English

Language Arts 6

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English Language Arts

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Introduction

> Learning is a treasure that will follow its owner everywhere.
>
> Unknown
>
> The educated differ from the uneducated as much as the living from the dead.
>
> Aristotle

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.

Lynette J. Hill, Ed.D.
Specialist, English Language Arts
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 **6th 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 on-going 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.
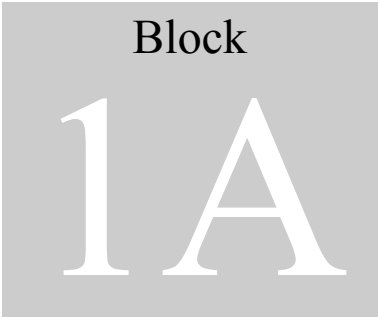
Examining the Structure of Language and the Process of Writing

The student will produce a clear, concise and conventionally correct narrative writing.

Objectives - Writing	**Reference to Idaho Standards**
1. Understand and be able to use the writing process.	726.01
2. Write and edit for correctness and clarity.	726.02
3. Write to inform and explain.	726.03

Standard: 726.01

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 in a variety of formats to record, generate, and reflect upon ideas.

c. Identify and use appropriate style and vocabulary for a particular audience.

Standard: 726.02

Write and Edit for correctness and clarity.

> **Content Knowledge and Skills:**

a. Determine and apply rules and conventions for the following:

   - Grammar; -Punctuation; -Capitalization; -Spelling; -Legibility

b. Incorporate a variety of elements of writing:

   - Alliteration;- Figurative language;- Simile;- Metaphor;- Personification;- Vocabulary.

c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.

   - Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources;

   - Choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences.

Standard: 726.03

Write Inform and Explain

> **Content Knowledge and Skills:**

a. Use facts, data, and processes from technical and non-technical materials to inform through writing.

b. Produce documents in appropriate format to inform and explain.

	Suggested Activities	**Content Standards**	**Technology Standards**
1.	Provide opportunities for student to explore various approaches to brainstorming that include outlining, listing, clustering-webbing, and stream of consciousness or free-writing.	726.01.a	
2.	Use Daily Oral Language not only for proofreading but identifying parts of speech.	726.02.a	3.1.b
3.	Save a writing sample from the beginning of the school year, and compare to writing throughout year.	726.01.a	
4.	Provide prompts for students to respond.	726.02.c 726.01.b	
5.	Obtain or create a "Parts of Speech" visual aid. Illustrate and include a sample sentence for each part of speech.	726.02.a 726.05.a	4.1.b
6.	Present the *School House Rock* video series.	726.02.a 726.05.a	3.1.b
7.	Emphasize vocabulary of writing in order that students understand discussions. Create a master list of vocabulary words to maintain and update in their notebooks.	726.02.b	1.2.a
8.	Use "Class Action" for daily review of spelling, vocabulary etc.	726.02.b	3.1.b
9.	Direct students to create an autobiography.	726.01 726.03.a	
10.	Invite students to write a narrative on an important time in their lives.	726.03	

Examine the Structure of Language and the Process of Reading

The student will read fluently and comprehend a variety of grade-appropriate fiction and nonfiction materials.

Objectives - Reading	**Reference to Idaho Standards**
1. Review reading strategies and read proficiently and fluently at grade level.	725.01.a
2. Read to gather information.	725.01.b
3. Read to make predictions.	725.01.c
4. Read in order to understand author's purpose, theme, and meaning.	725.03.a
5. Read and respond to a variety of literature.	725.02
6. Read for general knowledge, enjoyment and life-long learning.	726.02.e
7. Identify text elements.	725.01.a
8. Use prior experience to connect to reading selections.	725.02.b

Standard: 725.01

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

Content Knowledge and Skills:

a. Use decoding strategies and other visual information to construct sense of grade-level text:

- Graphophonic sources (letter/sound);

- Semantic sources (meaning/associations);

- Lexical sources (word analyses);

- Syntactic sources (structure of written language);

- Text elements (graphic elements, illustrations, and titles/subtitles).

b. Search purposefully for particular information:

- Identify literal and inferential meanings;

- Search own background information to make meaning of text passages;

- Based on purpose for reading, search for most important information;

- In order to understand plot development in narratives, search for information about characters and setting;

- In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification.

c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text:

- Synthesize information from text to anticipate outcomes.

- Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.

Standard: 725.02

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

Content Knowledge and Skills:

a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.

b. Activate and draw upon own experiences to connect to reading selections.

c. Relate social, cultural, and historical aspects of literature to reader's personal experience.

d. Analyze narrative literature according to the following text elements:
   - Character;
   - Setting;
   - Plot structure;
   - Theme;
   - Point of view.

e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

Standard: 725.03

Read a variety of traditional, technical, and electronic 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.

Suggested Activities	Content Standards	Technology Standards
1. Instruct students to identify main ideas in nonfiction text (italics, bold print) or a theme in fiction text (title, topic sentences).	725.02.d	
2. Create a T-Chart. Invite students to develop questions. Using nonfiction texts, direct them to gather information.	725.01.b	6.1.a
3. Read a short story. Have students create a resume for one of the main characters.	725.03.a	3.1.c
4. Direct students to scavenger hunt basic text construction. Use Internet, nonfiction text, and fictional text to determine location of requested information.	725.01.a, c 725.05.c, d	6.1.a
5. Use Internet or any available information to read and discuss current events that relate to the students.	725.04.b	5.1.a, b
6. Direct students to read an autobiographical account and create a timeline.	725.04.b	
7. Direct students in creating a poster or PowerPoint about a fictional or nonfiction character.	725.02.a	3.1.a, b, c, d
8. Direct students to do a web search related to a given topic and locate three sites that deal with it. Students can evaluate each site for content and credibility.	726.04.c 726.05	5.1.a, b
9. Direct students in creating a KWL chart related to concerns with any literature.	726.04.a, b	3.1.b
10. Use reader's theatre, choral reading, various types of teacher or student directed choral reading.	725.01.a	
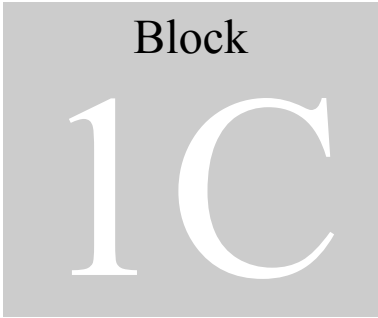
Examine the Importance of Listening, Viewing and Speaking Effectively

The student will demonstrate effective communication skills, including listening, speaking and viewing.

Objectives - Listening/Viewing/Speaking	Reference to Idaho Standards
1. Listen for information and understanding and to develop effective interpersonal listening skills.	727.01
2. Speak to share information, for self-expression and to verbalize the analysis of text.	728.01
3. View critically to gather information, to understand film techniques and to enjoy visual media.	729.01 729.02 729.03
4. Use a variety of resources to produce visual aides that communicate through print and non-print media.	729.04

Standard: 727.01

Listen for information and understanding.

    Content Knowledge and Skills:

a. Acquire and summarize information from a variety of electronic or live sources.

b. Develop listening skills to gain enrichment and information about various cultures.

c. Develop effective interpersonal listening skills.

Standard: 728.01

Speak to share an understanding of information.

    Content Knowledge and Skills:

a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate:
    - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures;
    - Eye contact; - Posture.

b. Plan and deliver oral presentations that incorporate the following:
    - Transitions; - Organization; - Support of main ideas; - Examples;
    - Response to questions and feedback; - Visual aids and appropriate technology.

Standard: 729.01

View for information and understanding.

    Content Knowledge and Skills:

a. Use traditional and visually-presented materials (books, films, videos, Internet).

b. Use viewing skills to determine main idea and collect data.

Standard: 729.02

View media sources for personal response and expression.

    Content Knowledge and Skills:

a. Identify relationships, ideas, and cultures represented in various media.

Standard: 729.03

View media to engage in critical analysis and evaluation.

Content Knowledge and Skills:

a. Evaluate relationships, ideas, and cultures represented in various media.

b. Critique, interpret, and evaluate non-print media.

c. Apply knowledge learned from charts and graphs.

Standard: 729.04

Use a variety of resources to produce visuals that communicate through print and no-print media.

