

3RD GRADE

ENGLISH LANGUAGE ARTS ACADEMIC CONTENT STANDARDS AND GRADE LEVEL INDICATORS SUPPORTED BY

CURRICULUM CONNECTIONS “WE CAN LEARN MORE” POST-VISIT ACTIVITIES

Acquisition of Vocabulary (Contextual Understanding)

(AV 1) Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues

Reading Process (Comprehension Strategies)

(RP 1) Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained)

(RP 3) Compare and contrast information between texts and across subject areas

(RP 4) Summarize texts, sequencing information accurately and include main ideas and details as appropriate

(RP 5) Make inferences regarding events and possible outcomes from information in texts

(RP 7) Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and **electronic and visual media**

Reading Processes (Independent Reading)

(RP 10) Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task)

Reading Applications (Informational, Technical, and Persuasive Text)

(IT 1) Use the table of contents, chapter headings, **glossary, index, captions and illustrations** to locate information and comprehend texts

(IT 2) list questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers

(IT 3) Identify and list the important central ideas and supporting details of information text

(IT 4) Draw conclusions from information in **maps, charts**, graphs, and diagrams

Writing Applications

(WA 4) Write informational reports that include the main ideas and significant details from the text

Research

(R 1) Choose a topic for research from a list of questions, assigned

topic, or personal area of interest

(R 2) Utilize appropriate searching techniques, to gather information from a variety of locations (e.g., classroom, school library, **public library or community resources**)

(R 3) Acquire information from multiple sources (e.g., books, magazines, videotapes, **CD-ROMs, Web sites**) and collect data (e.g., interviews, experiments, observations or surveys) about the topic

(R 4) Identify important information found in the sources and summarize the important findings

(R 5) Sort relevant information into categories about the topic

(R 6) Understand the importance of citing sources

(R 7) Use a variety of communication techniques, including oral, **visual, written or multimedia** reports to present information gathered

Communication: Oral and Visual (Listening and Viewing)

(C 1) Ask questions for clarification and explanation, and respond to others' views

(C 2) Identify the main idea, supporting details and purpose of oral presentations and visual media

(C 3) Identify the difference between facts and opinions in presentations and **visual media**

4TH GRADE

ENGLISH LANGUAGE ARTS ACADEMIC CONTENT STANDARDS AND GRADE LEVEL INDICATORS SUPPORTED BY

CURRICULUM CONNECTIONS "WE CAN LEARN MORE" POST-VISIT ACTIVITIES

Acquisition of Vocabulary (Contextual Understanding)

(AV 1) Determine the meaning of unknown words using a variety of context clues including word, sentence and paragraph clues

Reading Processes (Comprehension of Strategies)

(RP 1) Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems

(RP 3) Compare and contrast information on a single topic or theme across different text and non-text resources

(RP 5) Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence

(RP 7) Answer literal, inferential and evaluative questions to demonstrate comprehension of **grade-appropriate print texts and electronic and visual media**

Reading Processes (Self-Monitoring Strategies)

(RP 9) List questions and search for answers within the text to construct meaning

Reading Processes (Independent Reading)

(RP 11) Independently read books for various purposes (e.g. for enjoyment, for literary experience, to gain information or to perform a task)

Reading Applications (Informational, Technical and Persuasive Text)

(IT 1) Make inferences about information text from the **title page**, table of contents and chapter headings

(IT 2) Summarize main ideas and informational text using supporting details as appropriate

(IT 3) Locate important details about a topic using different sources of information, including books, magazines, newspapers, and **online resources**

(IT 4) Identify examples of cause and effect used in informational text

(IT 5) Draw conclusions from information in **maps**, charts, graphs, and **diagrams**

(IT 7) Distinguish fact from opinion

Writing Applications

(WA 4) Write informational reports that include facts and examples and present important details in a logical order

Research

(R 1) Identify a topic and **questions for research** and develop a plan for gathering information

(R 2) Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, **online databases, electronic resources and internet-based resources**)

(R 3) Identify important information found in the sources and summarize the important findings

(R 4) Create categories to sort and organize relevant information **charts**, tables, **or graphic organizers**

(R 5) Discuss the meaning of plagiarism and **create a list of sources**

(R 6) Use a variety of communication techniques, including **oral, visual, written or multimedia reports to present information gathered**

Communication: Oral and Visual (Listening and Viewing)

(C 1) Demonstrate active listening strategies (e.g., **asking focused questions, responding to cues**, making visual contact)

(C 2) Recall the main idea, including relevant supporting details, and identify the purpose of presentations and **visual media**

(C 3) Distinguish between a speaker's opinions and verifiable facts

5TH GRADE

ENGLISH LANGUAGE ARTS ACADEMIC CONTENT STANDARDS AND GRADE LEVEL INDICATORS SUPPORTED BY

CURRICULUM CONNECTIONS **“WE CAN LEARN MORE”** **POST-VISIT ACTIVITIES**

Acquisition of Vocabulary (Contextual Understanding)

(AV 1) Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.

Reading Processes (Comprehension Strategies)

(RP 1) Establish and adjust purposes for reading including to find out, to understand, to interpret, to enjoy and to solve problems

(RP 3) Make critical comparisons across texts

(RP 4) Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each

(RP 5) Make inferences based on implicit information in texts and provide justifications for those inferences

(RP 7) Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and **electronic and visual media**

Reading Processes (Self-Monitoring Strategies)

(RP 9) List questions and search for answers within the text to construct meaning

Reading Processes (Independent Reading)

(RP 11) Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task)

Reading Applications (Informational, Technical and Persuasive Text)

(IT 1) Use text features, such as chapter titles, headings and subheadings; **parts of books**, including the index and table of contents and **online tools (search engines)** to locate information

(IT 2) Identify, distinguish between and explain examples of cause and effect in information text

(IT 3) Compare important details about a topic, using different sources of information, including books, magazines, newspapers **and online resources**

(IT 4) Summarize the main ideas and supporting details

(IT 5) Analyze information found in **maps, charts, tables, graphs,** and diagrams

(IT 7) Analyze an author's argument, perspective or viewpoint and explain the development of key points

(IT 8) Recognize how writers cite facts, draw inferences and present opinions in informational text

(IT 9) Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and **public documents (e.g., speeches or newspaper editorials)**

Writing Applications

(WA 4) Write information essays or reports, including research, that organize information with a clear introduction, body and conclusion following common expository structures when appropriate (e.g., cause-effect, comparison-contrast) and include facts, details and examples to illustrate important ideas

Research

(R 1) Generate a topic, assigned or personal interest, and open-ended questions for research and develop a place for gathering information

(R 2) Locate sources and gather relevant information from multiple sources (e.g., school library catalogs, **online databases, electronic resources and Internet-based resources**)

(R 3) Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, charts, outlines, tables, or graphic organizers)

(R 4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes

(R 5) Define plagiarism and acknowledge sources of information

(R 6) Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information gathered

Communication: Oral and Visual (Listening and Viewing)

(C 1) Demonstrate active listening strategies; (e.g., asking focused questions, responding to cues, and making visual contact)

(C 2) Interpret the main idea and draw conclusions from oral presentations and visual media

(C 3) Identify the speaker's purpose in presentations and visual media (e.g., to inform, to entertain, to persuade)

(C 4) Discuss how facts and opinions are used to shape the opinions of listeners and viewers

