

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"> 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"> - read fifth grade level texts used for class instruction - read developmentally appropriate texts - participate in cooperative reading activities (L.A.A.1.2.4) 2. Reads independently for a sustained period of time daily, selecting from a variety of fiction and nonfiction such as multicultural literature, informational texts, magazines, newspapers, and novels (L.A.A.2.2.4)(L.A.E.1.2.1) 3. Reads independently at least one book per month from school, home or public library, including a variety of genres and cultural perspectives at an appropriate reading level (L.A.A.2.2.4) 4. Listens to a daily reading from a wide variety of genres, with a special emphasis on myths, adventure stories, and fantasy/science fiction (L.A.C.1.2.2)(L.A.E.1.2.1) 5. Recognizes recurring themes in literature (e.g., survival) by comparing and contrasting the approaches of different authors (L.A.D.2.2.2)(L.A.E.2.2.4) 6. Sets purposes for reading and makes predictions by relating new information to prior knowledge, scanning text, and previewing subtitles and graphics and other illustrations (L.A.A.1.2.1) 	<p>A. After reading a grade-level novel, the student will demonstrate comprehension by:</p> <ol style="list-style-type: none"> a. writing a parallel multi-page story using the same characters, but changing the time and/or place, and making appropriate modifications to the original plot b. illustrating and publishing the new story in book form (L.A.B.2.2.5)(L.A.D.2.2.1)(L.A.E.1.2.2)(L.A.E.1.2.3)(L.A.E.2.2.5) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: write a multi-paragraph story which: (1) parallels the characters of reading selection; (2) changes/modifies time, place, and/or original plot; (3) contains a well-developed topic, supporting details, logical organization, and rich and varied sentence structure. There may be occasional mistakes in mechanics.</p> <p>Intermediate: write a multi-paragraph story which: (1) parallels the characters of reading selection; (2) changes/modifies time, place, and/or original plot; (3) contains a focused topic; and (4) uses descriptive language and varied sentence structure. There may be some mistakes in mechanics.</p> <p>Novice: (1) produce a graphic organizer that identifies the character's traits, time and setting; and (2) summarize information from the graphic organizer into paragraph form.</p>

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	<p>7. Reads, identifies, and understands key vocabulary words and concepts encountered in their instruction (L.A.A.1.2.2)(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.2.2.3)</p> <p>9. Responds to literature through a variety of activities including writing, art, music, drama, and multimedia presentations (L.A.B.2.2.5)(L.A.D.2.2.4)(L.A.D.2.2.5)</p>	<p>B. After selecting a topic, the student will demonstrate application of reading skills by:</p> <p>a. writing briefly and informally about the topic</p> <p>b. reading at least three selections of diverse types (e.g., newspaper article, encyclopedia entry, novel) dealing with the topic and using at least two types of nonprinting media (e.g., video or audio tape, interactive video, film or filmstrip)</p> <p>c. adding to or changing the original piece of writing, integrating new knowledge</p> <p>d. writing at least three or four paragraphs on the topic based on prewriting and additional print and nonprinting sources (L.A.A.2.2.4)(L.A.A.2.2.5)(L.A.A.2.2.6)(L.A.A.2.2.8)(L.A.D.2.2.4)(L.A.E.2.2.5)</p>	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: write three to four paragraphs about a topic integrating prior and new information: (1) using multimedia sources and references; and (2) asking/answering questions in a cooperative group. There may be occasional mistakes in mechanics.</p> <p>Intermediate: write three to four paragraphs about a topic integrating prior and new information: (1) using multimedia sources and references; and (2) asking/answering questions in a cooperative group. There may be some mistakes in mechanics.</p> <p>Novice: (1) use multimedia sources and references; and (2) work in a cooperative group with teacher's assistance; and (3) produce a graphic organizer that highlights key information about topic.</p>