Content Knowledge and Skills:

a. Demonstrate understanding of graphics, pictures, color, motion, and music.

b. With support, apply technical skills to produce effective visuals.

Suggested Activities	**Content Standards**	**Technology Standards**
1. Have students work cooperatively in small groups to analyze and discuss texts.	727.01.a, c 728.01.a 727.03.a	4.1.c
2. Direct students to interview fellow students in order to create a positive learning environment.	727.01.a 728.01.a	
3. Provide educational media for student's viewing and listening for various purposes. Stories and books on tape, videos etc.	729.01.a, b 729.03.a, b, c	3.1.b
4. Direct students to listen to and take notes on such oral presentations as a career speaker, local media personality, etc.	727.02 727.03	
5. Have students present book chats to classmates.	728.02 726.03	
6. Facilitate a book fair in which students create poster boards with information about particular books and their authors.	729.01 729.02	4.1.a, b
7. Create various skits.	727.02.a 728.02	
8. Write and present students' writings with morning announcements. Have students present announcements.	727.01 728.01	1.2a 3.1a
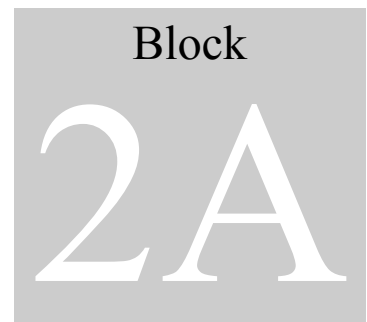
Expanding the Structure of Language and the Process of Writing

The students will write creatively to demonstrate skills and conventions according to purpose and audience.

Objectives - Writing	Reference to Idaho Standards
1. Demonstrate understanding of the writing process.	726.01.a
2. Demonstrate understanding of language development and usage as it pertains to punctuation, grammar, spelling, mechanics, capitalization, sentence structure, figurative language and imagery.	726.02.a, b
3. Write for purpose and audience.	726.01.c
4. Produce writing that includes effective paragraphing, effective topic sentences, and effective transitions.	726.02.c
5. Write for literary response and expression.	726.04.c

Standard: 726.01

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 in a variety of formats to record, generate, and reflect upon ideas.

c. Identify and use appropriate style and vocabulary for a particular audience.

Standard: 726.02

Write and Edit for correctness and clarity.

    Content Knowledge and Skills:

a. Determine and apply rules and conventions for the following:
- Grammar; -Punctuation; -Capitalization; -Spelling; -Legibility.

b. Incorporate a variety of elements of writing:
- Alliteration;- Figurative language;- Simile;- Metaphor;- Personification;- Vocabulary.

c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.

- Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources;

- Choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences.

Standard: 726.04

Write for literary response and expression.

    Content Knowledge and Skills:

c. Write and publish original creative works that include figurative and descriptive language.

Suggested Activities	Content Standards	Technology Standards
1. Direct students to create a typed poetry portfolio that includes original selections: Haiku, found poems, ballad, quatrain, cinquain, and couplet.	726.04.a 726.04.c	3.1.a
2. Direct students to write descriptive essays.	726.04.c	
3. Direct students to write a script for an in-class skit. Creative topics may include: science fiction, fantasy.	726.04.c	
4. Direct students to rewrite a fairy tale from a different point of view.	726.05.a	
5. Invite students to rewrite a given passage in the style of a different author.	726.02.c 726.05.a	
6. Invite students to identify poetic devices within song lyrics.	726.02.b 726.05.a	
7. Provide opportunities for students to write and illustrate a children's book. Share – Publish.	726.01.c 726.04.c 726.02.c	4.01.b
8. Assist students to write dialogue for comic strips.	726.01.c 726.04.c	
9. Direct students to write a myth or legend about a chosen subject.	726.04.c	
10. Provide time for students to write a five-minute play with dialogue, using puppets to present.	726.04.c 726.01	
11. Direct students to use a thesaurus to locate new words to replace overused words and phrases.	726.02.b	1.2.a
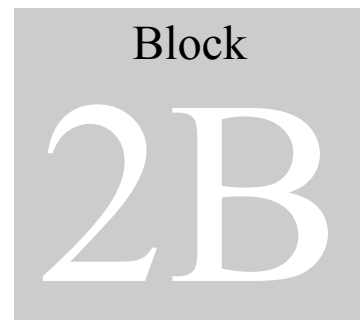
Expanding Reading Comprehension and Fluency

The students will read fluently and comprehend a variety of fiction including poetry, short stories, fables etc.

Objectives - Reading	**Reference to Idaho Standards**
1. Read a variety of traditional and electronic materials at grade level.	725.01.d
2. Read to make predictions and confirm outcomes.	725.01.c, e
3. Identify literary devices to infer meaning in various pieces of literature.	725.01.f, g, h
4. Read to identify structures, such as cause/effect, problem/solution, compare/contrast, and before/after.	725.01.b
5. Read in order to understand author's purpose, theme, and meaning.	725.03.a
6. Read and respond to a variety of complex fiction literature.	725.02
7. Read for general knowledge, enjoyment, and life-long learning.	725.02.e
8. Read to understand social, cultural, and economic differences.	725.02.c

Standard: 725.01

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

Content Knowledge and Skills:

a. Use decoding strategies and other visual information to construct sense of grade-level text:

- Graphophonic sources (letter/sound);

- Semantic sources (meaning/associations);

- Lexical sources (word analyses);

- Syntactic sources (structure of written language);

- Text elements (graphic elements, illustrations, and titles/subtitles).

b. Search purposefully for particular information:

- Identify literal and inferential meanings;

- Search own background information to make meaning of text passages;

- Based on purpose for reading, search for most important information;

- In order to understand plot development in narratives, search for information about characters and setting;

- In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification.

c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text:

- Synthesize information from text to anticipate outcomes.

- Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.

d. Reconsider a response against more than one source of information from grade-level text.

e. Confirm or self-correct predictions in response to grade level text.

f. Draw inferences and conclusions from text.

g. Identify literary devices:

- Mood;

- Tone;

- Style;

- Figurative language.

h. Determine main idea or essential message within a text and identify relevant details and facts.

Standard: 725.02

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

Content Knowledge and Skills:

a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.

b. Activate and draw upon own experiences to connect to reading selections.

c. Relate social, cultural, and historical aspects of literature to reader's personal experience.

d. Analyze narrative literature according to the following text elements:
  - Character;
  - Setting;
  - Plot structure;
  - Theme;
  - Point of view.

e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

Standard: 725.03

Read a variety of traditional, technical, and electronic 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.

Suggested Activities	Content Standards	Technology Standards
1. Students read poetry by various authors whose writing presents various themes. Consider grouping by themes or backgrounds.	725.01 725.02.a	
2. Students use readers' theater techniques to enhance reading experience.	725.02.e	
3. Students select a theme and compile a portfolio of poems and short stories that reflect that theme using the internet as one of the sources.	725.01.b 725.03	1.2.a
4. Students create literature circles in which they analyze various samples of literature.	725.03	
5. Students read and discover the meaning, themes, and poetic devices of song lyrics.	725.01.b, c, f	
6. Students read and respond to poems written by the teacher and classmates.	725.02	
7. Read, discuss and analyze selections from Shakespeare. Perform their interpretation of the scenes.	725.03	
8. Students use the Internet for research about myths, fables, poems etc.	725.04 725.01	5.1
9. Students highlight similes, metaphors, hyperbole, personification and alliteration within a poem or short story. Discuss what each adds to the works.	725.01.f	
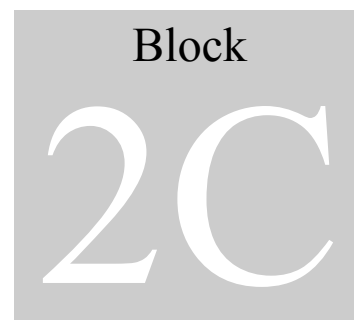
Expanding Student Ability to Listen, View and Speak Effectively

The students will use effective communication skills that include listening, speaking and viewing.

Objectives - Listening/Viewing/Speaking	Reference to Idaho Standards
1. Listen for information and understanding and to develop effective interpersonal listening skills.	727.01
2. Speak to share information, for self-expression and to verbalize the analysis of text.	728.01
3. View critically to gather information, to understand film techniques and to enjoy visual media.	729.01
	729.02
	729.03
4. Use a variety of resources to produce visual aides that communicate through print and non-print media.	729.04

Standard: 727.01

Listen for information and understanding.

