

Academic Standards for Reading, Writing, Speaking, and Listening

*June 1, 2009 FINAL
Elementary Standards
Grades 3-8*



Pennsylvania Department of Education

These standards are offered as a voluntary resource for Pennsylvania's schools and await action by the State Board of Education.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

ELEMENTARY STANDARDS
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ELEMENTARY STANDARDS
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II. INTRODUCTION

This document includes Reading, Writing, Speaking, and Listening Standards:

- ◇ 1.1. Reading Independently
- ◇ 1.2. Reading, Analyzing, and Interpreting Text
- ◇ 1.3. Reading, Analyzing, and Interpreting Literature –Fiction and Non Fiction
- ◇ 1.4. Types of Writing
- ◇ 1.5. Quality of Writing
- ◇ 1.6. Speaking and Listening
- ◇ 1.7. Characteristics and Functions of the English Language
- ◇ 1.8. Research
- ◇ 1.9. Information, Communication, and Literacy Technology

The Reading, Writing, Speaking, and Listening Standards describe what students should know and be able to do with the English language at grade levels. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, school entities will use them to develop a local school curriculum that will meet local students’ needs.

The language arts—Reading, Writing, Speaking, and Listening — are unique because they are processes that students use to learn and make sense of their world. Students do not read “reading” they read about history, science, mathematics and other content areas as well as about topics for their interest and entertainment. Similarly, students do not write “writing” they use written words to express their knowledge and ideas and to inform or entertain others.

Because of the unique nature of the language arts, all teachers in a school will use the Reading, Writing, Speaking, and Listening Standards. The standards define the skills and strategies employed by effective readers and writers; therefore, all teachers will assist their students in learning them through multiple classroom situations in all the subject areas.

The Reading, Writing, Speaking, and Listening Standards also provide parents and community members with information about what students should know and be able to do as they progress through the educational program and at graduation. With a clearly defined target provided by the standards, parents, students, educators and community members become partners in learning success.

A glossary is included to assist the reader in understanding terminology contained in the standards. Words in bold faced text are included in the glossary.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.1. Reading Independently						
Students apply a wide range of strategies.						
1.1.3. GRADE 3		1.1.4. GRADE 4		1.1.5. GRADE 5		1.1.6. GRADE 6
						1.1.7. GRADE 7
						1.1.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Purposes for Reading	1.1.3.A. Identify the author's purpose and type, using grade level text.	1.1.4.A. Identify the author's purpose and type, using grade level text.	1.1.5.A. Identify the author's purpose and type, using grade level text.	1.1.6.A. Apply appropriate strategies to describe author's purpose, using grade level text.	1.1.7.A. Apply appropriate strategies to describe and interpret author's purpose, using grade level text.	1.1.8.A. Apply appropriate strategies to interpret and analyze author's purpose, using grade level text.
	1.1.3.B. Use knowledge of phonics, word recognition (e.g., root words, prefixes, suffixes, and syllabication), and context clues to decode and understand new words during reading.	1.1.4.B. Use knowledge of phonics (e.g., syllabication, root words, compound words, contractions, possessives, inflectional endings, prefixes, suffixes), the dictionary, or context clues to decode and understand new words during reading.	1.1.5.B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.	1.1.6.B. Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.	1.1.7.B. Use word analysis skills, context clues, knowledge of root words as well as a dictionary/thesaurus or glossary to decode and understand specialized vocabulary in content areas during reading.	1.1.8.B. Use context clues, knowledge of root words as well as a glossary/thesaurus to decode and understand specialized vocabulary in the content areas during reading.
Word Recognition Skills						

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Reading, Writing, Speaking, and Listening

