



Standards By Design:

Fourth Grade, Fifth Grade and Sixth Grade for English Language Arts



Acknowledgment

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Message to Students

Dear Student,

The world is changing quickly. For you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before. These days, “ready for college” and “ready for work” essentially mean the same thing: “ready for life.”

Getting in shape academically is one of the most important things you can do to prepare for a successful future. Your future starts with Oregon’s academic standards. This booklet explains what you should know and be able to do in each subject, at your grade level.

Please review this guide with your teachers and share it with your parents and family. To be ready for tomorrow, get in top academic shape today. You can use this guide year round to check your progress.



Message to Parents

Dear Parent,

Education is the building block of every student's future. To ensure all students have the opportunity to succeed, Oregon has adopted world-class academic standards in English/language arts, mathematics, science, social studies, the arts, health education, physical education and second languages. The academic content standards clearly outline what students should know and be able to do in each subject, at each grade level. Oregon's teachers are dedicated to helping all students meet these expectations.

Moreover, these standards are the cornerstone of the state's plan for improving student achievement. They provide a comprehensive blueprint for what we must do to support students every step of the way – from their earliest years through post-high school education. To be competitive in today's economy and to earn enough to support a family, all students need to continue their education beyond high school, whether at a two- or four-year college, in an apprenticeship program, or in the military.

How can you help your student meet these challenges? Learning occurs many places, not only in the classroom. Students spend far more time at home than they do in school. How they spend their time can make a real difference. Nothing will have a bigger impact on your student's success than your involvement in his or her education.

On the next page is a list of 12 things you can do to help ensure your child has the best education possible – from preschool to post-high school opportunities. We hope you will use this guide as a tool to help your child succeed today and in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Castillo". The signature is fluid and cursive, with the first name "Susan" written in a larger, more prominent script than the last name "Castillo".

Susan Castillo
Superintendent of Public Instruction

Twelve things parents can do to help students succeed

- 1. Promote education beyond high school.** Make sure your child knows you expect him or her to continue learning after high school – it's never too early to start raising these expectations. To keep our families, communities, and economy strong, all students need to keep learning.
- 2. Build relationships with your child's teachers.** Find out what each teacher expects of your child. Learn how you can help your child prepare to meet these expectations.
- 3. Read to your child.** Reading is the foundation for all learning and is one of the most important contributions you can make to your child's education. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and reinforces these habits and skills as your child grows.
- 4. Practice writing at home.** Letters, journal entries, e-mail messages, and grocery lists are all writing opportunities. Show that writing is an effective form of communication and that you write for a variety of purposes.
- 5. Make math part of everyday life.** Paying bills, cooking, gardening, and even playing games are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.
- 6. Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with their answer, and why they chose one answer over another.
- 7. Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers give parents a number to call for a recorded message of that day's homework; others put the assignments on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific assignments, stay informed about what your child is working on so that you can help at home.
- 8. Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmer's market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.
- 9. Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church, school organizations, or other groups. Study groups will be especially important as your child becomes older and more independent. The study habits your child learns now will carry over into college and beyond.
- 10. Spend time at school.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. Even so, "once in awhile" is better than "never."
- 11. Start a college savings plan as soon as possible.** Investigate Oregon's College Savings Plan and other investment vehicles and contribute as much as you can.

12. Promote high standards for all. To ensure the academic success of our children, everyone must work toward the same goal. Discuss academic expectations with parents and other people in your community. Use your school and employee newsletters, athletic associations, booster clubs, a PTA or PTO meeting, or just a casual conversation to explain why academic standards are important and what they mean to you and your family. Share your tips for helping your own son or daughter succeed in school and encourage others to share their suggestions as well.

Remember: You are the most important influence on your child. Oregon's academic standards give you important tools to ensure your child gets the best education possible and is well prepared for the future.



Measuring Student Learning

Children develop at different rates. Some take longer and need more help to learn certain skills.

Assessments at the state level provide a measure of school accountability – assisting schools in their efforts to align curriculum and instruction with the state’s academic standards and reporting progress to parents and the public.

Assessments at the classroom level help teachers and parents understand how students are progressing and assist in identifying academic areas where students may need additional attention.

The Oregon Assessment of Knowledge and Skills (OAKS) consists of three broad areas:

1. Multiple Choice Tests present the student with a series of questions or problems. The student responds on an answer sheet and responses are scored by machine. These tests are required in grades 3-8 and high school/CIM for English Language Arts and mathematics and for grades 5, 8, and high school/CIM in science. An optional multiple choice test is also available for Social Sciences in grades 5, 8 and high school/CIM.

2. State Writing Assessments require students to give extended written responses to open-ended topics provided by the state in a supervised testing situation. Trained raters at state-run scoring sites judge student work using the state scoring guide. These performance assessments are required for grades 4, 7 and high school/CIM.