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	<p>10. Applies reading strategies within and across selections including content area reading:</p> <ul style="list-style-type: none"> - integrating context clues and structural analysis to gain meaning of unknown words (Selects from a variety of simple strategies including the use of phonics, short/long and all other vowel sound patterns, words with consonant blends and diagraphs, word structure and context clues.) - identifying the parts of a story: beginning, middle, and end - monitoring own reading by correcting miscues, rereading text, and self-questioning - using flexible reading rate - understanding the relationship of story elements: setting, characters, plot - identifying stated and implied main ideas with supporting details - paraphrasing/summarizing ideas and concepts from text - sequencing events or steps in sequential or chronological order - distinguishing between fact and opinion - identifying and understanding stated and implied cause/effect relationships - drawing conclusions and making generalizations - creating and sharing mental images as part of the comprehension process - identifies the distinguishing features among fiction, drama, poetry and nonfiction - reads and identifies points of view in a variety of sources. <p>(L.A.A.1.2.2)(L.A.A.1.2.4)(L.A.A.2.2.1)(L.A.A.2.2.6) (L.A.A.2.2.8) (L.A.E.1.2.1)(L.A.E.1.2.2)(L.A.E.1.2.3)(L.A.E.2.2.1) (L.A.E.2.2.5)</p>		

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	<p>11. Uses critical thinking (questioning, interpreting, clarifying information, comparing, contrasting, analyzing, making inferences, evaluating) when participating in small group and whole class discussions or when writing about what has been read (L.A.A.1.2.4)(L.A.A.2.2.5)(L.A.A.2.2.6)(L.A.A.2.2.7)(L.A.E.1.2.1)(L.A.E.1.2.2)(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.2.2.3)(L.A.E.2.2.5)</p> <p>12. Recognizes and uses figurative language with special emphasis on simile/metaphor and personification (L.A.D.2.2.1)(L.A.D.2.2.2)(L.A.E.1.2.5)</p> <p>13. Identifies author’s purpose, and supports opinions with examples from selections (L.A.A.2.2.2)(L.A.A.2.2.3)(L.A.D.2.2.1)(L.A.E.2.2.5)</p> <p>14. Identifies with teacher assistance, propaganda used in advertisements, speeches, and other forms of communication (L.A.A.2.2.3)(L.A.C.2.2.2)(L.A.D.2.2.1)(L.A.D.2.2.3)</p> <p>15. Recognizes and discusses biases portrayed in pictures and written and oral language with particular emphasis on gender, age, and ethnic stereotyping (L.A.C.2.2.2)(L.A.D.2.2.1)(L.A.D.2.2.3)(L.A.E.1.2.4)</p> <p>16. Responds to a work of literature by explaining how the motives of the 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"> 1. Engages daily in both self-initiated and teacher directed writing for a variety of purposes (L.A.B.2.2.3)(L.A.C.3.2.6) 2. Uses aspects of the writing process: <ul style="list-style-type: none"> - prewriting: brainstorming, listing, reading, etc., to collect data and to develop a plan or organization that focuses on intended task/ audience - drafting - revising: reading, and reflecting by author as well as by conferencing with peers/teacher to add, substitute, delete and/or move words or phrases to clarify author’s meaning for reader - editing: applying conventions by author, peers, and/or teacher - choosing appropriate pieces to bring to publication in a variety of ways (L.A.A.2.2.5)(L.A.B.1.2.1)(L.A.B.1.2.2)(L.A.B1.2.3)(L.A.B.2.2.5)(L.A.B.2.2.6)(L.A.C.3.2.6) 3. Plans the organization of ideas generated by prewriting, showing appropriate organizational patterns such as comparison/contrast, cause/ effect, definition, classification (L.A.B.1.2.1)(L.A.B.2.2.6)(L.A.C.3.2.6) 4. Combines related ideas into paragraph form using supporting examples, elaboration, and evidence (L.A.B.1.2.2)(L.A.B.2.2.6)(L.A.C.3.2.6) 	<p>A. After selecting a historical character, the student will use the writing process of drafting, revising, editing, and publishing to write a letter of at least three paragraphs to the character explaining clearly an invention not available in the character’s lifetime (providing description, function, pros and cons)</p> <ol style="list-style-type: none"> a. using prewriting strategies such as clustering, cubing, reading, notes b. maintaining a clear focus, sequenced ideas, and smooth transitions c. using conventions of letter format and standard written English (L.A.B.1.2.1)(L.A.B.1.2.2)(L.A.B.1.2.3)(L.A.B.2.2.6) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: follow prewriting steps to write a letter to a historical character of at least three paragraphs containing: (1) focus and organization; (2) complex sentence structure; and (3) descriptive language and conventions of standard written English. There may be occasional mistakes in mechanics.</p> <p>Intermediate: follow prewriting steps to write a letter to a historical character of at least three paragraphs containing: (1) focus and organization; (2) knowledge of word structure (e.g., prefixes/suffixes, contractions) and vocabulary; and (3) a variety of sentences. There may be some mistakes in mechanics.</p> <p>Novice: (1) use illustrated words from a word bank; and (2) use a graphic organizer listing organization of letter.</p>