1.1. Reading Independently						
Students apply a wide range of strategies.						
	1.1.3. GRADE 3	1.1.4. GRADE 4	1.1.5. GRADE 5	1.1.6. GRADE 6	1.1.7. GRADE 7	1.1.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Vocabulary Development	1.1.3.C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a reading vocabulary.	1.1.4.C. Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.	1.1.5.C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.	1.1.6.C. Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.	1.1.7.C. Use meaning and knowledge of words (e.g., literal and figurative meanings, common foreign words) across content areas to expand reading vocabulary.	1.1.8.C. Use meaning and knowledge of words (e.g., literal and figurative meanings, idioms, common foreign words) across content areas to expand reading vocabulary.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.1. Reading Independently Students apply a wide range of strategies.						
	1.1.3. GRADE 3	1.1.4. GRADE 4	1.1.5. GRADE 5	1.1.6. GRADE 6	1.1.7. GRADE 7	1.1.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Comprehension and Interpretation	1.1.3.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.	1.1.4.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.	1.1.5.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.	1.1.6.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.	1.1.7.D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, identifying context, and interpreting positions and arguments, distinguishing fact from opinion, and citing evidence from the text to support conclusions.	1.1.8.D. Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as comparing and contrasting texts, describing context, analyzing positions and arguments, and citing evidence in text.
Fluency	1.1.3.E. Demonstrate fluency in oral reading of grade level texts.	1.1.4.E. Demonstrate fluency in oral reading of grade level texts; demonstrate an appropriate rate of silent reading based upon grade level texts.	1.1.5.E. Demonstrate an appropriate rate of silent reading based upon grade level texts.	1.1.6.E. Demonstrate an appropriate rate of silent reading based upon grade level texts.	1.1.7.E. Demonstrate an appropriate rate of silent reading based upon grade level texts.	1.1.8.E. Demonstrate an appropriate rate of silent reading based upon grade level texts.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.2. Reading, Analyzing and Interpreting Text						
Students read, understand, and respond to informational text.						
1.2.3. GRADE 3		1.2.4. GRADE 4		1.2.5. GRADE 5		1.2.6. GRADE 6
						1.2.7. GRADE 7
						1.2.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Text Organization	1.2.3.A. Analyze text organization and content to derive meaning from text using criteria.	1.2.4.A. Analyze text organization and content to determine the author's purpose.	1.2.5.A. Evaluate text organization and content to determine the author's purpose and effectiveness.	1.2.6.A. Evaluate text organization and content to determine the author's purpose, point of view , and effectiveness.	1.2.7.A. Evaluate text organization and content to determine author's purpose, point of view , and effectiveness according to the author's position, accuracy, thoroughness, and use of logic.	1.2.8.A. Evaluate text organization and content to determine the author's purpose, point of view , and effectiveness according to the author's theses , accuracy, thoroughness, and patterns of logic.
	1.2.3.B. Differentiate fact from opinion within a text.	1.2.4.B. Differentiate fact from opinion across texts	1.2.5.B. Differentiate fact from opinion across multiple texts.	1.2.6.B. Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, and electronic media).	1.2.7.B. Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, public documents electronic media).	1.2.8.B. Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, consumer and public documents, electronic media).
Fact and Opinion						

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Reading, Writing, Speaking, and Listening

1.2. Reading, Analyzing and Interpreting Text							
Students read, understand, and respond to informational text.							
1.2.3. GRADE 3		1.2.4. GRADE 4		1.2.5. GRADE 5	1.2.6. GRADE 6	1.2.7. GRADE 7	1.2.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Essential and Nonessential Text	1.2.3.C. Distinguish between essential and nonessential information within and across a variety of texts, identifying exaggeration (bias) where present	1.2.4.C. Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.	1.2.5.C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.	1.2.6.C. Distinguish between essential and nonessential information across a variety of texts; identify bias and persuasive techniques where present.	1.2.7.C. Distinguish between essential and nonessential information; identify bias and propaganda where present.	1.2.8.C. Distinguish between essential and nonessential information across a variety of media; identify bias and propaganda where present.	
	1.2.3.D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.	1.2.4.D. Make inferences across texts about similar concepts when studying a topic (e.g., science, social studies); draw conclusions, citing evidence from the texts to support answers.	1.2.5.D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.	1.2.6.D. Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.	1.2.7.D. Draw inferences and conclusions based on a variety of information sources citing evidence from multiple texts to support responses.	1.2.8.D. Draw inferences and conclusions based on a variety of information sources, citing evidence from multiple texts to support answers.	
	1.2.3.E. Read, understand, and respond to essential content of text in all academic areas.	1.2.4.E. Read, understand, and respond to essential content of text in all academic areas.	1.2.5.E. Read, understand, and respond to essential content of text and documents in all academic areas.	1.2.6.E. Read, understand, and respond to essential content of text and documents in all academic areas.	1.2.7.E. Read, understand, and respond to essential content of text and documents in all academic areas.	1.2.8.E. Read, understand, and respond to essential content of text and documents in all academic areas.	