3. Classroom Work Samples are a series of formal classroom assessments available to Oregon teachers in grades 3 to high school/CIM that allow students to respond to locally provided topics or complex problems. Student work is rated by teachers in their own schools or districts using state scoring guides. Work samples are collected in Writing, Speaking, Mathematics Problem Solving, Scientific Inquiry and Social Science Analysis.

Who is required to take state assessments?

Third grade is the first time that many students will be taking a statewide assessment. Third grade students take tests in Reading/Literature and Mathematics that are delivered through TESA (Technology Enhanced State Assessment) a computerized adaptive testing system.

The table below lists the statewide assessment schedule, by grade.

Required Statewide Testing

	3	4	5	6	7	8	10/CIM
Reading/Literature	X	X	X	X	X	X	X
Writing		X			X		X
Mathematics	X	X	X	X	X	X	X
Science			X			X	X
Social Sciences (optional)			X			X	X

How is student performance measured on these assessments?

Content Standards describe what students in Oregon should learn. How well they learn the content is determined by Achievement Standards. These Achievement Standards, or “cut scores”, identify the score needed to demonstrate solid understanding of the Content Standards. The following table shows the current Achievement Standards in Reading/Literature and Mathematics for grades 3-8 and 10/CIM.

Grade	<u>Reading/Literature</u>		<u>Mathematics</u>		<u>Science</u>	
	Meet	Exceed	Meet	Exceed	Meet	Exceed
3	204	218	205	217	----	----
4	211	223	212	225	----	----
5	218	230	218	229	225	238
6	222	234	221	232	----	----
7	227	239	226	238	----	----
8	231	241	230	241	234	246
10/CIM	236	248	236	246	239	249

The state writing assessment and classroom work samples are scored using state scoring guides. As an assessment tool, scoring guides provide specific criteria to describe a range of possible student responses and a consistent set of guidelines to rate student work. For the state writing assessment, student work is scored by two different raters and their scores combined to create a “composite score.”

Since the scoring guide serves as the primary assessment tool to determine whether students have met the standards through a collection of work samples, teachers are asked to align their classroom assessments carefully to the criteria described on the scoring guide. **Composite scores are not required for classroom work samples.**

For more information on assessments, please visit <http://www.ode.state.or.us/search/results/?id=169>

English Language Arts

Fourth Grade

Fourth grade students continue to build their vocabularies, adding letters at the beginnings and ends of root words to create new words. They learn variations on word meanings such as synonyms, antonyms, idioms, and words with more than one meaning. They recognize key features of textbooks and begin to use a thesaurus to find related words and ideas. They read a variety of grade-level-appropriate classic and contemporary literature and expand their interest in informational text, biographies, historical fiction, science fiction, and mythology. Fourth grade students read at the target rate of 115-140 words correct per minute (wcpm). They write multiple-paragraph narrative, descriptive, and persuasive compositions that begin to use quotations or dialogue to capture their readers' attention. They use the conventions of Standard English in their written communications. They deliver oral summaries of articles and books they have read.

Fifth Grade

Fifth grade students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in informational text, poetry, and plays. Fifth grade students read at the target rate of 125-150 words correct per minute (wcpm). They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

Sixth Grade

Sixth grade students apply skills they learned in earlier grades to make sense of longer, more challenging texts. They identify ways in which authors try to influence readers and find evidence in the text to support ideas. They identify and interpret figurative language and words with multiple meanings. They begin to recognize the origins and meanings of frequently used foreign words in English. Sixth grade students read a variety of grade-level-appropriate classic and contemporary literature, informational text, poetry, and plays, and they begin to read autobiographies. They do critiques of both informational and literary writing. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views.

Reading

CCG: Decoding and Word Recognition :
Analyze words, recognize words, and learn to read grade-level text fluently across the subject areas.

Fourth Grade

EL.04.RE.01

Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fourth grade, read aloud unpracticed grade-level text at a rate of 115-140 wcpm (words correct per minute).

EL.04.RE.02

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Fifth Grade

EL.05.RE.01

Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression; by the end of fifth grade, read aloud unpracticed grade-level text at a rate of 125-150 wcpm (words correct per minute).

EL.05.RE.02

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

Sixth Grade

EL.06.RE.01

Read aloud grade-level narrative text and informational text fluently and accurately with effective pacing, intonation, and expression.

EL.06.RE.02

Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level.

CCG: Listen to and Read Informational and Narrative Text :
Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed.

Fourth Grade

EL.04.RE.03

Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.04.RE.04

Make connections to text, within text, and among texts across the subject areas.

