

HIGH SCHOOL CURRICULUM

A SYNERGISTIC SYSTEM



STANDARDS CORRELATION REPORT

Thursday, May 29, 2014

STANDARDS FROM

Louisiana | Extended Standards | English Language Arts - Draft (2007)

Grades: 5-6,



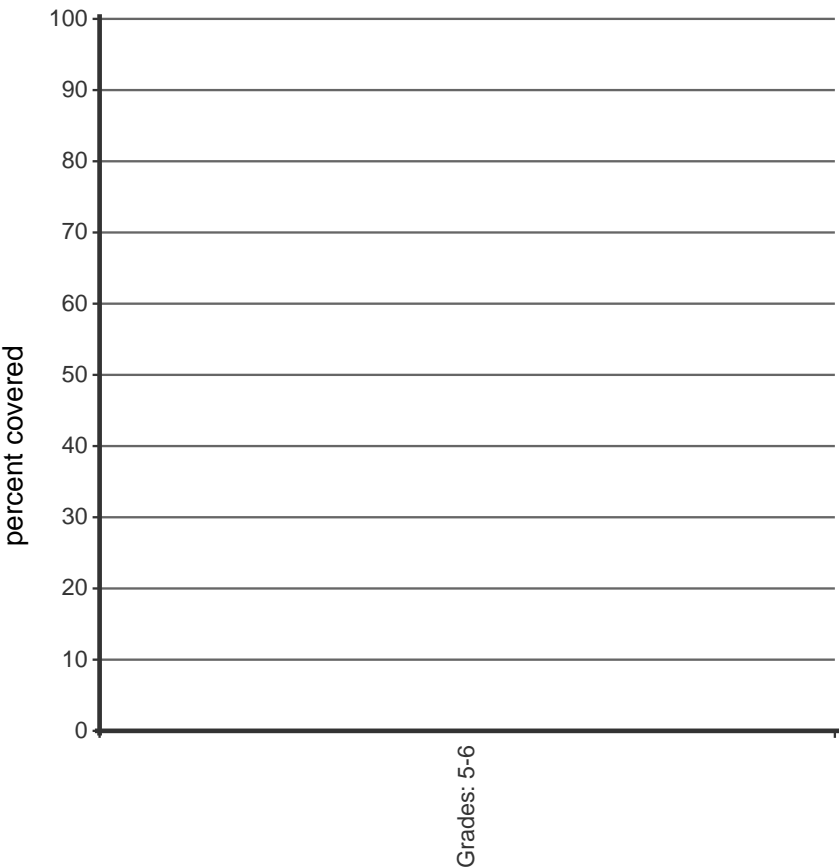
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Grades: 5-6 standards covered :0 of 167 (0%)

Standards/Benchmarks Addressed



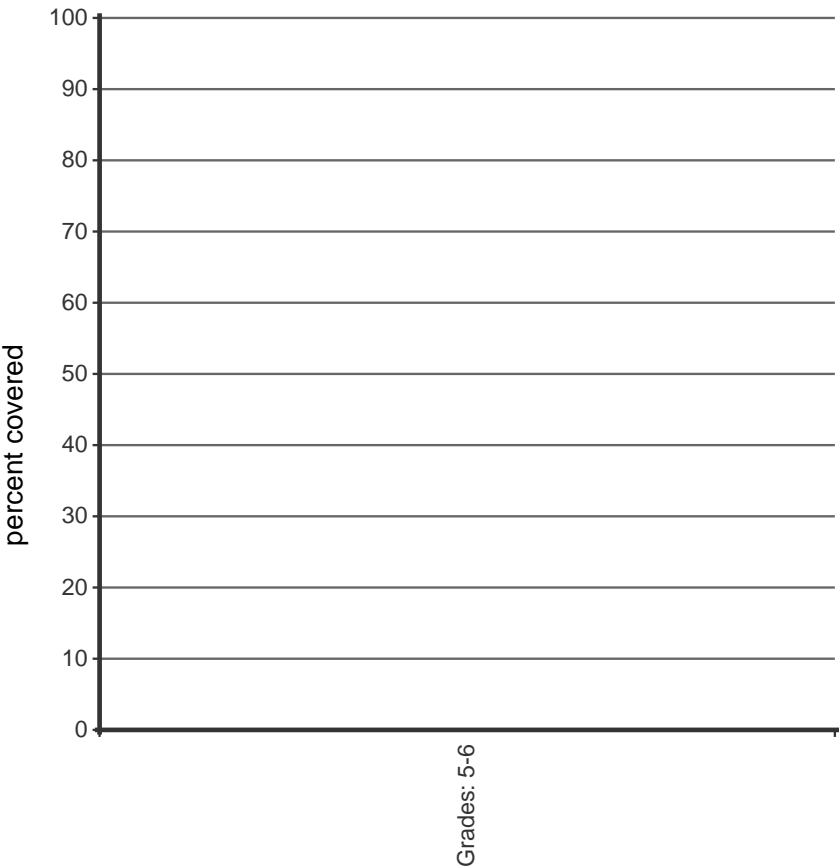
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Grades: 5-6 standards covered :0 of 125 (0%)

