

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>I Reading/Literature</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Reads a variety of materials with increasing fluency, participating daily in flexible groups under the guidance of a teacher to:               <ul style="list-style-type: none"> <li>- read third grade level texts used for class instruction</li> <li>- read developmentally appropriate materials</li> <li>- use appropriate strategies such as rereading, buddy, and other cooperative reading activities (L.A.A.1.2.4)</li> </ul> </li> <li>2. Reads independently for a sustained period daily, selecting from a variety of fiction and nonfiction such as multicultural literature, informational selections, magazines, and writing by self and peers (L.A.A.2.2.4)(L.A.E.1.2.1)</li> <li>3. Reads at least one book per week from school, home, or public library (L.A.A.2.2.4)</li> <li>4. Listens to a daily reading on or above grade level from a variety of genres with a special emphasis on fables, tall tales, and mysteries (L.A.C.2.2.2)(L.A.E.1.2.1)</li> <li>5. Identifies and explores favorite authors and illustrators, and engages in the comparison/contrast of the works of two or more authors or illustrators (L.A.A.2.2.4)(L.A.C.1.2.2)</li> <li>6. Sets purposes for reading and makes predictions by relating new information to prior knowledge, previewing illustrations, and scanning text (L.A.A.1.2.1)</li> </ol>	<p>A. After reading a grade-level story the student will demonstrate understanding by:</p> <ol style="list-style-type: none"> <li>a. mapping the story read</li> <li>b. mapping an original story which parallels the theme or genre of the story read, using story elements: title/author, setting, characters, problem/goal, events, resolution</li> <li>c. writing and illustrating the story, following the original map. (L.A.A.2.2.1)(L.A.E.1.2.2) (L.A.E.2.2.3)</li> </ol>	<p>After successfully completing this course, the student should be able to comprehend the elements of a grade level story by:</p> <p><b>Advanced:</b> (1) using a graphic organizer to identify the story elements (title/author, setting, characters, problem/goal, events, and resolution); (2) highlighting key elements; and (3) writing/illustrating the story using information from graphic organizer/story map.</p> <p><b>Intermediate:</b> (1) using a graphic organizer to identify the story elements (title/author, setting, characters, problem/goal, events, and resolution); (2) highlighting key elements; and (3) writing/illustrating the story using information from graphic organizer/story map in a cooperative group.</p> <p><b>Novice:</b> (1) using a graphic organizer to identify the story elements (title/author, setting, characters, problem/goal, events, and resolution) in a cooperative group with teacher's assistance; (2) highlighting key elements; and (3) using visuals, illustrations, and simple sentences/structures to retell the story.</p>

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	<p>7. Reads, identifies, and understands key vocabulary words and concepts encountered in instruction (L.A.D.2.2.1)(L.A.E.1.2.5)</p> <p>8. Maintains a reading response journal to show evidence of use of reading strategies (L.A.E.1.2.2)(L.A.E.2.2.3)</p> <p>9. Integrates context clues (both meaning and sentence), structural analysis, and phonetic cues to gain meaning from text (L.A.A.1.2.2)</p> <p>10. Monitors own reading by correcting miscues and rereading text when necessary (L.A.A.1.2.4)</p> <p>11. Demonstrates an understanding of story elements: setting, characters, problem/goal, events, resolution; compares and contrasts characters and setting in two or more selections (L.A.A.2.2.7)(L.A.E.1.2.2)(L.A.E.1.2.3)(L.A.E.1.2.4)</p> <p>12. Responds to literature through a variety of activities including writing, arts, music, drama, and multimedia presentations (L.A.A.2.2.8)(L.A.E.2.2.3)</p>	<p>B. After selecting a topic, the student will demonstrate application of reading skills by:</p> <p>a. completing a cluster of prior knowledge about the topic</p> <p>b. reading at least two selections and at least one reference source (e.g., encyclopedia, interactive video) dealing with the topic</p> <p>c. adding to the original cluster, highlighting new information through use of color and other means (L.A.A.1.2.1)(L.A.A.1.2.2)(L.A.A.1.2.4) (L.A.A.2.2.7)(L.A.E.1.2.1)(L.A.E.2.2.5)</p>	<p>After successfully completing this course, the student should be able to apply the reading skills by:</p> <p><b>Advanced:</b> (1) completing a cluster of prior knowledge about a topic; (2) collecting information from at least two selections and at least one reference source; (3) highlighting new information; and (4) integrating prior and new knowledge.</p> <p><b>Intermediate:</b> (1) completing a cluster of prior knowledge about a topic; (2) collecting information from at least one selection and reference source; (3) highlighting new information in a cooperative setting with teacher's assistance; and (4) integrating prior and new knowledge.</p> <p><b>Novice:</b> (1) completing a cluster of prior knowledge about a topic, in a cooperative group; (2) sharing information from selection and/or reference source; (3) highlighting new information; and (4) presenting it to the group.</p>