EL.04.RE.05

Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.04.RE.06

Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.04.RE.07

Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.04.RE.08

Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Fifth Grade

EL.05.RE.03

Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.05.RE.04

Make connections to text, within text, and among texts across the subject areas.

EL.05.RE.05

Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.05.RE.06

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Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.05.RE.07

Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.05.RE.08

Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

Sixth Grade

EL.06.RE.03

Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

EL.06.RE.04

Make connections to text, within text, and among texts across the subject areas.

EL.06.RE.05

Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas.

EL.06.RE.06

Match reading to purpose--location of information, full comprehension, and personal enjoyment.

EL.06.RE.07

Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources.

EL.06.RE.08

Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct.

CCG: Vocabulary :

Increase word knowledge through systematic vocabulary development; determine the meaning of new words by applying knowledge of word origins, word relationships, and context clues; verify the meaning of new words; and use those new words accurately across the subject areas.

Fourth Grade

EL.04.RE.09

Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.04.RE.10

Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.04.RE.11

Determine meanings of words using contextual and structural clues.

EL.04.RE.12

Distinguish and interpret words with multiple meanings (i.e., quarter) by using context clues.

EL.04.RE.13

Apply knowledge of synonyms, antonyms, homographs, and idioms to determine the meaning of words and phrases.

EL.04.RE.14

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Use knowledge of root words to determine the meaning of unknown words within a passage (nation, national, nationality).

EL.04.RE.15

Use common roots (meter=measure) and word parts (therm=heat) derived from Greek and Latin, and use this knowledge to analyze the meaning of complex words (thermometer).

Fifth Grade

EL.05.RE.09

Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.05.RE.10

Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.05.RE.11

Determine meanings of words using contextual and structural clues.

EL.05.RE.12

Understand and explain frequently used synonyms, antonyms, and homographs.

EL.05.RE.13

Determine the meanings of figurative expressions, such as those in similes and metaphors.

EL.05.RE.14

Use word origins to determine the meaning of unknown words and phrases.

EL.05.RE.15

Know less-common roots (graph=writing, logos=the study of) and word parts (auto=self, bio=life) from Greek and Latin, and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).

EL.05.RE.16

Use a thesaurus to determine related words and concepts.

Sixth Grade

EL.06.RE.09

Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas.

EL.06.RE.10

Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas.

EL.06.RE.11

Determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues.

EL.06.RE.12

Interpret figurative language, including similes, metaphors, and words with multiple meanings.

EL.06.RE.13

Understand and explain "shades of meaning" in related words.

EL.06.RE.14

Determine pronunciations, meanings, alternate word choices, and parts of speech, using dictionaries and thesauruses.

CCG: Read to Perform a Task :

Find, understand, and use specific information in a variety of texts across the subject areas to perform a task.

Fourth Grade

EL.04.RE.16

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Read textbooks, biographical sketches, letters, diaries, directions, procedures, catalogs, magazines, and informational books.

EL.04.RE.17

Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

EL.04.RE.18

Find information in specialized materials (e.g., atlas, magazine, catalog).

EL.04.RE.19

Use structural features found in informational text (e.g., headings and subheadings) to strengthen comprehension.

Fifth Grade

EL.05.RE.17

Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, news stories, and almanacs.

EL.05.RE.18

Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organizational devices to find information and support understanding.

EL.05.RE.19

Find information in specialized materials (e.g., thesaurus, almanac, newspaper).

EL.05.RE.20

Follow multiple-step directions (e.g., for completing an experiment or an activity or for using a product).

Sixth Grade

EL.06.RE.15

Read textbooks, biographical sketches, letters, diaries, directions, procedures, magazines, essays, primary source historical documents, editorials, news stories, periodicals, bus routes, and catalogs.

EL.06.RE.16

Locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text.

EL.06.RE.17

Identify the structural features of newspapers, magazines, and online information, and use the features to obtain information.

EL.06.RE.18

Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

CCG: Informational Text: Demonstrate General Understanding :
Demonstrate general understanding of grade-level informational text across the subject areas.

Fourth Grade

EL.04.RE.20

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.04.RE.21

Identify key facts and information after reading two passages or articles on the same topic.

Fifth Grade

EL.05.RE.21

Recognize and/or summarize sequence of events and main ideas presented in informational texts, identifying evidence that supports those ideas.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.05.RE.22

Identify key facts and information after reading several passages or articles on the same topic.

Sixth Grade

EL.06.RE.19

Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections.

EL.06.RE.20

Clarify understanding of informational texts by creating simple outlines, graphic organizers, diagrams, logical notes, or summaries.

CCG: Informational Text: Develop an Interpretation :
Develop an interpretation of grade-level informational text across the subject areas.

Fourth Grade

EL.04.RE.22

Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, and important words. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level. See the Oregon Standards Newspaper for specifics.)