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	<p>5. Revises pieces, incorporating concepts from teacher instruction and including some fresh, original ideas not contained in the first draft:</p> <ul style="list-style-type: none"> - organizes ideas in which logical sequence aids understanding - enhances writing with descriptive language - improves the flow of writing through use of varied sentence structures and through sentence combining - maintains consistent and appropriate voice and focus <p>(L.A.A.2.2.5)(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>6. Writes final edited pieces incorporating concepts from teacher instruction:</p> <ul style="list-style-type: none"> - uses correctly pronoun referents, subject/verb agreement, irregular verbs, plural possessives - uses correct capitalization - uses correct punctuation commas in a series, date, between city/ state, to set off nouns of direct address, after yes/no responses, after introductory phrases and clauses - focuses on the audience for which the message is intended <p>(L.A.B.1.2.3)</p> <p>7. Makes an effort to spell correctly in daily writing:</p> <ul style="list-style-type: none"> - uses conventional spelling for an increasing core of words - corrects spelling in published pieces - incorporates words from literature, content areas, newspapers, and magazines, attempting to spell them correctly <p>(L.A.B.1.2.2)</p> <p>8. Writes multi-paragraph pieces in expository, persuasive, and research based modes, from both teacher assigned and self selected topics</p> <p>(L.A.B.1.2.2)</p>	<p>B. The student will demonstrate growth in literacy by maintaining a reading/writing portfolio that will include:</p> <ul style="list-style-type: none"> a. a variety of self-selected writing across the curriculum (e.g., persuasive, expository, narrative, poetry, research notes) with evidence of writing process b. evidence of use of reading strategies (e.g., predicting, reflecting on reading, noting difficult or interesting vocabulary, questioning lines or passage in selection) c. demonstration of the ability to evaluate own progress toward teacher/student goals over the course of a year (e.g., with notes giving rationale for inclusion of each portfolio entry, evaluation guides, highlighting of favorite sections or sentences) <p>(L.A.A.2.2.4)(L.A.B.1.2.1)(L.A.B.1.2.2) (L.A.B.1.2.3)(L.A.B.2.2.5)(L.A.B.2.2.6) (L.A.C.3.2.6)</p>	<p>After successfully completing this course, the student should be able to maintain a portfolio containing:</p> <p>Advanced: (1) a variety of writing modes; (2) evidence of the writing process; and (3) criteria for self-evaluation of entries.</p> <p>Intermediate: (1) written pieces representative of various kinds of writing, (2) evidence of the writing process, and (3) self-evaluation checklists.</p> <p>Novice: (1) samples of writing supported by illustrations, graphic organizers; and (2) evidence of the writing process, and (3) evaluation checklists.</p>

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	<p>9. Writes in a variety of modes:</p> <ul style="list-style-type: none"> - expository: e.g., directions, experiments, reports, interviews, speeches - persuasive: e.g., speeches, letters, essays, editorials - narrative/expressive: e.g., journals, poems, plays, letters, personal notes, dialogue, response logs, word problems - functional: e.g., questions, surveys, forms, note-taking, lists, chart, graphs <p>(L.A.B.1.2.2)(L.A.B.2.2.1)(L.A.B.2.2.2)(L.A.B.2.2.5) (L.A.B.2.2.6)</p> <p>10. Chooses appropriate pieces to bring to publication in a variety of ways</p> <p>11. Chooses and evaluates items for inclusion in a portfolio whose contents reflect goal setting and evidence of growth and personal accomplishments, and shares/explains these choices verbally and/or in writing (L.A.A.2.2.4)</p> <p>12. Uses a variety of technology as appropriate in all phases of the writing process (L.A.B.2.2.4)(L.A.D.2.2.4)</p> <p>13. Produces legible work with evenly spaced words and margins (L.A.B.1.2.3)</p>		

