

Look Who Lives in the Desert!

LANGUAGE ARTS STANDARDS

READING

Strand 1: Reading Process

- Distinguish spoken rhyming words from non-rhyming words.
- Identify and manipulate the sounds of speech.
- Make predictions based on the title, cover, illustrations and text.
- Ask relevant questions in order to comprehend text.
- Determine the meaning of common synonyms, antonyms and homonyms.
- Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation and vocal patterns.
- Use knowledge of root words and affixes to determine the meaning of unknown words.
- Determine the meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries and Internet.
- Predict text content using prior knowledge and text features (e.g. illustrations, titles, topic sentences, key words).
- Confirm predictions about text for accuracy.
- Determine the meaning of figurative language, including similes, personification and idioms.
- Determine the meaning of vocabulary using linguistic roots and affixes (e.g. Greek, Anglo-Saxon, Latin).
- Connect information and events in text to experience and to related text and sources.

Strand 2: Comprehending Literary Text

- Determine whether a literary selection, that is heard, is realistic or fantasy.
- Identify differences between fiction and non-fiction.
- Identify rhyme, rhythm, repetition and sensory images in poetry.
- Describe a character's traits using textual evidence (narrations, illustrations).

Strand 3: Comprehending Informational Text

- Restate facts from listening to expository text.
- Locate specific information from organizational features in expository text. (USE facts bar)
- Interpret information from graphic features in expository text. (USE illustrations)
- Determine the author's main purpose (to inform, to describe, to explain) for writing the expository text.
- Draw valid conclusions based on information gathered from expository text.
- Identify cause and effect relationships (stated and implied).
- Determine and author's position regarding a particular idea, subject, concept or object using supporting evidence from the text. (consider using introduction)
- Explain how authors use elements (e.g. language choice, organization) of expository text to achieve their purposes.
- Evaluate the effectiveness of the facts used to support an author's argument regarding a particular idea, subject, concept or object.

WRITING

Strand 1: Writing Process

- Generate ideas through prewriting activities (brainstorming, webbing, drawing, writer's notebook , group discussion).
- Draw a picture about generated ideas
- Organize ideas using simple webs, maps or lists.
- Determine the purpose (e.g. to entertain, to inform, to communicate) of a writing piece.
- Determine the intended audience of a writing piece.

- Add additional relevant details for audience understanding.
- Organize writing into a logical sequence that is clear to the audience.
- Add details to the draft to more effectively accomplish the purpose.
- Apply proofreading marks to indicate errors in conventions.
- Rearrange words, sentences and paragraphs to clarify the meaning of the draft.
- Use resources and reference materials to select more precise vocabulary.
- Prepare writing in a format (e.g. oral presentation, manuscript, multimedia) appropriate to audience and purpose.
- Share the writing with the intended audience.
- Use organizational strategies (outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.
- Use graphics (e.g. drawings, charts graphs) when applicable to enhance the final product.

Strand 2: Writing Components

- Show a clear sense of coordination between text and pictures (e.g. a reader can readily see that they go together).
- Incorporate details in pictures and text.
- Write text that is expressive, individualistic, engaging and lively.
- Use the following parts of speech correctly in simple sentences: nouns, action verbs, personal pronouns, adjectives.
- Use subject/verb agreement in simple sentences.
- Convey a sense of originality, sincerity, liveliness or humor appropriate to the topic and type of writing.
- Use a variety of specific and accurate words that effectively convey the intended meaning.
- Use descriptive words and phrases that energize the writing.
- Apply vocabulary and/or terminology appropriate to the type of writing.
- Use a structure that fits the type of writing (e.g. letter format, narrative, lines of poetry).
- Create an ending that provides a sense of resolution or closure.
- Choose appropriate voice (e.g. formal, informal) for the audience and purpose.
- Use the following parts of speech correctly in simple sentences: adverbs, conjunctions, prepositions, interjections.
- Use vocabulary that is original, varied and natural.

Strand 3: Writing Applications

- Write expository texts (e.g. labels, lists, observations, journals).
- Paraphrase information from at least one source (e.g. Internet, reference materials).
- Write in a variety of expressive forms (e.g. poetry, skit) that may employ: figurative language, rhythm, dialogue, characterization, plot, appropriate format).
- Record information (e.g. observations, notes, lists, charts, map labels and legends) related to the topic.
- Write a variety of expository forms (e.g. essay, summary, newspaper article, log, journal).
- Organize notes in a meaningful sequence.
- Write an informational report that includes main idea(s) and relevant details.
- Write persuasive text (e.g. essay, paragraph, written communications) that: establishes and develops a controlling idea, supports arguments with detailed evidence, includes persuasive techniques, excludes irrelevant information.
- Write a response that demonstrates an understanding of a literary selection, and depending on the selection, include: evidence from the text, personal experience, comparison to other text/media.
- Write an explanatory essay that includes: a thesis statement, supporting details, introductory, body and concluding paragraphs

*Write communications, including thank-you notes and formal letters (see science standards and use knowledge gained to seek positive environmental changes through communications with lawmakers and legislation, including State Representatives and Congressmen/women).