

**Beverly Public Schools Curriculum  
ENGLISH LANGUAGE ARTS KINDERGARTEN**

**LANGUAGE STRAND:**

DOE Standard Number	State Standard	Students will be able to:
1	<p><b>Students will use agreed –upon rules for informal and formal discussions in small and large groups.</b></p> <p><i>Theses rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others' contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways.</i></p> <p><b>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.</b></p>	<ul style="list-style-type: none"> <li>• Follow one and two step directions</li> <li>• Take turns during discussions</li> <li>• Show appropriate sitting behavior during a group</li> <li>• Discussion. (as speaker/listener)</li> <li>• Use active listening skills (eye contact, etc.)</li> <li>• Ask questions to clarify meaning when listening or viewing.</li> <li>• Look at the speaker.</li> <li>• Be quiet when someone is speaking.</li> <li>• Keep your feet and hands to yourself and not bother others.</li> <li>• Avoid interrupting and raise your hand.</li> <li>• Ask and answer questions about important details in complete thoughts.</li> <li>• Share ideas and feelings.</li> <li>• Tell ideas in a sequence and know when you are done.</li> <li>• Speak loud enough to be heard but not too loud.</li> <li>• Be able to wait your turn to talk, not distract other, and look at others when they talk.</li> </ul>
2	<p><b>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</b></p> <p><b>Contribute knowledge in class discussion to develop the framework for a class project.</b></p>	<ul style="list-style-type: none"> <li>• Give relevant opinions and descriptions</li> <li>• Listen to other's views</li> <li>• Tell a story about an event in own experience</li> <li>• Contribute to a list of questions about a specific person/topic</li> <li>• During a class discussion.</li> <li>• Express feelings.</li> <li>• Student will be able to understand the difference between a question and statement.</li> </ul>

<p>3</p>	<p><b>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</b></p> <p><i>Give oral presentations about or interests using eye contact, proper pace, volume, and clear enunciation.</i></p>	<ul style="list-style-type: none"> <li>• Retell main event from story read aloud.</li> <li>• Describe objects, events, and feelings in a class discussion, using eye contact and proper voice.</li> <li>• Maintain focus on topic.</li> <li>• Give simple explanations.</li> </ul>
<p>4</p>	<p><b>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</b></p> <p><i>Identify and use correctly in all content areas Words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.</i></p>	<ul style="list-style-type: none"> <li>• Identify and use rhyming words</li> <li>• Identify and use question, time, and order words.</li> <li>• Classify words and state their relationships (i.e., colors, foods, animals).</li> </ul>
<p>5</p>	<p><b>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</b></p> <p><i>Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure ( e.g., fragments, run-ons,), and standard English spelling.</i></p>	<ul style="list-style-type: none"> <li>• Use moveable alphabet</li> <li>• Use “phonetic” spelling to write words.</li> <li>• Recognize that their names begin with capital letters.</li> </ul>

6	<p>Students will describe, analyze and use appropriately formal and informal English.</p> <p><i>Identify variations in the dialogue of literary characters and explain how these variations related to difference in the characters' occupations or social groups, or the geographic region of the story.</i></p>	<ul style="list-style-type: none"> <li>• Learn about different cultures through literature and discussion.</li> </ul>
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**READING AND LITERATURE STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
7	<p><b>Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</b></p> <p><i>Identify words or word parts from other languages that have been adopted into the English language.</i></p>	<ul style="list-style-type: none"> <li>• Children will understand that there are many languages throughout the world</li> </ul>
8	<p><b>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</b></p> <p><i>Use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing.</i></p>	<ul style="list-style-type: none"> <li>• Produce another word that rhymes with a given word.</li> <li>• Recognize and reproduce initial consonant and final letter/sound associations in speaking and writing.</li> <li>• Use picture cues for meaning.</li> <li>• Recognize and introduce short vowel sounds.</li> <li>• Name the capital letters in random order.</li> <li>• Name the lower case letters in random order.</li> <li>• Know the consonant sounds.</li> </ul>
9	<p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background..</b></p> <p><i>Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make</i></p>	<ul style="list-style-type: none"> <li>• Discuss their favorite stories and begin to use book language appropriately (once upon a time.)</li> <li>• Comprehension questions</li> </ul>

	<i>predictions, listening to others' ideas, and comparing information from several sources.</i>	
10	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p> <p><b>Distinguish among common forms of literature such as poetry, prose, fiction, nonfiction, and drama and identify such difference as these:</b>  <b>Poetry is written in verse and commonly associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors.</b>  <b>Prose is associated with straight-forward statements, unadorned by imagery and closer to everyday speech than poetry;</b>  <b>Fiction is associated with narrative, novel, and short story, as opposed to non-fiction, which is associated with presentation of facts, concepts, and ideas. Apply this knowledge as a strategy for reading and writing.</b></p>	<ul style="list-style-type: none"> <li>• Recognize the difference between a poem and a story.</li> <li>• Recognize fantasy/ reality</li> </ul>
11	<p><b>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</b></p> <p><i>Identify themes in fictional and non-fictional works, and relate them to personal experience or to the experience of others.</i></p>	<ul style="list-style-type: none"> <li>• Identify a theme in a story and relate it to a personal experience.</li> </ul>

<p>12</p>	<p>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p> <p><i>Identify the elements of plot, character, and setting in a favorite story and use these elements in their own stories.</i></p>	<ul style="list-style-type: none"> <li>• Orally, retell story with story elements.</li> </ul>
<p>13</p>	<p>Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.</p> <p><i>Identify and use the following structures to gain meaning from informational materials: Common expository organizational structures such as comparison and contrast, chronological or logical order, and cause and effect. Test and graphic features such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps.</i></p>	<ul style="list-style-type: none"> <li>• Use text and graphic features, such as, pictures, diagrams, headings, and charts.</li> <li>• Contribute to a class list of facts about the topic.</li> </ul>
<p>14</p>	<p>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</p> <p><i>Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</i></p>	<ul style="list-style-type: none"> <li>• Listen to and read poetry as a class.</li> </ul>

15	<p><b>Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</b></p> <p><i>Identify words appealing to the sense or involving direct or indirect comparisons in literature.</i></p>	<ul style="list-style-type: none"> <li>• Identify words that relate to the senses (bumpy, itchy, cold, sour, loud).</li> </ul>
16	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</b></p>	<ul style="list-style-type: none"> <li>• Learn about different cultures through literature.</li> </ul>
17	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</b></p> <p><i>Interpret the meaning of different selections of literary works and non-fiction, noting how different uses of language shape the reader’s expectation of how to read and interpret texts.</i></p>	<ul style="list-style-type: none"> <li>• Interpret the mood of a piece of literature using illustrations and text.</li> </ul>
18.	<p><b>Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</b></p> <p><i>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</i></p>	<ul style="list-style-type: none"> <li>• Use a clear voice to recite a favorite poem or song.</li> <li>• Participate in rhymes, songs and choral speaking.</li> </ul>

**COMPOSITION STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
19	<p><b>Students will write with a clear focus, coherent organization, and sufficient detail.</b></p> <p><i>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</i></p>	<ul style="list-style-type: none"> <li>• Follow left to right progression, top to bottom.</li> <li>• Use phonetic spelling to write.</li> <li>• Engage in emergent writing.</li> <li>• Dictate sentences/ stories.</li> <li>• Demonstrate understanding that writing and drawing are different.</li> <li>• Use known letters or approximations of letters to represent written language.</li> <li>• Demonstrate understanding that print carries a message.</li> </ul>
20	<p><b>Students will write for different audiences and purposes.</b></p> <p><i>Use a variety of forms or genres when writing for different audiences.</i></p>	<ul style="list-style-type: none"> <li>• Introduce First Steps forms of writing.</li> </ul>
21	<p><b>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.</b></p> <p><i>Revise their writing to improve level of detail to identify missing information, to determine logical sequence.</i></p>	<ul style="list-style-type: none"> <li>• Draw a picture with labels.</li> </ul>
22	<p><b>Students will use their knowledge of standard English conventions in their writing, revising, and editing.</b></p> <p><i>Use knowledge of punctuation (e.g. end marks, commas for series, apostrophes, capitalization, paragraph breads), usage (e.g. subject and verb agreement),</i></p>	<ul style="list-style-type: none"> <li>• Introduce end punctuation (. ,?).</li> </ul>

	<b><i>Sentence structure (e.g. fragments, run-ons) to edit their writing.</i></b>	
23	<p><b>Students will organize ideas in writing in a way that makes sense for their purpose.</b></p> <p><b><i>Generate their own relevant questions in their exploration of a topic.</i></b></p>	<ul style="list-style-type: none"> <li>Brainstorm ideas for a specific topic.</li> </ul>
24	<p><b>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</b></p> <p><b><i>Formulate open-ended research Questions to explore a topic of interest.</i></b></p>	<ul style="list-style-type: none"> <li>Retell information from a variety of sources (tapes, videos, speakers, texts)</li> <li>List what we know, and what we learned about a research topic.</li> </ul>
25	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><b><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></b></p>	<ul style="list-style-type: none"> <li>Self-select their best work (pictorial or written) and explain the reason for this choice.</li> <li>Compare different versions of a story for its basic elements.</li> <li>Publish, share and display written work.</li> </ul>

**MEDIA STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
26	<p><b>Students identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.</b></p>	<ul style="list-style-type: none"> <li>View a program and chart information with help.</li> </ul>

	<i>Use electronic media for research.</i>	
27	<p><b>Students will design and create coherent media productions( audio, video, television,, multimedia, Internet , emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</b></p> <p><i>Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.</i></p>	<ul style="list-style-type: none"> <li>• Identify what is real and not real on television.</li> <li>• Perform an age appropriate media production of a favorite song or poem (audio/video tape)</li> </ul>

**Beverly Public Schools Curriculum**  
**ENGLISH LANGUAGE ARTS GRADE ONE**

LANGUAGE STRAND:		
DOE Standard Number	State Standard	Students will be able to:
1	<p><b>Students will use agreed –upon rules for informal and formal discussions in small and large groups.</b></p> <p><b>Theses rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others’ contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways. Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.</b></p>	<ul style="list-style-type: none"> <li>• Takes turns as speaker/listener</li> <li>• Follow directions</li> <li>• Develop awareness of listener needs and begin to provide feedback. (Active listening skills)</li> </ul>

<p>2</p>	<p><b>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</b></p> <p><i>Contribute knowledge in class discussion to develop the framework for a class project.</i></p>	<ul style="list-style-type: none"> <li>• Listen to other perspectives and views</li> <li>• Give opinions, descriptions, and feelings.</li> <li>• Generate questions pertaining to a person/topic.</li> <li>• Respond to questions.</li> <li>• Tell the main idea and show something (photograph, object, drawing) to make the main idea clearer.</li> <li>• Tell ideas about what they read or heard in a discussion or to the large group.</li> <li>• Tell a personal experience and retell stories in sequence including who, what, when, where, and why.</li> <li>• Use language to anticipate and carry out daily tasks/routines in the classroom including cooperative learning groups.</li> <li>• Begin to develop behaviors for effective listening (taking turns, looking in the direction of the speaker).</li> <li>• Begin to develop behaviors for effective speaking (respond to the speaker using appropriate volume and stance).</li> <li>• Develop a vocabulary for language concepts to describe objects, events, and feelings.</li> <li>• Generate questions pertaining to a person/topic.</li> <li>• Respond appropriately to questions.</li> <li>• Begin to identify procedures, narratives, recounts, and reports.</li> </ul>
<p>3</p>	<p><b>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</b></p> <p><i>Give oral presentations about or interests using eye contact, proper pace, volume, and clear enunciation.</i></p>	<ul style="list-style-type: none"> <li>• Explain, listen to, and build upon the ideas of self and others, while using proper eye contact, expression, and intonation.</li> <li>• Explain importance of item or event.</li> <li>• Maintain focus on topic.</li> </ul>
<p>4</p>	<p><b>Students will acquire and use correctly an advanced reading vocabulary of English words, identifying meanings through and understanding of word relationships.</b></p> <p><i>Identify and use correctly in all content areas words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.</i></p>	<ul style="list-style-type: none"> <li>• Identify and use antonyms, synonyms, question words, time, rhyming words, and other words.</li> <li>• Identify compound words.</li> <li>• Classify words by specific criteria.</li> <li>• Identify suffixes, content area vocabulary, multiple meaning words, and simple abbreviations.</li> </ul>