    Content Knowledge and Skills:

a. Acquire and summarize information from a variety of electronic or live sources.

b. Develop listening skills to gain enrichment and information about various cultures.

c. Develop effective interpersonal listening skills.

Standard: 728.01

Speak to share an understanding of information.

    Content Knowledge and Skills:

a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate:

    - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures;

    - Eye contact; - Posture.

b. Plan and deliver oral presentations that incorporate the following:

    - Transitions; - Organization; - Support of main ideas; - Examples;

    - Response to questions and feedback; - Visual aids and appropriate technology.

Standard: 729.01

View for information and understanding.

    Content Knowledge and Skills:

a. Use traditional and visually-presented materials (books, films, videos, Internet).

b. Use viewing skills to determine main idea and collect data.

Standard: 729.02

View media sources for personal response and expression.

    Content Knowledge and Skills:

a. Identify relationships, ideas, and cultures represented in various media.

Standard: 729.03

View media to engage in critical analysis and evaluation.

    Content Knowledge and Skills:

a. Evaluate relationships, ideas, and cultures represented in various media.

b. Critique, interpret, and evaluate non-print media.

c. Apply knowledge learned from charts and graphs.

Standard: 729.04

Use a variety of resources to produce visuals that communicate through print and no-print media.

Content Knowledge and Skills:

a. Demonstrate understanding of graphics, pictures, color, motion, and music.

b. With support, apply technical skills to produce effective visuals.

Suggested Activities	Content Standards	Technology Standards
1. Students can hold an open-microphone day in which they have opportunities to share favorite poems by others as well as their own original work.	727.01 728.01	
2. Present a video of prominent authors reading their own works.	729.01	3.01.a
3. Have students recite a poem for a small group or for the entire class.	728.01 728.02	
4. Students can present an author project to the class and create a presentation to correlate with the project.	728.01	3.01.c
5. As a class present a live performance of original poetry to any local group. Video students. Self-critique.	728.01 728.02 728.03 729.03.b	3.01.c 1.2.a
6. Have students illustrate an original literature work.	729.03.b	
7. View a video of tall tales, legends, myths etc. Analyze and evaluate.	729.01 729.03	3.01.a
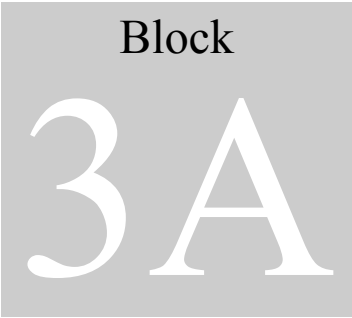
Exploring Through the Process of Writing

The students will produce clear, concise and well-supported expository research paper, project or presentation.

Objectives - Writing	Reference to Idaho Standards
1. Write an expository text for the purpose of explaining or informing the reader about a given topic.	726.03
2. Gather, synthesize and communicate research findings.	726.03 726.06
3. Write and edit for correctness and clarity.	726.02
4. Write to critically analyze and evaluate information.	726.05
5. Write technical information.	726.07.a
6. Identify appropriate information within research sources.	726.06
7. Avoid plagiarism through paraphrasing, quoting, and citing.	726.06.a

Standard: 726.02

Write and Edit for correctness and clarity.

Content Knowledge and Skills:

a. Determine and apply rules and conventions for the following:

- Grammar; -Punctuation; -Capitalization; -Spelling; -Legibility

b. Incorporate a variety of elements of writing:

- Alliteration;- Figurative language;- Simile;- Metaphor;- Personification;- Vocabulary.

c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.

- Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources;

- Choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences.

Standard: 726.03

Write Inform and Explain

Content Knowledge and Skills:

a. Use facts, data, and processes from technical and non-technical materials to inform through writing.

b. Produce documents in appropriate format to inform and explain.

c. Create a multiple paragraph expository essay that includes the following:

- Introductory paragraph containing a thesis statement;

- Three or more body paragraphs that include topic sentences and supporting details;

- Conclusion that restates the thesis.

Standard: 726.05

Write to critically analyze and evaluate

Content Knowledge and Skills:

a. Analyze for the following elements:

- Purpose;

- Ideas;

- Style;

- Structure;

- Effectiveness.

b. Use a thesis/main idea and appropriate supporting evidence to persuade and inform a specific audience.

c. Use writing to persuade.

Standard: 726.06

Write to gather, synthesize, and communicate research findings.

Content Knowledge and Skills:

a. With teacher support, incorporate a variety of technological and informational resources to do the following:

- Appropriately paraphrase, quote, and cite to avoid plagiarism;

- Formulate thesis or focus and relevant support;

- Formulate and support main idea with evidence.

b. Present research findings.

Standard: 726.07

Write technical information.

Content Knowledge and Skills:

a. Produce a technical document.

Suggested Activities	Content Standards	Technology Standards
1. Direct students to write an essay that provides evidence of all of the steps in the writing process.	726.01 726.02.a, c 726.03	
2. Instruct students to analyze sentences and identify all eight parts of speech.	726.02.a, c	
3. Assist students to evaluate essay samples and rewrite to improve organization and content.	726.05.a, b	
4. Provide students with sample paragraphs that lack topic sentences. Students can create appropriate topic sentences.	726.02.c 726.03.c	
5. Direct students to write letter to the editor that expresses an opinion about a current event.	726.01 726.03 726.05.c	
6. Direct students to create a Venn Diagram or other type of graphic organizer to compare and contrast information, ideas, and characters.	726.01.b	
7. Instruct students to create a print ad and a radio commercial for a product that they invent.	726.05.a, c 726.07	4.1.b
8. Direct students to write an informative speech that incorporates appropriate language for the audience, as well as anticipates and addresses audience questions.	726.03 726.02.c	
9. Provide commercials for students to watch and evaluate their use of persuasive techniques.	726.05.a	5.1.b

Exploring Through Reading Historical Fiction and Nonfiction

The students will read a variety of historical fiction and nonfiction.

Objectives - Reading	Reference to Idaho Standards
1. Read to gather and evaluate information.	725.04
2. Read to identify structures such as cause/effect, problem/solution, compare/contrast, and before/after.	725.01 725.03.e
3. Read in order to identify author's purpose, theme and meaning.	725.03.a
4. Demonstrate ability to effectively use various reading strategies: visualization, re-reading, graphic organizers.	725.01.a
5. Read for general knowledge, enjoyment, and life-long learning.	725.02.e
6. Read proficiently and fluently for grade level.	725.01.a
7. Read proficiently from traditional, technical, and electronic sources.	725.01 725.03
8. Read to understand social, cultural, and economic differences.	725.02.c

Standard: 725.01

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

Content Knowledge and Skills:

a. Use decoding strategies and other visual information to construct sense of grade-level text:

- Graphophonic sources (letter/sound)

- Semantic sources (meaning/associations)

- Lexical sources (word analyses)

- Syntactic sources (structure of written language)

- Text elements (graphic elements, illustrations, and titles/subtitles)

b. Search purposefully for particular information:

- Identify literal and inferential meanings;

- Search own background information to make meaning of text passages;

- Based on purpose for reading, search for most important information;

- In order to understand plot development in narratives, search for information about characters and setting;

- In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification.

c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text:

- Synthesize information from text to anticipate outcomes.

- Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.

d. Reconsider a response against more than one source of information from grade-level text.

e. Confirm or self-correct predictions in response to grade level text.

f. Draw inferences and conclusions from text.

g. Identify literary devices:

- Mood;

- Tone;

- Style;

- Figurative language.

    h.   Determine main idea or essential message within a text and identify relevant details and facts.

Standard: 725.02

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

Content Knowledge and Skills:

a.   Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.

b.   Activate and draw upon own experiences to connect to reading selections.

c.   Relate social, cultural, and historical aspects of literature to reader's personal experience.

d.   Analyze narrative literature according to the following text elements:

   - Character;

   - Setting;

   - Plot structure;

   - Theme;

   - Point of view.

e.   Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

Standard: 725.03

Read a variety of traditional, technical, and electronic 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.   Analyze literary text for following story elements:

   - Characters

   - Setting

   - Point of view

   - Plot structure

   - Theme

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 fact and opinion and identify cause and effect relationships within expository text.