EL.04.RE.23

Draw inferences or conclusions about an author's meaning supported by facts and events from the text.

EL.04.RE.24

Identify the main idea of a passage when it is not explicitly stated.

Fifth Grade

EL.05.RE.23

Predict future outcomes supported by the text.

EL.05.RE.24

Draw inferences, conclusions, or generalizations about main ideas in text, and support them with textual evidence and prior knowledge. (Some of the skills and concepts in the preceding standard are assessed at the classroom level and others at the state level. See the Oregon Standards Newspaper for specifics.)

EL.05.RE.25

Determine unstated ideas and concepts, noting and analyzing evidence that supports those unstated ideas, such as images, patterns, or symbols in the text.

Sixth Grade

EL.06.RE.21

Predict future outcomes supported by the text.

EL.06.RE.22

Make reasonable, logical statements, conclusions, and inferences about a text, supporting them with accurate examples from the text.

EL.06.RE.23

Infer the main idea when it is not explicitly stated, and support with evidence from the text.

CCG: Informational Text: Examine Content and Structure :
Examine content and structure of grade-level informational text across the subject areas.

Fourth Grade

EL.04.RE.25

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Determine the author's purpose, and relate it to details in the text.

EL.04.RE.26

Distinguish between cause-and-effect and between fact and opinion in expository text.

EL.04.RE.27

Recognize text that is written primarily to persuade, and distinguish between informational and persuasive text.

EL.04.RE.28

Identify and analyze text that uses sequential or chronological order.

EL.04.RE.29

Distinguish text that is biographical and autobiographical.

Fifth Grade

EL.05.RE.26

Determine the author's purpose, and relate it to specific details in the text.

EL.05.RE.27

Draw conclusions about whether portions of the passage are facts or opinions.

EL.05.RE.28

Recognize and analyze characteristics of persuasive text.

EL.05.RE.29

Evaluate new information and ideas by testing them against known information and ideas.

EL.05.RE.30

Identify and analyze text that uses prioritization as an organizational pattern (e.g., newspaper articles).

Sixth Grade

EL.06.RE.24

Draw conclusions about the author's overall purpose as well as the author's placement and inclusion of specific information in the text.

EL.06.RE.25

Distinguish among facts, supported inferences, and opinions in text.

EL.06.RE.26

Draw conclusions about reasons for actions or beliefs based on an analysis of information in the text.

EL.06.RE.27

Identify and analyze text that uses the compare-and-contrast and cause-and-effect organizational patterns.

EL.06.RE.28

Compare and contrast information on the same topic after reading two passages or articles.

EL.06.RE.29

Connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics.

Literature

CCG: Listen to and Read Literary Text :
Listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

Fourth Grade

EL.04.LI.01

Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

EL.04.LI.02

Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Fifth Grade

EL.05.LI.01

Listen to text and read text to make connections and respond to a wide variety of significant works of literature, including poetry, fiction, non-fiction, and drama, from a variety of cultures and time periods that enhance the study of other subjects.

EL.05.LI.02

Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

Sixth Grade

EL.06.LI.01

Listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects.

EL.06.LI.02

Demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions.

CCG: Literary Text: Demonstrate General Understanding :
Demonstrate general understanding of grade-level literary text.

Fourth Grade

EL.04.LI.03

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.04.LI.04

Identify the main problem or conflict of the plot, and explain how it is resolved.

Fifth Grade

EL.05.LI.03

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.05.LI.04

Identify the main events of the plot, their causes, and the influence of specific events on future actions.

Sixth Grade

EL.06.LI.03

Identify and/or summarize sequence of events, main ideas, and supporting details in literary selections.

EL.06.LI.04

Identify the speaker and recognize the difference between first and third-person narration (e.g., autobiography compared with biography).

CCG: Literary Text: Develop an Interpretation :
Develop an interpretation of grade-level literary text.

Fourth Grade

EL.04.LI.05

Make and confirm predictions about text using ideas presented in the text itself.

EL.04.LI.06

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.

EL.04.LI.07

Identify the main idea of a passage when it is not explicitly stated.

EL.04.LI.08

Draw inferences or conclusions about a text based on explicitly stated information.

Fifth Grade

EL.05.LI.05

Predict future outcomes supported by the text.

EL.05.LI.06

Identify the qualities of the character (e.g., courage, cowardice, ambition), and analyze the effect of these qualities on the plot and the resolution of the conflict.

EL.05.LI.07

Identify the theme, understanding that theme refers to the lesson, moral, or meaning of a selection, whether it is implied or stated directly.

EL.05.LI.08

Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.

Sixth Grade

EL.06.LI.05

Predict future outcomes supported by the text.

EL.06.LI.06

Determine characters' traits by what the characters say in narration and dialogue.