5	<p><b>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</b></p> <p><i>Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure ( e.g., fragments, run-ons,), and standard English spelling.</i></p>	<ul style="list-style-type: none"> <li>• Explain, listen to, and build upon the ideas of self and others, while using proper eye contact, expression, and intonation.</li> <li>• Explain importance of item or event.</li> <li>• Maintain focus on topic.</li> </ul>
6	<p><b>Students will describe, analyze and use appropriately formal and informal English.</b></p> <p><i>Identify variations in the dialogue of literary characters and explain how these variations related to difference in the characters' occupations or social groups, or the geographic region of the story.</i></p>	<p>Expose Students to:</p> <ul style="list-style-type: none"> <li>• Learn about different cultures through literature and discussion.</li> <li>• Compare language and oral traditions.</li> <li>• Recognize the use of dialect in oral presentation.</li> </ul>

**READING AND WRITING LANGUAGE:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
7	<p><b>Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</b></p> <p><i>Identify words or word parts from other languages that have been adopted into the English language.</i></p>	<ul style="list-style-type: none"> <li>• Compare and contrast language and oral traditions through discussion /literature.</li> </ul>
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	<p><b>Students will decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.</b></p> <p><i>Use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing.</i></p>	<ul style="list-style-type: none"> <li>• Identify parts of a book: e.g. cover, end papers, title page, table of contents and dedication page</li> <li>• Read from left to right, top to bottom, and front to back.</li> <li>• Understand that print carries a constant message</li> <li>• Apply basic phonetic analysis (initial and final consonants, initial diagraphs, two-letter blends, CVC word patterns).</li> <li>• Demonstrate a 1-to-1 correspondence between written and spoken words</li> <li>• Read and use sight words.</li> <li>• Use picture clues to read and understand words.</li> <li>• Use story titles to predict subject matter.</li> <li>• Read and comprehend word endings (e.g., -possessive, -ed, -ing, plurals).</li> <li>• Use table of contents.</li> <li>• Know meaning of bold print.</li> <li>• Know meaning of quotation marks.</li> <li>• Read for meaning (main idea, sequence).</li> <li>• Identify both words in compound words (e.g., cowboy, raindrop).</li>   <li>• With teacher help, use relevant text features (e.g., bold print) to predict new information.</li> <li>• Identify opposite and rhyming words.</li> <li>• Read orally with fluency.</li> <li>• Read back their own writing.</li> </ul>
9	<p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background..</b></p> <p><i>Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas, and comparing information from several sources.</i></p>	<ul style="list-style-type: none"> <li>• Discuss their favorite stories and begin to use book language appropriately (once upon a time.)</li> <li>• Comprehension questions Interpret story endings</li> <li>• Make predictions based on illustrations and titles.</li> <li>• Understand difference between fiction and nonfiction.</li> </ul>
10	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p> <p><i>Distinguish among common forms of literature such as poetry, prose, fiction, nonfiction, and drama and identify such difference as these:</i></p>	<ul style="list-style-type: none"> <li>• Select reading materials according to purpose.</li> <li>• Identify fiction and nonfiction.</li> <li>• Recognize the characteristics of fiction through the analysis of fairy tales, fables, and tall tales.</li> <li>• Identify forms of poetry.</li> </ul>

	<p><b><i>Poetry is written in verse and commonly associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors.</i></b></p> <p><b><i>Prose is associated with straight-forward statements, unadorned by imagery and closer to everyday speech than poetry;</i></b></p> <p><b><i>Fiction is associated with narrative, novel, and short story, as opposed to non-fiction, which is associated with presentation of facts, concepts, and ideas. Apply this knowledge as a strategy for reading and writing.</i></b></p>	
11	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p> <p><b><i>Identify themes in fictional and non-fictional works, and relate them to personal experience or to the experience of others.</i></b></p>	<ul style="list-style-type: none"> <li>• Distinguish between past, present and fantasy, and reality when describing or retelling.</li> <li>• Make connections between literature and life experiences.</li> <li>• Choose interesting and appropriate books.</li> <li>• Understand the difference between fiction and non-fiction.</li> </ul>
12	<p><b>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</b></p> <p><b><i>Identify the elements of plot, character, and setting in a favorite story and use these elements in their own stories.</i></b></p>	<ul style="list-style-type: none"> <li>• Use prior knowledge, personal experience, picture cues, and knowledge of context to talk about characters.</li> <li>• Read familiar text confidently.</li> <li>• Can retell major content from visual and printed text.</li> <li>• Recognize story elements such as plot, characters, setting, and moral.</li> <li>• Tell the main idea and sequence.</li> <li>• Predict what will happen next.</li> <li>• Demonstrate an early understanding of literary devices. E.g.. Rhythm, rhyme, alliteration, and figurative language.</li> </ul>
13	<p><b>Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.</b></p> <p><b><i>Identify and use the following structures to gain meaning from informational materials:</i></b></p>	<ul style="list-style-type: none"> <li>• Comprehend main idea of basic non-fictional materials.</li> <li>• Use facts gained to display, communicate, or transmit information.</li> <li>• Identify and use headings, key words, topic sentences, diagrams, illustrations, charts, and maps.</li> </ul>

	<p><b>Common expository organizational structures such as comparison and contrast, chronological or logical order, and cause and effect. Text and graphic features such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps.</b></p>	
14	<p><b>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</b></p> <p><i>Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</i></p>	<ul style="list-style-type: none"> <li>• Identify the theme of the poem.</li> <li>• Identify the rhyming pattern in the poem.</li> <li>• Create poems using basic rhyming patterns.</li> </ul>
15	<p><b>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</b></p> <p><i>Identify words appealing to the sense or involving direct or indirect comparisons in literature.</i></p>	<ul style="list-style-type: none"> <li>• Identify and explain specific examples that suggest mood and create imagery (ghost stories, tall tales).</li> <li>• Identify words that relate to the 5 senses (bumpy, itchy, cold, sour, loud).</li> <li>• Identify words that make comparisons.</li> <li>• Identify similes.</li> </ul>
16	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</b></p>	<ul style="list-style-type: none"> <li>• Identify the story lines and characters in selected myths.</li> <li>• Identify, compare and contrast at least two stories from different cultures and geographical regions.</li> <li>• Compare tales from different cultures by tracing the exploits of one character type that consider natural phenomena (season, constellations, land formations, and animal behavior).</li> </ul>
17	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</b></p> <p><i>Interpret the meaning of different selections of literary works and non-fiction, noting how</i></p>	<ul style="list-style-type: none"> <li>• Interpret the mood of a piece of literature by considering illustrations, use of language, and format.</li> <li>• Compare and contrast different media on the same subject (tapes, films, CD ROMS)</li> <li>• Identify the author's purpose using picture clues, personal experiences, and text.</li> </ul>

	<i>different uses of language shape the reader's expectation of how to read and interpret texts.</i>	
18	<p><b>Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</b></p> <p><i>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</i></p>	<ul style="list-style-type: none"> <li>• Use expression in oral readings of descriptions, poetry, and/or summaries.</li> <li>• Perform readings of selected text using clear diction and voice.</li> <li>• Recite familiar poems and passages.</li> <li>• Consider audience and purpose in oral presentations.</li> </ul>

**COMPOSITION STRAND:**

DOE Standard Number	State Standard	Students will be able to:
19	<p><b>Students will write with a clear focus, coherent organization, and sufficient detail.</b></p> <p><i>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</i></p>	<ul style="list-style-type: none"> <li>• Engage in journal writing /learning log.</li> <li>• Write a paragraph with a topic sentence.</li> <li>• Engage in collaborative writing.</li> <li>• Engage in oral conversation about writing as a prewriting activity.</li> <li>• Write simple and compound sentences.</li> <li>• Use familiar forms of writing (narrative, recount, procedure, friendly letter).</li> <li>• Organize ideas before writing, using graphic organizers.</li> <li>• Recognize elements of report writing.</li> <li>• Recognize basic elements of a narrative (plot, setting, characters).</li> </ul>
20	<p><b>Students will write for different audiences and purposes.</b></p> <p><i>Use a variety of forms or genres when writing for different audiences.</i></p>	<ul style="list-style-type: none"> <li>• Write for different audiences and purposes using teacher-selected genre (friendly letters, invitations, personal recounts, poems, lists).</li> <li>• <u>First Steps</u> – Develop procedure, recount.</li> <li>• Introduce report, narrative.</li> </ul>
21	<p><b>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.</b></p>	<ul style="list-style-type: none"> <li>• Edit for mechanics, word usage, and sentence structure with teacher guidance and peer support.</li> <li>• Use self-editing processes with a partner reader.</li> </ul>

	<b><i>Revise their writing to improve level of detail to identify missing information, to determine logical sequence.</i></b>	
<b>22</b>	<p><b>Students will use their knowledge of standard English conventions in their writing, revising, and editing.</b></p> <p><b><i>Use knowledge of punctuation (e.g. end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g. subject and verb agreement), Sentence structure (e.g. fragments, run-ons) to edit their writing.</i></b></p>	<ul style="list-style-type: none"> <li>• Edit for capitalization (names of people, places, and beginnings of sentences).</li> <li>• Edit for end marks (period, question marks, exclamation points).</li> <li>• Identify and print correctly and neatly all upper and lower case letters so that others can read the printing.</li> <li>• Know standard spelling of commonly used words; still use some invented spelling.</li> <li>• Distinguish between naming and action words (or nouns and verbs).</li> <li>• Know when a group of words is a sentence.</li> <li>• Begin to use basic mechanics such as end marks and capitalization.</li> <li>• Write about personal experience using proper sentences.</li> <li>• Communicate with legible and complete sentences.</li> </ul>
<b>23</b>	<p><b>Students will organize ideas in writing in a way that makes sense for their purpose.</b></p> <p><b><i>Generate their own relevant questions in their exploration of a topic.</i></b></p>	<ul style="list-style-type: none"> <li>• Use a variety of graphic organizers (charts, graphs, and diagrams, etc).</li> <li>• Summarize / organize information.</li> <li>• Develop relevant questions about given topic, with teacher support.</li> <li>• Collaboratively create story maps for reading and writing.</li> </ul>
<b>24</b>	<p><b>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</b></p> <p><b><i>Formulate open-ended research Questions to explore a topic of interest.</i></b></p>	<ul style="list-style-type: none"> <li>• Brainstorm ways to find answers.</li> <li>• Obtain information from graphs and charts.</li> <li>• Use more than one source to explore a given topic of interest, in pairs or small groups.</li> <li>• Record information by drawing pictures and labeling.</li> <li>• Distinguish between a statement and a question.</li> <li>• Alphabetize to the second letter.</li> <li>• Keep a journal using words, sentences, drawings, and invented spelling.</li> <li>• Read familiar text and retell the story from visual and printed texts.</li> </ul>

25	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></p>	<ul style="list-style-type: none"> <li>• Use a self-evaluation form to critique work (rubric).</li> <li>• Listen and respond to the writing of others.</li> <li>• Publish, share and display written work.</li> </ul>
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**MEDIA STRAND:**

DOE Standard Number	State Standard	Students will be able to:
26	<p><b>Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</b></p>	<ul style="list-style-type: none"> <li>• Use electronic media to gather information on a specific topic as a class or in small groups.</li> <li>• Use CD ROM'S to find facts about a specific topic.</li> </ul>
27	<p><b>Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</b></p> <p><i>Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.</i></p>	<ul style="list-style-type: none"> <li>• Identify what is real and not real on television.</li> <li>• Explain why something on television may not be real.</li> </ul>

**Beverly Public Schools Curriculum  
ENGLISH LANGUAGE ARTS GRADE TWO**

**LANGUAGE STRAND:**

DOE Standard Number	State Standard	Students will be able to:
1	<p><b>Students will use agreed –upon rules for informal and formal discussions in small and large groups.</b></p> <p><i>Theses rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others’ contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways.</i></p> <p><i>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.</i></p>	<ul style="list-style-type: none"> <li>• Take turns as speaker/listener Listen for information</li> <li>• Demonstrate the need to be considerate by making positive personal remarks during class discussion.</li> <li>• Adapt language within a group for requests and seeking information.</li> <li>• Include when, who where, what in oral recounts</li> </ul>
2	<p><b>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</b></p> <p><i>Contribute knowledge in class discussion to develop the framework for a class project.</i></p>	<ul style="list-style-type: none"> <li>• Conduct simple interviews or surveys.</li> <li>• Give explanations.</li> <li>• Orally report to the class what they learned about a person/ topic.</li> </ul>
3	<p><b>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</b></p> <p><i>Give oral presentations about or interests using eye contact, proper pace, volume, and clear enunciation.</i></p>	<ul style="list-style-type: none"> <li>• Maintain focus on topic.</li> <li>• Sustain a conversation on topic.</li> <li>• Summarize and re-tell stories.</li> <li>• Demonstrate an awareness of audience and purpose using appropriate eye contact, proper pace, volume, and clear enunciation.</li> </ul>