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction						
Students read and respond to works of literature.						
1.3.3. GRADE 3		1.3.4. GRADE 4		1.3.5. GRADE 5		1.3.6. GRADE 6
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Analysis and Evaluation	1.3.3.A. Read, understand, and respond to works from various genres of literature.	1.3.4.A. Read, understand, and respond to works from various genres of literature	1.3.5.A Read, understand, and respond to works from various genres of literature.	1.3.6.A. Read, understand, and respond to works from various genres of literature	1.3.7.A. Read, understand, and respond to works from various genres of literature	1.3.8.A. Read, understand, and respond to works from various genres of literature.
	1.3.3.B. Recognize and identify different types of genres such as poetry, drama, and fiction.	1.3.4.B. Identify the characteristics of different genres such as poetry, drama, and fiction.	1.3.5.B. Identify and analyze the characteristics of different genres such as poetry, drama, and fiction.	1.3.6.B. Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose	1.3.7.B. Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of the literary forms chosen by the author for a specific purpose.	1.3.8.B. Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.
	1.3.3.C. Identify literary elements (characters, setting, and plot) selected readings	1.3.4.C. Explain the literary elements in selected readings including characters, setting, plot, theme , and point of view .	1.3.5.C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view .	1.3.6.C. Compare the literary elements within and among texts used by an author, including characterization , setting, plot, theme , and point of view .	1.3.7.C. Interpret the use of literary elements within and among texts including characterization , setting, plot, theme , point of view , and tone .	1.3.8.C. Analyze the use of literary elements by an author including characterization , setting, plot, theme , point of view , tone , and style .

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1.3. Reading, Analyzing, and Interpreting Literature - Fiction and Non-Fiction							
Students read and respond to works of literature.							
1.3.3. GRADE 3		1.3.4. GRADE 4		1.3.5. GRADE 5	1.3.6. GRADE 6	1.3.7. GRADE 7	1.3.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Literary Devices	1.3.3.D. Identify literary devices in selected readings (e.g., personification, simile, alliteration).	1.3.4.D. Identify literary devices in selected readings (e.g., personification, simile, alliteration, metaphor).	1.3.5.D. Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).	1.3.6.D. Interpret the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, and imagery).	1.3.7.D. Interpret and analyze the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery)	1.3.8.D. Analyze the effect of various literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery).	