Standard: 725.04

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

Content Knowledge and Skills:

a. Use questions to guide reading:

- Identify type of information required to answer a specific question;

- Use reasonable resources for answering questions;

- Read for purpose of answering specific questions.

b. Systematically organize new information from expository text.

c. Synthesize what has been read:

- Identify main idea and supporting details;

- Identify important information, patterns, and themes;

- Connect new information with prior knowledge to enhance understanding and memory;

- Ask new questions;

- Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.

Suggested Activities	Content Standards	Technology Standards
1. Provide opportunity for students to read a biography or autobiography.	725.01	
2. Direct students to identify the types of resources for research within their school.	725.04	6.1.a
3. Invite students to read and compare nonfiction and fiction selections related to the same topic.	725.02	
4. Instruct students to use the Internet for research on a historical topic.	725.04	5.1.a
5. Direct students to read and investigate their family histories via print and non-print media and create their own family tree.	725.04.a, b 725.03	2.2.a 5.1.a, b 5.2
6. Assist students to identify the literary elements in nonfiction versus fiction. Label various history-related works as either nonfiction or fiction.	725.03.d	
7. Instruct students to distinguish fact from opinion in historical fiction.	725.03.e	
8. Read about a historical figure or period; instruct students to represent themselves as that person or as a figure in that period.	725.02 725.04.c	

Exploring Listening, Viewing, and Speaking

The students will effectively use communication skills, including listening, speaking and viewing.

Objectives - Listening/Viewing/Speaking	Reference to Idaho Standards
1. Listen for information and understanding and to develop effective interpersonal listening skills.	727.01
2. Speak to share information, for self-expression and to verbalize the analysis of text.	728.01
3. View critically to gather information, to understand film techniques and to enjoy visual media.	729.01
	729.02
	729.03
4. Use a variety of resources to produce visual aides that communicate through print and non-print media.	729.04

Standard: 727.01

Listen for information and understanding.

Content Knowledge and Skills:

a. Acquire and summarize information from a variety of electronic or live sources.

b. Develop listening skills to gain enrichment and information about various cultures.

c. Develop effective interpersonal listening skills.

Standard: 728.01

Speak to share an understanding of information.

Content Knowledge and Skills:

a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate:

- A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.

b. Plan and deliver oral presentations that incorporate the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.

Standard: 729.01

View for information and understanding.

Content Knowledge and Skills:

a. Use traditional and visually-presented materials (books, films, videos, Internet).

b. Use viewing skills to determine main idea and collect data.

Standard: 729.02

View media sources for personal response and expression.

Content Knowledge and Skills:

a. Identify relationships, ideas, and cultures represented in various media.

Suggested Activities	Content Standards	Technology Standards
1. Direct students to read aloud a drama selection focusing on a historical event or time period.	727.01.b, c 728.01.a, b 728.03	
2. Invite students to present a short research presentation that incorporates visual aids.	727.01.b, c 728.01.a, b 729.03.c	5.2.a
3. Provide an opportunity for students to visit a museum, historical site, or memorial that relates to a historical topic.	729.01.a, b 729.03.a, b	
4. Provide information for students to listen to speeches presented by historical figures and discuss their content and timeframe.	727.03 729.01 729.03	
5. Invite a local politician to speak to the class.	727.01 727.03	
6. Present a historic film. Instruct students to respond to presented information.	727.03 729.01 729.02	
7. Direct students to work in pairs to create a video related to a historical time period.	728.01 728.02	3.1.b
8. Assist students to represent themselves as a historical figure.	728.01 728.03 729.01	
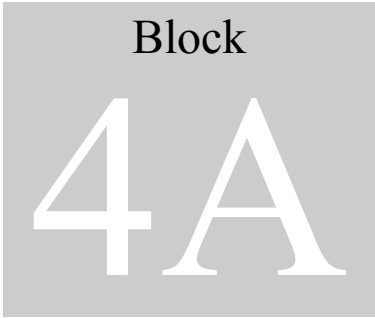
Expressing Ideas in Meaningful Formats

The students will produce more complex expository writing.

Objectives - Writing	**Reference to Idaho Standards**
1. Write an expository text for the purpose of explaining or informing the reader about a given topic.	726.03
2. Gather, synthesize and communicate research findings.	726.03 726.06
3. Write and edit for correctness and clarity.	726.02
4. Write to critically analyze and evaluate information.	726.05
5. Write technical information.	726.07.a
6. Identify appropriate information within research sources.	726.06
7. Avoid plagiarism through paraphrasing, quoting, and citing.	726.06.a

Standard: 726.02

Write and Edit for correctness and clarity.

Content Knowledge and Skills:

a. Determine and apply rules and conventions for the following: - Grammar; -Punctuation; - Capitalization; -Spelling; -Legibility

b. Incorporate a variety of elements of writing:- Alliteration;- Figurative language;- Simile;- Metaphor;- Personification;- Vocabulary.

c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.- Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources;- Choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences.

Standard: 726.03

Write Inform and Explain

Content Knowledge and Skills:

a. Use facts, data, and processes from technical and non-technical materials to inform through writing.

b. Produce documents in appropriate format to inform and explain.

c. Create a multiple paragraph expository essay that includes the following:

- Introductory paragraph containing a thesis statement;

- Three or more body paragraphs that include topic sentences and supporting details;

- Conclusion that restates the thesis.

Standard: 726.05

Write to critically analyze and evaluate

Content Knowledge and Skills:

a. Analyze for the following elements:

- Purpose;

- Ideas;

- Style;

- Structure;

- Effectiveness.

b. Use a thesis/main idea and appropriate supporting evidence to persuade and inform a specific audience.

c. Use writing to persuade.

Standard: 726.06

Write to gather, synthesize, and communicate research findings.

Content Knowledge and Skills:

a. With teacher support, incorporate a variety of technological and informational resources to do the following:

- Appropriately paraphrase, quote, and cite to avoid plagiarism;

- Formulate thesis or focus and relevant support;

- Formulate and support main idea with evidence.

b. Present research findings.

Standard: 726.07

Write technical information.

Content Knowledge and Skills:

a. Produce a technical document.

Suggested Activities	Content Standards	Technology Standards
1. Instruct students to write an expository essay in response to a prompt.	726.01	
2. Provide opportunity for students to evaluate essay samples and rewrite to improve organization and content.	726.01 726.5.a, b	
3. Direct students to write a persuasive essay that includes facts that support opinions.	726.01 726.5.c	
4. Assist students to evaluate the use of persuasive techniques in commercials.	726.05.b	5.1.b
5. Instruct students to write a research paper that includes persuasion.	726.03 726.05.c 726.06.b	
6. Teach students how to paraphrase a non-fiction article or book.	726.05 726.06	
7. Invite students to write a letter to a soldier, member of the school board, mayor, legislature, expressing an opinion.	726.03	
8. Direct students to write to explain any curriculum concept.	726.06 726.07	
9. Assist students to create a school newspaper.	726.03 726.04	
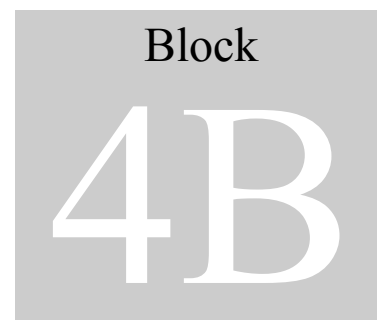
Experience a Variety of Genres Through Reading

The students will read a variety of genres.

Objectives - Reading	**Reference to Idaho Standards**
1. Read to gather and evaluate information.	725.04
2. Read to identify structures such as cause/effect, problem/solution, compare/contrast, and before/after.	725.01 725 03.e
3. Read in order to identify author's purpose, theme and meaning.	725.03.a
4. Demonstrate ability to effectively use various reading strategies: visualization, re-reading, graphic organizers.	725.01.a
5. Read for general knowledge, enjoyment, and life-long learning.	725.02.e
6. Read proficiently and fluently for grade level.	725.01.a
7. Read proficiently from traditional, technical, and electronic sources.	725.01 725.03
8. Read to understand social, cultural, and economic differences.	725.02.c

Standard: 725.01

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

> **Content Knowledge and Skills:**

a. Use decoding strategies and other visual information to construct sense of grade-level text:

- Graphophonic sources (letter/sound);

- Semantic sources (meaning/associations);

- Lexical sources (word analyses);

- Syntactic sources (structure of written language);

- Text elements (graphic elements, illustrations, and titles/subtitles).

b. Search purposefully for particular information:

- Identify literal and inferential meanings;

- Search own background information to make meaning of text passages;

- Based on purpose for reading, search for most important information;

- In order to understand plot development in narratives, search for information about characters and setting;

- In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification.

c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text:

- Synthesize information from text to anticipate outcomes.

- Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.

d. Reconsider a response against more than one source of information from grade-level text.

e. Confirm or self-correct predictions in response to grade level text.

f. Draw inferences and conclusions from text.

g. Identify literary devices:

- Mood;

- Tone;

- Style;

- Figurative language.

h. Determine main idea or essential message within a text and identify relevant details and facts.

Standard: 725.02

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

Content Knowledge and Skills:

a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.

b. Activate and draw upon own experiences to connect to reading selections.

c. Relate social, cultural, and historical aspects of literature to reader's personal experience.

d. Analyze narrative literature according to the following text elements:
   - Character;
   - Setting;
   - Plot structure;
   - Theme;
   - Point of view.

e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

Standard: 725.03

Read a variety of traditional, technical, and electronic 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. Analyze literary text for following story elements:
   - Characters;
   - Setting;
   - Point of view;

     - Plot structure;

     - Theme.

  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 fact and opinion and identify cause and effect relationships within expository text.

Standard: 725.04

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

Content Knowledge and Skills:

  a. Use questions to guide reading:

     - Identify type of information required to answer a specific question;

     - Use reasonable resources for answering questions;

     - Read for purpose of answering specific questions.

  b. Systematically organize new information from expository text.

  c. Synthesize what has been read:

     - Identify main idea and supporting details;

     - Identify important information, patterns, and themes;

     - Connect new information with prior knowledge to enhance understanding and memory;

     - Ask new questions;

     - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.

Suggested Activities	Content Standards	Technology Standards
1. Direct students to read editorials and discuss the merits of the presented argument.	725.01 725.03	
2. Invite students to read literature with diverse ethnic and social settings and themes.	725.01 725.02.b, c, e	
3. Provide opportunities for students to read books whose authors have diverse ethnic, social and economic backgrounds, such as (Langston Hughes, Maya Angelou, Sandra Cisneros, Amy Tan, and Patricia Polacco).	725.01 725.02.b, c, e 725.03.c	
4. Provide opportunities for students to read and follow directions to create origami.	725.01.e	
5. Invite students to read several authors' writings who are known for their use of literary devices. Discuss the similarities and differences as well as the positive aspects these devices add.	725.01.c, f, g 725.03.c 725.02.b, c	
6. Assist students to read print or electronic ads and identify persuasive language. In turn, direct them to create posters that present persuasive vocabulary.	725.03.e 725.04.a, c	
7. Direct students to read literature and determine the author's point of view and purpose.		
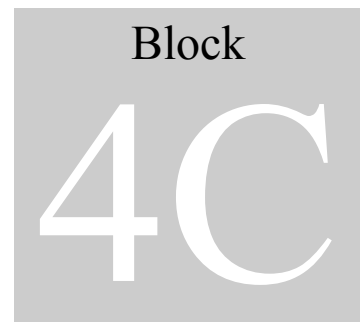
Experiencing and Expressing Ideas by Listening, Speaking, and Viewing

The students will effectively use communication skills, including listening, speaking and viewing.

Objectives - Listening/Viewing/Speaking	Reference to Idaho Standards
1. Listen for information and understanding and to develop effective interpersonal listening skills.	727.01
2. Speak to share information, for self-expression and to verbalize the analysis of text.	728.01
3. View critically to gather information, to understand film techniques and to enjoy visual media.	729.01 729.02 729.03
4. Use a variety of resources to produce visual aides that communicate through print and non-print media.	729.04

Standard: 727.01

Listen for information and understanding.

    Content Knowledge and Skills:

a. Acquire and summarize information from a variety of electronic or live sources.

b. Develop listening skills to gain enrichment and information about various cultures.

c. Develop effective interpersonal listening skills.

Standard: 728.01

Speak to share an understanding of information.

    Content Knowledge and Skills:

a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate:

    - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.

b. Plan and deliver oral presentations that incorporate the following:

    - Transitions; - Organization; - Support of main ideas; - Examples;

    - Response to questions and feedback; - Visual aids and appropriate technology.

Standard: 729.01

View for information and understanding.

    Content Knowledge and Skills:

a. Use traditional and visually-presented materials (books, films, videos, Internet).

b. Use viewing skills to determine main idea and collect data.

Standard: 729.02

View media sources for personal response and expression.

    Content Knowledge and Skills:

a. Identify relationships, ideas, and cultures represented in various media.

Suggested Activities	Content Standards	Technology Standards
1. Instruct students to present a speech that argues for or against a current public policy.	727.01 727.03.a 728.01.b 728.03.a	5.1.a
2. Assist students to perform a two-person skit, switching characters halfway through the skit in order to understand changing points of view.	727.01 727.03.a 729.03.a	
3. Direct students to listen to a segment of *The State of the Union* speech or a political debate. Determine main ideas and evaluate the speaker's public speaking skills.	729.01 729.03.b	5.1.a
4. Direct students to dramatize the reading of a poem.	727.01 728.02	
5. Invite students to present a demonstration speech that includes a visual aid and provide a question and answer session after the speech.	727.01 727.03 728.01 729.02 729.01 729.04	1.2.a
6. Direct students to listen attentively and take notes during a presentation or lecture.	727.03.a 729.01.b	

APPENDIX A

Resources

Suggested Materials and Resources

District-approved sixth-grade anthologies for language arts

Write Source 2000, Write Source

MLA Handbook

Suggested Fiction

White Mountain, by John Christopher

Throwing Shadows, by E.L. Konigsburg

Baseball in April, by Gary Sato

NightJohn, by Gary Paulson

Hatchet and The River, by Gary Paulson

My Side of the Mountain, by Jean Craighead George

The Giver, by Lois Lowry

Number The Stars, by Lois Lowry

The Phantom Tollbooth, by Norton Juster

Dragonson, by Anne McCaffrey

Short Stories and Poems, by Edgar Allan Poe

Bud, Not Buddy, by Christopher Paul Curtis

Aesop's Fables

Suggested Nonfiction

Farewell to Manzanar, by JeanneWakatsuki Huston and James D. Huston

Nigh, by Elie Wiesel

The Diary of Anne Frank (book or play)

Wilma Rudolph, by Wayne Coffey

Out of Darkness, by Russell Freedman

The Wright Brothers

Catching the Fire, by Mary E. Lyons

Suggested Videos

Grammar Rock Series

Roll of Thunder Hear My Cry

My Louisiana Sky

Suggested Web Sites

http://ccc.commnet.edu/grammar/

http://www.4teachers.org

http://www.dailygrammar.com

APPENDIX B

Lesson Plans

Poetry Themes

Focus

The Themes of Poetry

Concept

Read Poetry to identify the themes or messages that the poet is trying to convey.

Objectives

Students will be able to do the following:

- Read poetry selections, one aloud with class, three silently.
- Write poetry details, thoughts and inferences on flow chart.
- Brainstorm ideas about first poem with group.
- State themes of each poem based on inferences.
- Extension – Students will choose a theme, write a poem and share having classmates listen for the theme.

Idaho Achievement Standards

726.04.c

725.01.b, c

725.02.d

Idaho Student Information Technology Standards

3.1

Materials and Resources

Poetry Selections

Flow Charts or Inspiration Software

Procedure for Teaching

1. Teacher will read the poem *Abuelito Who* by Sandra Cisneros with class and discuss the details. (Characters, events, impressions, and word choices)
2. Then students will share their thoughts and inferences as to the message or theme the author is trying to convey.

3. Students will fill in a flow chart with their ideas, and determine together the theme that is written at the bottom.

4. Students will continue reading the remaining three poems. And follow the same pattern as presented to the class. *The Open Road* by Walt Whitman *Life Doesn't Frighten Me* by Maya Angelou and *who knows if the moon's* by E.E. Cummings.

