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ENGLISH LANGUAGE ARTS PLANNING GUIDE FOR GRADE 3-5

The purpose of this document is to assist teachers as a curriculum and instruction planning guide. It is designed to assist teachers in planning, monitoring, and assessing curriculum and instruction and documenting what students know and are able to do.

The English Language Arts Standard Course of Study has the same competency goals for Grades K-5. Each competency objective is listed in consecutive order under each goal. The competency goals and objectives are printed in landscape format to facilitate teacher planning.

Also included are a list of the genres emphasized in reading for Grades K-5 and the composition products emphasized in writing for Grades K-5. This planning guide also lists the North Carolina Thinking Skills which are integrated into each content area. In addition, there are question stems for each thinking skill for teachers to use in their instruction and assessment.

English Language Arts Curriculum: Grade by Grade

Competency Goal 1:

The learner will develop and apply enabling strategies and skills to read and write.

| Third Grade | Fourth Grade | Fifth Grade |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks). | 1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic). | Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension. |
| 1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension. . | 1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension. | 1.02 Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension. |
| 1.03Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently | 1.03Identify key words and discover their meanings and relationships through a variety of strategies. | 1.03 Increase reading and writing vocabulary through: <ul style="list-style-type: none"> • wide reading. • word study. • word reference materials. • content area study. • writing process |

- NC SCS HOME
- ARTS EDUCATION
- COMPUTER / TECHNOLOGY SKILLS
- ENGLISH AS A SECOND LANGUAGE

ENGLISH LANGUAGE ARTS

Standard Course of Study

Elementary Resources

Middle Grades Resources

Secondary Resources

FAQ

NCDPI English Language Arts at LEARN NC

- GUIDANCE
- HEALTHFUL LIVING
- INFORMATION SKILLS
- MATHEMATICS
- SECOND LANGUAGES
- SCIENCE
- SOCIAL STUDIES
- CAREER TECHNICAL EDUCATION
- CURRICULUM & SCHOOL REFORM DIRECTORY

Competency Goal 2:

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

| Third Grade | Fourth Grade | Fifth Grade |
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| <p>2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> | <p>2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).</p> | <p>Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).</p> |
| <p>2.02 Interact with the text before, during, and after reading, listening, or viewing by:</p> <ul style="list-style-type: none"> setting a purpose. previewing the text. making predictions. asking questions. locating information for specific purposes. making connections. using story structure and text organization to comprehend. | <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> setting a purpose using prior knowledge and text information. making predictions. formulating questions. locating relevant information. making connections with previous experiences, information, and ideas | <p>2.02 Interact with the text before, during, and after reading, listening, and viewing by:</p> <ul style="list-style-type: none"> making predictions. formulating questions. supporting answers from textual information, previous experience, and/or other sources. drawing on personal, literary, and cultural understandings. seeking additional information. making connections with previous experiences, information, and ideas. |
| <p>2.03 Read a variety of texts, including:</p> <ul style="list-style-type: none"> fiction (short stories, novels, fantasies, fairy tales, fables). nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). poetry (proverbs, riddles, limericks, simple poems). drama (skits, plays). | <p>2.03 Read a variety of texts, including:</p> <ul style="list-style-type: none"> fiction (legends, novels, folklore, science fiction). nonfiction (autobiographies, informational books, diaries, journals). poetry (concrete, haiku). drama (skits, plays). | <p>2.03 Read a variety of texts, such as:</p> <ul style="list-style-type: none"> fiction (tall tales, myths). nonfiction (books of true experience, newspaper and magazine articles, schedules). poetry (narrative, lyric, and cinquains). drama (plays and skits). |
| <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> author's purpose. plot. conflict. sequence. resolution. lesson and/or message. main idea and supporting details. cause and effect. | <p>2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> plot. theme. main idea and supporting details. author's choice of words. mood. author's use of figurative language. | <p>2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> plot development. author's choice of words. effectiveness of figurative language (e.g., personification, flashback). tone. |

> Printer Friendly Version

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| <ul style="list-style-type: none"> • fact and opinion. • point of view (author and character). • author's use of figurative language (e.g., simile, metaphor, imagery). | | |
| 2.05 Draw conclusions, make generalizations, and gather support by referencing the text. | 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text. | 2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s). |
| 2.06 Summarize main idea(s) from written or spoken texts using succinct language. | 2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas. | 2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment). |
| 2.07 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas. | 2.07 Determine usefulness of information and ideas consistent with purpose. | 2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics. |
| 2.08 Listen actively by: <ul style="list-style-type: none"> • facing the speaker. • making eye contact. • asking questions to clarify the message. • asking questions to gain additional information and ideas. | 2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources. | 2.08 Explain and evaluate relationships that are: <ul style="list-style-type: none"> • causal. • hierarchical. • temporal. • problem-solution. |
| | 2.09 Listen actively by: <ul style="list-style-type: none"> • asking questions. • paraphrasing what was said. • interpreting speaker's verbal and non-verbal messages. • interpreting speaker's purposes and/or intent. | 2.09 Listen actively and critically by: <ul style="list-style-type: none"> • asking questions. • delving deeper into the topic. • elaborating on the information and ideas presented. • evaluating information and ideas. • making inferences and drawing conclusions. • making judgements. |
| | | 2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience. |

Competency Goal 3:

The learner will make connections through the use of oral language, written language, and media and technology.