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.4. Types of Writing						
Students write for different purposes and audiences.						
1.4.3. GRADE 3		1.4.4. GRADE 4		1.4.5. GRADE 5		1.4.6. GRADE 6
						1.4.7. GRADE 7
						1.4.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Narrative	1.4.3.A. Write poems and stories. <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things. • Include literary elements. 	1.4.4.A. Write poems, multi-paragraph stories, and plays. <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things. • Include literary elements. • Begin to use literary devices. 	1.4.5.A. Write poems, multi-paragraph stories, and plays. <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things. • Include literary elements and devices. 	1.4.6.A. Write poems, short stories, and plays. <ul style="list-style-type: none"> • Identify various organizational methods to support writer's purpose. • Include literary elements and devices 	1.4.7.A. Write poems, short stories, and plays. <ul style="list-style-type: none"> • Select and use various organizational methods to support writer's purpose. • Include literary elements and devices. 	1.4.8.A. Write poems, short stories, and plays. <ul style="list-style-type: none"> • Apply various organizational methods. • Include literary elements and devices.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.4. Types of Writing						
Students write for different purposes and audiences.						
1.4.3. GRADE 3		1.4.4. GRADE 4		1.4.5. GRADE 5		1.4.6. GRADE 6
						1.4.7. GRADE 7
						1.4.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Informational	1.4.3.B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, reports, instructions).	1.4.4.B. Write multi-paragraph informational pieces (e.g., descriptions, letters, reports, instructions) • Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).	1.4.5.B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). • Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).	1.4.6.B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use sources , as appropriate, to task.	1.4.7.B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews) • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Select and use primary and secondary sources , as appropriate, to task.	1.4.8.B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). • Use relevant graphics (e.g. maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources , as appropriate, to task.

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Reading, Writing, Speaking, and Listening

1.4. Types of Writing											
Students write for different purposes and audiences.											
1.4.3. GRADE 3		1.4.4. GRADE 4		1.4.5. GRADE 5		1.4.6. GRADE 6		1.4.7. GRADE 7		1.4.8. GRADE 8	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>											
Persuasive			1.4.5.C. Write persuasive pieces. <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include supporting details, citing sources when needed. 	1.4.6.C. Write persuasive pieces. <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include and develop supporting points using meaningful, convincing evidence, properly cited. 	1.4.7.C. Write persuasive pieces. <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. • Identify appropriate persuasive techniques to anticipate reader concerns and arguments 	1.4.8.C. Write persuasive pieces. <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated, and properly cited evidence. • Anticipate and counter reader concerns and arguments. 					

ELEMENTARY STANDARDS
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Reading, Writing, Speaking, and Listening

1.5. Quality of Writing							
Students write clear and focused text to convey a well-defined perspective and appropriate content.							
1.5.3. GRADE 3		1.5.4. GRADE 4		1.5.5. GRADE 5	1.5.6. GRADE 6	1.5.7. GRADE 7	1.5.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Focus	1.5.3.A. Write with a focus , with an understanding of topic, task, and audience.	1.5.4.A. Write with a clear focus , identifying topic, task, and audience.	1.5.5.A. Write with a clear focus , identifying topic, task, and audience.	1.5.6.A. Write with a clear focus , identifying topic, task, and audience and establishing a single point of view .	1.5.7.A. Write with a clear focus , identifying topic, task, and audience and establishing a single point of view .	1.5.8.A. Write with a clear focus , identifying topic, task, and audience and establishing a single point of view .	

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.5. Quality of Writing						
Students write clear and focused text to convey a well-defined perspective and appropriate content.						
1.5.3. GRADE 3	1.5.4. GRADE 4	1.5.5. GRADE 5	1.5.6. GRADE 6	1.5.7. GRADE 7	1.5.8. GRADE 8	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Content	<p>1.5.3.B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather and organize information, incorporating details relevant to the topic. Write a series of related sentences or paragraphs with one central idea. 	<p>1.5.4.B. Develop content appropriate for the topic</p> <ul style="list-style-type: none"> Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write one or more paragraphs that connect to one central idea. 	<p>1.5.5.B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather, organize, and select the most effective information appropriate for the topic, task, and audience. Write paragraphs that have a topic sentence and supporting details. 	<p>1.5.6.B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather, organize, and determine validity and reliability of information. Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<p>1.5.7.B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather, organize, and determine validity and reliability of information using appropriate evaluation strategies. Select and employ the most effective format for purpose and audience. Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<p>1.5.8.B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather, organize, and determine validity and reliability of information. Employ the most effective format for purpose and audience. Write paragraphs that have details and information specific to the topic and relevant to the focus.