<p>4</p>	<p><b>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</b></p> <p><i>Identify and use correctly in all content areas Words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary</i></p>	<ul style="list-style-type: none"> <li>• Identify and use plurals, synonyms, antonyms, homonyms, abbreviations, comparative and superlative adjectives, contractions, compound words.</li> <li>• Identify prefixes, suffixes, and root words.</li> <li>• Use a dictionary or other reference book</li> <li>• Identify and use content area vocabulary and multiple meaning words.</li> </ul>
<p>5</p>	<p><b>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</b></p> <p><i>Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure ( e.g., fragments, run-ons,), and standard English spelling.</i></p>	<ul style="list-style-type: none"> <li>• Apply rules for capitalization (all proper nouns).</li> <li>• Identify and use exclamation marks, periods, and question marks.</li> <li>• Begin to identify and use verbs, adverbs, nouns, and adjectives correctly.</li> <li>• Identify and use pronouns.</li> <li>• Identify and use comma and quotation marks.</li> <li>• Identify and use apostrophe in contractions and possessives.</li> <li>• Recognize when a sentence is grammatically correct and edit accordingly.</li> <li>• Begin to identify and use most grammatical rules but may still over generalize (tenses; swim/swam, plurals; mousse/mice).</li> </ul>
<p>6</p>	<p>Students will describe, analyze and use appropriately formal and informal English.</p> <p><i>Identify variations in the dialogue of literary characters and explain how these variations related to difference in the characters' occupations or social groups, or the geographic region of the story.</i></p>	<ul style="list-style-type: none"> <li>• Learn about different cultures and their traditions through literature and traditions.</li> </ul>

**READING AND LITERATURE STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
7	<p><b>Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</b></p> <p><i>Identify words or word parts from other languages that have been adopted into the English language.</i></p>	<ul style="list-style-type: none"> <li>• Identify word and word parts of the English language that are derived from other countries (bi, uni, and tri).</li> <li>• Compare and contrast language and oral traditions through discussion.</li> </ul>
8	<p><b>Students will decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.</b></p> <p><b>Use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing.</b></p>	<ul style="list-style-type: none"> <li>• Use semantic, syntactic, and graphophonic cues to construct meaning from text.</li> <li>• Use syllabication skills to read and write (compound words, prefixes, and suffixes) to construct meaning from text.</li> <li>• Use context clues to decode and construct meaning from text.</li> <li>• Apply strategies to make prediction, to self-correct, and to reread to construct meaning</li> <li>• Use a dictionary to locate meaning</li> </ul>
9	<p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background..</b></p> <p><i>Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas, and comparing information from several sources.</i></p>	<ul style="list-style-type: none"> <li>• Recall prior knowledge to make connections to text to make prediction.</li> <li>• Preview illustrations in text to make prediction. (Ex. Picture Walk)</li> <li>• Preview heading in text to make prediction.</li> <li>• Share and listen to others' predictions.</li> <li>• Make comparisons between texts.</li> </ul>
10	<p><b>Students will identify, analyze, and apply</b></p>	<ul style="list-style-type: none"> <li>• Identify the characteristics of fiction through the study and analysis of genres such</li> </ul>

	<p>knowledge of the characteristics of different genres.</p> <p><i>Distinguish among common forms of literature such as poetry, prose, fiction, nonfiction, and drama and identify such difference as these: Poetry is written in verse and commonly associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors. Prose is associated with straight-forward statements, unadorned by imagery and closer to everyday speech than poetry; Fiction is associated with narrative, novel, and short story, as opposed to non-fiction, which is associated with presentation of facts, concepts, and ideas. Apply this knowledge as a strategy for reading and writing.</i></p>	<p>as; fables, fairy tales, realistic fiction and tall tales.</p> <ul style="list-style-type: none"> <li>• Identify the characteristics of non-fiction through the study and analysis of genre such as biographies, autobiographies and non-fiction across content areas.</li> <li>• Identify, compare and contrast the characteristics of common forms of poetry.</li> <li>• Select own reading materials according to purpose.</li> </ul>
11	<p>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</p> <p><i>Identify themes in fictional and non-fictional works, and relate them to personal experience or to the experience of others.</i></p>	<ul style="list-style-type: none"> <li>• Identify, analyze and apply knowledge of themes in fiction literature.</li> <li>• Identify, analyze and apply knowledge of theme in non-fiction literature.</li> <li>• Students will provide evidence from the text to support their understanding and relate the theme to personal experiences.</li> </ul>
12	<p>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p> <p><i>Identify the elements of plot, character, and setting in a favorite story and use these elements in their own stories.</i></p>	<ul style="list-style-type: none"> <li>• Students will identify and analyze the elements of plot, character and setting in a story.</li> <li>• Students will use the elements of plot, character and setting to compose their own stories.</li> </ul>
13	<p>Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support</p>	<ul style="list-style-type: none"> <li>• Continue Grade 1 structures for gaining meaning from material (heading, key words, topic sentences, diagrams, illustrations, charts, and maps).</li> <li>• Identify the rhythm of poetry.</li> </ul>

	<p>their understanding.</p> <p><b>Identify and use the following structures to gain meaning from informational materials:</b>  <b>Common expository organizational structures such as comparison and contrast, chronological or logical order, and cause and effect.</b>  <b>Text and graphic features such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps.</b></p>	<ul style="list-style-type: none"> <li>• Identify theme of the poem.</li> <li>• Create and identify poems using basic rhyming patterns, such as end, rhyme, acrostic, haiku, and cinquain.</li> </ul>
14	<p>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</p> <p><b>Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</b></p>	<ul style="list-style-type: none"> <li>• Identify the rhythm of poetry.</li> <li>• Identify theme of the poem.</li> <li>• Create and identify poems using basic rhyming patterns, such as end, rhyme, acrostic, haiku, and cinquain.</li> <li>• Create inventive poetry (alphabet, acrostic shape and name poetry).</li> </ul>
15	<p>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</p> <p><b>Identify words appealing to the sense or involving direct or indirect comparisons in literature.</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain specific examples that suggest mood (ghost stories, tall tales).</li> <li>• Identify elements of personification, alliteration, and onomatopoeia.</li> <li>• Identify similes and metaphors.</li> </ul>
16	<p>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding..</p>	<ul style="list-style-type: none"> <li>• Compare and contrast a variety of stories from different cultures.</li> <li>• Identify characteristics of a fable.</li> </ul>
17	<p>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</p>	<ul style="list-style-type: none"> <li>• Identify and interpret the author's purpose using films and media to make inferences.</li> <li>• Write a critique to compare stories, novels, non-fictional materials, and various</li> </ul>

	<i>Interpret the meaning of different selections of literary works and non-fiction, noting how different uses of language shape the reader's expectation of how to read and interpret texts.</i>	media.
18.	<p><b>Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</b></p> <p><i>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</i></p>	<ul style="list-style-type: none"> <li>• Perform readings of selected text using clear diction and voice.</li> <li>• Use proper phrasing and expression during oral readings of descriptions, poetry, and /or summaries.</li> <li>• Memorize and recite selected materials.</li> </ul>

**COMPOSITION STRAND:**

DOE Standard Number	State Standard	Students will be able to:
19	<p><b>Students will write with a clear focus, coherent organization, and sufficient detail.</b></p> <p><i>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</i></p>	<ul style="list-style-type: none"> <li>• Use narrative, recount, procedure, report writing, and letter writing emphasizing beginning, middle, and end.</li> <li>• Use a variety of sentence structures in writing.</li> <li>• Organize ideas before writing, using graphic organizers.</li> <li>• Write a paragraph with a topic sentence and at least three related details.</li> <li>• Write a short story with basic story elements (plot, setting, characters).</li> <li>• Use standard spelling and punctuation in their final draft.</li> </ul>
20	<p><b>Students will write for different audiences and purposes.</b></p> <p><i>Use a variety of forms or genres when writing for different audiences</i></p>	<ul style="list-style-type: none"> <li>• Write for different audiences and purposes using teacher or self selected genre (book reports, poem, narrative, biography, autobiography, fable).</li> </ul>
21	<p><b>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.</b></p>	<ul style="list-style-type: none"> <li>• Edit for mechanics, word usage, and sentence structure with teacher guidance and peer support</li> <li>• Write and edit for use of details and logical sequence.</li> <li>• Use content focused correction areas to self-edit (sequence, topic sentence,</li> </ul>

	<b>Revise their writing to improve level of detail to identify missing information, to determine logical sequence.</b>	detail, story elements).
22	<p><b>Students will use their knowledge of standard English conventions in their writing, revising, and editing.</b></p> <p><i>Use knowledge of punctuation (e.g. end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g. subject and verb agreement), Sentence structure (e.g. fragments, run-ons) to edit their writing.</i></p>	<ul style="list-style-type: none"> <li>• Edit for correct use of end marks.</li> <li>• Edit for capitalization (all proper nouns).</li> <li>• Edit for commas in the date and in a series, and in a friendly letter.</li> <li>• Edit for use of period after intervals and common abbreviations.</li> <li>• Edit for subject / verb agreement.</li> <li>• Introduce editing for correct use of quotation marks in conversation.</li> </ul>
23	<p><b>Students will organize ideas in writing in a way that makes sense for their purpose.</b></p> <p><i>Generate their own relevant questions in their exploration of a topic.</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of graphic organizers (charts, graphs, and diagrams, etc).</li> <li>• Summarize /organize information.</li> <li>• Write relevant questions about a given topic.</li> <li>• Make predications and ask questions when reading and writing.</li> <li>• Create story maps for reading and writing.</li> <li>• Recognize and share the opinions in print in a clear and logical way.</li> <li>• Evaluate their own work to the expectations of standard based rubrics.</li> <li>• Evaluate pieces of writing to standard writing forms.</li> <li>• Consider audience and purpose when writing.</li> <li>• Contribute in small and large group discussions.</li> </ul>
24	<p><b>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</b></p> <p><i>Formulate open-ended research Questions to explore a topic of interest.</i></p>	<ul style="list-style-type: none"> <li>• Brainstorm ways to find answers.</li> <li>• Obtain and use information from graphs and charts.</li> <li>• Use more than one source to explore a topic of interest with a partner.</li> </ul>

25	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></p>	<ul style="list-style-type: none"> <li>• Compare similarities and differences within a genre.</li> <li>• Use criteria to revise their own work and work of others (peer editing).</li> <li>• Use proofreading strategies in context of own writing.</li> <li>• Delete and add words to clarify.</li> <li>• Edit for spelling and punctuation.</li> <li>• Edit and revise for logical sequencing.</li> <li>• In consultation with teacher, set individual goals for writing development.</li> <li>• Publish, share and display written work.</li> <li>• Edit for content, organization, use of language and convention with support.</li> </ul>
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**MEDIA STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
26	<p><b>Students identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies, and provide evidence from the works to support their understanding.</b></p> <p><i>Use electronic media for research.</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of media to gather information.</li> <li>• Select appropriate electronic media to gather information on a specific topic.</li> <li>• Use a variety of software to strengthen and expand subject matter in a variety of curriculum areas.</li> </ul>
27	<p><b>Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</b></p> <p><i>Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.</i></p>	<ul style="list-style-type: none"> <li>• Identify the difference between fact and opinion in media.</li> <li>• Explain how graphics and animation are used to enhance products for aesthetic purposes.</li> </ul>