Benchmarks Addressed



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

Grades: 5-6

- Grades: 5-6 standards covered :0 of 167 (0%)
- Grades: 5-6 standards covered :0 of 125 (%)

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-1	Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
ELA-1-M1	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
ELA-1-M1.1	Identify word meanings using a variety of strategies, including:
ELA-1-M1.1.a	using context clues (e.g., definition, restatement, example, contrast)
ELA-1-M1.1.b	using structural analysis (e.g., base words, roots, affixes)
ELA-1-M1.1.c	determining word origins (etymology)
ELA-1-M1.1.d	using electronic and print dictionaries, thesauruses, glossaries
ELA-1-M1.1	Identify word meanings using a variety of strategies, including:
ELA-1-M1.1.a	using context clues (e.g., definition, restatement, example, contrast)
ELA-1-M1.1.b	using structural analysis (e.g., roots, affixes)
ELA-1-M1.1.c	determining word origins (etymology)
ELA-1-M1.1.d	using knowledge of idioms

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-1-M1.1.e	explaining word analogies
ES-1/1	Identify word meanings using context clues
ES-1/1.3	Use a homophone correctly
ES-1/1.2	Identify the correct meaning of a homophone in a sentence or phrase
ES-1/1.1	Identify a multiple-meaning word or a homophone used in text (e.g., fall; sail/sale)
ELA-1-M1	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
ELA-1-M1.4	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
ELA-1-M1.3	Develop specific vocabulary (e.g., scientific, content specific, current events) for various purposes
ES-4/3	Develop a vocabulary of common content-specific words
ES-4/3.3	Select the correct content word to complete a simple sentence or phrase
ES-4/3.2	Categorize four content-specific words from two content areas
ES-4/3.1	Identify a content-specific word
ELA-1-M2	interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection
ELA-1-M2.5	Identify and explain story elements, including:
ELA-1-M2.5.a	theme development
ELA-1-M2.5.b	character development

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-1-M2.5.c	relationship of word choice and mood
ELA-1-M2.5.d	plot sequence (e.g., exposition, rising action, climax, falling action, resolution)
ELA-1-M2.4	Identify and explain story elements, including:
ELA-1-M2.4.a	theme development
ELA-1-M2.4.b	character development
ELA-1-M2.4.c	relationship of word choice and mood
ELA-1-M2.4.d	plot sequence (e.g., exposition, rising action, climax, falling action, resolution)
ES-5/4	Identify story elements, including:
ES-5/4.a	character
ES-5/4.b	character trait
ES-5/4.3	Identify a character trait of the main character in a story
ES-5/4.2	Identify the main character and a secondary character in a story
ES-5/4.1	Identify the main character in a story
ELA-7	Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.
ELA-7-M1	using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts
ELA-7-M1.12	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
ELA-7-M1.12.a	sequencing events and steps in a process
ELA-7-M1.12.b	summarizing and paraphrasing information

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-7-M1.12.c	identifying stated and implied main ideas and supporting details for each
ELA-7-M1.12.d	comparing and contrasting literary elements and ideas
ELA-7-M1.12.e	making simple inferences and drawing conclusions
ELA-7-M1.12.f	predicting the outcome of a story or situation with reasonable justification
ELA-7-M1.12.g	identifying literary devices
ELA-7-M1.11	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
ELA-7-M1.11.a	sequencing events and steps in a process
ELA-7-M1.11.b	summarizing and paraphrasing information
ELA-7-M1.11.c	identifying stated or implied main ideas and supporting details
ELA-7-M1.11.d	comparing and contrasting literary elements and ideas
ELA-7-M1.11.e	making simple inferences and drawing conclusions
ELA-7-M1.11.f	predicting the outcome of a story or situation
ELA-7-M1.11.g	identifying literary devices
ES-12/11	Demonstrate understanding of information in texts, including:
ES-12/11.a	sequencing events
ES-12/11.b	identifying main idea
ES-12/11.c	making predictions
ES-12/11.A.3	identify the beginning, middle, and end of a text
ES-12/11.A.2	Identify the middle of a text
ES-12/11.A.1	Identify the beginning and end of a text