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	<p>13. Uses information presented within and across selections including content area reading:</p> <ul style="list-style-type: none"> <li>- restating concepts and passages in own words</li> <li>- identifying the stated or implied main idea</li> <li>- generating and responding to details such as who, what, where, when, and why</li> <li>- placing events or steps in sequence using words that denote time (e.g., before, after, when; first, second, last)</li> <li>- beginning to distinguish between fact and opinion</li> <li>- recognizing and understanding cause and effect relationships</li> <li>- drawing conclusions</li> <li>- creating and sharing mental images as part of the comprehension process</li> <li>- identifies the distinguishing features among fiction, drama, poetry and nonfiction (L.A.A.1.1.2) (L.A.A.2.2.1) (L.A.A.2.2.6) (L.A.E.1.2.1) (L.A.E.1.2.2) (L.A.E.2.2.1) (L.A.E.2.2.4) (L.A.E.2.2.5)</li> </ul> <p>14. Uses critical thinking (questioning, interpreting, comparing, contrasting, analyzing) when participating in small group and whole class discussions about what has been read (L.A.A.1.1.2) (L.A.A.1.2.4) (L.A.A.2.2.7) (L.A.E.1.2.1) (L.A.E.1.2.3) (L.A.E.1.2.4) (L.A.E.1.2.5) (L.A.E.2.2.1) (L.A.E.2.2.4) (L.A.E.2.2.5)</p> <p>15. Recognizes and uses figurative language with a special emphasis on simile and onomatopoeia (e.g., kerplunk, swoosh) (L.A.D.2.2.2) (L.A.E.1.2.5)</p> <p>16. Begins to identify author's purpose: inform, instruct, persuade, entertain (L.A.A.2.2.2) (L.A.A.2.2.3)</p>		

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	<p>17. Recognizes recurring themes in literature (family and citizens living and working together, sibling rivalry) (L.A.D.2.2.2)(L.A.E.1.2.3)(L.A.E.2.2.4)</p> <p>18. Recognizes and discusses biases portrayed in pictures and in written and oral language (L.A.C.2.2.2)(L.A.E.1.2.4)(L.A.E.2.2.5)</p> <p>19. Responds to a work of literature by explaining how motives of characters or the cause of events compare with those in his or her own life (L.A.E.2.2.3)</p>		