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| Third Grade | Fourth Grade | Fifth Grade |
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| <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, evaluative processes by:</p> <ul style="list-style-type: none"> • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character's point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining new insights, and identifying areas for further study. | <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • analyzing the impact of authors' word choice and context. • examining the reasons for characters' actions. • identifying and examining characters' motives. • considering a situation or problem from different characters' points of view. • analyzing differences among genres. • making inferences and drawing conclusions about characters, events, and themes. | <p>3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • analyzing word choice and content. • examining reasons for a character's actions, taking into account the situation and basic motivation of the character. • creating and presenting a product that effectively demonstrates a personal response to a selection or experience. • examining alternative perspectives. • evaluating the differences among genres. • examining relationships among characters. • making and evaluating inferences and conclusions about characters, events, and themes. |
| <p>3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.</p> | <p>3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.</p> | <p>3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.</p> |
| <p>3.03 Use text and own experiences to verify facts, concepts, and ideas.</p> | <p>3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.</p> | <p>3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).</p> |
| <p>3.04 Make informed judgements about television productions.</p> | <p>3.04 Make informed judgements about television and film/video productions.</p> | <p>3.04 Make informed judgements about television, radio, video/ film productions, other electronic mediums and/or print formats.</p> |
| <p>3.05 Analyze, compare, and contrast printed and visual information (e.g., graphs, charts, maps).</p> | <p>3.06 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.</p> | <p>3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.</p> |
| <p>3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p> | <p>3.05 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p> | <p>3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p> |

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| | | <p>3.07 Make informed judgments about:</p> <ul style="list-style-type: none"> • bias. • propaganda. • stereotyping. • media techniques. |
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Competency Goal 4:

The learner will apply strategies and skills to create oral, written, and visual texts.

| Third Grade | Fourth Grade | Fifth Grade |
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| 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression. | 4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace. | 4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose. |
| <p>4.02 Use oral and written language to:</p> <ul style="list-style-type: none"> • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning. | <p>4.02 Use oral and written language to:</p> <ul style="list-style-type: none"> • present information and ideas in a clear, concise manner. • discuss. • interview. • solve problems. • make decisions. | <p>4.02 Use oral and written language to:</p> <ul style="list-style-type: none"> • formulate hypotheses. • evaluate information and ideas. • present and support arguments. • influence the thinking of others. |
| 4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations). | 4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience. | 4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact. |
| 4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing). | 4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations). | 4.04 Select a self-evaluated composition for publication and justify rationale for selection. |
| 4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task. | 4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion). | 4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline. |
| 4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans. | 4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans. | 4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content. |
| 4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms | 4.07 Compose fiction, nonfiction, poetry, and drama using selfselected and assigned topics and forms | 4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topics and formats (e.g., poetry, |

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| (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions). | (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions). | research reports, news articles, letters-to-the-editor, business letters). |
| <p>4.08 Focus reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> clarifying ideas. adding descriptive words and phrases. sequencing events and ideas. combining short related sentences. strengthening word choice. | <p>4.09 Focus revision on a specific element such as:</p> <ul style="list-style-type: none"> word choice. sequence of events and ideas. transitional words. sentence patterns. | <p>4.08 Focus revision on target elements by:</p> <ul style="list-style-type: none"> improving word choice. rearranging text for clarity. creating simple and/or complex sentences for clarity or impact. developing a lead, characters, or mood. |
| 4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions). | 4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint). | 4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter). |
| 4.10 Explore technology as a tool to create a written product. | 4.10 Use technology as a tool to gather, organize, and present information. | 4.10 Use technology as a tool to enhance and/or publish a product. |

Competency Goal 5:

The learner will apply grammar and language conventions to communicate effectively.

| Third Grade | Fourth Grade | Fifth Grade |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions). | 5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives). | 5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences). |
| 5.02 Use correct subject/verb agreement. | <p>5.02 Demonstrate understanding in speaking and writing by appropriate usage of:</p> <ul style="list-style-type: none"> pronouns. subject/verb agreement. verb tense consistency. subject consistency. | <p>5.02 Demonstrate understanding in speaking and writing by using:</p> <ul style="list-style-type: none"> troublesome verbs. nomative, objective, and possessive pronouns. |
| 5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. | <p>5.03 Elaborate information and ideas in writing and speaking by using:</p> <ul style="list-style-type: none"> simple and compound sentences. regular and irregular verbs. adverbs. prepositions. coordinating conjunctions. | <p>5.03 Elaborate information and ideas in speaking and writing by using:</p> <ul style="list-style-type: none"> prepositional phrases. transitions. coordinating and/or subordinating conjunctions. |