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ES-12/11.B.3	Identify what happened last and predict what will happen next in a text
ES-12/11.B.2	Predict what will happen next in a text
ES-12/11.B.1	Predict what will happen last in a text
ELA-7-M4	using inductive and deductive reasoning skills across oral, written, and visual texts
ELA-7-M4.17	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
ELA-7-M4.17.a	identifying cause-effect relationships
ELA-7-M4.17.b	raising questions
ELA-7-M4.17.c	thinking inductively and deductively
ELA-7-M4.17.d	generating a theory or hypothesis
ELA-7-M4.17.e	skimming/scanning
ELA-7-M4.17.f	distinguishing facts from opinions and probability
ELA-7-M4.16	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
ELA-7-M4.16.a	identifying cause-effect relationships
ELA-7-M4.16.b	raising questions
ELA-7-M4.16.c	reasoning inductively and deductively
ELA-7-M4.16.d	generating a theory or hypothesis
ELA-7-M4.16.e	skimming/scanning
ELA-7-M4.16.f	distinguishing facts from opinions and probability
ES-17/16	Demonstrate understanding of text by using reasoning skills, including:

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ES-17/16.a	skimming and scanning
ES-17/16.b	cause and effect
ES-17/16.3	Identify a cause and an effect in text
ES-17/16.2	Identify a cause or effect in text
ES-17/16.1	Skim or scan text to locate specific information
ELA-2	Students write competently for a variety of purposes and audiences.
ELA-2-M1	writing multiparagraph compositions (150–200 words) that clearly imply a central idea with supporting details in a logical, sequential order
ELA-2-M1.18	Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
ELA-2-M1.18.a	an established central idea
ELA-2-M1.18.b	important ideas or events stated in sequential or chronological order
ELA-2-M1.18.c	elaboration (e.g., fact, examples, specific details)
ELA-2-M1.18.d	transitional words and phrases that unify points and ideas
ELA-2-M1.18.e	an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas
ELA-2-M1.17	Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
ELA-2-M1.17.a	an established central idea
ELA-2-M1.17.b	organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
ELA-2-M1.17.c	elaboration (e.g., fact, examples, and/or specific details)
ELA-2-M1.17.d	transitional words and phrases that unify ideas and points