EL.06.LI.07

Analyze the influence of setting on the conflict and its resolution.

EL.06.LI.08

Identify and examine the development of themes in literary works.

EL.06.LI.09

Infer the main idea when it is not explicitly stated.

EL.06.LI.10

Make reasonable inferences, statements, and conclusions about a text, supporting them with accurate examples.

CCG: Literary Text: Examine Content and Structure :
Examine content and structure of grade-level literary text.

Fourth Grade

EL.04.LI.09

Recognize that certain words (buzz, clang) and rhyming patterns can be used in a selection to imitate sound (onomatopoeia).

EL.04.LI.10

Compare and contrast tales from different cultures, and tell why there are similar tales in diverse cultures.

EL.04.LI.11

Differentiate among various imaginative forms of literature (e.g., fantasies, fables, myths, and fairy tales).

Fifth Grade

EL.05.LI.09

Identify and describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

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EL.05.LI.10

Define figurative language, including simile, metaphor, exaggeration, and personification, and explain the effects of its use in a particular work.

EL.05.LI.11

Differentiate among the different types of fiction, and apply knowledge of the major characteristics of each (e.g., folklore, mystery, science fiction, adventure, fantasy).

EL.05.LI.12

Evaluate the believability of characters and the degree to which a plot is believable or realistic.

Sixth Grade

EL.06.LI.11

Evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g., use of first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense, logic contributes to believability of plots and settings, figurative language influences tone).

EL.06.LI.12

Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.

EL.06.LI.13

Identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

Writing

CCG: Planning, Evaluation, and Revision :
Pre-write, draft, revise, edit, and publish across the subject areas.

Fourth Grade

EL.04.WR.01

Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.04.WR.02

Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.04.WR.03

Identify audience and purpose.

EL.04.WR.04

Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.04.WR.05

Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.04.WR.06

Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.04.WR.07

Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.04.WR.08

Revise drafts by combining and moving sentences and paragraphs to improve the focus and progression of ideas.

EL.04.WR.09

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Fifth Grade

EL.05.WR.01

Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.05.WR.02

Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.05.WR.03

Identify audience and purpose.

EL.05.WR.04

Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.05.WR.05

Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.05.WR.06

Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.05.WR.07

Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.05.WR.08

Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.

EL.05.WR.09

Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

Sixth Grade

EL.06.WR.01

Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.06.WR.02

Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.06.WR.03

Identify audience and purpose.

EL.06.WR.04

Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative.

EL.06.WR.05

Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.06.WR.06

Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.06.WR.07

Use a scoring guide to review, evaluate, and revise writing for meaning and clarity.

EL.06.WR.08

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Revise drafts to improve the organization and consistency of ideas within and between paragraphs.

EL.06.WR.09

Edit and proofread one's own writing, as well as that of others, using the writing conventions, and, for example, an editing checklist or list of rules with specific examples of corrections of specific errors.

CCG: Writing :

Communicate supported ideas across the subject areas, including relevant examples, facts, anecdotes, and details appropriate to audience and purpose that engage reader interest ; organize information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs ; and use precise words and fluent sentence structures that support meaning.

Fourth Grade

EL.04.WR.10

Select a focus and a point of view based upon purpose and audience.

EL.04.WR.11

Write multi-paragraph compositions that:

Provide an inviting introductory paragraph.

Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.

Include supporting paragraphs with simple facts, details, and explanations.

Present important ideas or events in sequence or chronological order.

Provide details and transitions to link paragraphs.

Conclude with a paragraph that summarizes the points.

Use correct indentation.

EL.04.WR.12

Use words that describe, explain, or provide additional details and connections.

EL.04.WR.13

Use simple sentences and compound sentences in writing.

EL.04.WR.14

Create interesting sentences using a variety of sentence patterns by selecting words that describe, explain, or provide additional detail and connections.

Fifth Grade

EL.05.WR.10

Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.

EL.05.WR.11

Write multi-paragraph compositions that:

Engage readers with an interesting introduction.

Present important ideas or events using organizational structures, such as sequential or chronological order, cause-and-effect, or similarity and difference.

Develop new ideas in separate paragraphs.

Provide details and examples to support ideas.

Provide transitions to link paragraphs.

Offer a concluding paragraph that summarizes important ideas and details.

EL.05.WR.12

Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.

EL.05.WR.13

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Use a variety of descriptive words, demonstrating awareness of impact on audience.

EL.05.WR.14

Use simple and compound sentences and begin using complex sentences.

EL.05.WR.15

To achieve clarity of meaning and to enhance flow and rhythm, correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.

Sixth Grade

EL.06.WR.10

Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

EL.06.WR.11

Write multi-paragraph compositions that:

Engage the interest of the reader.

State a clear purpose.

Use common organizational structures for providing information in writing, such as chronological order, cause-and-effect, similarity and difference, and posing and answering a question.