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<p>II Composition</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Writes daily for a variety of purposes, both self-initiated and teacher directed, including poems, personal anecdotes, stories, books reports, interviews, surveys, letters, invitations, envelopes, journals, lists, questions, response logs (L.A.B.1.2.1)(L.A.B.1.2.2)(L.A.B.1.2.3) (L.A.B.2.2.1)(L.A.B.2.2.3) (L.A.C.3.2.6)</li> <li>2. Uses various prewriting techniques independently such as reading, brainstorming, observing, charting, listing, imaging, and webbing to generate ideas for writing (L.A.B.1.2.1)</li> <li>3. Writes first drafts independently with increasing fluency (L.A.B.1.2.2)</li> <li>4. Begins to elaborate upon an idea by using a topic sentence, supporting details, examples, and vivid language to clarify meaning for reader/audience (L.A.B.1.2.2)(L.A.B.2.2.3)(L.A.B.2.2.5) (L.A.B.2.2.6)(L.A.C.3.2.6)</li> <li>5. Revises pieces, independently or through conferencing with peers and/or a teacher, incorporating concepts from teacher instruction: <ul style="list-style-type: none"> <li>- uses complete sentences and a variety of sentence structures and lengths</li> <li>- uses sentence combining to improve the flow of writing</li> <li>- uses periods in abbreviations</li> <li>- uses appropriate punctuation</li> <li>- organizes ideas in logical sequence, with most details focusing on a single topic (L.A.B.1.2.2)</li> </ul> </li> </ol>	<p>A. In response to a prompt, the student will write a personal experience narrative of at least two paragraphs:</p> <ol style="list-style-type: none"> <li>a. using prewriting strategies such as clustering, listing, or reading</li> <li>b. using the writing process of drafting, revising, editing, and publishing</li> <li>c. including sequenced ideas and smooth transitions</li> <li>d. using conventions of standard written English (L.A.B.1.2.1)(L.A.B.1.2.2) (L.A.B.1.2.3) (L.A.B.2.2.5)</li> </ol>	<p>After successfully completing this course, the student should be able to follow pre-writing steps to write a narrative piece of at least two paragraphs by:</p> <p><b>Advanced:</b> (1) applying pre-writing strategies such as cluster, listing, or reading to maintain focus and organization; and (2) using a varied sentence structure, descriptive language, and conventions of standard written English.</p> <p><b>Intermediate:</b> (1) applying pre-writing strategies such as cluster, listing, or reading to maintain focus and organization; and (2) using knowledge of word structure, variety of sentences, and acquired vocabulary.</p> <p><b>Novice:</b> (1) applying pre-writing strategies such as cluster, listing or reading to maintain focus and organization, in a cooperative group; (2) drawing words from a word bank; and (3) using adjectives to expand and enrich sentences.</p>

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	<p>6. Writes final edited pieces incorporating concepts from teacher instruction:</p> <ul style="list-style-type: none"> <li>- uses commas in a series, between city/state, between month/year, and to set off nouns of direct address</li> <li>- capitalizes the first word of a sentence, I, all proper nouns, first word of a direct quote, and initials in a name (L.A.B.1.2.3)</li> </ul> <p>7. Uses conventional spelling for a core of high frequency words in making an effort to spell correctly in daily writing (L.A.B.1.2.3)</p> <p>8. Spells correctly in published pieces of writing (L.A.B.1.2.3)</p> <p>9. Incorporates words from literature and content areas and attempts to spell them correctly (L.A.B.1.2.2)</p> <p>10. Begins to use appropriate proofreading and printed resources in editing own writing (dictionaries, thesauruses) (L.A.B.1.2.2)</p> <p>11. Produces pieces of writing of at least two paragraphs that convey message related to a prompt in narrative, expository, and persuasive modes (L.A.B.1.2.2)(L.A.B.2.2.5)(L.A.B.2.2.6) (L.A.C.3.2.6)</p> <p>12. Begins to maintain a consistent and appropriate voice throughout communication using known, learned or imagined knowledge (L.A.B.1.2.3)</p>	<p>B. The student will demonstrate growth in literacy by maintaining a reading/writing portfolio which will include:</p> <ul style="list-style-type: none"> <li>a. a variety of self-selected writing across the curriculum (e.g., narrative, persuasion, exposition, interview, speeches) with evidence of writing process</li> <li>b. evidence of use of reading strategies (e.g., predicting, webbing, reflecting on reading, noting difficult or interesting vocabulary) through a reading response journal, notebook, or other means</li> <li>c. evaluations of own progress toward teacher/student goals over the course of a year (e.g., with notes giving rationale for inclusion of selected portfolio entries) (L.A.B.2.2.6)(L.A.C.3.2.6) (L.A.E.2.2.5)</li> </ul>	<p>After successfully completing this course, the student should be able to maintain a portfolio that includes samples of:</p> <p><b>Advanced:</b> (1) a variety of self-selected writing modes (narrative, expository, and persuasion); (2) evidence of use of reading/writing strategies (e.g., predicting, webbing, etc.); and (3) criteria for self evaluation of entries.</p> <p><b>Intermediate:</b> (1) a variety of self-selected writing modes (narrative, expository); (2) evidence of use of reading/writing strategies (e.g., predicting, webbing, etc.); and (3) self evaluation checklists.</p> <p><b>Novice:</b> (1) writing supported by illustrations; (2) evidence of the use of reading/writing strategies (e.g., predicting, webbing, etc.); and (3) self evaluation checklists.</p>