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-2-M1.17.e	an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas
ES-18/17	Write a composition that is organized with:
ES-18/17.a	central idea
ES-18/17.b	organization patterns (e.g., logical, sequential, or chronological order)
ES-18/17.c	elaboration (e.g., facts, examples, and/or supporting details)
ES-18/17.3	Given a topic, use “first,” “then” or “next,” and “last” to sequence the events in writing a composition
ES-18/17.2	Given a topic, use “first” and “then” or “next” to write one or two sentences
ES-18/17.1	Given a topic, use “first” to write a sequence of two events
ELA-2-M6	writing as a response to texts and life experiences (e.g., personal and business letters)
ELA-2-M6.25	Write for various purposes, including:
ELA-2-M6.25.a	formal and informal letters that state a purpose, make requests, or give compliments
ELA-2-M6.25.b	evaluations of media, such as films, performances, or field trips
ELA-2-M6.25.c	explanations of stories and poems using retellings, examples, and textbased evidence
ELA-2-M6.24	Write for various purposes, including:
ELA-2-M6.24.a	business letters that include a heading, inside address, salutation, body, and signature
ELA-2-M6.24.b	evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-2-M6.24.c	text-supported interpretations of elements of novels, stories, poems, and plays
ES-25/24	Write for various purposes, including:
ES-25/24.a	informal letter
ES-25/24.b	list
ES-25/24.c	evaluation of media
ES-25/24.3	Given a topic, evaluate a medium (e.g., film, performance, field trip)
ES-25/24.2	Given a topic, write an informal letter (e.g., thank you)
ES-25/24.1	Given a topic, write a list of two items
ELA-4	Students demonstrate competence in speaking and listening as tools for learning and communicating.
ELA-4-M2	giving and following directions/procedures
ELA-4-M2.34	Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions
ELA-4-M2.33	Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions
ES-34/33	Follow multi-step directions
ES-34/33.3	Follow a three-step direction
ES-34/33.2	Follow an unfamiliar two-step direction
ES-34/33.1	Follow a familiar two-step direction
ELA-4-M4	speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-4-M4.38	Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact)
ELA-4-M4.37	Demonstrate active listening strategies for various purposes, including:
ELA-4-M4.37.a	viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation
ELA-4-M4.37.b	summarizing the main points of a speaker's message, including supporting details and their significance
ES-38/37	Demonstrate active listening strategies
ES-38/37.3	Respond with three or more words to a question about a multiple-sentence statement (e.g., large black dog)
ES-38/37.2	Respond with two words to a question about a multiple-sentence statement (e.g., large dog)
ES-38/37.1	Respond with one word to a question about a multiple-sentence statement (e.g., dog)
ELA-4-M6	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
ELA-4-M6.41	Participate in group and panel discussions, including:
ELA-4-M6.41.a	explaining the effectiveness and dynamics of group process
ELA-4-M6.41.b	applying agreed-upon rules for formal and informal discussions
ELA-4-M6.41.c	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
ELA-4-M6.40	Participate in group and panel discussions, including:
ELA-4-M6.40.a	explaining the effectiveness and dynamics of group process
ELA-4-M6.40.b	applying agreed-upon rules for formal and informal discussions
ELA-4-M6.40.c	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ES-41/40	Participate in a group discussion
ES-41/40.3	Act as a facilitator in a group discussion (e.g., point to person who has the next turn to speak)
ES-41/40.2	Act as a time keeper in a group discussion (e.g., tell para to start clock, stop clock)
ES-41/40.1	Participate in a group discussion as a listener (e.g., turn toward or make eye-contact with each speaker, encourage speaker with nod of head)
ELA-5	Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
ELA-5-M6	identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)
ELA-5-M6.48	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
ELA-5-M6.48	Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources
ES-48/48	Locate information, including:
ES-48/48.a	daily schedule
ES-48/48.b	calendar
ES-48/48.3	Respond to a question regarding information on a calendar
ES-48/48.2	Locate information on a calendar
ES-48/48.1	Identify a calendar from other similar items (e.g., a list, a diagram)

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set chosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

Grades: 5-6

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-1	Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
ELA-1-M1	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
ELA-1-M1.1	Identify word meanings using a variety of strategies, including:
ELA-1-M1.1.a	using context clues (e.g., definition, restatement, example, contrast)
ELA-1-M1.1.b	using structural analysis (e.g., base words, roots, affixes)
ELA-1-M1.1.c	determining word origins (etymology)
ELA-1-M1.1.d	using electronic and print dictionaries, thesauruses, glossaries
ELA-1-M1.1	Identify word meanings using a variety of strategies, including:
ELA-1-M1.1.a	using context clues (e.g., definition, restatement, example, contrast)
ELA-1-M1.1.b	using structural analysis (e.g., roots, affixes)
ELA-1-M1.1.c	determining word origins (etymology)
ELA-1-M1.1.d	using knowledge of idioms
ELA-1-M1.1.e	explaining word analogies
ES-1/1	Identify word meanings using context clues

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ES-1/1.3	Use a homophone correctly
ES-1/1.2	Identify the correct meaning of a homophone in a sentence or phrase
ES-1/1.1	Identify a multiple-meaning word or a homophone used in text (e.g., fall; sail/sale)
ELA-1-M1	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
ELA-1-M1.4	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
ELA-1-M1.3	Develop specific vocabulary (e.g., scientific, content specific, current events) for various purposes
ES-4/3	Develop a vocabulary of common content-specific words
ES-4/3.3	Select the correct content word to complete a simple sentence or phrase
ES-4/3.2	Categorize four content-specific words from two content areas
ES-4/3.1	Identify a content-specific word
ELA-1-M2	interpreting story elements (e.g., mood, tone, style) and literary devices (e.g., flashback, metaphor, foreshadowing, symbolism) within a selection
ELA-1-M2.5	Identify and explain story elements, including:
ELA-1-M2.5.a	theme development
ELA-1-M2.5.b	character development
ELA-1-M2.5.c	relationship of word choice and mood
ELA-1-M2.5.d	plot sequence (e.g., exposition, rising action, climax, falling action, resolution)