**Beverly Public Schools Curriculum  
ENGLISH LANGUAGE ARTS GRADE THREE**

**LANGUAGE STRAND:**

DOE Standard Number	State Standard	Students will be able to:
1	<p><b>Students will use agreed –upon rules for informal and formal discussions in small and large groups.</b></p> <p><i>These rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others’ contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways. Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.</i></p>	<ul style="list-style-type: none"> <li>• Take turns as speaker /listener Listen for information</li> <li>• Respond appropriately to speaker</li> <li>• Participate in small/large group discussions</li> <li>• Practice and demonstrate the roles of group discussion/cooperative learning (leader, recorder, timekeeper, and listener).</li> <li>• Develop independent self-directing skills to foster group learning.</li> </ul>
2	<p><b>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</b></p> <p><i>Contribute knowledge in class discussion to develop the framework for a class project.</i></p>	<ul style="list-style-type: none"> <li>• Listen for defined purpose:</li> <li>• To obtain answers to questions</li> <li>• To obtain general idea</li> <li>• Report to the class on a specific person/topic after generating appropriate questions and conducting interviews.</li> <li>• Compose questions and conduct interview/survey</li> <li>• Develop ability to listen for the purpose of evaluation, drawing inference, and making judgments.</li> <li>• Demonstrate an understanding of questioning techniques for higher-level thinking. (Blooms Taxonomy)</li> </ul>
3	<p><b>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</b></p> <p><i>Give oral presentations about or interests using</i></p>	<ul style="list-style-type: none"> <li>• Give an oral presentation with an awareness of audience and purpose (eye contact, pace, volume, and enunciation).</li> <li>• Create and present book reports.</li> <li>• Make content area presentations.</li> <li>• Role-play characters from stories.</li> <li>• Dramatize stories.</li> </ul>

	<b><i>eye contact, proper pace, volume, and clear enunciation.</i></b>	<ul style="list-style-type: none"> <li>• Sustain a conversation on topic.</li> <li>• Report orally about field trips, subject studied and written about, literature read.</li> <li>• Participate in choral/class readings.</li> </ul>
4	<p><b>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</b></p> <p><b><i>Identify and use correctly in all content areas: Words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.</i></b></p>	<ul style="list-style-type: none"> <li>• Identify and use prefixes, suffixes, and root words.</li> <li>• Identify homographs and homophones.</li> <li>• Use a dictionary as a reference tool, glossary, and thesaurus.</li> <li>• Continue Grade 2 skills.</li> </ul>
5	<p><b>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</b></p> <p><b><i>Distinguish between a statement and a question. Identify three basic parts of speech: adjective, noun, and verb. Identify correct mechanics (i.e. end marks, capitalization, and comma in dates.</i></b></p>	<ul style="list-style-type: none"> <li>• Identify and use correct sentence structure and various types such as, simple, interrogative, and imperative.</li> <li>• Identify and use correct paragraph format, such as, indentations, topic sentences with related ideas, and conclusions.</li> <li>• Identify and use conjunctions.</li> <li>• Continue Grade 2 skills.</li> <li>• Use comma, quotation marks, and exclamation point.</li> </ul>
6	<p><b>Students will describe, analyze, and use appropriately formal and informal English. Identify dialect in conversational voices in American folk tales when they are reading aloud. Identify formal and informal language used in advertisements read, heard, or seen.</b></p>	<ul style="list-style-type: none"> <li>• Learn about different cultures through literature and discussion.</li> <li>• Compare language and oral traditions.</li> <li>• Recognize the use of dialect in oral presentation.</li> <li>• Identify the origin of a dialect of a literary character.</li> <li>• Recognize that language is adapted to meet different social situations.</li> </ul>

READING AND LITERATURE STRAND:

DOE Standard Number	State Standard	Students will be able to:
7	<p><b>Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</b></p> <p><i>Identify words or word parts from other languages that have been adopted into the English language.</i></p>	<ul style="list-style-type: none"> <li>• Identify and give examples of English words and word parts derived from other languages (tele, auto, astro, aqua, ology, and onomy).</li> <li>• Identify and give examples of root words and their affixes derived from other languages.</li> <li>• Compare and contrast language and oral traditions through discussion</li> </ul>
8	<p><b>Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.</b></p> <p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</b></p> <p><i>Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.</i></p> <p><i>Identify sensory details in literature.</i></p> <p><i>Identify the speaker of a poem or narrator of a story.</i></p> <p><i>Retell the events of a story in sequence.</i></p> <p><i>Identify narrative elements of character, setting, and plot.</i></p> <p><i>Form questions about a text and locate facts/details in order to answer those questions.</i></p> <p><i>Distinguish cause from effect.</i></p> <p><i>Distinguish fact from fiction.</i></p> <p><i>Identify main ideas and supporting details.</i></p>	<ul style="list-style-type: none"> <li>• Apply strategies to make predictions, to self-correct, and to reread to construct meaning.</li> <li>• Use context, language patterns, and graphophonic cues to construct meaning from text.</li> <li>• Use syllabication skills to read and write (compound words, prefixes, and suffixes)</li> <li>• Use reference materials (dictionary, thesaurus, etc.) to understand and use words accurately in their own writing.</li> </ul>
9	<p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</b></p> <p><i>Identify the basic facts and ideas in what they</i></p>	<ul style="list-style-type: none"> <li>• Recognize main idea and supporting details.</li> <li>• Provide detail about characters, setting, and events when retelling a story.</li> <li>• Use other peoples' facts and ideas to compare information (students' and published authors').</li> <li>• Make inferences and predictions.</li> </ul>

	<i>have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas, and comparing information from several sources.</i>	<ul style="list-style-type: none"> <li>• Summarize, paraphrase, compare/contrast information from several sources.</li> <li>• Provide detail about character, setting, and plot</li> <li>• Make predictions through writing patterns, illustrations, time order clues, and listening.</li> </ul>
10	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p> <p><i>Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama.</i></p>	<ul style="list-style-type: none"> <li>• Discriminate between fairy tales and fables.</li> <li>• Identify the characteristics of non-fiction through an analysis of biography, autobiography and informational materials.</li> <li>• Identify the characteristics of fiction through an analysis of realistic and historical fiction.</li> <li>• Identify a variety of forms of poetry.</li> </ul>
11	<p><b>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</b></p> <p><i>Identify themes as lessons in stories, fables, and poems.</i></p>	<ul style="list-style-type: none"> <li>• Recognize the theme of a story and relate it to personal experience.</li> <li>• Analyze how the theme or topics/key ideas support the main idea of the selection.</li> <li>• Compare similar themes across a variety of selections and genres.</li> </ul>
12	<p><b>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</b></p> <p><i>Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution. Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.</i></p>	<ul style="list-style-type: none"> <li>• Use elements of plot, character, setting and main idea to compose a written or oral story.</li> <li>• Provide evidence from the text to support understanding of story elements.</li> </ul>
13	<p><b>Students will identify, analyze, and apply knowledge of the purposes, structure, and elements of nonfiction or informational materials and provide evidence from the text to support their understanding.</b></p>	<ul style="list-style-type: none"> <li>• Collect and organize factual information to display and communicate information.</li> <li>• Articulate cause and effect relationships.</li> <li>• Identify and use elements of text graphic features and organizational structures to compose reports or presentations.</li> <li>• Use graphic organizers to interpret information and as a pre-writing tool.</li> </ul>

	<p><b>Identify and use knowledge of common textual features (i.e. title, headings, key words, paragraphs, table of contents, glossary, captions accompanying illustrations or photographs). Identify and use knowledge of common graphic features (i.e. charts, graphs, maps, diagrams, illustrations).</b></p> <p><b>Form questions about text and locate fact/details in order to answer those questions.</b></p> <p><b>Distinguish cause from effect, fact from fiction, and identify main ideas and supporting details.</b></p>	
14	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of poetry and provide evidence from the text to support their understanding.</b></p> <p><b>Identify poetic elements (i.e. rhyme, rhythm, repetition, sensory images).</b></p> <p><b>Identify terminology for structural elements of poem (i.e. that stanza and verse are both terms for groups of line in poetry.)</b></p>	<ul style="list-style-type: none"> <li>• Identify theme and provide evidence from the text.</li> <li>• Respond and analyze the effect of sound (alliteration, repetition, onomatopoeia).</li> <li>• Identify and use a variety of patterns in poetry, such as end rhyme, free verse, haiku, cinquain, couplets, limericks, alphabetical, acrostic, shape, and name.</li> <li>• Recognize stanza</li> </ul>
15	<p><b>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone, and will provide evidence from the text to support their understanding.</b></p> <p><b>Identify words appealing to the senses or involving direct comparisons in literature and spoken language.</b></p>	<ul style="list-style-type: none"> <li>• Identify and explain specific examples of comparison in literature (similes, metaphor, personification).</li> <li>• Identify and use strong, colorful vocabulary- orally and in composition.</li> <li>• Model a descriptive paragraph after a chosen writer.</li> <li>• Identify and use sound devices.</li> <li>• Compare the techniques used in various literature selections.</li> </ul>
16	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</b></p> <p><b>Identify natural events explained in origin myths. Acquire knowledge of culturally significant</b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast multicultural stories with similar themes.</li> <li>• Compare and contrast myths and legends.</li> <li>• Identify characteristics of a tall tale and create a tall tale.</li> </ul>

	<i>characters and events in Greek, Roman, and Norse mythology, and in other traditional literature.</i>	
17	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</b></p> <p><i>Identify and analyze elements of plot and character presented through dialogue in scripts that are read, viewed, listened, or performed.</i></p>	<ul style="list-style-type: none"> <li>• Compare and contrast stories, novels, non-fictional materials, and various media.</li> <li>• Identify and respond to author’s purpose and word choice using literary works, non –fiction, films, and media with supporting material.</li> <li>• Interpret how a film or work of literature can be shown to reflect: time period, idea, custom, and outlook of people.</li> </ul>

18	<p><b>Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</b></p> <p><i>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</i></p>	<ul style="list-style-type: none"> <li>• Present oral readings of descriptions, poetry, and /or summaries.</li> <li>• Show an awareness of audience during an oral reading.</li> <li>• Memorize and recite selected material.</li> <li>• Perform reading as selected texts using clear diction and voice (pitch, temper, tone)</li> <li>• Perform the duties of an audience and make connections between literature and other experiences.</li> </ul>
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**COMPOSITION STRAND**

DOE Standard Number	State Standard	Students will be able to:
19	<p><b>Students will write with a clear focus, coherent organization, and sufficient detail.</b></p> <p><i>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</i></p>	<ul style="list-style-type: none"> <li>• Engage in journal writing.</li> <li>• Respond to open- ended questions in all content areas.</li> <li>• Organize ideas before writing, using graphic organizers.</li> <li>• Write an essay and /or composition with developed story elements (plot, character, setting, beginning theme).</li> <li>• Self and peer edit for meaning, organization, and content.</li> </ul>
20	<p><b>Students will write for different audiences and purposes.</b></p>	<ul style="list-style-type: none"> <li>• Write for different audiences and purposes using self selected genre for example: (research/non-fiction reports, biography, tall tale, historical-fiction, poem).</li> </ul>

	<i>Use a variety of forms or genres when writing for different audiences.</i>	
22	<p><b>Students use their knowledge of standard English conventions in their writing, revising, and editing.</b></p> <p><i>Use knowledge of punctuation (e.g. end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g. subject and verb agreement), Sentence structure (e.g. fragments, run-ons) to edit their writing.</i></p>	<ul style="list-style-type: none"> <li>• Self and peer edit for word usage and sentence structure.</li> <li>• Self and peer edit for commas between city and state and words in a series.</li> <li>• Self and peer edit for apostrophes in contractions and possessives.</li> <li>• Edit for subject/verb agreement.</li> <li>• Rewrite and revise multiple drafts for conventions.</li> <li>• Self and peer edit for meaning, organization, content and spelling.</li> </ul>
23	<p><b>Students will organize ideas in writing in a way that makes sense for their purpose.</b></p> <p><i>Generate their own relevant questions in their exploration of a topic.</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of graphic organizers.</li> <li>• Plan and revise own writing with use of multiple drafts.</li> <li>• Use different genre/text frameworks to plan writing.</li> <li>• Use note-taking, paraphrasing and summarizing strategies.</li> <li>• Generate an outline with help.</li> <li>• Use self-generated questions to take notes.</li> </ul>