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	<p>13. Publishes work in a variety of ways (e.g., oral presentations, book displays, and mailing to authors, magazines, newspapers) (L.A.B.1.2.3)(L.A.B.2.2.3)(L.A.C.3.2.6)</p> <p>14. Chooses and evaluates pieces in a variety of genres which reflect best efforts and growth over the course of a year to place in a portfolio; sets goals for improvement with the help of a teacher (L.A.A.2.2.4)</p> <p>15. Uses the correct form for writing personal letters (L.A.B.1.2.2)(L.A.B.1.2.3)</p> <p>16. Uses technology in the production of writing pieces (L.A.B.1.2.2)(L.A.B.1.2.3)(L.A.B.2.2.4)</p> <p>17. Forms cursive letters correctly; makes the transition from manuscript to cursive writing (L.A.B.1.2.2)</p>		

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<p>III Vocabulary/Word Study</p>	<ol style="list-style-type: none"> <li>1. Continues to expand vocabulary daily using a variety of diverse materials for reading, speaking, and listening; strengthens acquisition of new words through such recording activities as vocabulary notebook/log, class list, card file (L.A.A.1.2.2)(L.A.A.1.2.3)(L.A.D.2.2.2)</li> <li>2. Participates in meaningful and rich word study when reading and writing that includes synonyms, antonyms, homonyms, words with multiple meanings, irregular plural nouns, compounds, contractions, base words with prefixes and/or suffixes, possessives, comparatives and superlatives, negative words, pronouns, and pronoun referents (L.A.A.1.2.2)(L.A.A.1.2.3)(L.A.D.1.2.1)(L.A.E.2.2.2)</li> <li>3. Integrates phonetic, contextual, and structural analysis strategies to construct meanings when reading and writing (L.A.A.1.2.2)(L.A.D.1.2.1)(L.A.D.2.2.2)</li> <li>4. Compares words, discovering spelling patterns and relationships between spelling and meaning (L.A.A.1.2.2)(L.A.D.1.2.1)</li> <li>5. Uses the context of sentence to understand unfamiliar words and appropriate meaning for words with multiple meanings (L.A.A.1.2.2)</li> <li>6. Uses graphic organizers to generate and classify words and concepts (L.A.A.1.2.2)</li> <li>7. Begins to understand and generate analogies (L.A.A.1.2.3)</li> </ol>	<p>A. The student will demonstrate acquisition and use of expanded vocabulary through:</p> <ol style="list-style-type: none"> <li>a. selecting words needed to write simple rhyming couplets, haikus, diamantes, and name poems</li> <li>b. selecting themes and generating at least two poems of different styles for each (L.A.A.1.2.2)(L.A.D.2.2.2)(L.A.E.2.2.2)</li> </ol>	<p>After successfully completing this course, the student should be able to use expanded vocabulary to compose and deliver a variety of poems by:</p> <p><i>Advanced:</i> (1) selecting words from a theme related bank; and (2) using rhyming words and figurative language.</p> <p><i>Intermediate:</i> (1) selecting rhyming words from a word bank; and (2) completing two poems of different styles for each in a cooperative group with teacher’s assistance.</p> <p><i>Novice:</i> (1) creating word banks from the poetry themes; and (2) completing poems in a cooperative group with teacher’s assistance.</p>