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-1-M2.4	Identify and explain story elements, including:
ELA-1-M2.4.a	theme development
ELA-1-M2.4.b	character development
ELA-1-M2.4.c	relationship of word choice and mood
ELA-1-M2.4.d	plot sequence (e.g., exposition, rising action, climax, falling action, resolution)
ES-5/4	Identify story elements, including:
ES-5/4.a	character
ES-5/4.b	character trait
ES-5/4.3	Identify a character trait of the main character in a story
ES-5/4.2	Identify the main character and a secondary character in a story
ES-5/4.1	Identify the main character in a story
ELA-7	Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.
ELA-7-M1	using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts
ELA-7-M1.12	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
ELA-7-M1.12.a	sequencing events and steps in a process
ELA-7-M1.12.b	summarizing and paraphrasing information
ELA-7-M1.12.c	identifying stated and implied main ideas and supporting details for each
ELA-7-M1.12.d	comparing and contrasting literary elements and ideas
ELA-7-M1.12.e	making simple inferences and drawing conclusions

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-7-M1.12.f	predicting the outcome of a story or situation with reasonable justification
ELA-7-M1.12.g	identifying literary devices
ELA-7-M1.11	Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
ELA-7-M1.11.a	sequencing events and steps in a process
ELA-7-M1.11.b	summarizing and paraphrasing information
ELA-7-M1.11.c	identifying stated or implied main ideas and supporting details
ELA-7-M1.11.d	comparing and contrasting literary elements and ideas
ELA-7-M1.11.e	making simple inferences and drawing conclusions
ELA-7-M1.11.f	predicting the outcome of a story or situation
ELA-7-M1.11.g	identifying literary devices
ES-12/11	Demonstrate understanding of information in texts, including:
ES-12/11.a	sequencing events
ES-12/11.b	identifying main idea
ES-12/11.c	making predictions
ES-12/11.A.3	identify the beginning, middle, and end of a text
ES-12/11.A.2	Identify the middle of a text
ES-12/11.A.1	Identify the beginning and end of a text
ES-12/11.B.3	Identify what happened last and predict what will happen next in a text
ES-12/11.B.2	Predict what will happen next in a text
ES-12/11.B.1	Predict what will happen last in a text

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ELA-7-M4	using inductive and deductive reasoning skills across oral, written, and visual texts
ELA-7-M4.17	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
ELA-7-M4.17.a	identifying cause-effect relationships
ELA-7-M4.17.b	raising questions
ELA-7-M4.17.c	thinking inductively and deductively
ELA-7-M4.17.d	generating a theory or hypothesis
ELA-7-M4.17.e	skimming/scanning
ELA-7-M4.17.f	distinguishing facts from opinions and probability
ELA-7-M4.16	Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:
ELA-7-M4.16.a	identifying cause-effect relationships
ELA-7-M4.16.b	raising questions
ELA-7-M4.16.c	reasoning inductively and deductively
ELA-7-M4.16.d	generating a theory or hypothesis
ELA-7-M4.16.e	skimming/scanning
ELA-7-M4.16.f	distinguishing facts from opinions and probability
ES-17/16	Demonstrate understanding of text by using reasoning skills, including:
ES-17/16.a	skimming and scanning
ES-17/16.b	cause and effect
ES-17/16.3	Identify a cause and an effect in text

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ES-17/16.2	Identify a cause or effect in text
ES-17/16.1	Skim or scan text to locate specific information
ELA-2	Students write competently for a variety of purposes and audiences.
ELA-2-M1	writing multiparagraph compositions (150–200 words) that clearly imply a central idea with supporting details in a logical, sequential order
ELA-2-M1.18	Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
ELA-2-M1.18.a	an established central idea
ELA-2-M1.18.b	important ideas or events stated in sequential or chronological order
ELA-2-M1.18.c	elaboration (e.g., fact, examples, specific details)
ELA-2-M1.18.d	transitional words and phrases that unify points and ideas
ELA-2-M1.18.e	an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas
ELA-2-M1.17	Write multiparagraph compositions on student- or teacher-selected topics organized with the following:
ELA-2-M1.17.a	an established central idea
ELA-2-M1.17.b	organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic
ELA-2-M1.17.c	elaboration (e.g., fact, examples, and/or specific details)
ELA-2-M1.17.d	transitional words and phrases that unify ideas and points
ELA-2-M1.17.e	an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas
ES-18/17	Write a composition that is organized with:
ES-18/17.a	central idea