24	<p><b>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</b></p> <p><i>Questions to explore a topic of interest.</i></p>	<ul style="list-style-type: none"> <li>• Use journals/learning logs to generate questions for research.</li> <li>• Use more than one source to explore a topic of interest independently.</li> <li>• Obtain and use information from graphs, charts, maps, and diagrams.</li> <li>• Generate open-ended research questions.</li> </ul>
25	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></p>	<ul style="list-style-type: none"> <li>• Compare similarities and differences between genres (fiction, non-fiction, poetry, drama).</li> <li>• Self and peer edit for content, organization, use of language and conventions.</li> <li>• Use criteria to revise their own work and work of others (peer editing).</li> <li>• Edit to focused correction areas.</li> <li>• Judge final project to rubric.</li> <li>• Edit and revise for content (story elements, different genre formats, etc).</li> <li>• Set personal goals for writing development with teacher.</li> <li>• Set and monitor goals for writing.</li> <li>• Publish, share, and display written work.</li> </ul>

MEDIA STRAND		
DOE Standard Number	State Standard	Students will be able to:
26	<p><b>Students will identify, analyze, and apply knowledge of conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</b></p> <p><i>Use electronic media for research.</i></p>	<ul style="list-style-type: none"> <li>• Use electronic media to research information on a specific topic.</li> <li>• Evaluate the quality of information on a specific topic.</li> <li>• Use a variety of software to strengthen and expand subject matter in a variety of curriculum areas.</li> </ul>
27	<p><b>Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate, detail, and appropriate consideration of audience, purpose, and medium.</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate the difference between fact and opinion in all media (develop a TV commercial).</li> <li>• Explain how graphics and animation are used to enhance products for aesthetic purposes.</li> </ul>

*Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.*

**Beverly Public Schools Curriculum  
ENGLISH LANGUAGE ARTS GRADE FOUR**

**LANGUAGE STRAND:**

DOE Standard Number	State Standard	Students will be able to:
1	<p><b>Students will use agreed –upon rules for informal and formal discussions in small and large groups.</b></p> <p><i>Theses rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others' contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways.</i></p> <p><i>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.</i></p>	<ul style="list-style-type: none"> <li>• Reinforce Grade 3 skills</li> <li>• Demonstrate the role of leader, recorder, timekeeper, and listener in a student led small group discussion.</li> </ul>
2	<p><b>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</b></p> <p><i>Contribute knowledge in class discussion to develop the framework for a class project.</i></p>	<ul style="list-style-type: none"> <li>• Reinforce Grade 3 skills.</li> <li>• Listen for defined purpose: to obtain answers to questions, to obtain general idea</li> <li>• Develop a procedure and report on a specific person/topic. This will include and generate a list of appropriate questions and conducting an interview to gain information.</li> <li>• Demonstrate an understanding of questioning techniques for higher-level thinking.</li> <li>• Develop ability to listen for the purpose of evaluation, drawing inferences, and making judgments.</li> </ul>
3	<p><b>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</b></p>	<ul style="list-style-type: none"> <li>• Express orally their interpretations of texts read or listened to (offer point of view, opinions, and /or draw conclusions).</li> <li>• Participate in “Book Talks” (oral book presentations).</li> <li>• Give oral content presentations (eye contact, pace, volume and enunciation).</li> <li>• Role-play characters from stories or content areas.</li> </ul>

	<b><i>Give oral presentations about or interests using eye contact, proper pace, volume, and clear enunciation.</i></b>	<ul style="list-style-type: none"> <li>• Dramatize stories or events in history.</li> </ul>
4	<p><b>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</b></p> <p><b><i>Identify and use correctly in all content areas Words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.</i></b></p>	<ul style="list-style-type: none"> <li>• Identify and use prefixes, suffixes and use root words.</li> <li>• Identify and use homographs and homophones.</li> <li>• Use a dictionary, glossary and thesaurus as reference tools.</li> <li>• Acquire and use varied reading vocabulary of English words.</li> </ul>
5	<p><b>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</b></p> <p><b><i>Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure ( e.g., fragments, run-ons,), and standard English spelling.</i></b></p>	<ul style="list-style-type: none"> <li>• Apply knowledge of : appropriate word usage ( subject and verb agreement), appropriate sentence structure (no fragments or run-ons).</li> <li>• Apply correct spelling of standard English words.</li> <li>• Use various types of sentence, such as, simple, compound.</li> <li>• Use correct paragraph format.</li> <li>• Identify subject and predicate.</li> <li>• Identify parts of speech.</li> </ul>
6	<p>Students will describe, analyze and use appropriately formal and informal English.</p> <p><b><i>Identify variations in the dialogue of literary characters and explain how these variations related to difference in the characters' occupations or social groups, or the geographic region of the story.</i></b></p>	<ul style="list-style-type: none"> <li>• Learn about different cultures through literature and discussion.</li> <li>• Compare language and oral traditions.</li> <li>• Identify the origin of a dialect of a literary character.</li> <li>• Recognize that language is adapted to meet different social situations.</li> <li>• Identify and explain the purpose of dialect of a literary character.</li> </ul>

**READING AND LITERATURE STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
7	<p><b>Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</b></p> <p><i>Identify words or word parts from other languages that have been adopted into the English language</i></p>	<ul style="list-style-type: none"> <li>• Compare and contrast language and oral traditions through discussions.</li> <li>• Make generalizations about English words having similar prefixes and /or roots.</li> <li>• Describe and recognize how the English language has developed and been influenced by other languages.</li> </ul>
8	<p><b>Students will decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.</b></p> <p><b>Use their knowledge of phonics, syllabication, suffixes; the meanings of prefixes; a dictionary; or context clues to decode and understand new words, and use these words accurately in their own writing.</b></p>	<ul style="list-style-type: none"> <li>• Use dictionary to locate pronunciation and meaning.</li> <li>• Apply strategies to make meaning (self-correct, reread, slow down, and use print conventions).</li> <li>• Use known parts of words, word segmentation, and syllabication to decode and understand new words; use these words accurately in their own writing.</li> </ul>
9	<p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background..</b></p> <p><i>Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas, and comparing information from several sources.</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of resources to gather and compare information they have read, heard, or viewed.</li> <li>• Make generalizations about content read.</li> <li>• Analyze and interpret information</li> <li>• Review Grade 3 expectations.</li> </ul>
10	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p>	<ul style="list-style-type: none"> <li>• Identify the characteristics of fiction through analysis of myth and legend.</li> <li>• Recognize and use characteristics of various genres (fiction, non-fiction, poetry, drama) for different purposes and audiences.</li> <li>• Review Grade 2-3 expectations.</li> </ul>

	<p><b>Distinguish among common forms of literature such as poetry, prose, fiction, nonfiction, and drama and identify such difference as these: Poetry is written in verse and commonly associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors. Prose is associated with straight-forward statements, unadorned by imagery and closer to everyday speech than poetry; Fiction is associated with narrative, novel, and short story, as opposed to non-fiction, which is associated with presentation of facts, concepts, and ideas. Apply this knowledge as a strategy for reading and writing.</b></p>	<ul style="list-style-type: none"> <li>• Recognize characteristics of fairy tales, fables and tall tales.</li> <li>• Identify that non-fiction is associated with facts, concepts and ideas.</li> <li>• Identify that fiction may be associated with narrative, short story and novels (trade books, etc.).</li> <li>• Identify that prose is associated with straightforward statements and closer to everyday speech.</li> <li>• Identify different forms of poetry associated with images, concrete descriptive phrases, and the figurative language of similes and metaphors.</li> <li>• Recognize different genres as a strategy for reading and writing.</li> </ul>
11	<p><b>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</b></p> <p><i>Identify themes in fictional and non-fictional works, and relate them to personal experience or to the experience of others.</i></p>	<ul style="list-style-type: none"> <li>• Recognize and analyze the theme of a story and relate it to personal experience.</li> <li>• Analyze how the themes of topics/key ideas support the main idea of the selection.</li> <li>• Compare similar themes across a variety of selections and genres.</li> </ul>
12	<p><b>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</b></p> <p><i>Identify the elements of plot, character, and setting in a favorite story and use these elements in their own stories.</i></p>	<ul style="list-style-type: none"> <li>• Analyze literature based on the elements of fiction and provide evidence from the text to support their understanding.</li> <li>• Use elements of plot, character, setting, and main idea and apply to their own writing.</li> </ul>
13	<p><b>Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.</b></p>	<ul style="list-style-type: none"> <li>• Identify and use elements of text graphic features and organizational structure to compose reports or presentations using information from all curriculum areas.</li> <li>• Use non-fictional information to develop a presentation that includes visuals (timelines, charts, maps, heading, key words).</li> <li>• Use graphic organizers to interpret information and as a pre-writing tool.</li> </ul>

	<p><b>Identify and use the following structures to gain meaning from informational materials:</b>  <b>Common expository organizational structures such as comparison and contrast, chronological or logical order, and cause and effect.</b>  <b>Text and graphic features such as topic sentences, headings, key words, diagrams, illustrations, charts, and maps.</b></p>	<ul style="list-style-type: none"> <li>• Gather information/meaning from non-fiction and informational reading.</li> <li>• Apply common informational structures using graphic organizers (comparison and contrast, chronological or logical order, time lines and cause and effect).</li> <li>• Use text and graphic features (headings, diagrams, illustrations, charts, maps, etc.) to provide evidence from the text to support their understanding.</li> </ul>
14	<p><b>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</b></p> <p><i>Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</i></p>	<ul style="list-style-type: none"> <li>• Analyze and respond to poems using rhythm and /or rhyme.</li> <li>• Identify and use a variety of rhyming patterns in poetry, such as, end rhyme, free verse, haiku, cinquain, couplets, limericks, alphabetical, acrostic, shape, and name.</li> <li>• Identify stanza.</li> <li>• Identify theme and provide evidence from the text.</li> </ul>
15	<p><b>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</b></p> <p><i>Identify words appealing to the sense or involving direct or indirect comparisons in literature.</i></p>	<ul style="list-style-type: none"> <li>• Use literary comparisons in writing (simile, metaphor, personification).</li> <li>• Identify and use hyperbole</li> <li>• Analyze a chosen writers style.</li> <li>• Identify and use sound devices.</li> </ul>
16	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</b></p>	<ul style="list-style-type: none"> <li>• Compare variations of folktales and develop theories to account for the presence of similar stories across the world.</li> <li>• Use a Venn diagram to illustrate similarities and differences between two myths, tales or narratives.</li> </ul>
17	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</b></p> <p><i>Interpret the meaning of different selections of literary works and non-fiction, noting how different uses of language shape the reader's expectation of how to read and interpret texts.</i></p>	<ul style="list-style-type: none"> <li>• Interpret the literal and inferred meaning of literary works, non-fiction, films, and media, and support opinion with text.</li> <li>• Compare a poetic and on-fiction treatment of the same subject, noting the language choices made by the authors.</li> <li>• Read different genres using critical and analytical techniques.</li> </ul>

18	<p><b>Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</b></p> <p><i>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate an ability to plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone appropriate to the selection)</li> <li>• Develop characters through basic acting skills, such: memorization, concentration, and diction.</li> </ul>
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**Composition**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
19	<p><b>Students will write with a clear focus, coherent organization, and sufficient detail.</b></p> <p><i>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</i></p>	<ul style="list-style-type: none"> <li>• Brainstorm and plan ideas to develop a composition with a beginning, middle, and end, drawing on a variety of strategies.</li> <li>• Use focused corrections areas to guide writing.</li> </ul>
20	<p><b>Students will write for different audiences and purposes.</b></p> <p><i>Use a variety of forms or genres when writing for different audiences.</i></p>	<ul style="list-style-type: none"> <li>• Select an appropriate form or genre for a specific audience and /or purpose when writing narrative, recount, procedure, and explanation.</li> <li>• Identify the purpose and audience for their writing.</li> <li>• Engage in journal writing and open response questions/ answers in all content areas.</li> </ul>