ELEMENTARY STANDARDS
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Reading, Writing, Speaking, and Listening

1.5. Quality of Writing						
Students write clear and focused text to convey a well-defined perspective and appropriate content.						
1.5.3. GRADE 3		1.5.4. GRADE 4		1.5.5. GRADE 5		1.5.6. GRADE 6
						1.5.7. GRADE 7
						1.5.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Organization	1.5.3.C. Organize writing in a logical order. <ul style="list-style-type: none"> • Include a recognizable beginning, middle, and end. 	1.5.4.C. Organize writing in a logical order. <ul style="list-style-type: none"> • Include a recognizable beginning, middle, and end. • Use appropriate transitions within sentences and between paragraphs. 	1.5.5.C. Organize writing in a logical order. <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Include an identifiable introduction, body, and conclusion. 	1.5.6.C. Write with controlled organization. <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish purpose in the introduction. • Include an introduction, body, and conclusion. 	1.5.7.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs that reflect the writer's purpose. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	1.5.8.C. Write with controlled and/or subtle organization. <ul style="list-style-type: none"> • Use appropriate transitions within sentences and between paragraphs. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion.

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GRADES 3-8
Reading, Writing, Speaking, and Listening

1.5. Quality of Writing						
Students write clear and focused text to convey a well-defined perspective and appropriate content.						
1.5.3. GRADE 3		1.5.4. GRADE 4		1.5.5. GRADE 5		1.5.6. GRADE 6
						1.5.7. GRADE 7
						1.5.8. GRADE 8
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Style	1.5.3.D. Write, developing an awareness of style , using a variety of sentence structures, adjectives, precise nouns, and action verbs.	1.5.4.D. Write with an understanding of style , using a variety of sentence structures, precise words (e.g., adjectives, nouns, adverbs, verbs) that create voice.	1.5.5.D. Write with an understanding of style , using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice . Include specific details that convey meaning and set a tone .	1.5.6.D. Write with an understanding of style , using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) that create voice . Include features that convey tone and voice (e.g. vivid verbs, specific nouns and modifiers).	1.5.7.D. Write with an understanding of style , using a variety of sentence structures and an appropriate array of descriptive word choices. Create tone and voice through the use of precise language. (e.g., vivid verbs, specific nouns and modifiers).	1.5.8.D. Write with an understanding of style , using a variety of sentence structures and descriptive word choices. Create tone and voice through the use of precise language.
	Editing	1.5.3.E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.	1.5.4.E. Revise writing to improve detail and order by making words more exact and varying sentence length and structure, where necessary.	1.5.5.E. Revise writing to improve organization and word choice: check the logic, order of ideas, and precision of vocabulary.	1.5.6.E. Revise writing to improve organization and refine central idea, content, paragraph development, level of detail, style , tone , and word choice.	1.5.7.E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style , tone , and word choice.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.5. Quality of Writing							
Students write clear and focused text to convey a well-defined perspective and appropriate content.							
1.5.3. GRADE 3		1.5.4. GRADE 4		1.5.5. GRADE 5		1.5.6. GRADE 6	
						1.5.7. GRADE 7	
						1.5.8. GRADE 8	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>							
Convention	1.5.3.F. Use grade appropriate conventions of language when writing and editing.	1.5.4.F. Use grade appropriate conventions of language when writing and editing.	1.5.5.F. Use grade appropriate conventions of language when writing and editing.	1.5.6.F. Use grade appropriate conventions of language when writing and editing.	1.5.7.F. Use grade appropriate conventions of language when writing and editing.	1.5.8.F. Use grade appropriate conventions of language when writing and editing.	
	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.6. Speaking and Listening						
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.						
1.6.3. GRADE 3		1.6.4. GRADE 4		1.6.5. GRADE 5		1.6.6. GRADE 6
1.6.7. GRADE 7		1.6.8. GRADE 8				
