

**ALABAMA COURSE OF STUDY—English Language Arts
3RD GRADE
2007**

Content Standards:	Authors and Explorers	Woods Walk	Pond and Stream	Down to Earth	Map Masters	Food For Thought
1. Apply advanced phonetic analysis to multiple-syllable words		X	X			X
2. Demonstrate reading vocabulary knowledge of compound words. <ul style="list-style-type: none"> • Using structural analysis to develop meaning. Examples: prefixes, suffixes, root words 		X	X			X
3. Use a wide range of strategies, including using context clues and predicting outcomes to comprehend third-grade recreational reading materials in a variety of genres. Examples: stories, trade books, poems <ul style="list-style-type: none"> • Drawing conclusions to determine authors’ intent • Using sentence structure to assist in comprehension. • Using vocabulary knowledge to construct meaning • Relating main ideas to prior knowledge and specific life experiences • Previewing and predicting to anticipate content • Using prior knowledge and experience 		X				
4. Use a wide range of strategies and skills, including retelling information, using context clues and making inferences to identify the main idea, to comprehend third-grade informational and functional reading materials. <ul style="list-style-type: none"> • Using sentence structure to assist in comprehension • Distinguishing main idea from details • Summarizing passages to demonstrate understanding • Utilizing text features to gain meaning. Examples: titles, headings, maps, charts, tables • Using vocabulary knowledge to enhance comprehension • Following simple written directions 		X	X	X	X	X
9. Compose narrative texts using an introductory paragraph, specific time frames, clear sequencing of	X					

<p>events and a conclusion.</p> <ul style="list-style-type: none"> • Determining purpose and audience prior to writing. Examples: purpose – writer addresses topic in correct mode; audience – writer uses appropriate tone • Demonstrate clarity and organization in a composition • Composing descriptive texts using sensory details and vivid language • Using complete sentences, varied sentence structure, and appropriate transition words in a composition • Demonstrates the process of prewriting, drafting,... • Using figurative language to enhance written text. Examples: simile, metaphor,... • Responding in writing to open-ended questions • Utilizing bullets to organize major details and ideas to support a topic 						
<p>11. Recognize nouns, verbs, pronouns, conjunctions and adjectives in written texts.</p> <ul style="list-style-type: none"> • Demonstrating use of nouns, verbs, pronouns, conjunctions, adjectives and verbs in writing. • Demonstrating use of subject-verb agreement in writing. 	X					
<p>12. Demonstrate retrieval skills needed to research a topic.</p> <ul style="list-style-type: none"> • Using appropriate reference materials. Examples: thesauruses 	X					
<p>13. Demonstrate the ability to follow multi-step oral directions.</p>	X	X	X	X	X	X
<p>14. Demonstrate eye contact, articulation, and appropriate voice intonation with oral narrative presentations.</p> <ul style="list-style-type: none"> • Use dramatizations with oral descriptive presentations • Use figurative language to enhance oral communication. Examples: simile, metaphor • Utilizing precise vocabulary in oral presentations. Examples: exceptional instead of good 	X					X

**ALABAMA COURSE OF STUDY—English Language Arts
4TH GRADE
2007**

Content Standards:	Authors and Explorers	Woods Walk	Pond and Stream	Down to Earth	Food For Thought
1. Demonstrate word recognition skills, including structural analysis. Example: suffices, prefixes, root words. <ul style="list-style-type: none"> o Reading multi-syllable words • Reading compound words, ... 		X	X		X
5. Use a wide range of strategies and skills, including using sentence structure, locating information, and distinguishing fact from fiction, to comprehend fourth-grade informational and functional reading materials. <ul style="list-style-type: none"> • Distinguishing fact from opinion in informational text • Using self-monitoring for text understanding, including rereading and adjusting rate and speed of reading • Using text features to gain meaning. Examples: titles, headings, tables, charts, graphs • Detecting obvious bias 		X	X	X	X
7. Compare story elements and the experiences and feelings of literary characters to students' lives <ul style="list-style-type: none"> • Describing how settings encountered in written texts influence the thinking of the reader. • Identifying author's craft and technique for relaying intended messages. Example: exaggeration, alliterations, imagery 	X				
8. Compose descriptive texts using an introductory paragraph, sensory details, vivid language and a conclusion. <ul style="list-style-type: none"> • Determining purpose and audience prior to writing. Examples: purpose – writer addresses topic in correct mode; writer uses appropriate tone and language • Demonstrating clarity and organization in a composition • Composing expository texts using a main idea with three supporting details • Writing complex sentences to vary sentence structure • Demonstrating the process of prewriting, drafting,... 	X				