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<p>III Vocabulary/Word Study</p>	<p>The following objectives support competencies A and B.</p> <ol style="list-style-type: none"> 1. Continues to expand vocabulary daily using a variety of culturally diverse materials for reading, writing, speaking, and listening activities; strengthens a personal, active vocabulary by recording and using words learned in an interdisciplinary/integrated context (L.A.A.1.2.3) 2. Participates in meaningful and rich word study when reading and writing that includes base words with prefixes and/or suffixes, irregular verbs of different tenses, pronouns, and other referents (e.g., each, both, too), synonyms and antonyms as words or phrases, and words with multiple meanings (L.A.A.1.2.3)(L.A.D.2.2.2)(L.A.E.2.2.2) 3. Integrates contextual and structural analysis strategies to construct meaning when reading and writing (L.A.A.1.2.2)(L.A.D.1.2.1)(L.A.E.2.2.2) 4. Uses context of sentence or paragraph to understand unfamiliar words and to choose appropriate meaning for words with multiple meanings (L.A.A.1.2.3) 5. Understands how etymologies affect the spelling and meaning of words (L.A.A.1.2.3)(L.A.D.2.2.2) 6. Uses graphic organizers to generate, classify, and define words and concepts (L.A.A.1.2.2) 	<p>A. The student will demonstrate acquisition and use of expanded vocabulary by:</p> <ol style="list-style-type: none"> a. selecting words needed to write cinquains, haikus, diamantes, limericks, parts of speech, name, and concrete formula poems b. selecting themes and generating at least two poems of different styles for each (L.A.D.2.2.2)(L.A.E.2.2.2) 	<p>After successfully completing this course, the student should be able to expand vocabulary by:</p> <p>Advanced: composing and delivering a variety of poems: (1) using rhyming words and figurative language; and (2) selecting words from a word bank to construct meaning.</p> <p>Intermediate: composing and delivering a variety of poems: (1) selecting rhyming words from a word bank; and (2) completing a poem working in a cooperative group with teacher's assistance.</p> <p>Novice: (1) increasing auditory discrimination by selecting learned vocabulary; (2) completing a variety of poems working in a cooperative group with teacher's assistance; and (3) completing a cloze frame of a poem using learned vocabulary.</p>

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	<p>7. Generates analogies and begins to identify types (L.A.A.1.2.3)(L.A.D.2.2.2)</p>	<p>B. Given a selection at fifth grade level, the student will demonstrate the acquisition of expanded vocabulary by:</p> <ul style="list-style-type: none"> a. rewriting the selection using parallel substitutions which will change the mood and tone of the passage b. expanding the new sentences to add additional information (L.A.D.2.2.2)(L.A.E.2.2.2) 	<p>After successfully completing this course, the student should be able to expand vocabulary by:</p> <p>Advanced: (1) making parallel constructions and expanded sentences, and (2) using meaningful and rich vocabulary.</p> <p>Intermediate: (1) making parallel substitutions; and (2) adding new information using multiple meaning words.</p> <p>Novice: (1) making parallel substitutions by selecting appropriate words from a word bank/picture dictionary; and (2) highlighting terms.</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"> 1. Speaks with a clear, understandable voice using standard English and body language, vocabulary, sentence length, and complexity appropriate for fifth grade level <ul style="list-style-type: none"> - uses elements of grammar in speech including but not limited to present, past and future verb tenses; subject verb agreement; pronouns as subjects. - uses auxiliary verbs a (do, does, have, has) - uses may/can in expressions of permission and ability - uses verbs in affirmative, negative, and interrogative sentences - uses questions and short answers in simple and perfect tenses (L.A.C.3.2.1)(L.A.C.3.2.4)(L.A.D.1.2.2) 	<p>A. Working in a cooperative group, the student will demonstrate the ability to synthesize and present information from various media by:</p> <ol style="list-style-type: none"> a. selecting a newsworthy topic and researching information about it through a variety of media (e.g., televised news, interviewing adults, newspaper, magazines) b. making an oral presentation (e.g., panel discussion, role playing situation such as tv interview) c. evaluating the presentations of self and peers (L.A.C.2.2.1)(L.A.C.2.2.2)(L.A.C.3.2.3) (L.A.C.3.2.4)(L.A.C.3.2.5)(L.A.D.2.2.3) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: make oral presentations by: (1) compiling information from multimedia sources; and (2) speaking with fluency, pronunciation, rhythm, and intonation; and (3) evaluating presentation using teacher/student developed criteria.</p> <p>Intermediate: make oral presentations by: (1) compiling information from multimedia sources; and (2) speaking using verbal and non-verbal delivery techniques; and (3) evaluating presentation using teacher/student developed criteria.</p> <p>Novice: (1) compile information from teacher-selected multimedia sources; and (2) use verbal and non-verbal delivery techniques; and (3) make brief presentations in small groups.</p>

