

Listen Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
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General Outcome 1.1 - *Discover and Explore*

<b>SPECIFIC OUTCOMES</b>	
A) Express ideas and develop understanding	<ul style="list-style-type: none"> <li>• Contribute relevant ideas and information from personal experiences to group language activities</li> <li>• Talk about how new ideas and information have changed previous understanding</li> <li>• Express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts</li> </ul>
B) Experiment with language and forms	<ul style="list-style-type: none"> <li>• Use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information</li> </ul>
C) Express preferences	<ul style="list-style-type: none"> <li>• Explain why particular oral, print or other media texts are personal favorites</li> </ul>
D) Set Goals	<ul style="list-style-type: none"> <li>• Recognize and talk about developing abilities as readers, writers and illustrators</li> </ul>

General Outcome 1.2 – *Clarify and Extend*

<b>SPECIFIC OUTCOMES</b>	
A) Consider the ideas of others	<ul style="list-style-type: none"> <li>• Connect own ideas and experiences with those shared by others</li> </ul>
B) Combine ideas	<ul style="list-style-type: none"> <li>• Record ideas and information in ways that make sense</li> </ul>
C) Extend understanding	<ul style="list-style-type: none"> <li>• Find more information about new ideas and topics</li> </ul>

Notes or ideas:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

General Outcome 2.1 – *Use Strategies and Cues*

<b>SPECIFIC OUTCOMES</b>	
A) Use prior knowledge	<ul style="list-style-type: none"> <li>• Use knowledge of how oral and written language is used in variety of contexts to construct and confirm meaning</li> <li>• Connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning</li> <li>• Use knowledge of organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning</li> </ul>
B) Use comprehension strategies	<ul style="list-style-type: none"> <li>• Use knowledge of oral language to predict words when reading stories and poems</li> <li>• Apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions</li> <li>• Identify the main idea or topic and supporting details of simple narrative and expository texts</li> <li>• Identify by sight an increasing number of high frequency words and familiar words from favorite books</li> <li>• Read aloud with fluency, accuracy and expression</li> <li>• Figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonic, grammatical awareness and background knowledge</li> </ul>
C) Use textual cues	<ul style="list-style-type: none"> <li>• preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning</li> <li>• use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading</li> </ul>
D) Use phonics and structural analysis	<ul style="list-style-type: none"> <li>• apply phonic rules and generalizations to read unfamiliar words in context</li> <li>• apply knowledge of long and short vowel sounds to read unfamiliar words in context</li> <li>• use knowledge of word parts, contractions and compound words to read unfamiliar words in context</li> <li>• associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context</li> </ul>
E) Use references	<ul style="list-style-type: none"> <li>• put words in alphabetical order by first letter</li> <li>• use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li> </ul>

General Outcome 2.2 – *Respond to Texts*

<b>SPECIFIC OUTCOMES</b>	
A) Experience various texts	<ul style="list-style-type: none"> <li>• engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts</li> </ul>

	<ul style="list-style-type: none"> <li>• identify favorite kinds of oral, print and other media texts</li> <li>• model own oral, print and other media texts on familiar forms</li> <li>• respond to mood established in a variety of oral, print and other media texts</li> </ul>
B) Construct meaning from texts	<ul style="list-style-type: none"> <li>• connect situations portrayed in oral, print and other media texts to personal and classroom experiences</li> <li>• retell the events portrayed in oral, print and other media texts in sequence</li> <li>• suggest alternative endings for oral, print and other media texts</li> <li>• discuss, represent or write about interesting or important aspects of oral, print and other media texts</li> <li>• express thoughts or feelings related to the events and characters in oral, print and other media texts</li> </ul>
C) Appreciate the artistry of texts	<ul style="list-style-type: none"> <li>• identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights</li> </ul>