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<p>IV Listening/ Speaking/Viewing</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> <li>1. Pronounces words clearly using standard English, appropriate body language and vocabulary, sentence length, and complexity appropriate for third grade level (L.A.C.3.2.1)(L.A.C.3.2.4)</li> <li>2. Participates in oral language activities daily: <ul style="list-style-type: none"> <li>- conducts interviews, introductions, and other social activities</li> <li>- presents reports, news broadcasts</li> <li>- retells, summarizes, dramatizes stories</li> <li>- develops questions for peer response</li> <li>- memorizes and recites poems, dialogue from plays, songs</li> <li>- generates and follows multi-step oral directions</li> <li>- expresses and supports opinions and ideas to persuade, inform, etc.</li> <li>- develops criteria and evaluates oral presentations by self and peers (L.A.A.1.2.4)(L.A.C.1.2.1)(L.A.C.3.2.2)(L.A.C.3.2.3)(L.A.C.3.2.6)(L.A.D.2.2.3)</li> </ul> </li> <li>3. Evaluates oral presentations by self and peers using teacher/student criteria including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation and pronunciation, standard conventions of English (L.A.C.3.2.4)(L.A.D.2.2.2)</li> <li>4. Uses active listening and courteous, appropriate responding during class discussions; contributes effectively in cooperative learning situations (L.A.C.1.2.3)(L.A.C.1.2.4)(L.A.C.3.2.2)(L.A.C.3.2.5)</li> </ol>	<p>A. After viewing or listening to a selection from multicultural literature, the student will work with a partner to analyze a character by:</p> <ol style="list-style-type: none"> <li>a. planning an interview that explores ideas, values, and points of view of the selected character</li> <li>b. role-playing an interview with the character</li> <li>c. using teacher/student developed criteria for self and peer evaluations of all interviews (L.A.C.1.2.1)(L.A.C.2.2.1)(L.A.C.2.2.2)(L.A.C.3.2.3)</li> </ol>	<p>After successfully completing this course, the student should be able to work with a partner to analyze a character by:</p> <p><b>Advanced:</b> (1) discussing/sharing information about the character; (2) role playing an interview with the character; and (3) using a teacher/student developed criteria for evaluation.</p> <p><b>Intermediate:</b> (1) discussing/sharing information; (2) role playing an interview; and (3) using a teacher/student developed criteria for evaluation.</p> <p><b>Novice:</b> (1) participating in a variety of aural language activities with teacher prompting (role playing, interview, dialogue); (2) demonstrating of character's traits by using verbal and non-verbal cues; and (3) using teacher/student evaluation checklists.</p>

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	<p>5. Gains a deeper understanding of the relationship between self and others through reading, viewing, discussing, and listening to a variety of multicultural materials (L.A.C.1.2.3)(L.A.C.3.2.2)(L.A.C.3.2.5)</p> <p>6. Listens and speaks respectfully to persons of all racial/ethnic backgrounds to gain and share information, ideas, values, and points of view reflecting their cultures (L.A.C.1.2.1)(L.A.C.1.2.3)(L.A.C.3.2.5)</p> <p>7. Listens for a variety of purposes: to recognize major points of emphasis; to identify details, sequence, and other literal content; to evaluate the effectiveness and style of the speaker (L.A.C.2.2.1)(L.A.D.1.2.2)(L.A.D.2.2.1)(L.A.D.2.2.3)</p> <p>8. Formulates questions and begins to paraphrase/summarize information after listening or viewing (L.A.B.2.2.)(L.A.C.1.2.5)(L.A.C.3.2.2)</p> <p>9. Understands purpose (e.g., entertain, persuade, inform) and message from oral and/or visual presentations (e.g., television, movies) (L.A.C.2.2.1)(L.A.C.2.2.2)(L.A.D.2.2.3)</p> <p>10. Understands that language formality varies according to situations and audiences (L.A.D.1.2.2)</p>	<p>B. The student will demonstrate effective speaking, viewing, and listening skills by:</p> <p>a. delivering oral presentations including exposition (e.g., reports, explanations, directions), narration (e.g., fables, fantasies, journals), recitation (e.g., retelling selections, poetry)</p> <p>b. evaluating the oral presentations of self and peers using teacher/student-developed criteria (L.A.C.1.2.1)(L.A.C.1.2.2)(L.A.C.2.2.1)(L.A.C.3.2.3)(L.A.C.3.2.4)(L.A.D.2.2.2)(L.A.D.2.2.3)</p>	<p>After successfully completing this course, the student should be able to deliver oral presentations:</p> <p><b>Advanced:</b> (1) including exposition, narration, and recitation; and (2) evaluating the presentations of self and peers using teacher/student developed criteria.</p> <p><b>Intermediate:</b> (1) demonstrating awareness of exposition, narration, and recitation; and (2) evaluating the presentations using teacher/student developed criteria.</p> <p><b>Novice:</b> (1) using verbal and non-verbal cues in narration and recitation activities; and (2) using checklists to evaluate presentations with teacher's assistance.</p>