<p>21</p>	<p><b>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.</b></p> <p><i>Revise their writing to improve level of detail to identify missing information, to determine logical sequence.</i></p>	<ul style="list-style-type: none"> <li>• Proofread for mechanics, word usage, and sentence structure.</li> <li>• Use detail and logical sequence in their own writing.</li> <li>• Construct a composition that includes use of indentation, topic, and closing sentences, and supporting details.</li> <li>• Improve the level of detail, add information, and determine a logical sequence in their writing.</li> <li>• Rewrite and revise multiple drafts for content.</li> <li>• Develop voice/tone in writing.</li> </ul>
<p>22</p>	<p><b>Students will use their knowledge of standard English conventions in their writing, revising, and editing.</b></p> <p><i>Use knowledge of punctuation (e.g. end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g. subject and verb agreement), Sentence structure (e.g. fragments, run-ons) to edit their writing.</i></p>	<ul style="list-style-type: none"> <li>• Self and peer edit for spelling, punctuation (including apostrophes in singular and plural possessive nouns), capitalization, usage, and sentence structure.</li> <li>• Rewrite and revise multiple drafts for conventions.</li> <li>• Edit for subject / verb agreement.</li> <li>• Self and peer edit for meaning, organization, content and spelling.</li> <li>• Use a paragraph format (indentation, headings and margins).</li> <li>• Write clear, concise paragraphs using a main idea sentence, 3 to 4 detail (supporting) sentences and a concluding sentence.</li> <li>• Write statements (compound sentences, compound subject and predicates).</li> <li>• Identify sentence structures that are fragmented or run-on and make appropriate corrections.</li> <li>• In the final draft, use punctuation and capitalization mechanics, correct usage and spelling.</li> </ul>
<p>23</p>	<p><b>Students will organize ideas in writing in a way that makes sense for their purpose.</b></p> <p><i>Generate their own relevant questions in their exploration of a topic.</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of graphic organizers.</li> <li>• Generate an outline.</li> <li>• Generate questions, take notes, and summarize to develop a report.</li> </ul>
<p>24</p>	<p><b>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</b></p> <p><i>Formulate open-ended research Questions to explore a topic of interest</i></p>	<ul style="list-style-type: none"> <li>• Use journals/learning logs</li> <li>• Generate open-ended research questions for research on a specific topic.</li> <li>• Obtain and use information from graphs, charts, maps and diagrams.</li> <li>• Formulate open-ended research questions to explore a topic of interest.</li> <li>• Use a variety of technological resources (databases, computer networks, ideas) to gather, synthesize and communicate knowledge.</li> </ul>

<p>25</p>	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></p>	<ul style="list-style-type: none"> <li>• Compare similarities and differences between genres (fiction, non-fiction, poetry, drama).</li> <li>• Self and peer edit for content, organization, use of language and conventions.</li> <li>• Edit to focus correction areas to generate questions for research.</li> <li>• Use criteria to revise their work and explain the revisions.</li> <li>• Review 3<sup>rd</sup> Grade expectations.</li> <li>• Use proofreading guide or checklist to self and per edit.</li> <li>• Sequence text.</li> <li>• Recognize misspelled words and make corrections.</li> <li>• Explain revisions.</li> <li>• Set and monitor goals for writing.</li> <li>• Publish, share and display written work.</li> <li>• Use a rubric for assessing final versions of compositions/research projects before presenting them to an audience (bulletin board display, group).</li> <li>• Use the descriptions outlined as criteria on a rubric to achieve higher level of writing.</li> </ul>
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**MEDIA STRAND:**

DOE Standard Number	State Standard	Students will be able to:
<p>26</p>	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of media to complete a research project.</li> <li>• Use a variety of software to strengthen and expand subject matter in a variety of curriculum areas.</li> <li>• Evaluate the quality of information on a specific topic.</li> </ul>
<p>27</p>	<p><b>Students will design and create coherent media productions( audio, video, television,, multimedia, Internet , emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</b></p> <p><i>Identify techniques used in television and use</i></p>	<ul style="list-style-type: none"> <li>• Distinguish and explain the difference between facts and misleading information in media.</li> <li>• Explain how graphics and animation are used to enhance products for aesthetic purposes.</li> </ul>

*their knowledge to distinguish between facts and misleading information.*

**Beverly Public Schools Curriculum  
ENGLISH LANGUAGE ARTS GRADE FIVE**

**LANGUAGE STRAND:**

DOE Standard Number	State Standard	Students will be able to:
1	<p><b>Students will use agreed –upon rules for informal and formal discussions in small and large groups.</b></p> <p><i>These rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others’ contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways.</i></p> <p>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion.</p>	<ul style="list-style-type: none"> <li>• Demonstrate the active restatement and summarization of main discussion points.</li> <li>• Assume specific roles of responsibility in a variety of discussion formats.</li> <li>• Participate in self-run small group or whole class discussion including cooperative learning.</li> <li>• Demonstrate an understanding of the topic by building on the ideas of other speakers in a variety of discussion setting.</li> <li>• Demonstrate effective active listening.</li> <li>• Listen to the opinion of others from a range of perspectives in a non-judgmental way in a variety of settings.</li> <li>• Demonstrate good questioning techniques and good answering proficiency when participating in a variety of discussion settings.</li> <li>• Maintain Grade 4 skills.</li> </ul>
2	<p><b>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</b></p> <p><i>Contribute knowledge in class discussion to develop the framework for a class project.</i></p>	<ul style="list-style-type: none"> <li>• Contribute actively to group discussions.</li> <li>• Have a clear main point when speaking or asking questions.</li> <li>• Introduce how to evaluate responses to questions for investigation of a specific topic.</li> <li>• Generate appropriate questions for investigation of a specific topic.</li> <li>• Gather and organize information relevant to a question.</li> <li>• Conduct interviews using appropriate questions and techniques for example: types of questions, etc.</li> <li>• Orally report to the class what they learned about a person/topic.</li> <li>• Maintain Grade 4 skills.</li> </ul>

<p><b>3</b></p>	<p><b>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</b></p> <p><i>Give oral presentations about or interests using eye contact, proper pace, volume, and clear enunciation.</i></p>	<ul style="list-style-type: none"> <li>• Use notes, and visual aids during an oral presentations.</li> <li>• Maintain fluency in oral presentations.</li> <li>• Give a vivid description or clear explanation of a content related topic or idea to a variety of audiences.</li> <li>• Deliver information, a poem, story, drama, or mixed media using appropriate strategies and techniques.</li> <li>• Maintain Grade 4 skills.</li> </ul>
<p><b>4</b></p>	<p><b>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</b></p> <p><i>Identify and use correctly in all content areas Words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding and use of dictionaries, thesauri, and other reference aids.</li> <li>• Use concept(s) to determine word meaning in a text of increasing length and difficulty (including multiple meaning words).</li> <li>• Demonstrate an understanding of synonyms, antonyms, and homonyms in their reading and writing.</li> <li>• Use a variety of analysis strategies to develop reading vocabulary.</li> <li>• Maintain Grade 4 skills.</li> </ul>
<p><b>5</b></p>	<p><b>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</b></p> <p><i>Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days), paragraph indentation, usage (e.g., subject and verb agreement), sentence structure ( e.g., fragments, run-ons,), and standard English spelling.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of nouns, pronouns, verbs, adjectives, and articles.</li> <li>• Apply their knowledge of these parts of speech.</li> <li>• Use correctly types of simple sentences, (declarative, interrogative, exclamatory, imperative.)</li> <li>• Identify and describe the proper use of the mechanics of standard English conventions (punctuation and capitalization).</li> <li>• Demonstrate understanding of usage: agreement, double negatives, and subject/ object pronouns.</li> <li>• Apply knowledge of subject and predicate.</li> <li>• Use correct spelling of standard English.</li> </ul>

<b>6</b>	<p><b>Students will describe, analyze and use appropriately formal and informal English.</b></p> <p><i>Identify variations in the dialogue of literary characters and explain how these variations related to difference in the characters' occupations or social groups, or the geographic region of the story.</i></p>	<ul style="list-style-type: none"> <li>• Identify and discuss various speaking contexts and how language changes within those contexts (formal and informal).</li> <li>• Maintain Grade 4 skills.</li> </ul>
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**READING AND LITERATURE STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
<b>8</b>	<p><b>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</b></p> <p><i>Identify and draw conclusions from the author's use of sensory details.</i>  <i>Identify and draw conclusions from the author's use of description of setting, characters, and events.</i>  <i>Identify and analyze main ideas and supporting details.</i></p>	<ul style="list-style-type: none"> <li>• Use visual cues, word forms, and context clues to determine word meaning.</li> <li>• Maintain Grade 4 skills.</li> <li>• Determine the meaning of a word by context and use of a dictionary and glossary.</li> <li>• Construct sentences using content words in context.</li> </ul>
<b>9</b>	<p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</b></p> <p><i>Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas and comparing information from several sources.</i></p>	<ul style="list-style-type: none"> <li>• Identify and analyze setting, plot, character, problem, main event, and resolution, using story maps.</li> <li>• Set a purpose for their reading, listening, or viewing.</li> <li>• Summarize the main idea of a passage and give supporting details.</li> <li>• Use the following comprehensions strategies:</li> <li>• Previewing text</li> <li>• Making predictions and checking them</li> <li>• Re-reading difficult passages</li> <li>• Generating questions</li> <li>• Summarizing</li> <li>• Identifying cause and effect; fact and opinion; author's purpose; point of view; mood</li> </ul>

<p>10</p>	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p> <p><i>Identify the characteristics of various genres (i.e. poetry, informational and expository nonfiction, dramatic literature, fiction, subgenres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories.)</i></p>	<ul style="list-style-type: none"> <li>• Compare and contrast examples of the four genre for characteristics of the form and author’s purpose.</li> <li>• Use knowledge of the structure of fiction to analyze a short story or novel.</li> <li>• Use knowledge of the structure of expository text to identify purpose, main idea and supporting details.</li> <li>• Use knowledge to identify different types of fiction (realistic, historical and fantasy).</li> </ul>
<p>11</p>	<p><b>Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.</b></p> <p><i>Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection.</i></p>	<ul style="list-style-type: none"> <li>• Identify the main idea of a selection and provide examples of implied or directly stated evidence.</li> <li>• Identify the theme and topic of a selection.</li> <li>• Compare and contrast the themes of a variety of selections.</li> <li>• Maintain Grade 4 skills.</li> </ul>
<p>12</p>	<p><b>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</b></p> <p><i>Identify the elements of setting, characterization, conflict, and plot structure. Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities. Describe how main characters change over time.</i></p>	<ul style="list-style-type: none"> <li>• Identify the significant traits of major characters from reading and cite examples from the text to give evidence, and verify choices.</li> <li>• Identify the major conflict in a story and discuss the resolution.</li> </ul>
<p>13</p>	<p><b>Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.</b></p> <p><i>Identify and use knowledge of common textual features (i.e. title, headings, key words, captions,</i></p>	<ul style="list-style-type: none"> <li>• Given informational materials, complete an appropriate graphic organizer (cause and effect, sequence, compare/contrast, main idea /supporting details, webbing, outlining, classification).</li> <li>• Using the information from a given graphic organizers, write informational reports or give presentations (topic sentences, headings, key words, diagrams, illustrations, charts, and maps).</li> <li>• Apply knowledge of graphic features to gain information from an expository text.</li> <li>• Compose paragraphs of expository text, including:</li> </ul>

	<p><b>paragraphs, topic sentences, table of contents, index, glossary).</b>  <b>Identify and use knowledge of common graphic features (i.e. charts, graphs, maps, diagrams, captions, illustrations).</b>  <b>Identify common organizational structures (i.e. chronological order, cause and effect).</b>  <b>Identify and summarize main ideas, supporting ideas, and supporting details.</b></p>	<ul style="list-style-type: none"> <li>• Main idea and supporting detail, sequence, cause and effect, compare and contrast and persuasion.</li> <li>• Maintain Grade 4 skills.</li> </ul>
14	<p><b>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</b>  <b>Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.</b>  <b>Sound (i.e. alliteration and rhyme scheme: free verse; couplets; A, B, A, B)</b>  <b>Figurative language (i.e. metaphor, simile)</b>  <b>Graphics (i.e. capital letters)</b></p>	<ul style="list-style-type: none"> <li>• Identify and analyze examples of alliteration, onomatopoeia, assonance, and consonance in a selection and give evidence from the text to support this.</li> <li>• Identify the theme of a given poem and provide evidence from the text to support this claim.</li> <li>• Identify rhythm and rhyme scheme.</li> <li>• Maintain Grade 4 skills.</li> </ul>
15	<p><b>Students will identify and analyze how an author's words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</b>  <b>Identify sensory details, figurative language, and rhythm or flow when responding to literature.</b></p>	<ul style="list-style-type: none"> <li>• Understand the use of sensory words in literature and be able to identify them.</li> <li>• Identify and use the following sound devices: Repetition, rhyme, rhythm, alliteration, onomatopoeia</li> <li>• Identify and use direct and indirect comparison in literature through: Simile, metaphor, personification</li> <li>• Maintain Grade 4 skills.</li> </ul>
16	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</b>  <b>Compare different versions of the same story from traditional literature.</b>  <b>Identify common structures of traditional literature (i.e. that characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks; or that there are magic</b></p>	<ul style="list-style-type: none"> <li>• Identify the characteristics of folktales after reading a variety from different cultures.</li> <li>• Maintain Grade 4 skills.</li> </ul>