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	<p>2. Participates in oral language activities daily:</p> <ul style="list-style-type: none"> - conducts interviews, introductions, and other social activities - presents news broadcasts, essays, reports (e.g., content areas, current events, books) - retells, summarizes, dramatizes stories (e.g., folk tales, tall tales, personal narratives) - memorizes and recites poems, lines from speeches, dialogue from plays, songs - develops questions for peer response; answers questions from peers - generates and follows multi-step oral directions - expresses and supports opinions and ideas to persuade, inform, etc. - conveys problems objectively and discusses solutions - paraphrases/summarizes information - adapts tone and style to audience and purpose - identifies verbal and nonverbal cues to meaning - Understands meanings of basic idiomatic expressions (“piece of cake”, “learn by heart”) (L.A.A.1.2.4)(L.A.C.1.2.1)(L.A.C.1.2.2)(L.A.C.1.2.4) (L.A.C.1.2.5)(L.A.C.2.2.2)(L.A.C.3.2.2)(L.A.C.3.2.3) (L.A.C.3.2.4)(L.A.C.3.2.6)(L.A.D.1.2.2)(L.A.D.2.2.3) <p>3. Develops criteria to evaluate oral presentations by self and peers including conveying of meaning, engagement of audience, body language (eye contact, gestures, posture), articulation, pronunciation, voice modulation, timing, and standard conventions of English (L.A.C.3.2.4)</p> <p>4. Uses active listening, courteous responding, and appropriate nonverbal behavior during group discussions and cooperative learning settings (L.A.C.1.2.3)(L.A.C.1.2.4)(L.A.C.1.2.5)(L.A.C.3.2.2)(L.A.C.3.2.5)</p>	<p>B. The student will demonstrate effective speaking, viewing, and listening skills by:</p> <ul style="list-style-type: none"> a. delivering oral presentations including exposition (e.g., reports, essays, speeches, documents), narrative (e.g., myths, autobiographies), recitation (e.g., dramatizations of historical speeches or documents) b. evaluating the oral presentations and contributions of self and peers (L.A.C.1.2.1)(L.A.C.1.2.2)(L.A.C.3.2.1) (L.A.C.3.2.3)(L.A.C.3.2.4)(L.A.C.3.2.5) (L.A.C.3.2.6)(L.A.D.2.2.3) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: deliver effective oral presentations: (1) using transitional words in exposition and narration; (2) using appropriate rhythm/intonation in recitation; and (3) evaluating presentations using teacher and student developed criteria.</p> <p>Intermediate: deliver effective oral presentations: (1) demonstrating awareness of transitional words/organizers in exposition and narration; (2) using appropriate rhythm/intonation in recitation; and (3) evaluating presentations using teacher and student developed criteria.</p> <p>Novice: (1) follow sequential steps while responding to simple oral cues and visuals; (2) evaluating presentations using checklists in a cooperative setting; and evaluate self and others using teacher made presentation checklists.</p>

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	<ol style="list-style-type: none"> <li data-bbox="401 354 1024 505">5. Gains a deeper understanding and appreciation of the relationship between self and others through reading, viewing, discussing, and listening to a variety of multicultural materials (L.A.C.1.2.1)(L.A.C.1.2.3)(L.A.C.3.2.2)(L.A.C.3.2.5) <li data-bbox="401 529 1014 680">6. Listens and speaks respectfully to persons of all ages to gain and share information, ideas, values, and points of view reflecting their cultures, ages, genders, and ethnicities (L.A.C.1.2.1)(L.A.C.1.2.3)(L.A.C.3.2.2)(L.A.C.3.2.5)(L.A.D.2.2.3) <li data-bbox="401 704 1024 883">7. Listens for a variety of purposes: to recognize major points of emphasis; to identify details, main ideas, and other literal content; to evaluate effectiveness and style of the speaker; to evaluate the content of the message (L.A.C.1.2.1)(L.A.C.1.2.2)(L.A.C.2.2.1)(L.A.D.2.2.3) <li data-bbox="401 907 1005 971">8. Evaluates the purposes and message from visual and performing arts, especially television <li data-bbox="401 995 940 1084">9. Understands that language formality varies according to situations and audiences (L.A.D.1.2.2) 		