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| 5.04 Compose two or more paragraphs with: <ul style="list-style-type: none"> • topic sentences. • supporting details. • appropriate, logical sequence. • sufficient elaboration. | 5.04 Compose multiple paragraphs with: <ul style="list-style-type: none"> • topic sentences. • specific, relevant details. • logical progression and movement of ideas. • coherence. • elaboration. • concluding statement related to the topic. | 5.04 Determine the impact of word choice on written and spoken language. |
| 5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings). | 5.05 meaning-based strategies as primary sources for correct spelling. | 5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings. |
| 5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls). | 5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spellchecks, and other classroom sources). | 5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors. |
| 5.07 Edit (with assistance) to use conventions of written language and format. | 5.07 Use established criteria to edit for language conventions and format. | 5.07 Edit final product for grammar, language conventions, and format. |
| 5.08 Create readable documents with legible handwriting (manuscript and cursive). | 5.08 Demonstrate evidence of language cohesion by: <ul style="list-style-type: none"> • logical sequence of fiction and nonfiction retells. • time order sequence of events. • sustaining conversations on a topic. | 5.08 Create readable documents through legible handwriting (cursive) and word processing. |
| | 5.09 Create readable documents through legible handwriting (cursive) and/or word processing. | |

North Carolina Thinking Skills

The North Carolina Thinking Skills represent different ways of processing information, ideas, and text. By engaging students in thinking about and interacting with text(s) at the different levels, teachers help students build a foundation for continued growth in critical analysis and comprehension of text.

The sample question stems included are intended as a starting point for assisting teachers as they guide students in engaging with texts. Use these question stems as appropriate for your students or to develop your own list of questions. The question stems represent a range of thinking levels. Depending on the selection(s), a question stem may be assigned to a different thinking skill level.

| Skills | Examples |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Knowing</p> <p>Defining problems: clarifying needs, discrepancies, or puzzling situations</p> <p>Setting goals: establishing direction and purpose</p> <p>Observing: obtaining information through one or more senses</p> <p>Formulating questions: seeking new information through inquiry</p> <p>Encoding: storing information in long-term memory</p> | <p>When was ____?</p> <p>Identify the ____ in the ____.</p> <p>Define the word ____.</p> <p>Who did ____?</p> <p>Who is the narrator of the story?</p> <p>Tell about ____ .</p> <p>List (facts, details, attributes).</p> <p>Which picture shows ____?</p> |

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| <p>Recalling: retrieving information from long-term memory</p> <p>Useful Verbs: <i>list, name, label, recall, identify, match, choose</i></p> | <p>Match ____ .</p> <p>What is the purpose of ____?</p> <p>Describe ____ .</p> |
| <p>Organizing</p> <p>Arranging information so it can be used effectively</p> <p>Comparing: noting similarities and differences between or among entities</p> <p>Classifying: grouping and labeling entities on the basis of their attributes</p> <p>Ordering: sequencing entities according to a given criterion</p> <p>Representing: changing the form but not the substance of information</p> <p>Useful Verbs: <i>categorize, group, classify, compare, contrast</i></p> | <p>How else might you say ____?</p> <p>Describe ____ . Tell how ____ .</p> <p>Compare ____ .</p> <p>What is the purpose of ____?</p> <p>Sequence/Put ____ in order of ____ .</p> <p>Is ____ greater than ____?</p> <p>Why is it called ____?</p> <p>Explain why ____ . What caused ____?</p> <p>Find the ____ that ____ .</p> <p>Make a diagram/chart/graphic organizer that ____ .</p> <p>Sort the ____ .</p> <p>Categorize the ____ of ____ .</p> |
| <p>Applying</p> <p>Demonstrating prior knowledge within a new situation. The task is to bring together the appropriate information, generalizations or principles that are required to solve a problem.</p> <p>Useful Verbs: <i>apply, make, show, record, construct, demonstrate, illustrate</i></p> | <p>Give some instance in which ____ .</p> <p>Which of these would best demonstrate ____?</p> <p>Dramatize/Pantomime/Act out ____ .</p> <p>Show how ____ .</p> <p>Use ____ to ____ .</p> <p>Illustrate ____ .</p> |
| <p>Analyzing</p> <p>Clarifying existing information by examining parts and relationships</p> <p>Identifying attributes and components: determining characteristics or parts of something</p> <p>Identifying relationships and patterns: recognizing ways in which elements are related</p> <p>Identifying main ideas: identifying the central element; for example, the hierarchy of key ideas in a message or line of reasoning</p> <p>Identifying errors: recognizing logical fallacies and other mistakes and where possible, correcting them</p> <p>Useful Verbs: <i>outline, diagram, differentiate, analyze</i></p> | <p>What part of this could be real? Make believe?</p> <p>What would be a good title for ____?</p> <p>How are ____ related?</p> <p>Compare ____ to ____ .</p> <p>How are they alike? Different?</p> <p>Explain the main idea.</p> <p>Which words best describe ____?</p> <p>Outline the important ____ .</p> |
| <p>Generating</p> <p>Producing new information, meaning, or ideas</p> <p>Inferring: going beyond available information to identify what reasonably may be true</p> <p>Predicting: anticipating next events, or the outcome of a situation</p> <p>Elaborating: explaining by adding details, examples, or other relevant information</p> <p>Useful Verbs: <i>conclude, predict, explain, elaborate, infer</i></p> | <p>If you had been ____ , what would you have done differently?</p> <p>How many ways can you think of to ____?</p> <p>What would happen if ____?</p> <p>Predict what would be true if ____?</p> <p>How can you explain ____?</p> <p>Pretend/Make-believe/Imagine ____ .</p> <p>Now that we have studied this, what can be concluded ____?</p> <p>Create ____ .</p> <p>Tell me about ____ .</p> |