	<p><i>helpers, such as talking animals, fairies, genies or elves).</i></p> <p><i>Identify common stylistic elements in traditional literature (such as repeated refrains, similes, hyperbole).</i></p>	
17	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</b></p> <p><i>Identify and analyze structural elements unique to dramatic literature (i.e. scenes, acts, cast of characters, stage directions).</i></p> <p><i>Identify and analyze the similarities and differences between a narrative text and its film or play adaptation.</i></p>	<ul style="list-style-type: none"> <li>• Explain the influence of an author’s life experiences, beliefs, and choice of language in specific works.</li> <li>• Demonstrate understanding that a piece of literature or film reflects the time period in which it was written.</li> <li>• Introduce differences in writing styles by comparing two or more authors.</li> <li>• Maintain Grade 4 skills.</li> </ul>
18	<p><b>Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</b></p> <p><i>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</i></p>	<ul style="list-style-type: none"> <li>• Assume the role of a character and select a method presentation that suits a variety of audiences and purposes.</li> <li>• Perform plays and reading using effective oral presentation skills (gestures, body language, voice, etc.).</li> <li>• Apply standard “creative drama” strategies in various classroom situations.</li> <li>• Assume the role of a character and select a method of presentation that suits a variety of audiences and purposes.</li> </ul>

**COMPOSITION STRAND:**

DOE Standard Number	State Standard	Students will be able to:
19	<p><b>Students will write with a clear focus, coherent organization, and sufficient detail.</b></p> <p><i>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of strategies as needed to generate and organize ideas.</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of strategies to generate ideas, plan, organize, draft, and revise a piece of writing.</li> <li>• Write a paragraph with a clear focus that develops a main idea with supporting details, given an appropriate graphic organizer.</li> <li>• Use topic sentences in writing.</li> <li>• Offer specific supporting details for the topic sentence.</li> <li>• Use concluding sentence.</li> <li>• Use simple transitional words or phrases.</li> </ul>

		<ul style="list-style-type: none"> <li>• Write a variety of paragraphs (narrative, informative, sequential, persuasive, compare/contrast).</li> <li>• Demonstrate ability to respond to directions in writing.</li> <li>• Maintain Grade 4 skills.</li> </ul>
20	<p><b>Students will write for different audiences and purposes.</b></p> <p><i>Use a variety of forms or genres when writing for different audiences.</i></p>	<ul style="list-style-type: none"> <li>• Given the organizational format of the writing assignment, examine and review their writing to match the forma (i.e. friendly letter, narrative, expository, poetry, etc.)</li> <li>• Write with awareness of audience.</li> <li>• Write with awareness of purpose.</li> <li>• Demonstrate skills in Expository, persuasive, narrative and literary writing.</li> <li>• Maintain Grade 4 skills.</li> </ul>
21	<p><b>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.</b></p> <p><i>Revise their writing to improve level of detail to identify missing information, to determine logical sequence.</i></p>	<ul style="list-style-type: none"> <li>• Given the organizational format of the writing assignment, examine and review their writing to match the format (i.e. friendly letter, narrative, expository, poetry, etc.).</li> <li>• Examine and revise their writing to improve the logical sequence.</li> <li>• In a writing conference, review and revise to improve the level of detail in their writing.</li> <li>• In a writing conference, discuss and use appropriate tools (i.e. dictionary, etc. ) to improve word choice in their writing.</li> <li>• Demonstrate developmentally appropriate competence in: word choice and variety, sequence variety, supporting detail.</li> <li>• Maintain Grade 4 skills.</li> </ul>
22	<p><b>Students will use their knowledge of standard English conventions in their writing, revising, and editing.</b></p> <p><i>Use knowledge of punctuation (e.g. end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g. subject and verb agreement), Sentence structure (e.g. fragments, run-ons) to edit their writing.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate developmentally appropriate competence in editing for:</li> <li>• Capitalization and punctuation (mechanic), spelling, usage-verb tense, subject/verb agreement, pronouns- subject /object agreement, antecedents, possessive, complete sentences.</li> <li>• Maintain Grade 4 skills.</li> </ul>
23	<p><b>Students will organize ideas in writing in a way that makes sense for their purpose.</b></p>	<ul style="list-style-type: none"> <li>• With increasing relevancy, independently generate questions to explore a topic, given appropriate graphic organizers.</li> <li>• In a group, using a variety of resources, locate factual information which may</li> </ul>

	<b>Generate their own relevant questions in their exploration of a topic.</b>	<p>answer their questions.</p> <ul style="list-style-type: none"> <li>• Demonstrate competency in :</li> <li>• Note taking, summarizing, outlining, generating questions.</li> <li>• Maintain Grade 4 skills.</li> </ul>
24	<p><b>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</b></p> <p><i>Formulate open-ended research Questions to explore a topic of interest.</i></p>	<ul style="list-style-type: none"> <li>• Create open-ended research questions, use a variety of resources, and select appropriate research methods to gather information for their research project.</li> <li>• Select an appropriate format to summarize and present their project.</li> <li>• Generate open-ended questions.</li> <li>• Demonstrate competency in using the 5 W's and H.</li> <li>• Demonstrate understanding of variety and types of research resources.</li> </ul>
25	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></p>	<ul style="list-style-type: none"> <li>• Use prescribed evaluative criteria to address mode, content, and style in a variety of presentation deliveries (e.g. compositions, recitations, performances).</li> <li>• Demonstrate understanding of rubrics.</li> <li>• Create rubrics.</li> <li>• Assess own work and work of others using rubrics.</li> <li>• Understand and use various types of rubrics (e.g., numerical, descriptive).</li> <li>• Understand the sub-categories of various types of rubrics and know how excellence can be gained.</li> <li>• Evaluate their own and others' compositions by understanding the expectations of the rubric.</li> <li>• Construct an original rubric that applies to a specific writing form (i.e. recount, narrative, report, procedure, explanation, persuasive/expository).</li> </ul>

**MEDIA STRAND:**

<b>DOE Standard Number</b>	<b>State Standard</b>	<b>Students will be able to:</b>
26	<b>Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</b>	<ul style="list-style-type: none"> <li>• Use a variety of media for research (i.e. computerized card catalogs, on-line databases, electronic almanacs, and encyclopedias, etc).</li> <li>• Access and use computerized card catalogs, on-line databases where available, and electronic almanacs and encyclopedias for research.</li> <li>• Use a word processor to organize and display their research.</li> </ul>
27		

	<p><b>Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</b></p> <p><i>Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.</i></p>	<ul style="list-style-type: none"> <li>• Compare and contrast electronic media with traditional forms of discourse addressing use of text, images, and sound.</li> <li>• Recognize various words and phrases writers use to elicit emotion from the reader or viewer.</li> <li>• Recognize visuals and sounds used in various types of media that writers use intentionally to produce certain emotions from the reader or viewer.</li> <li>• Evaluate newspapers, radio, and television coverage of an event.</li> <li>• Discuss in spoken or written form the similarities and differences in media coverage of an event.</li> <li>• Interpret the purpose of text and image in all media.</li> </ul>
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**Beverly Public Schools Curriculum  
ENGLISH LANGUAGE ARTS GRADE SIX**

STRAND:		
DOE Standard Number	State Standard	Students will be able to:
1	<p><b>Students will use agreed –upon rules for informal and formal discussions in small and large groups.</b></p> <p><i>Theses rules include active listening, staying on topic or creating an appropriate transition to a new topic, building on the ideas of previous speakers, showing consideration of others’ contributions to the discussion, avoiding sarcasm and personal remarks, taking turns, and gaining the floor in appropriate ways.</i></p> <p><i>Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussion..</i></p>	<ul style="list-style-type: none"> <li>• Assume specific roles of responsibility in a variety of discussion formats.</li> <li>• Participate in self-run small group or whole group discussion.</li> <li>• Demonstrate effective active listening.</li> <li>• Be able to express feelings and opinions in a discussion format in a socially acceptable manner in a variety of settings.</li> <li>• Demonstrate good questioning techniques and good answering proficiency when participating in a variety of discussion settings.</li> <li>• Demonstrate the active restatement and summarization of main discussion points.</li> <li>• Generate notes using active listening techniques with teacher assistance.</li> </ul>

<p>2</p>	<p><b>Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</b></p> <p><i>Contribute knowledge in class discussion to develop the framework for a class project.</i></p>	<ul style="list-style-type: none"> <li>• Contribute actively to group discussions.</li> <li>• Have a clear main point when speaking or asking questions.</li> <li>• Generate appropriate questions for investigation of a specific topic.</li> <li>• Gather and organize information relevant to a question.</li> <li>• Conduct interviews using appropriate questions and techniques.</li> <li>• Orally report to the class what they learned about a person / topic.</li> <li>• Evaluate responses to questions.</li> </ul>
<p>3</p>	<p><b>Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</b></p> <p><i>Give oral presentations about or interests using eye contact, proper pace, volume, and clear enunciation.</i></p>	<ul style="list-style-type: none"> <li>• Use notes and visual aids during an oral presentation.</li> <li>• Maintain fluency in oral presentations.</li> <li>• Deliver information, a poem, story, drama, or mixed media of increased complexity using appropriate strategies and techniques.</li> <li>• Give a vivid description of clear explanation of increasing length &amp; difficulty of 2 context related topic or idea.</li> </ul>
<p>4</p>	<p><b>Students will understand and acquire new vocabulary and use it correctly in reading and writing.</b></p> <p><i>Identify and use correctly in all content areas Words related as antonyms, synonyms, members of classifications, compounds, homophones, and homographs; and words related through prefixes and suffixes. Use a dictionary when necessary.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding and use of dictionaries, thesauri and other reference aides.</li> <li>• Use context to determine word meaning in a text of increasing complexity (including multiple meaning words).</li> <li>• In their reading, demonstrate an understanding of synonyms, antonyms, and homonyms in texts of increasing length and difficulty.</li> <li>• Use prefixes and suffixes.</li> <li>• Re-reading difficult passages</li> <li>• Generating questions.</li> <li>• Summarizing</li> <li>• Identifying cause and effect; fact and opinion; author's purpose' point of view; mood.</li> </ul>
<p>5</p>	<p><b>Students will analyze standard English grammar and usage and recognize how its vocabulary has developed and been influenced by other languages.</b></p> <p><i>Identify parts of speech (e.g., nouns, verbs, and adjectives), punctuation (e.g., end marks, commas for series, apostrophes), capitalization (e.g., countries, cities, names of people, months, days),</i></p>	<ul style="list-style-type: none"> <li>• Apply knowledge of nouns, pronouns, verbs, adjectives and articles.</li> <li>• Identify and describe parts of speech (adverbs, prepositions, interjections, and conjunctions).</li> <li>• Apply their knowledge of parts of speech and usage.</li> <li>• Identify and describe types of sentences and sentence structure (simple and compound).</li> <li>• Apply their knowledge of sentence and sentence structure.</li> <li>• Identify and correct sentence fragments.</li> </ul>