5. Students will complete the flowchart and add themes to their chart.

6. Students will choose a theme, write a poem, share and listen for themes.

Poem Detail		My Thoughts		My Inference
	→		→	

Poem Detail		My Thoughts		My Inference
	→		→	

Poem Detail		My Thoughts		My Inference
	→		→	

Poem Detail		My Thoughts		My Inference
	→		→	
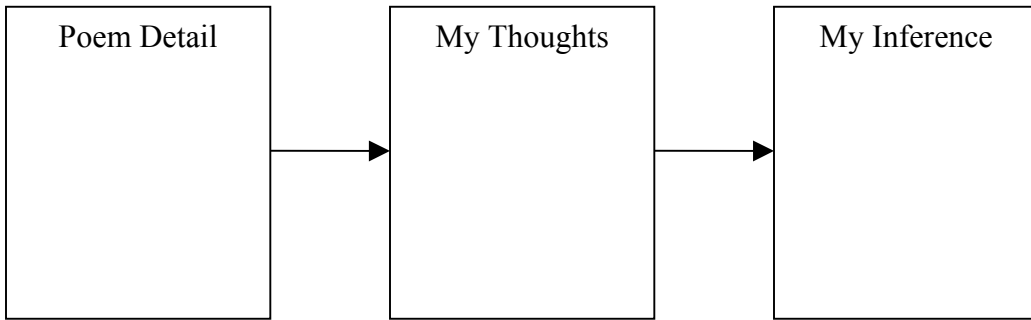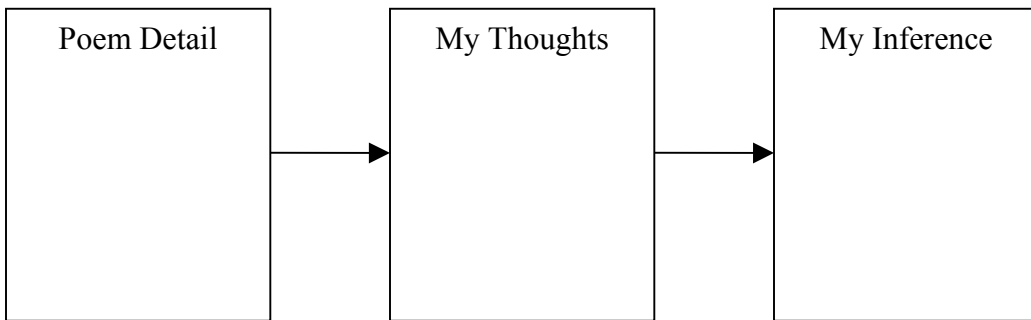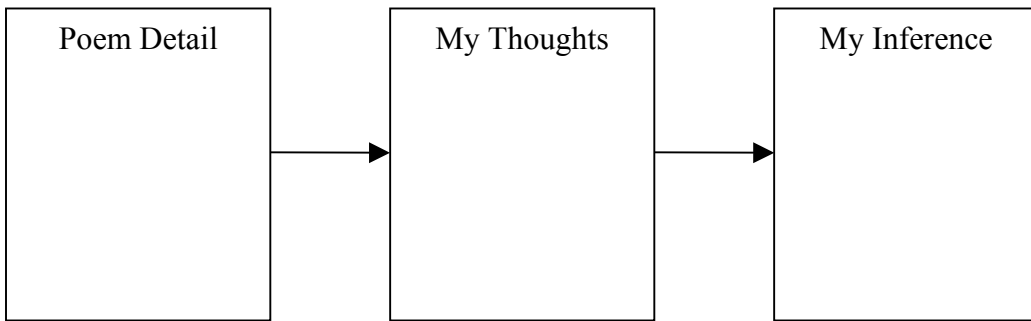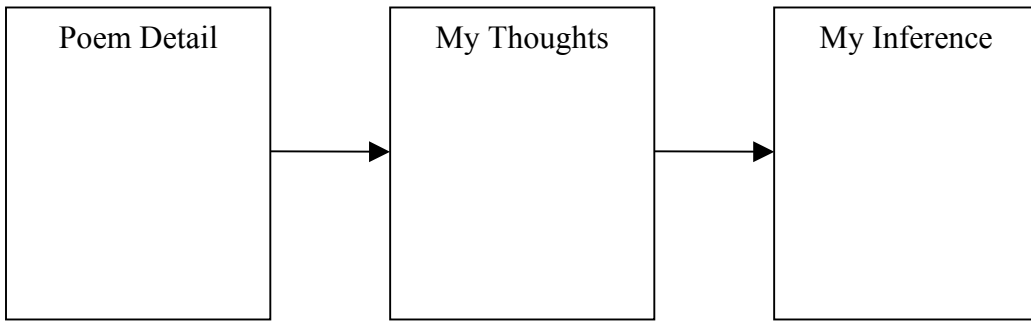
Theme of *Abuelito Who*: _____

Theme of *The Open Road*: _____

Theme of *Life Doesn't Frighten Me*: _____

Theme of *who knows if the moon's*: _____

Taking Care of Our Pets

Focus

Being Responsible Pet Owners

Concept

Students will study problems concerning owning pets and pet shelters and they will write persuasive letters concerning their opinions about the subjects of pets.

Objectives

Students will be able to do the following:

- Read the short story *Stray* by Cynthia Rylant.
- Discuss in groups questions about pet ownership
- Conduct Internet research about animal shelters and pet problems
- Review the 6 parts of a business letter.
- Type a persuasive letter to the editor of a local newspaper expressing their opinions

Idaho Achievement Standards

726.03

726.5.c

Idaho Student Information Technology Standards

3.1.c

5.1.a

Materials and Resources

Short story *Stray* by Cynthia Rylant

Internet resources

Business letter format

Computer

Procedure for Teaching

1. As a class read and discuss the short story *Stray* by Cynthia Rylant.

2. In small groups, discuss the following questions and brainstorm for ideas:

    *Before adding a pet to the family, what details should families consider?

    *How can people help the pets already in shelters?

    *What can pet owners do to prevent animals ending up in shelters?

3. Students conduct research on the Internet about animal shelters, pet statistics, pet problems, and veterinarian's concerns. With information obtained, students will formulate 2 opinions about being a responsible pet owner, and have 3 facts to back up each opinion.

4. As a class, review the 6 parts of a business letter using a business letter format handout for each student or on an overhead projector.

5. Students will compose and type a persuasive letter to the editor of a local newspaper expressing their 2 opinions in 2 paragraphs (at least 6 lines each) with 3 facts to back them up. They will use the 6 parts of the business letter.

6. Students will share their letters with the class, and critique them for correct grammar, form and sound facts and opinions. As a class, students will choose 3 of the best letters to send to the editor.

As an extension, have some one from an animal shelter or a veterinarian come to speak to the class about pet problems and care.

Strategies and Conventions for Expository Writing

Focus

Integrating standards from the Idaho Sixth Grade Core Standards into expository reading and writing.

Understanding the writing process while learning strategies and conventions involved in forms of expository writing.

Summarizing and development of a nonfiction book report.

Providing a means by which teachers can review and reinforce the Idaho Standards.

Concepts

Understand how to write effectively for a variety of purposes and audiences while applying conventions of language for effective communication.

Understand how to evaluate and improve the quality of writing.

Produce a variety of types of writing – including summaries and book reports.

Objectives

Students will be able to do the following:

- Students will distinguish main ideas of a piece of writing.
- Students will produce an effectively written summary.
- Students will apply spelling, punctuation, capitalization, grammar, and usage conventions correctly.
- Students will examine and improve summaries.
- Students will adapt summarizing model to a variety of texts.
- Students will produce an effectively written nonfiction-based book report.

Idaho Achievement Standards

725.01

726.01

726.02

726.03

726.04

726.05

Lesson One: Summaries – Two forty-five minute sessions

Materials and Resources

Student Summary Copy – one per student

Teacher Summary Copy – one for teacher

Highlighters – one per student

Copy of Summary Revision Checklist – one per student

Copy of Summary Grading Form – one per student

Key Vocabulary

- Summarizing: shortening, condensing version of an original text covering only main points.

- Paraphrasing: putting something into different words while retaining the same meaning and similar length.

- Plagiarism: claiming someone else's work as your own

Procedure for Teaching:

1. Discuss summarizing information as covering the main points of a piece of writing to help with the understanding and retention of important ideas. Emphasize the idea that a summary is a great deal shorter than the original text, because it only includes main ideas, rather than opinions or extraneous information.

