/A

### STANDARD 5: Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Explore electronic information sources.
	N/A
<b>Use technology tools to process data and report results.</b>	N/A

### STANDARD 6: Technology Problem-Solving and Decision Making Tools

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	N/A

# 1st Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

## STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
<b>Demonstrate proficiency in the use of technology.</b>	Demonstrate functional operation of technology components.
	Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

## STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

## STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	Use prescribed technology writing or drawing tools for communicating and illustrating.
	Use prescribed technology tools for data collection and analysis.
	Explore prescribed technology for publishing and presenting information.
	N/A

# 1st Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

**STANDARD 4:  
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.
	Use technology tools for individual and collaborative writing, communication and publishing activities to create curricular related products for audiences inside and outside the classroom.
	N/A

**STANDARD 5:  
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	Explore electronic information sources.
	N/A
<b>Use technology tools to process data and report results.</b>	N/A

**STANDARD 6:  
Technology Problem-Solving and Decision Making Tools**

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	N/A

# 1<sup>st</sup> Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

## STANDARD 1: Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate a sound understanding of the basic nature and operation of technology systems.</b>	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
<b>Demonstrate proficiency in the use of technology.</b>	Use input and output devices successfully to operate computers, VCRs, audio tapes and other technologies.
	Explore and acquire and apply strategies for identifying and solving routine software and hardware problems that occur in everyday use.

## STANDARD 2: Social, Ethical, and Human Issues

Standard The student will:	Content Knowledge and Skills:
<b>Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.</b>	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
<b>Practice responsible use of technology systems, information, and software.</b>	Practice responsible use of technological devices and software.
	Demonstrate respect for others while using technology.
	N/A

## STANDARD 3: Technology Productivity Tools

Standard The student will:	Content Knowledge and Skills:
<b>Use technology tools to enhance learning, increase productivity, and promote creativity.</b>	N/A
	N/A
	N/A
	N/A

# 1st Grade Idaho Student Information Technology Benchmarks

DRAFT – 12/17/2003

**STANDARD 4:  
Technology Communications Tools**

Standard The student will:	Content Knowledge and Skills:
<b>Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.</b>	N/A
	N/A
	N/A

**STANDARD 5:  
Technology Research Tools**

Standard The student will:	Content Knowledge and Skills:
<b>Use technology to locate, evaluate, and collect information from a variety of sources.</b>	N/A
	N/A
<b>Use technology tools to process data and report results.</b>	N/A

**STANDARD 6:  
Technology Problem-Solving and Decision Making Tools**

*Problem solving is inherent in all disciplines. Technology Standard 6 is designed to provide a cumulative (capstone) experience.*

Standard The student will:	Content Knowledge and Skills:
<b>Use technology resources for solving problems and making informed decisions.</b>	N/A



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