Develop the topic with supporting details and precise language.

Provide transitions to link paragraphs.

Conclude with a detailed summary linked to the purpose of the composition.

EL.06.WR.12

Create an organizational structure that is clearly sequenced and uses effective transitions between sentences and paragraphs to unify important ideas.

EL.06.WR.13

Use a variety of descriptive words to paint a visual image in the mind of the reader.

EL.06.WR.14

Make paragraph breaks when using dialogue.

EL.06.WR.15

Use simple, compound, and complex sentences.

EL.06.WR.16

To achieve clarity of meaning and to enhance flow and rhythm, use effective coordination and subordination of ideas--including both main ideas and supporting ideas in single sentences.

CCG: Conventions: Spelling :

Demonstrate knowledge of spelling, grammar, punctuation, capitalization, and penmanship across the subject areas.

Fourth Grade

EL.04.WR.15

Spell correctly:

roots (bases of words, such as un necessary, coward ly),

inflections (words like care/careful/caring),

suffixes and prefixes (-ly, -ness, mis-, un-),

syllables (word parts each containing a vowel sound, such as sur-prise or e-col-o-gy), and

homophones (to/too/two, hear/here, plain/plane, aisle/isle/I'll, caught/cot).

Fifth Grade

EL.05.WR.16

Spell correctly:

roots or bases of words,
prefixes (*understood/misunderstood, excused/unexcused*),
suffixes (*final/finally, mean/mean-ness*)
contractions (*will not/won't, it is/it's, they would/they'd*),
syllable constructions (*in-for-ma-tion, mol-e-cule*), and
words with more than one acceptable spelling (*advisor, adviser*).

Sixth Grade

EL.06.WR.17

Spell correctly frequently misspelled words (*their/they're/there, loose/lose/loss, choose/chose, through/threw, it's/its*).

CCG: Conventions: Grammar :
Demonstrate knowledge of spelling, grammar, punctuation, capitalization,
and penmanship across the subject areas.

Fourth Grade

EL.04.WR.16

Correctly use:

regular verbs (live/lived, shout/shouted)
irregular verbs (swim/swam, ride/rode, hit/hit),
adverbs (slowly, quickly, fast),
prepositions (over, under, through, between), and
coordinating conjunctions (and, or, but).

Fifth Grade

EL.05.WR.17

Correctly use:

verbs that are often misused (lie/lay, sit/set, rise/raise),
modifiers (words or phrases that describe, limit or qualify another word) and pronouns (he/his,
she/her, they/their, it/its).

EL.05.WR.18

Ensure that verbs agree with their subjects.

Sixth Grade

EL.06.WR.18

Correctly use:

indefinite pronouns (all, another, both, each, either, few, many, none, one, other, several, some),
present perfect verb tense (have been, has been),
past perfect verb tense (had been), and
future perfect verb tense (shall have been).

EL.06.WR.19

Ensure that verbs agree with compound subjects.

CCG: Conventions: Punctuation :
Demonstrate knowledge of spelling, grammar, punctuation, capitalization,
and penmanship across the subject areas.

Fourth Grade

EL.04.WR.17

Correctly use:

*apostrophes to show possession (Troy's shoe, the cat's food),
apostrophes in contractions (can't, didn't, won't), and
quotation marks around the exact words of a speaker and titles of articles, poems, songs, short
stories, and chapters in books.*

EL.04.WR.18

Use underlining, quotation marks, or italics to identify titles of documents.

EL.04.WR.19

Correctly write plural possessive nouns (girls' hats).

Fifth Grade

EL.05.WR.19

Correctly use:

*parentheses to explain something that is not considered of primary importance to the sentence,
a colon to separate hours and minutes (10:30 a.m., 6:30 p.m.) and to introduce a list (collect the
following items for the project: map, pictures, scissors, tape), and
commas in direct quotations (He said, "I'd be happy to go.").*

EL.05.WR.20

Correctly place commas and periods inside quotation marks.

Sixth Grade

EL.06.WR.20

Correctly use:

*colons after the salutation (greeting) in business letters (Dear Sir:),
semicolons to connect main clauses (Katy went to school; her brother stayed home),
commas before the conjunction in compound sentences (We worked all day, but we didn't
complete the project.), and
semicolons and commas for transitions (The deadline is passed; however, we can do it next year.).*

CCG: Conventions: Capitalization :

Demonstrate knowledge of spelling, grammar, punctuation, capitalization,
and penmanship across the subject areas.

Fourth Grade

EL.04.WR.20

*Capitalize names of books, magazines, newspapers, works of art, musical compositions,
organizations, and the first word in quotations, when appropriate.*

Fifth Grade

EL.05.WR.21

Use correct capitalization.