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Listening Skills / Discussion	1.6.3.A. Listen critically and respond to others in small and large group situations. <ul style="list-style-type: none"> Respond with grade level appropriate questions, ideas, information, or opinions. 	1.6.4.A. Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.	1.6.5.A. Listen critically and respond to others in small and large group situations. <ul style="list-style-type: none"> Respond with grade level appropriate questions, ideas, information, or opinions. 	1.6.6.A. Listen critically and respond to others in small and large group situations. <ul style="list-style-type: none"> Respond with grade level appropriate questions, ideas, information, or opinions. 	1.6.7.A. Listen critically and respond to others in small and large group situations. <ul style="list-style-type: none"> Respond with grade level appropriate questions, ideas, information, or opinions. 	1.6.8.A Listen critically and respond to others in small and large group situations. <ul style="list-style-type: none"> Respond with grade level appropriate questions, ideas, information, or opinions.
	1.6.3.B. Use appropriate volume and clarity in formal speaking presentations.	1.6.4.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.5.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.6.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.7.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.	1.6.8.B. Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.7. Characteristics and Functions of the English Language						
Students recognize formal and informal language and its use in speech, writing, and literature.						
1.7.3. GRADE 3		1.7.4. GRADE 4		1.7.5. GRADE 5		1.7.6. GRADE 6
1.7.7. GRADE 7			1.7.8. GRADE 8			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Formal and Informal Language	1.7.3.A. Recognize formal and informal language used in speech, writing, and literature.	1.7.4.A. Identify differences in formal and informal language used in speech, writing, and literature.	1.7.5.A. Identify differences in formal and informal language used in speech, writing, and literature.	1.7.6.A. Identify and interpret differences in formal and informal language used in speech, writing, and literature.	1.7.7.A. Identify and interpret differences in formal and informal language used in speech, writing, and literature.	1.7.8.A. Analyze differences in formal and informal language used in speech, writing, and literature.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.8. Research												
Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.												
1.8.3. GRADE 3		1.8.4. GRADE 4		1.8.5. GRADE 5		1.8.6. GRADE 6		1.8.7. GRADE 7		1.8.8. GRADE 8		
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>												
Inquiry Based Process	1.8.3.A. Follow an inquiry-based process in seeking knowledge.		1.8.4.A. Explain an inquiry-based process in seeking knowledge.		1.8.5.A. Explain an inquiry-based process in seeking knowledge.		1.8.6.A. Develop, with teacher guidance, an inquiry-based process in seeking knowledge.		1.8.7.A. Develop, with teacher guidance, an inquiry-based process in seeking knowledge.		1.8.8.A. Develop an inquiry-based process in seeking knowledge.	
	1.8.3.B. Conduct inquiry and research on self-selected or assigned topics using specified sources and strategies.		1.8.4.B. Conduct inquiry and research on self-selected or assigned topics using a variety of teacher guided media sources and strategies.		1.8.5.B. Conduct inquiry and research on self-selected or assigned topics using a variety of teacher-guided media sources and strategies.		1.8.6.B. Conduct inquiry and research on self-selected or assigned topics using a variety of appropriate media sources and strategies with teacher support.		1.8.7.B. Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a variety of appropriate media sources and strategies with teacher support.		1.8.8.B. Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a variety of appropriate media sources and strategies.	
Location of Information and Citing Sources												

ELEMENTARY STANDARDS
 GRADES 3-8
 Reading, Writing, Speaking, and Listening

1.8. Research						
Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.						
1.8.3. GRADE 3		1.8.4. GRADE 4		1.8.5. GRADE 5		1.8.6. GRADE 6
1.8.7. GRADE 7			1.8.8. GRADE 8			
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Organization and Production of Final Product	1.8.3.C. Present the results of research , using appropriate visual aids and citing sources .	1.8.4.C. Produce an organized product that presents the results of research findings, using appropriate visual aids and citing sources.	1.8.5.C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources .	1.8.6.C. Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources .	1.8.7.C. Produce an organized product that presents and connects findings to support purpose, draws reasonable conclusions, and gives proper credit to sources .	1.8.8.C. Produce an organized product that presents and reflects on findings, draws sound conclusions, and gives proper credit to sources .