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ES-18/17.b	organization patterns (e.g., logical, sequential, or chronological order)
ES-18/17.c	elaboration (e.g., facts, examples, and/or supporting details)
ES-18/17.3	Given a topic, use “first,” “then” or “next,” and “last” to sequence the events in writing a composition
ES-18/17.2	Given a topic, use “first” and “then” or “next” to write one or two sentences
ES-18/17.1	Given a topic, use “first” to write a sequence of two events
ELA-2-M6	writing as a response to texts and life experiences (e.g., personal and business letters)
ELA-2-M6.25	Write for various purposes, including:
ELA-2-M6.25.a	formal and informal letters that state a purpose, make requests, or give compliments
ELA-2-M6.25.b	evaluations of media, such as films, performances, or field trips
ELA-2-M6.25.c	explanations of stories and poems using retellings, examples, and textbased evidence
ELA-2-M6.24	Write for various purposes, including:
ELA-2-M6.24.a	business letters that include a heading, inside address, salutation, body, and signature
ELA-2-M6.24.b	evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons
ELA-2-M6.24.c	text-supported interpretations of elements of novels, stories, poems, and plays
ES-25/24	Write for various purposes, including:
ES-25/24.a	informal letter
ES-25/24.b	list

	Grades: 5-6 Louisiana Extended Standards English Language Arts - Draft (2007)
ES-25/24.c	evaluation of media
ES-25/24.3	Given a topic, evaluate a medium (e.g., film, performance, field trip)
ES-25/24.2	Given a topic, write an informal letter (e.g., thank you)
ES-25/24.1	Given a topic, write a list of two items
ELA-4	Students demonstrate competence in speaking and listening as tools for learning and communicating.
ELA-4-M2	giving and following directions/procedures
ELA-4-M2.34	Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions
ELA-4-M2.33	Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions
ES-34/33	Follow multi-step directions
ES-34/33.3	Follow a three-step direction
ES-34/33.2	Follow an unfamiliar two-step direction
ES-34/33.1	Follow a familiar two-step direction
ELA-4-M4	speaking and listening for a variety of audiences (e.g., classroom, real-life, workplace) and purposes (e.g., awareness, concentration, enjoyment, information, problem solving)
ELA-4-M4.38	Demonstrate active listening strategies (e.g., asking focused questions, responding to questions, making visual contact)
ELA-4-M4.37	Demonstrate active listening strategies for various purposes, including:
ELA-4-M4.37.a	viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation

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ELA-4-M4.37.b	summarizing the main points of a speaker's message, including supporting details and their significance
ES-38/37	Demonstrate active listening strategies
ES-38/37.3	Respond with three or more words to a question about a multiple-sentence statement (e.g., large black dog)
ES-38/37.2	Respond with two words to a question about a multiple-sentence statement (e.g., large dog)
ES-38/37.1	Respond with one word to a question about a multiple-sentence statement (e.g., dog)
ELA-4-M6	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
ELA-4-M6.41	Participate in group and panel discussions, including:
ELA-4-M6.41.a	explaining the effectiveness and dynamics of group process
ELA-4-M6.41.b	applying agreed-upon rules for formal and informal discussions
ELA-4-M6.41.c	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
ELA-4-M6.40	Participate in group and panel discussions, including:
ELA-4-M6.40.a	explaining the effectiveness and dynamics of group process
ELA-4-M6.40.b	applying agreed-upon rules for formal and informal discussions
ELA-4-M6.40.c	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
ES-41/40	Participate in a group discussion
ES-41/40.3	Act as a facilitator in a group discussion (e.g., point to person who has the next turn to speak)
ES-41/40.2	Act as a time keeper in a group discussion (e.g., tell para to start clock, stop clock)

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ES-41/40.1	Participate in a group discussion as a listener (e.g., turn toward or make eye-contact with each speaker, encourage speaker with nod of head)
ELA-5	Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
ELA-5-M6	identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)
ELA-5-M6.48	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
ELA-5-M6.48	Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources
ES-48/48	Locate information, including:
ES-48/48.a	daily schedule
ES-48/48.b	calendar
ES-48/48.3	Respond to a question regarding information on a calendar
ES-48/48.2	Locate information on a calendar
ES-48/48.1	Identify a calendar from other similar items (e.g., a list, a diagram)