Sixth Grade

EL.06.WR.21

Use correct capitalization.

CCG: Conventions: Handwriting :

Demonstrate knowledge of spelling, grammar, punctuation, capitalization,
and penmanship across the subject areas.

Fourth Grade

EL.04.WR.21

**Write smoothly and legibly in cursive or manuscript, forming letters and words that can be
read by others.**

EL.04.WR.22

Material in *Italics* is eligible for statewide assessment. **Bold** text is for supporting classroom instruction and assessment.

Read cursive.

Fifth Grade
EL.05.WR.22

Write legibly in cursive or manuscript.

EL.05.WR.23

Read cursive fluently.

Sixth Grade
EL.06.WR.22

Write legibly.

CCG: Writing Modes :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Fourth Grade

Personal Narrative
Fictional Narrative
Expository

Fifth Grade

Personal Narrative
Fictional Narrative
Expository
Persuasive

Sixth Grade

Personal Narrative
Fictional Narrative
Expository
Persuasive

CCG: Writing Applications: Narrative Writing :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Fourth Grade

EL.04.WR.23

Write personal narratives:

Include ideas, observations, or memories of an event or experience.

Provide a context to allow the reader to imagine the world of the event or experience.

Use concrete sensory details.

Provide insight into why the selected event or experience is memorable.

Fifth Grade

EL.05.WR.24

Write fictional narratives:

Establish a plot, point of view, setting, conflict, and resolution.

Show through description, rather than tell (summarize), the events of the story.

Sixth Grade

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EL.06.WR.23

Write fictional narratives:

Establish and develop a plot and setting, and present a point of view that is suitable to the story.

Include sensory details and clear language to develop plot and character.

Use a range of narrative devices, such as dialogue or suspense.

CCG: Writing Applications: Expository Writing: Response to Literary Text (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Fourth Grade

EL.04.WR.24

Write responses to literature:

Demonstrate an understanding of the literary work.

Support interpretations through references to both the text and prior knowledge.

Fifth Grade

EL.05.WR.25

Write responses to literature:

Demonstrate an understanding of a literary work.

Support interpretations through references to the text and to prior knowledge.

Develop interpretations that exhibit careful reading and understanding.

Sixth Grade

EL.06.WR.24

Write responses to literature:

Develop interpretations that show careful reading, understanding, and insight.

Organize the interpretations around several clear ideas.

Develop and justify the interpretations through the use of examples and evidence from the text.

CCG: Writing Applications: Expository Writing: Research Reports/ Multi-media Presentations (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Fourth Grade

EL.04.WR.25

Write informational reports:

Ask and then address a central question about an issue or event.

Include facts and details for focus.

Develop the topic with simple facts, details, examples, and explanations.

Use more than one source of information, including speakers, books, newspapers, other media sources, and online information.

Fifth Grade

EL.05.WR.26

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Write research reports about ideas, issues, or events:

Frame questions that direct the investigation.

Establish a main idea or topic.

Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources to locate information to support the topic.

Cite references appropriately.

Sixth Grade

EL.06.WR.25

Write research reports:

Pose relevant questions that are focused enough to be thoroughly answered in the report.

Identify credible sources.

Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources, such as speakers, newspapers and magazines, reference books, and online information searches.

Include references used.

CCG: Writing Applications: Persuasive Writing (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Fourth Grade

EL.04.WR.26

Begin writing persuasive compositions to convince the reader to take a certain action or to avoid a certain action.

Fifth Grade

EL.05.WR.27

Write persuasive compositions:

State a clear position in support of a proposal.

Support a position with relevant evidence.

Follow a simple organizational pattern.

Address reader concerns.

Sixth Grade

EL.06.WR.26

Write persuasive compositions:

State a clear position on a proposition or proposal.

Support the position with organized and relevant evidence.

Anticipate and address reader concerns and counter-arguments.

CCG: Writing Applications: Summaries, Business Letters, Job Applications and Resumes, Technical Writing (4-CIM) :

Write narrative, expository, and persuasive texts, using a variety of written forms—including journals, essays, short stories, poems, research reports, research papers, business and technical writing—to express ideas appropriate to audience and purpose across the subject areas.

Fourth Grade

EL.04.WR.27

Write summaries that contain the main idea of the reading selection.

Fifth Grade

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EL.05.WR.28

Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).

EL.05.WR.29

Write business letters to request information (e.g., for school reports).

Sixth Grade

EL.06.WR.27

Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.

CCG: Research Report Writing :

Investigate topics of interest and importance across the subject areas, selecting appropriate media sources, using effective research processes, and demonstrating ethical use of resources and materials.

Fourth Grade

EL.04.WR.28

Use multiple reference materials (e.g., dictionary, encyclopedia, online information) as aids to writing.