2. Contrast paraphrasing from summarizing. Emphasize the idea that paraphrasing differs from summarizing because a paraphrase of a text is similar in length to the original piece.

3. Distribute Student Summary Copies. Read aloud *Why Leaves Change Color in Autumn*, taken from The Green Kingdom.

4. Upon completion of reading the excerpt as a class, talk about the main ideas of the writing. List main ideas on the board while students highlight the same ideas on their student copies. Have students list these ideas on the original text section of the Main Idea Outline. Glance at teacher version of text, as main ideas will be underlined.

5. As a group, develop a paraphrase for each listed, or highlighted, idea. Check to make sure that the main idea of each selection remains intact while avoiding plagiarism.

6. Transfer paraphrased ideas to Main Idea Outline, included on the bottom portion of Student Summary Copy. As a group, use information from the paraphrased section of the Main Idea Outline to write a summary in clear and complete sentences. This summary will be developed by class and teacher on the board. Afterwards, students will transfer the summary from the board to the final summary section of Student Summary Copy.

7. Teacher will then distribute student copies of the Summary Revision Checklist. As a class, go through the checklist to evaluate the quality and content of the class summary.

8. Teacher and class will then revise the class summary, if necessary.

Assessment/Evaluation

1. Students assess summaries using the Summary Revision Checklist
2. Assess summaries using the Summary Grading Form

Lesson Two: Nonfiction Book Reports – Two forty-five minute sessions

Materials and Resources

Overhead projector

Student selected/teacher approved nonfiction reading selection – one per student

Nonfiction Book Report Format – one per student

Nonfiction Book Report Format – as a blank overhead transparency

Quick Book Report Planning Form – as a blank overhead transparency

Quick book report planning form – one per student

Book Report Self-Evaluation Checklist – one per student

Copy of Marie Curie (or any other nonfiction book)

Key Vocabulary

- Genre: classification of book by form, style, or content
    a. biography: book written about a person
    b. autobiography: a book about a person's life, written by that person
    c. topic: a book written about a particular subject
- Subject: the topic of the reading selection
- Fact: something that actually occurred and can be proven
- Organization of Content: order in which facts were put together
- Cite: include or list
- Transitions: words that link ideas together so writing is connected and flows

Procedures/Activities

1. Read aloud Marie Curie.

2. Distribute Quick Book Report Planning Form to students.

3. Place blank teacher overhead copy of quick book report planning form on overhead projector.

4. As a class discuss items on the planning form, and fill in item by item. Have students fill in their copies item by item as well. Stop at "Type of Book".

5. Discuss the idea of book genre, and types of nonfiction books.

6. Explain to students that Marie Curie is a biography because of the content of the book, as well as the way in which it is written. Have students place a check mark by "nonfiction", and then circle "biography".

7. Continue filling-in planning form by listing the main subject of the book as being Marie Curie.

8. Have students brainstorm things that they learned from the oral reading of the book. Write ideas on the board. Emphasize to students that it is acceptable for readers of the same book to vary in their view of items learned because people retain different information based on their idea of importance in relation to their lives.

9. As a class, develop a quick summary of the book based on knowledge of summaries acquired in the previous lesson. Write class summary on the board, and have students transfer summary to quick summary lines.

10. Have students fill-in what they liked/didn't like about the book, as well as whether or not they would recommend Marie Curie to another student and why.

11. Have students take turns discussing their likes/dislikes and recommendations of the book.

12. Explain to students that by quickly filling-out this form they have prepared the information that needs to be transferred to a formal book report.

13. Place the blank overhead copy of the Nonfiction Book Report Format on the overhead projector.

14. As a class, construct a formal book report section by section, relaying to the students that the information was simply transferred from the quick form to the formal form with the addition of formalized paragraphs.

15. Discuss the idea that books are geared for specific audiences, based on the content and ways they are written. Explain to the students that Marie Curie was written at a second or third grade level, targeting both boys and girls, and that is why "Target Audience" lists "primary".

16. Explain to students that paragraph one through three should serve to summarize the content of the book, but in greater depth than the information jotted on the quick form. Explain that the word "cite" means to list, as examples from the book need to be listed in the summary in order to provide a stronger summary.

17. Next, explain to students that paragraph four should serve as the opinion and recommendation portion of the report. Discuss ways to word this paragraph.

18. Pass out copies of the Book Report Self-Evaluation Checklist.

19. As a class, evaluate the class-developed overhead copy of the Marie Curie book report by using the checklist. Explain to students that they will use this same checklist to evaluate their own formal book reports before they revise and turn in final copies.

Assessment/Evaluation

- Have students read an approved nonfiction reading selection.

- Have students use the quick report form to organize their information.

- Check quick forms to make sure that students understand the required information.

- Have students write formal book reports, assess and revise them, using the self-evaluation checklist, before they turn-in final copies.

- Assess book report with the Book Report Grading Form.

STUDENT SUMMARY COPY

Why Leaves Change Color in Autumn

Inside a leaf there are millions of tiny packages of color – yellow, orange, and green. The yellow is called xanthophylls, the orange is carotene, or carotin, and the green is chlorophyll. The green color covers up the others, and that's why leaves are green all summer.

Near the end of summer, the green chlorophyll fades and disappears. Then the yellow xanthophylls and orange carotene can be seen. That's why many leaves turn yellow and orange in autumn.

All summer, water goes into each leaf through tiny tubes in the leaf's stem. Leaves make sugar, which is a plant's food. Sap carries the sugar out of the leaf to other parts of the plant. Near summer's end, a thin layer of cork grows over the tubes and seals them up. No more water can get into the leaf. Sugar often gets trapped inside leaves when the tubes are sealed up. This sugar may cause the sap to turn red or purple and make the leaves look red or purple.

When leaves are dry and dead, they turn brown.

From The Green Kingdom, Volume 6 of Childcraft – The How and Why Library. Copyright 1993 World Book, Inc.

Main Idea Outline

Original Text Main Idea		Paraphrased Idea
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____
_____	*	_____

Final Summary

_____

_____

_____

_____

_____

_____

_____

_____

TEACHER SUMMARY COPY

Why Leaves Change Color in Autumn

<u>Inside a leaf there are millions of tiny packages of color – yellow, orange, and green.</u> The yellow is called xanthophylls, the orange is carotene, or carotin, and the green is chlorophyll. The green color covers up the others, and that's why leaves are green all summer.

<u>Near the end of summer, the green chlorophyll fades and disappears.</u> Then the yellow xanthophylls and orange carotene can be seen. <u>That's why many leaves turn yellow and orange in autumn.</u>

<u>All summer, water goes into each leaf through tiny tubes in the leaf's stem. Leaves make sugar, which is a plant's food. Sap carries the sugar out of the leaf to other parts of the plant.</u> Near summer's end, a thin layer of cork grows over the tubes and seals them up. No more water can get into the leaf. Sugar often gets trapped inside leaves when the tubes are sealed up. <u>This sugar may cause the sap to turn red or purple and make the leaves look red or purple.</u>

When leaves are dry and dead, they turn brown.

From The Green Kingdom, Volume 6 of Childcraft – The How and Why Library. Copyright 1993 World Book, Inc.

Model Summary

In autumn, changes take place inside a leaf causing it to change colors. The green chlorophyll that covers a leaf begins to fade away. This allows the other colors (yellow and orange) to be seen. Also, the tiny tubes inside a leaf close up at the stem and hold in sugar and sap. The sugar may turn the sap red or purple, which shows through the leaf. Then, once the leaf dries up, it turns brown.

Taken from Kemper, D., Nathan, R., & Sebranek, P. Writers Express: A Handbook for Young Writers, Thinkers, and Learners. Burlington, WI: Write Source Educational Publishing House, 1994. 0-939045-93-1

SUMMARY REVISION CHECKLIST

YES   NO

YES	NO	
_____	_____	All main ideas are included in my summary.
_____	_____	All main ideas are written in my own words.
_____	_____	Another person will be able to understand the main idea of the original selection by reading my summary.
_____	_____	My summary does not contain my opinion.
_____	_____	My summary contains only complete sentences.
_____	_____	I used commas, periods, and other punctuation correctly.
_____	_____	I used correct spelling throughout my entire summary.