*General Outcome 2.3 – Understand Forms, Elements and Techniques*

<b>SPECIFIC OUTCOMES</b>	
A) Understand forms and genres	<ul style="list-style-type: none"> <li>• recognize that ideas and information can be expressed in a variety of oral, print and other media texts</li> <li>• identify and explain the use of various communication technologies</li> </ul>
B) Understand techniques and elements	<ul style="list-style-type: none"> <li>• identify main characters, places and events in a variety of oral, print and other media texts</li> <li>• identify how pictures illustrations and special fonts relate to and enhance print and other media texts.</li> </ul>
C) Experiment with language	<ul style="list-style-type: none"> <li>• demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations</li> </ul>

*General Outcome 2.4 – Create Original Text*

<b>SPECIFIC OUTCOMES</b>	
<ul style="list-style-type: none"> <li>• A) Generate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use own and respond to others' ideas to create oral, print and other media texts</li> </ul>
<ul style="list-style-type: none"> <li>• B) Elaborate on the expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts</li> </ul>
<ul style="list-style-type: none"> <li>• C) Structure texts</li> </ul>	<ul style="list-style-type: none"> <li>• Create narratives that have beginnings, middles and ends; settings; and main characters that perform actions</li> <li>• Use traditional story beginnings, patterns and stock characters in own oral, print and other media texts</li> </ul>

Students will listen, speak, read, write, view and represent to manage ideas and information.

General Outcome 3.1 – *Plan and Focus*

<b>SPECIFIC OUTCOMES</b>	
A) Focus attention	<ul style="list-style-type: none"><li>• Relate personal knowledge to ideas and information in oral, print and other media texts</li><li>• Ask questions to determine the main idea of oral, print and other media texts</li></ul>
B) Determine information needs	<ul style="list-style-type: none"><li>• Ask questions to focus on particular aspects of topics for own investigation</li></ul>
C) Plan to gather information	<ul style="list-style-type: none"><li>• Recall and follow directions for accessing and gathering ideas and information</li></ul>

General Outcome 3.2 – *Select and Process*

<b>SPECIFIC OUTCOMES</b>	
A) Use a variety of sources	<ul style="list-style-type: none"><li>• Find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community.</li></ul>
B) Access information	<ul style="list-style-type: none"><li>• Use text features, such as table of contents, key words, captions and hot link, to access information</li><li>• Use given categories and specific questions to find information in oral, print and other media texts</li><li>• Use the library organizational system to locate information</li></ul>
C) Evaluate sources	<ul style="list-style-type: none"><li>• Recognize when information answers the questions asked</li></ul>

General Outcome 3.3 – *Organize, Record and Evaluate*

<b>SPECIFIC OUTCOMES</b>	
A) Organize information	<ul style="list-style-type: none"><li>• Categorize related ideas and information, using a variety of strategies, such finding significant details and sequencing events in logical order</li><li>• Produce oral, print and other media texts with introductions, middles and conclusions</li></ul>
B) Record information	<ul style="list-style-type: none"><li>• Record key facts and ideas in own words; identify titles and authors of sources</li></ul>
C) Evaluate information	<ul style="list-style-type: none"><li>• Examine gathered information to decide what information to share or omit</li></ul>

General Outcome 3.4 – *Share and Review*

<b>SPECIFIC OUTCOMES</b>	
A) Share ideas and information	<ul style="list-style-type: none"><li>• Share, with familiar audiences, ideas and information on topics</li><li>• Clarify information by responding to questions</li></ul>
B) Review research process	<ul style="list-style-type: none"><li>• Answer questions, such as “What did I do that worked well?” to reflect on research experiences</li></ul>