EL.04.WR.29

Use note-taking skills.

EL.04.WR.30

Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).

EL.04.WR.31

Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.

EL.04.WR.32

Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills.

Fifth Grade

EL.05.WR.30

Use organizational features of printed text to locate relevant information.

EL.05.WR.31

Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.05.WR.32

Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

EL.05.WR.33

Use a thesaurus to identify alternative word choices and meanings (e.g., when paraphrasing information).

EL.05.WR.34

Quote or paraphrase information sources, citing them appropriately (e.g., Works Cited Entries--MLA).

Sixth Grade

EL.06.WR.28

Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

EL.06.WR.29

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Use effective note-taking techniques to ensure appropriate documentation of quoted as well as paraphrased material.

EL.06.WR.30

Use a variety of resource materials to gather information for research topics (e.g., books, magazines, newspapers, dictionaries, schedules, journals, phone directories, web resources).

EL.06.WR.31

Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).

EL.06.WR.32

Quote or paraphrase ideas from resource materials, citing them appropriately (e.g., Works Cited Entries--MLA).

Speaking and Listening

CCG: Speaking :

Communicate supported ideas across the subject areas using oral, visual, and multi-media forms in ways appropriate to topic, context, audience, and purpose ; organize oral, visual, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements ; use language appropriate to topic, context, audience, and purpose ; and demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other non-verbal techniques.

Fourth Grade

EL.04.SL.01

Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.

EL.04.SL.02

Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.

EL.04.SL.03

Use details, examples, anecdotes (stories of a specific event), or experiences to clarify information.

EL.04.SL.04

Use a variety of descriptive words that help to convey a clear message.

EL.04.SL.05

Use correct grammar most of the time.

EL.04.SL.06

Use volume, pitch, phrasing, pace, modulation, gestures, and eye contact appropriately, to enhance meaning and to engage the audience.

Fifth Grade

EL.05.SL.01

Develop a focus and point of view that are appropriate to audience and purpose.

EL.05.SL.02

Organize information to clarify and support spoken ideas with evidence and examples.

EL.05.SL.03

Use descriptive words that clearly convey the message and establish the tone.

EL.05.SL.04

Use appropriate technical words that support clear understanding.

EL.05.SL.05

Use correct grammar consistently.

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EL.05.SL.06

Engage the audience with appropriate verbal cues--volume, pitch, phrasing, pace, and modulation; facial expressions; gestures; and eye contact.

Sixth Grade

EL.06.SL.01

Develop a focus and point of view.

EL.06.SL.02

Match the purpose, message, occasion, and delivery to the audience.

EL.06.SL.03

Organize information using supporting details, reasons, descriptions, and examples.

EL.06.SL.04

Emphasize key points to assist the listener in following the main ideas and concepts.

EL.06.SL.05

Support opinions with detailed evidence and with visual or media displays.

EL.06.SL.06

Use language effectively to convey the message and make content clear.

EL.06.SL.07

Use correct grammar consistently.

EL.06.SL.08

Use effective rate, volume, pitch, and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention.

CCG: Listening :

Listen critically and respond appropriately across the subject areas.

Fourth Grade

EL.04.SL.07

Ask thoughtful questions and respond orally to questions with appropriate discussion.

EL.04.SL.08

Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.

EL.04.SL.09

Follow detailed directions and instructions.

Fifth Grade

EL.05.SL.07

Ask relevant questions that seek information not already discussed.

EL.05.SL.08

Interpret a speaker's verbal and non-verbal messages, purposes, and perspectives.

EL.05.SL.09

Make inferences or draw conclusions based on an oral report.

Sixth Grade

EL.06.SL.09

Relate the speaker's verbal communication, including word choice, pitch, feeling, and tone to the non-verbal message, including posture, facial expressions, and gestures.

EL.06.SL.10

Identify the tone, mood, and emotion conveyed in oral communication.

EL.06.SL.11

Restate and execute multiple-step oral directions and instructions.

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CCG: Analysis :

Evaluate the significance and accuracy of information and ideas presented in oral, visual, and multi-media communications across the subject areas.

Fourth Grade

EL.04.SL.10

Identify and discuss the use of cadence, repetitive patterns, and onomatopoeia for intent and effect.

Fifth Grade

EL.05.SL.10

Identify and discuss the purposes of media--information, entertainment, persuasion, interpretation of events, and transmission of culture.

EL.05.SL.11

Identify and discuss the role of media in focusing people's attention on events and influencing their opinions on issues.

Sixth Grade

EL.06.SL.12

Identify and discuss persuasive and propaganda techniques used in television, including false and misleading information and stereotypes.

EL.06.SL.13

Compare ideas and points of view expressed in broadcast, print media, and electronic media.