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| | Can you tell me more ____? (Elaborate) |
| <p>Integrating</p> <p>Connecting and combining information</p> <p>Summarizing: combining information efficiently into a cohesive statement</p> <p>Restructuring: changing existing knowledge structures to incorporate new information</p> <p>Useful Verbs: <i>combine, summarize, design, imagine, generalize</i></p> | <p>How many ways can you think of ____?</p> <p>Summarize the story in your own words ____.</p> <p>Make a plan to ____.</p> <p>What if ____?</p> <p>How would you change ____?</p> <p>Can you make/produce ____?</p> <p>Tell/Show me how ____.</p> <p>What lesson was learned?</p> <p>How can it apply to new situations?</p> |
| <p>Evaluating</p> <p>Assessing the reasonableness and quality of ideas</p> <p>Establishing criteria: setting standards for making judgments</p> <p>Verifying: confirming the accuracy of claims</p> <p>Useful Verbs: <i>judge, evaluate, rate, verify, assess, define criteria</i></p> | <p>What would you do?</p> <p>Should ____ be permitted to ____?</p> <p>Why or why not?</p> <p>Was it right or wrong for ____? Explain.</p> <p>How well did ____?</p> <p>What is the most important? Why?</p> <p>What could have been different?</p> <p>Select/Choose the best ____.</p> <p>What helped you to decide ____? Why?</p> <p>Based on ____ from the text, tell why ____ . (Justify)</p> <p>Which would you choose/select ____? Tell why.</p> <p>Which picture best represents the data?</p> <p>Evaluate the effectiveness of ____ .</p> <p>What evidence is there that ____? (Verify)</p> |

TEXTS IN GENRE

| Grade Levels | Fiction | Nonfiction | Poetry | Drama |
|--------------|--------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| Grade K | Picture books Caption books | Short informational texts | Nursery rhymes Word plays & Finger plays | Puppet plays Reenactments of familiar stories |
| Grades 1-2 | Storybooks Short chapter books | Newspapers Telephone books Signs/labels | Short poems Word plays (alliteration/rhyme) | Skits Short plays |
| Grade 3 | Short stories Novels Fantasies Fairy tales & Fables | Biographies Letters & Articles Procedures/instructions Charts | Proverbs Riddles Limericks Simple poems | Skits Plays |
| Grade 4 | Legends Novels Folklore & | Autobiographies Informational books Diaries & Journals | Concrete poems Haiku | Skits Plays |

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| | Science fiction | | | |
| Grade 5 | Tall tales Myths | True experiences Newspapers & Magazines Schedules | Narrative Lyric Cinquain | Skits Plays |

COMPOSITION PRODUCTS

These composition products represent a basic list of text types. Teachers may want to focus instruction on these text types, but are encouraged to expose students to additional types of writing.

GRADE K

Participate in writing behaviors by using authors' models of language. Write by using models.

FIRST GRADE

Stories, journal entries, letters, response logs, simple poems, oral retellings

SECOND GRADE

Personal narratives, creative stories, skits (familiar stories/experiences), structured, informative presentations and narratives

THIRD GRADE

Simple narratives, short reports, friendly letters, directions, instructions, poems, learning logs, notes

FOURTH GRADE

Personal narratives, imaginative narratives, research reports, logs, diaries, journals, rules, instructions, letters-of-request, letters-of-complaint

FIFTH GRADE

Research reports, news articles, business letters, letters-to-the-editor, poetry, essays, feature stories

For additional information, contact:

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