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

1.9. Information, Communication, and Technology Literacy						
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.						
1.9.3. GRADE 3		1.9.4. GRADE 4		1.9.5. GRADE 5		1.9.6. GRADE 6
1.9.7. GRADE 7		1.9.8. GRADE 8				
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>						
Media and Technology Resources	1.9.3.A. Use media and technology resources for directed and independent learning activities.	1.9.4.A. Use media and technology resources for directed and independent learning activities and problem solving.	1.9.5.A. Use media and technology resources for problem solving, self-directed learning, and extended learning activities.	1.9.6.A. Use media and technology resources for self-directed learning, group collaboration, and learning throughout the curriculum.	1.9.7.A. Use media and technology resources for self-directed learning, support personal productivity, group collaboration, and learning throughout the curriculum.	1.9.8.A. Use media and technology resources to support personal productivity, group collaboration, and learning throughout the curriculum.
	1.9.3.B. Understand media as a source of information and entertainment.	1.9.4.B. Understand and investigate media as a source of information and entertainment.	1.9.5.B. Understand and evaluate media as a source of information and entertainment.	1.9.6.B. Identify techniques used in particular media messages.	1.9.7.B. Interpret and analyze techniques of particular media messages.	1.9.8.B. Analyze the techniques of particular media messages.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

III. GLOSSARY

Alliteration:	The repetition of initial consonant sounds in neighboring words.
Analysis:	The process or result of identifying the parts of a whole and their relationships to one another.
Antonym:	A word that is the opposite of another word.
Characterization:	The method an author uses to reveal characters and their various personalities.
Compare:	Place together characters, situations or ideas to show common or differing features in literary selections.
Context clues:	Information from the reading that identifies a word or group of words.
Conventions of language:	Mechanics, usage and sentence completeness.
Evaluate:	Examine and judge carefully.
Fluency:	The clear, easy, written or spoken expression of ideas. Freedom from word-identification problems which might hinder comprehension in silent reading or the expression of ideas in oral reading.
Focus:	The center of interest or attention.
Genre:	A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry).
Homophone:	One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare, scale (fish)/scale (musical)).
Hyperbole:	An exaggeration or overstatement (e.g., <i>I was so embarrassed I could have died.</i>)
Irony:	The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

Literary elements:	The essential techniques used in literature (e.g., characterization , setting, plot, theme).
Literary devices:	Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration).
Metaphor:	The comparison of two unlike things in which no words of comparison (<i>like</i> or <i>as</i>) are used (e.g., <i>That new kid in class is really a squirrel.</i>).
Narrative:	A story, actual or fictional, expressed orally or in writing.
Personification:	An object or abstract idea given human qualities or human form (e.g., <i>Flowers danced about the lawn.</i>).
Phonics:	The relationship between letters and sounds fundamental in beginning reading.
Point of view:	The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told.
Public document:	A document that focuses on civic issues or matters of public policy at the community level and beyond.
Reading critically:	Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria.
Research:	A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem.
Satire:	A literary tone used to ridicule or make fun of human vice or weakness.
Simile:	A comparison of two unlike things in which a word of comparison (<i>like</i> or <i>as</i>) is used (e.g., <i>She eats like a bird.</i>).

ELEMENTARY STANDARDS
GRADES 3-8
Reading, Writing, Speaking, and Listening

Sources:

Primary: Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching.

Secondary: Text and/or artifacts used when researching that are derived from something original.

Subject area: An organized body of knowledge; a discipline; a content area.

Style: How an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme.

Synonym: One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness).

Theme: A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work.

Thesis: The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition.

Tone: The attitude of the author toward the audience and characters (e.g., serious or humorous).

Voice: The fluency, rhythm, and liveliness in writing that make it unique to the writer.