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

General Outcome 4.1 – *Enhance and Improve*

<b>SPECIFIC OUTCOMES</b>	
A) Appraise own and others' work	<ul style="list-style-type: none"> <li>Identify features that make own or peers' oral, print or other media texts interesting or appealing</li> </ul>
B) Revise and edit	<ul style="list-style-type: none"> <li>Revise words and sequences to improve sequence or add missing information</li> <li>Check for capital letters, punctuation at the end of sentences and errors in spelling</li> </ul>
C) Enhance legibility	<ul style="list-style-type: none"> <li>Print legibly and efficiently, forming, letters of consistent size and shape, spacing words appropriately</li> <li>Use margins and pacing appropriately</li> <li>Explore and use the keyboard to compose and revise text</li> </ul>
D) Expand knowledge of language	<ul style="list-style-type: none"> <li>Develop categories of words associated with experiences and topics of interest</li> <li>Use knowledge of word patterns, word combinations and parts of words to learn new words</li> </ul>
E) Enhance artistry	<ul style="list-style-type: none"> <li>Choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media effects</li> </ul>

General Outcome 4.2 – *Attend to Conventions*

<b>SPECIFIC OUTCOMES</b>	
A) Attend to grammar and usage	<ul style="list-style-type: none"> <li>Write complete sentences, using capital letters and periods</li> <li>Use connecting words to join related ideas in a sentence</li> <li>Identify nouns and verbs, and use in own writing</li> <li>Identify adjectives and adverbs that add interest and detail to stories</li> </ul>
B) Attend to spelling	<ul style="list-style-type: none"> <li>Use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing</li> <li>Use the conventional spelling of common words necessary for the efficient communication of ideas in writing</li> </ul>
C) Attend to capitalization and punctuation	<ul style="list-style-type: none"> <li>Use capital letters for proper nouns and at the beginning of sentences in own writing</li> <li>Use periods and question marks, appropriately, as end punctuation in own writing</li> <li>Use commas after greetings and closures in friendly letters and to separate words in a series in own writing</li> <li>Identify commas and apostrophes when reading, and use them to assist comprehension</li> </ul>

General Outcome 4.3 – *Present and Share*

<b>SPECIFIC OUTCOMES</b>	
A) Present information	<ul style="list-style-type: none"> <li>Present ideas and information by combining illustrations and written texts</li> </ul>
B) Enhance presentation	<ul style="list-style-type: none"> <li>Clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments</li> </ul>
C) Use effective oral and visual communication	<ul style="list-style-type: none"> <li>Speak in a clear voice, with appropriate volume, at an understandable pace and with expression</li> </ul>
D) Demonstrate attentive listening and viewing	<ul style="list-style-type: none"> <li>Ask relevant questions to clarify understanding and to have information explained</li> <li>Show enjoyment and appreciation during listening and viewing activities</li> </ul>

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

General Outcome 5.1 – *Respect Others and Strengthen Community*

<b>SPECIFIC OUTCOMES</b>	
A) Appreciate diversity	<ul style="list-style-type: none"><li>• Discuss the experiences and traditions of various communities portrayed in oral, print and other media texts</li><li>• Ask for and provide clarification and elaboration of stories and ideas</li></ul>
B) Relate texts to culture	<ul style="list-style-type: none"><li>• Discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities</li></ul>
C) Celebrate accomplishments and events	<ul style="list-style-type: none"><li>• Participate in shared language experiences to acknowledge and celebrate individual and class accomplishments</li></ul>
D) Use language to show respect	<ul style="list-style-type: none"><li>• Adjust own language use according to the context, purpose and audience</li></ul>

General Outcome 5.2 – *Work within a Group*

<b>SPECIFIC OUTCOMES</b>	
A) Cooperate with others	<ul style="list-style-type: none"><li>• Work in a variety of partnerships and group structures</li><li>• Identify ways that class members can help each other</li></ul>
B) Work in groups	<ul style="list-style-type: none"><li>• Contribute relevant information and questions to extend group understanding of topics and tasks</li><li>• Stay on topic during class and group discussions</li></ul>
C) Evaluate group process	<ul style="list-style-type: none"><li>• Recognize own and others' contributions to group process</li></ul>

**Notes:**

*Thank you for “Soaring with Phoenix”. For more information about this or any other grade’s outcomes, please call us @403-265-7701!*