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<p>V Testing Skills</p>	<ol style="list-style-type: none"> 1. Combines the use of at least two appropriate media and technological resources such as word processors, computers, library books, films, audio tapes, video tapes, interactive videos, newspapers, periodicals, atlas, almanac, thesaurus, dictionary, biographical dictionary, and encyclopedia as learning, communication, and research tool (L.A.A.2.2.8)(L.A.B.2.2.4)(L.A.D.2.2.4)(L.A.D.2.2.5) 2. Uses organizational features of reference materials and textbooks as study tool (L.A.A.1.2.1)(L.A.B.2.2.2) 3. Uses time management skills effectively, including home-study strategies such as setting up a time management plan and locating an effective study environment 4. Uses study skill strategies, e.g., survey the text, question, read, take notes, paraphrase/summarize, outline, review, reread (L.A.A.1.2.4)(L.A.A.2.2.5)(L.A.B.2.2.2) 5. Develops and applies strategies to organize planning and research (L.A.A.2.2.5) 6. Practices and prepares for formal assessment situations including use of grade level material and answer sheets in simulated testing situations 7. Participates in periodic timed reading activities to increase reading rate, using fiction and nonfiction selections of varying lengths on fifth grade reading level 8. Applies effective test-taking strategies 	<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"> a. selecting a topic related to a current classroom theme in reading or content areas b. preparing a presentation using at least four sources to gather information c. making a multimedia presentation using at least four sources to gather information d. selecting and presenting to an audience beyond the classroom (e.g., other classrooms at the same or other grade levels, parent groups) e. evaluating presentations using teacher/ student developed criteria (L.A.A.2.2.5)(L.A.A.2.2.8)(L.A.B.2.2.2)(L.A.B.2.2.4)(L.A.D.2.2.4)(L.A.D.2.2.5) 	<p>After successfully completing this course, the student should be able to:</p> <p>Advanced: prepare and present oral or written reports: (1) using information from multimedia sources, (2) demonstrating logical organization and coherence, (3) using frames and organizers to facilitate transitions; and (4) evaluating presentations using teacher/student developed criteria.</p> <p>Intermediate: prepare and present oral or written reports: (1) using information from multimedia sources, (2) demonstrating logical organization and knowledge of transitional words by using frames and organizers; and (3) evaluating presentations in a cooperative environment using teacher/student developed criteria.</p> <p>Novice: (1) select, organize, and summarize information from multimedia sources in a cooperative group, (2) create a sentence outline that identifies topic by using frames/ organizers in a cooperative group; and (3) make brief oral or written reports using gathered information.</p>

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	<p>9. Develops 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</p>		

COMPONENT	OBJECTIVES	COMPETENCY	PERFORMANCE INDICATORS
<p>VI Culture</p>	<ol style="list-style-type: none"> 1. Recognizes that ancestors of people who live in the United States came from other countries. 2. Describes why groups and individuals celebrate holidays related to events and their contributions. 3. Participates respectfully with peers and adults in a variety of culturally diverse group activities to gain and share information, ideas, values, and points of view reflecting different cultures, ages, genres, and ethnicities. 4. Demonstrates an understanding of the rights and responsibilities inherent to the concept of citizenship. 5. Recognizes contributions of various culture groups to the United States (e.g. in arts, literature, music, politics, and education) 6. Recognizes and identifies national symbols of U.S. and students' native countries. 7. Compares and contrasts stories of different origins. 8. Participates in recreational and sports activities typical of the American culture. 9. Recognizes basic features of the government, history, and geography of the U.S.A and Florida, in a global context. 	<p>A. The student will communicate and function in the American cultural environment and will share a traditional story from his/her culture.</p>	<p>After selecting an appropriate song, story, poem or folktale the student should be able to:</p> <p><i>Advanced:</i> (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><i>Intermediate:</i> (1) orally discuss 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><i>Novice:</i> (1) illustrate the meaning of the selection; and (2) share favorite part of story through illustrations and simple captions.</p>