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<p>V Information Literacy/Study/ Test-taking Skills</p>	<ol style="list-style-type: none"> <li>1. Uses all media and technological resources such as word processors, computers, library books, films, audio tapes, video tapes, interactive videos, newspapers, magazines, dictionaries, and encyclopedias as learning and communication tools (L.A.A.1.2.4)(L.A.A.2.2.8)(L.A.D.2.2.3)(L.A.D.2.2.4)(L.A.D.2.2.5)</li> <li>2. Begins to use organizational features of textbooks and reference materials such as table of contents, index, glossary, chapter titles, paragraph headings, italics, boldface print, diagrams, and illustrations as study tools (L.A.A.1.2.1)(L.A.A.2.2.5)(L.A.B.2.2.2)</li> <li>3. Uses home study strategies such as setting aside time and place for homework and managing time effectively</li> <li>4. Uses graphic organizers (research guides) to organize planning and research (L.A.A.2.2.5)</li> <li>5. Practices and prepares for formal assessment including use of grade-level material in simulated testing settings</li> <li>6. Participates in periodic timed reading activities to increase reading rate, using fiction and nonfiction selections of varying lengths on third grade reading level</li> <li>7. Begins to understand the use of effective test-taking strategies</li> <li>8. Begins to develop a personal time frame for planning, drafting and giving some attention to revising and editing when writing to a prompt in a 30-minute period without assistance</li> </ol>	<p>A. Working in a cooperative group, or individually, the student will demonstrate the ability to access and use information by:</p> <ol style="list-style-type: none"> <li>a. selecting a topic related to a current classroom theme in reading or content areas</li> <li>b. preparing a presentation using at least three sources to gather information</li> <li>c. making a multimedia presentation (e.g., computer, videotapes, drawings, dramatization, books, songs, posters)</li> <li>d. evaluating presentations using teacher/ student developed criteria (L.A.A.1.2.1)(L.A.A.1.2.4)(L.A.D.2.2.3)(L.A.D.2.2.4)(L.A.D.2.2.5)</li> </ol>	<p>After successfully completing this course, the student should be able to prepare and present oral or written presentation using:</p> <p><b>Advanced:</b> (1) a selected topic related to a current theme; (2) information from at least three sources (e.g., computers, videotapes, books, and drawings); and (3) a teacher/student developed criteria to evaluate the presentations.</p> <p><b>Intermediate:</b> (1) a selected topic related to a current theme; (2) information from at least two sources (e.g., computers, videotapes, books, and drawings); and (3) checklists to evaluate the presentations.</p> <p><b>Novice:</b> (1) selected topic related to a current theme; (2) information such as pictures and graphics from computers, videotapes, and books; and (3) checklists to evaluate the presentations.</p>

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VI Culture	<ol style="list-style-type: none"> <li>1. Identifies national symbols of the U.S.</li> <li>2. Understands traditional celebrations on American holidays, compares/contrasts them with own culture, and relates these to holidays around the world.</li> <li>3. Identifies American foods, meals, and menu items, and compares them to their own cultures.</li> <li>4. Recognizes American currency.</li> <li>5. Understands the role of school related personnel, and community workers within the context of the American society.</li> <li>6. Recognizes traditional American stories, nursery rhymes, and songs.</li> <li>7. Develops awareness of famous Americans from different ethnic groups and their contributions to American society.</li> <li>8. Listens to daily readings from a variety of multicultural literature, informational selections, magazines, fables, and tall tales.</li> </ol>	<p>A. The student will be able to participate in a variety of cultural activities to gain and share information reflecting different cultures.</p>	<p>After selecting an appropriate song, story, poem or folktale the student should be able to :</p> <p><b>Advanced:</b> (1) orally discuss the meaning of the selection independently; (2) share favorite part through illustrations and captions; (3) highlight key terms/phrases that reveal meaning; and (4) make oral presentation.</p> <p><b>Intermediate:</b> (1) orally discuss the meaning of the selection in a cooperative group; (2) share favorite part through illustrations and captions; (3) highlight key terms/phrases that reveal meaning; and (4) make oral presentation.</p> <p><b>Novice:</b> (1) illustrate the meaning of the selection; and (2) share favorite part of the selection through illustrations and simple captions.</p>