	<p><b><i>paragraph indentation, usage (e.g., subject and verb agreement), sentence structure ( e.g., fragments, run-ons,), and standard English spelling.</i></b></p>	<ul style="list-style-type: none"> <li>• Identify and correct run – on sentences.</li> <li>• Identify and describe proper use of the mechanics of standard English conventions.</li> <li>• Apply their knowledge of the proper use of the mechanics of standard English conventions.</li> <li>• Use correct spelling of standard English.</li> </ul>
6	<p><b>Students will describe, analyze and use appropriately formal and informal English.</b></p> <p><b><i>Identify variations in the dialogue of literary characters and explain how these variations related to difference in the characters’ occupations or social groups, or the geographic region of the story.</i></b></p>	<ul style="list-style-type: none"> <li>• Using literature and multimedia differentiate between slang and jargon and identify language styles of different groups and individuals.</li> <li>• Recognize clichés and jargon in language.</li> <li>• Recognize student use of slang and jargon.</li> </ul>
7	<p><b>Students will understand the nature of written English and the relationship of letters and spelling patterns to the sounds of speech.</b></p> <p><b><i>Identify words or word parts from other languages that have been adopted into the English language.</i></b></p>	<ul style="list-style-type: none"> <li>• Describe the various ways new words have been developed and included in standard English.</li> <li>• Demonstrate an understanding that many words in standard American English are borrowed from other languages.</li> </ul>
8	<p><b>Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.</b></p> <p><b><i>Identify and draw conclusions from the author’s use of sensory details.</i></b></p> <p><b><i>Identify and draw conclusions from the author’s use of description of setting, characters, and events.</i></b></p> <p><b><i>Identify and analyze main ideas and supporting details.</i></b></p>	<ul style="list-style-type: none"> <li>• Use textbook glossaries for specialized vocabulary.</li> <li>• Use visual clues, word forms, and context to determine word meaning.</li> <li>• Develop a working knowledge of the most common reek and Latin roots /affixes.</li> <li>• Identify and use common roots/affixes to unlock word meanings.</li> </ul>

<p>9</p>	<p><b>Students will deepen their understanding of a literary or non-literary work by relating it to its contemporary context or historical background.</b></p> <p><i>Identify the basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling prior knowledge, previewing illustrations and headings to make predictions, listening to others' ideas and comparing information from several sources.</i></p>	<ul style="list-style-type: none"> <li>• Identify and analyze setting, plot, character, problem, main event, and resolution, using graphic organizers.</li> <li>• Create a set of questions to clarify writer's purpose when listening viewing or reading.</li> <li>• Summarize the main idea of a passage and provide supporting details.</li> <li>• Use the following comprehension strategies:</li> <li>• Previewing text, making predictions and checking them, re-reading difficult passages, narrating questions, summarizing, identifying cause and effect; fact and opinion; author's purpose; point of view; mood</li> </ul>
<p>10</p>	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p> <p><i>Identify the characteristics of various genres (i.e. poetry, informational and expository nonfiction, dramatic literature, fiction, subgenres of fiction such as mystery, adventure, historical, or contemporary realistic novels and short stories.)</i></p>	<ul style="list-style-type: none"> <li>• Students will identify, analyze, and apply knowledge of the characteristics of different genres.</li> <li>• Compare and contrast examples of the four genres for characteristics of the form and author's purpose.</li> <li>• Using examples, compare and contrast an author's choice of poetry, fiction, nonfiction, or drama to accomplish a purpose.</li> </ul>
<p>11</p>	<p><b>Students will identify, analyze, and apply knowledge of the characteristics of different genres.</b></p> <p><i>Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection.</i></p>	<ul style="list-style-type: none"> <li>• Identify the theme and topic of a selection.</li> <li>• Identify the main idea of a selection and provide examples of implied or directly stated evidence.</li> <li>• Compare and contrast the themes of a variety of selections.</li> </ul>
<p>12</p>	<p><b>Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</b></p> <p><i>Identify the elements of setting, characterization, conflict, and plot structure. Identify personality traits of characters and how their thoughts, words, and actions reveal their personalities. Describe how main characters change over time.</i></p>	<ul style="list-style-type: none"> <li>• Identify the significant traits of major characters from their reading and cite examples from the text to give evidence, and verify their choices.</li> <li>• Identify the major conflict from a reading and discuss the resolution.</li> <li>• Write a descriptive essay about the major character, citing examples from the text to support opinion.</li> </ul>

<p>13</p>	<p><b>Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.</b></p> <p><i>Identify and use knowledge of common textual features (i.e. title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).</i>  <i>Identify and use knowledge of common graphic features (i.e. charts, graphs, maps, diagrams, captions, illustrations).</i>  <i>Identify common organizational structures (i.e. chronological order, cause and effect).</i>  <i>Identify and summarize main ideas, supporting ideas, and supporting details.</i></p>	<ul style="list-style-type: none"> <li>• Given informational materials, select and use an appropriate graphic organizer to create an informational report or presentation.</li> <li>• Apply knowledge of graphic features to gain information from an expository text.</li> <li>• Compose paragraphs of expository text, including: main idea and supporting detail, sequence, cause and effect, compare and contrast, and persuasion.</li> </ul>
<p>14</p>	<p><b>Students will identify, analyze, and apply knowledge of the theme, structure, and elements of poetry and provide evidence from the text to support their understanding.</b></p> <p><i>Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry.</i>  <i>Sound (i.e. alliteration and rhyme scheme: free verse; couplets; A, B, A, B)</i>  <i>Figurative language (i.e. metaphor, simile)</i>  <i>Graphics (i.e. capital letters)</i></p>	<ul style="list-style-type: none"> <li>• Identify the theme of a poem, providing textual evidence to support these claims.</li> <li>• Identify and analyze common rhyme schemes (such as abab, abba, etc.).</li> <li>• Demonstrate a basic understanding of symbolism and give examples from text to support understanding.</li> </ul>
<p>15</p>	<p><b>Students will identify and analyze how an author’s words appeal to the senses, create imagery, suggest mood, and set tone and provide evidence from the text to support their understanding.</b></p> <p><i>Identify sensory details, figurative language, and rhythm or flow when responding to literature.</i></p>	<ul style="list-style-type: none"> <li>• Understand the use of sensory words in literature and be able to identify them.</li> <li>• Identify and use the following sound devices:</li> <li>• Repetition, thyme, rhythm, alliteration, onomatopoeia</li> <li>• Identify and use direct and indirect comparison in literature:</li> <li>• Simile, metaphor, personification</li> </ul>
<p>16</p>	<p><b>Students will identify, analyze, and apply knowledge of the themes, structure, and elements</b></p>	<ul style="list-style-type: none"> <li>• Identify universal values and beliefs in folktales and myths from diverse</li> </ul>

	<p>of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.</p> <p><i>Compare different versions of the same story from traditional literature.</i></p> <p><i>Identify common structures of traditional literature (i.e. that characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks; or that there are magic helpers, such as talking animals, fairies, genies or elves).</i></p> <p><i>Identify common stylistic elements in traditional literature (such as repeated refrains, similes, hyperbole).</i></p>	<p>cultures.</p> <ul style="list-style-type: none"> <li>• Explain possible theories to account for the presence of similar values and beliefs across diverse cultures and time periods.</li> </ul>
17	<p>Students will identify, analyze, and apply knowledge of the themes, structure, and elements of drama and provide evidence from the text to support their understanding.</p> <p><i>Identify and analyze structural elements unique to dramatic literature (i.e. scenes, acts, cast of characters, stage directions).</i></p> <p><i>Identify and analyze the similarities and differences between a narrative text and its film or play adaptation.</i></p>	<ul style="list-style-type: none"> <li>• Cite evidence from a work to support reader understanding of how an author's life experiences, beliefs, and choice of language are reflected in his writing.</li> <li>• Cite evidence as to how an historical period or culture may be reflected in a particular work.</li> <li>• Identify author's tone and style.</li> </ul>
18.	<p>Students will plan and present dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</p> <p><i>Plan and perform readings of selected texts using clear diction and voice quality (pitch, tempo, and tone) appropriate to the selection.</i></p>	<ul style="list-style-type: none"> <li>• Prepare a presentation that reflects knowledge of basic acting skills which demonstrate a consideration of audience and purpose.</li> <li>• Describe artistic choices in the development of presentations.</li> <li>• Perform plays and readings using effective oral presentation skills (gestures, body language, voice, etc).</li> </ul>
19	<p>Students will write with a clear focus, coherent organization, and sufficient detail.</p> <p><i>Write well-organized compositions with a beginning, middle, and end, drawing on a variety of</i></p>	<ul style="list-style-type: none"> <li>• Use a variety of strategies to generate ideas, plan, organize, draft, and revise a piece of writing.</li> <li>• Write a paragraph with a clear focus that develops a main idea with supporting details, given an appropriate graphic organizer.</li> </ul>

	<b><i>strategies as needed to generate and organize ideas.</i></b>	<ul style="list-style-type: none"> <li>• Use topic sentences in writing.</li> <li>• Offer specific supporting details for the topic sentence.</li> <li>• Use concluding sentence.</li> <li>• Use simple transitional words or phrases.</li> <li>• Write a variety of paragraphs (narrative, informative, sequential, persuasive, compare /contrast).</li> <li>• Demonstrate ability to respond to directions in writing.</li> </ul>
20	<p><b>Students will write for different audiences and purposes.</b></p> <p><b><i>Use a variety of forms or genres when writing for different audiences.</i></b></p>	<ul style="list-style-type: none"> <li>• Given the organizational format of the writing assignment, examine and review their writing to match the format (i.e., friendly letter, narrative, expository, poetry, etc.).</li> <li>• Write with awareness of audience.</li> <li>• Write with awareness of purpose.</li> <li>• Demonstrate skills in : report , narrative, recount.</li> </ul>
21	<p><b>Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone and word choice (diction) in their compositions after revising them.</b></p> <p><b><i>Revise their writing to improve level of detail to identify missing information, to determine logical sequence.</i></b></p>	<ul style="list-style-type: none"> <li>• Given the organizational format of the writing assignment, examine and review their writing to match the format (i.e. friendly letter, narrative, expository, poetry, etc.).</li> <li>• Examine and revise with increased effectiveness demonstration improvement in content:</li> <li>• In a writing conference, review and revise level of detail in writing with increased effectiveness.</li> <li>• Demonstrate developmentally appropriate competence in:</li> <li>• Word choice and variety, sequence, sentence variety, and supporting detail.</li> </ul>
22	<p><b>Students will use their knowledge of standard English conventions in their writing, revising, and editing.</b></p> <p><b><i>Use knowledge of punctuation (e.g. end marks, commas for series, apostrophes, capitalization, paragraph breaks), usage (e.g. subject and verb agreement), Sentence structure (e.g. fragments, run-ons) to edit their writing.</i></b></p>	<ul style="list-style-type: none"> <li>• In a writing conference, edit their writing for proper usage (articles, pronouns, interjections, conjunctions).</li> <li>• In a writing conference, edit their writing for sentence structure (simple, compound).</li> <li>• In a writing conference, edit their writing for the mechanics of the standard English conventions.</li> </ul>
23	<b>Students will organize ideas in writing in a way that makes sense for their purpose.</b>	<ul style="list-style-type: none"> <li>• Take notes in response to self-generated questions on given topic, given appropriate graphic organizers.</li> </ul>

	<b><i>Generate their own relevant questions in their exploration of a topic.</i></b>	<ul style="list-style-type: none"> <li>• Using graphic organizers, write a summarizing paragraph to answer their questions.</li> <li>• Demonstrate individual competency in:</li> <li>• Note taking, summarizing, outlining, generating questions.</li> </ul>
24	<p><b>Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.</b></p> <p><b><i>Formulate open-ended research Questions to explore a topic of interest.</i></b></p>	<ul style="list-style-type: none"> <li>• Generate open-ended research questions, use a variety of resources, and select appropriate research methods to gather information for research projects.</li> <li>• Choose the appropriate format to summarize and present the information.</li> <li>• Generate open-ended questions.</li> <li>• Demonstrate competency in using the 5 W's and H.</li> <li>• Demonstrate understanding of variety and types of research resources.</li> <li>• Demonstrate understanding of role and use of the index and bibliography.</li> </ul>
25	<p><b>Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</b></p> <p><b><i>Form and explain their own standards or judgments of quality, display them in the classroom, and present them to family members.</i></b></p>	<ul style="list-style-type: none"> <li>• Use prescribed evaluative criteria to address mode, content, and style in a variety of presentation deliveries (e.. compositions, recitations, performances).</li> <li>• Demonstrate understanding of rubrics.</li> <li>• Create rubrics.</li> <li>• Assess own work and work of others using rubrics.</li> </ul>
26	<p><b>Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and emerging technologies and provide evidence from the works to support their understanding.</b></p>	
27	<p><b>Students will design and create coherent media productions (audio, video, television, multimedia, Internet, emerging technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</b></p> <p><b><i>Identify techniques used in television and use their knowledge to distinguish between facts and misleading information.</i></b></p>	<ul style="list-style-type: none"> <li>• Compare and contrast electronic media with traditional forms of discourse addressing use of text, images, and sound. Consideration will be directed to issues such as fact and opinion, cause and effect, author's bias, and accuracy.</li> </ul>