If you answered "no" to any of the above checklist items, you need to revise your summary.

Do not complete your final draft until you are able to answer "yes" to all checklist items.

- -

SUMMARY GRADING FORM

Name _____ Date _____

Format/Process

1. Used the summary revision checklist   1   2   3   4   5   6   7   8   9   10

2. All main ideas are included   1   2   3   4   5   6   7   8   9   10

3. All main ideas are written in own words   1   2   3   4   5   6   7   8   9   10

4. Main idea is understood from summary   1   2   3   4   5   6   7   8   9   10

5. Summary does not include opinions   1   2   3   4   5   6   7   8   9   10

6. Good flow of ideas or sequence   1   2   3   4   5   6   7   8   9   10

7. Sentences contain proper capitalization and end marks   1   2   3   4   5   6   7   8   9   10

8. Other punctuation marks are correct   1   2   3   4   5   6   7   8   9   10

9. Summary written in complete sentences   1   2   3   4   5   6   7   8   9   10

10. Correct spelling utilized throughout summary   1   2   3   4   5   6   7   8   9   10

Paper Total _____/100   Letter Grade _____

NONFICTION BOOK REPORT FORMAT

Name _____

Title _____

Author _____ Number of Pages _____

Genre of Book _____ Target Audience _____

In a well-written, four paragraph essay (approximately five sentences per paragraph) summarize the basic content of the book, what you liked/didn't like about the book, and whether or not you would recommend this title to another reader and why. Paragraphs one, two, and three should summarize the content, while paragraph four will be the recommendation paragraph. Be sure to cite specific examples from the book, while avoiding plagiarism.

Remember that grammar, handwriting, and spelling will all be graded. If you choose to type your report the handwriting grade will be excused for this assignment. Be sure that you use descriptive language, and that you utilize transitions between paragraphs to insure that your writing flows well.

**Staple your proofread, final copy to this paper along with your Quick Book Report Planning Form.

FICTION BOOK REPORT FORMAT

Name _____

Title _____

Author _____ Number of Pages _____

Genre of Book _____ Target Audience _____

In a well written, five-paragraph essay (approximately five sentences per paragraph) summarize the basic plot of the book, the theme of the book, what you liked/didn't like about the book, and a reading recommendation. Paragraphs one, two, and three should summarize the plot of the story. Paragraph four will serve to explain the theme or lesson learned from the book. The fifth and closing paragraph will list what you liked/didn't like about the book, and whether or not you would recommend this title to another reader and why. Be sure to cite specific examples from the book while avoiding plagiarism.

Remember that grammar, handwriting, and spelling will all be graded. If you choose to type your report the handwriting grade will be excused for this assignment. Be sure that you use descriptive language, and that you utilize transitions between paragraphs to insure that your writing flows well.

**Staple your proofread, final copy to this paper along with your Quick Book Report Planning Form.

QUICK BOOK REPORT PLANNING FORM

Name

Title _____

Author _____ Number of Pages _____

Illustrator (if applicable) _____

Category of Book (check one) Genre of Book (circle one)

Fiction ____

Mystery	Fantasy	Historical	Realistic
Science	Adventure	Fairy Tale	Folk Tale
Play/Drama	Humorous	Tall Tale	

Nonfiction ____   Biography   Autobiography   Topic

Fiction

The protagonist (main character or hero) of this book is

_____

The antagonist or villain, if there is one, is _____

_____

The problem the main character has is _____

_____

He/she solves it by _____

_____

Nonfiction

The main subject of this book is _____

Two things I learned are _____

_____

_____

All Books

Quick Summary: _____

_____

_____

What I like/don't like about this book is

_____

I would/would not recommend this book because

_____

BOOK REPORT SELF-EVALUATION CHECKLIST

YES   NO

_____ _____ All main ideas are included in my summary.

_____ _____ I filled-out the Quick Book Report Planning Form.

_____ _____ I transferred information from the Quick Form to Formal Form and developed paragraphs.

_____ _____ I made new paragraphs each time that I introduced a new idea.

_____ _____ I utilized transitions to connect my paragraphs (my paragraphs flow well).

_____ _____ I used commas, periods, and other punctuation marks where necessary.

_____ _____ Capitalization rules are followed in my writing

_____ _____ Spelling is correct throughout my book report.

_____ _____ I included a recommendation paragraph in my book report.

Additional checklist item for **nonfiction book reports only

_____ _____ I included facts about the subject or topic of my book

Additional checklist items for **fiction book reports only

_____ _____ My book report is developed including all five elements of a plot summary.

_____ _____ My fourth paragraph explains the theme, or lesson, of the story.

_____ _____ I included examples from my book in paragraphs one through four of my writing.

If you answered "no" to any of the above checklist items, you need to revise your summary.

Do not complete your final draft until you are able to answer "yes" to all checklist items.

BOOK REPORT GRADING FORM

Name _____ Date _____

Title _____

Fiction or Nonfiction

Format/Process

1. Used the Book Report Planning Sheet   1   2   3   4   5

2. Neat, easy to read, well formed   1   2   3   4   5

3. Uses colorful, interesting words   1   2   3   4   5

4. Genre is stated correctly   1   2   3   4   5

5. Followed directions on this assignment   1   2   3   4   5

Total Format/Process   _____

Content of Piece

1. Paragraphs are well-developed and transitions are used to connect the writing and make it flow well.   1   2   3   4   5   6   7   8   9   10

2. The topic or plot of the book is effectively communicated by the writer.

        1   2   3   4   5   6   7   8   9   10

3. Sentences are clear, focused, and complete.   1   2   3   4   5   6   7   8   9   10

4. Ideas are supported with examples from the book   1   2   3   4   5   6   7   8   9   10

5. Sequence of content is coherent, and includes all required book report elements outlined in the directions.   1   2   3   4   5   6   7   8   9   10

Total Content   _____

Mechanics

1. End marks and capital letters used correctly   1   2   3   4   5

2. Other punctuation marks used correctly   1   2   3   4   5

3. Piece is written in complete sentences   1   2   3   4   5

4. Variety of sentence types used in paragraph development   1   2   3   4   5

5. Spelling is correct throughout piece   1   2   3   4   5

Total Mechanics   _____

Paper Total _____/100 Letter Grade: _____

APPENDIX C

Idaho Student Information Technology Standards

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

8th Grade Idaho Student Information Technology Standards (ISITS)
Kindergarten – 7th 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 or 208-332-6971.

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.

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.

STANDARD 1:

Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	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.
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	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.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources.
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

7th Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Identify choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	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.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	a. Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	Explore choices among technology systems, resources and services.
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	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.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	Determine when technology is useful, select and use the appropriate tools, and technology resources to solve the problem, and report findings.

5th Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Identify the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	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.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	N/A

4th Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	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.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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.

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Locate information from electronic resources.
	Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	N/A

3rd Grade Idaho Student Information Technology Benchmarks
DRAFT – 12/17/2003

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	Explore the appropriate technology device to complete a task.
	N/A
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	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.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	Evaluate the accuracy and relevance of electronic information sources.
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	N/A

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	N/A
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	N/A

1st Grade Idaho Student Information Technology Benchmarks

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	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

STANDARD 4:
Technology Communications Tools

Standard The student will:	Content Knowledge and Skills:
Use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.	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:
Use technology to locate, evaluate, and collect information from a variety of sources.	Explore electronic information sources.
	N/A
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	N/A

STANDARD 1:
Basic Operations and Concepts

Standard The student will:	Content Knowledge and Skills:
Demonstrate a sound understanding of the basic nature and operation of technology systems.	Use developmentally appropriate and accurate technology terminology.
	N/A
	N/A
Demonstrate proficiency in the use of technology.	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:
Demonstrate an understanding of the ethical, cultural, and societal issues related to technology.	N/A
	Demonstrate an awareness and respect for the ethical use of technology.
Practice responsible use of technology systems, information, and software.	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:
Use technology tools to enhance learning, increase productivity, and promote creativity.	N/A
	N/A
	N/A
	N/A

STANDARD 4:
Technology Communications Tools

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

STANDARD 5:
Technology Research Tools

Standard The student will:	Content Knowledge and Skills:
Use technology to locate, evaluate, and collect information from a variety of sources.	N/A
	N/A
Use technology tools to process data and report results.	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:
Use technology resources for solving problems and making informed decisions.	N/A