<ul style="list-style-type: none"> Utilize figurative language to enhance written communication. Examples: simile, metaphor 					
<p>9. Respond in writing to open-ended questions.</p> <ul style="list-style-type: none"> Utilizing bullets to organize major details and ideas to support a topic 	X				
<p>10. Demonstrate knowledge of subject-verb agreement with simple subjects and correct usage of regular and irregular verb forms.</p> <ul style="list-style-type: none"> Demonstrating correct use of nouns, pronouns, conjunctions, adjectives and adverbs 	X				
<p>12. Organize information on a specific topic obtained from grade-appropriate reference materials. Examples: thesauruses</p>	X				
<p>13. Demonstrate eye contact, articulation, and appropriate voice intonation with descriptive presentations</p> <ul style="list-style-type: none"> Using figurative language to enhance oral communication. Examples: metaphor, simile, onomatopoeia, personification Using precise vocabulary in oral presentations. Example: leap instead of jump 	X				
<p>14. Identifying strategies of a skillful listener, including attending to the listening task and assigning meaning to the message/</p>	X	X	X		X

**ALABAMA COURSE OF STUDY—English Language Arts
FIFTH GRADE
2007**

Content Standards:	Authors and Explorers	Woods Walk	Pond and Stream	Food For Thought
1. Demonstrate reading vocabulary knowledge, including recognition of multiple meaning words <ul style="list-style-type: none"> • Identifying word “chunks” or parts. Example: mark, remark, or able in remarkable 			X	
4. Use a wide range of strategies and skills, including using text features to gain meaning, summarizing passages, and drawing conclusions, to comprehend fifth-grade informational and functional reading materials. <ul style="list-style-type: none"> • Distinguishing fact from opinion. • Using sentence structure and context to determine word meaning • Using prior knowledge and experience to interpret meaning • Using self-monitoring for text understanding. Examples: rereading, accessing prior knowledge and experiences • Using expanded vocabulary to determine word meaning • Recognizing persuasive techniques 		X	X	X
7. Compose expository texts using and introductory paragraph that includes a main idea; supporting paragraphs and a minimum of three reasons, explanations, or steps in a process; and a conclusion. <ul style="list-style-type: none"> • Determine purpose and audience prior to writing Examples purpose – writer addresses topic in correct mode Audience – writer uses appropriate tone • Demonstrating clarity and organization in a composition • Using appropriate transition words in a composition • Using appropriate prewriting strategies Examples: brainstorming, using graphic organizers • Composing descriptive texts using an introductory paragraph, sensory details, vivid language and a conclusion 	X			
8. Express meaning through writing varied sentence structure, detailed paragraphs and multiple-paragraph	X			

<p>compositions in an organized manner.</p> <ul style="list-style-type: none"> • Editing writing for clarity of thought • Correcting awkward sentence construction, redundancy, fragments, and run-ons in written presentations • Utilizing precise vocabulary in oral and written presentations Examples: sauntered instead of walked, scurried instead of ran • Bulleting major details and ideas to support a topic or subject. • Responding in writing to open-ended questions. 				
<p>10. Demonstrate knowledge of grammar and usage concepts, including subject-verb agreement with a compound subject; present, past, and future verb tenses; forms of adjectives; forms of nouns; and subject, object, and possessive pronouns.</p> <ul style="list-style-type: none"> • Using adjectives, adverbs, conjunctions, nouns and verbs in writing. 	X			
<p>12. Demonstrate eye contact, articulation, and appropriate voice intonation with expository presentations.</p> <ul style="list-style-type: none"> • Using figurative language found in literature to enhance oral communication Examples: personification, idiom, metaphor, simile, hyperbole, onomatopoeia, alliteration, symbolism 	X	X	X	X
<p>13. Apply strategies of a skillful listener, including maintaining eye contact, attending to the listening task, and assigning meaning to the message.</p>	X	X	X	X

**ALABAMA COURSE OF STUDY—English Language Arts
SIXTH GRADE
2007**

Content Standards:	Authors and Explorers	Woods Walk
6. Identify the author's purpose as entertainment, information or persuasive		X
8. Compose in persuasive mode for a specific purpose and audience, including clearly stated opinions with supporting details and reasons or examples to influence thought and action. <ul style="list-style-type: none"> • Using the steps of the writing process, including prewriting, drafting, revising, editing,... • Using the tone appropriate to the topic, purpose and audience 	X	
9. Utilize vocabulary and spelling skills, including homonyms, synonyms and antonyms in writing	X	
16. Demonstrate eye contact, articulation and appropriate voice intonation with persuasive presentations	X	

**ALABAMA COURSE OF STUDY—English Language Arts
SEVENTH GRADE
2007**

Content Standards:	Authors and Explorers
9. Compose in descriptive, narrative, expository and persuasive modes with a thesis sentence and introductory, supporting and concluding paragraphs when appropriate. <ul style="list-style-type: none">• Use transitional words and phrases for coherence• Using figurative language when writing in various genres	X

**ALABAMA COURSE OF STUDY—English Language Arts
EIGHTH GRADE
2007**

Content Standards:	Authors and Explorers
8. Write in narrative, expository, and persuasive modes with attention to descriptive elements. Examples: sensory detail, figurative language, spatial relationships	X