

Table of Contents

Language for Information and Understanding

Reading.....	3
Writing.....	4
Listening.....	5
Speaking.....	6

Language for Literary Response and Expression

Reading.....	7
Writing.....	8
Listening.....	9
Speaking.....	10

Language for Critical Analysis and Evaluation

Reading.....	11
Writing.....	12
Listening.....	13
Speaking.....	14

Language for Social Interaction

Reading.....	15
Writing.....	16
Listening.....	17
Speaking.....	18

Introduction

In an increasingly interdependent world, teachers and administrators must cooperate in preparing students for world citizenship. The ability to communicate in languages other than English is an important component of a global perspective. Fostering that ability is the special responsibility of teachers certified in Foreign Language, but working cooperatively with classroom teachers integrating units involving English/ Language Arts, Social Studies, and Science. Communication skills in a language other than English provide direct access to the minds and spirit of the peoples of the world. We believe that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life. Not only does it prepare students for a world in which peoples and nations are becoming increasingly interdependent, but it also contributes to the development of their creativity and to their capability for critical thinking.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Reading

Key Idea: ELA.1.1 Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Read from informational texts such as: <i>textbooks, reference materials, primary sources, biographies, autobiographies, essays, newspapers, magazines, and age-appropriate online and electronic databases and websites.</i> 2. Use word recognition and context clues to read fluently. 3. Determine the meaning of unfamiliar words by using context clues, a dictionary, or glossary. 4. Understand and use synonyms, antonyms, homonyms, and homophones. 5. Understand and use prefixes, suffixes, and base words. 6. Identify signal words that provide clues to organizational formats such as time order. 7. Read to collect and interpret data, facts and ideas. 8. Read the steps of a procedure in order to accomplish a task. 9. Identify missing information and irrelevant information. 10. Distinguish between fact and opinion. 11. Identify information that is implied rather than stated (inference). 12. Use knowledge of punctuation to assist in comprehension. 13. Apply corrective strategies to assist in comprehension. 14. Understand sequential organization of information. 15. Retell and/ or summarize a story. 16. Identify main idea and supporting details. 17. Paraphrase. 18. Identify significant literary elements (<i>including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax</i>) and use those elements to interpret the work. 19. Identify genres. 	<ol style="list-style-type: none"> 1. Read from informational texts such as: <i>textbooks, reference materials, primary sources, biographies, autobiographies, essays, newspapers, magazines, and age-appropriate online and electronic databases and websites.</i> 2. Use word recognition and context clues to read fluently. 3. Determine the meaning of unfamiliar words by using context clues, a dictionary, or glossary. 4. Understand and use synonyms, antonyms, homonyms, and homophones. 5. Understand and use prefixes, suffixes, and base words. 6. Identify signal words that provide clues to organizational formats such as time order. 7. Read to collect and interpret data, facts and ideas. 8. Read the steps of a procedure in order to accomplish a task. 9. Identify missing information and irrelevant information. 10. Distinguish between fact and opinion. 11. Identify information that is implied rather than stated (inference). 12. Use knowledge of punctuation to assist in comprehension. 13. Apply corrective strategies to assist in comprehension. 14. Understand sequential organization of information. 15. Retell and/ or summarize a story. 16. Identify main idea and supporting details. 17. Paraphrase. 18. Identify significant literary elements (<i>including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax</i>) and use those elements to interpret the work. 19. Identify genres.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Apply reading skills to a variety of informational sources 2. Select, evaluate & use information from different sources for research topics 3. Use a variety of strategies for organizing relevant information in systematic ways 4. Use strategies to construct meaning from print (e.g., prior knowledge, phonetic & structural analysis, context clues) 5. Use a specific style sheet to document sources cited in writing 6. Access information from technical sources to satisfy a given purpose (e.g., follow directions, order a purchase) 	<ol style="list-style-type: none"> 1. Apply reading skills to a variety of informational sources 2. Select, evaluate & use information from different sources for research topics 3. Use a variety of strategies for organizing relevant information in systematic ways 4. Use strategies to construct meaning from print (e.g., prior knowledge, phonetic & structural analysis, context clues) 5. Use a specific style sheet to document sources cited in writing 6. Access information from technical sources to satisfy a given purpose (e.g., follow directions, order a purchase)

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Writing

Key Idea: ELA.1.2 Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Write for information and understanding to include: <i>short reports, essays (1-5pp), summaries, graphs, charts, outlines, friendly letters, directions, multimedia formats, news articles, informational brochures, advertisements, and autobiographies.</i> 2. Demonstrate organization and use of information. 3. Use graphic organizers. 4. Extract relevant information 5. Compare and contrast ideas 6. Take notes to record data, facts, and ideas 7. State a main idea and support it with details and examples. 8. Write labels for graphics 9. Record scientific and/ or mathematical informational/ data 10. Produce clear, well-organized and well-developed explanations and reports 11. Demonstrate writing conventions. 	<ol style="list-style-type: none"> 1. Write for information and understanding to include: <i>short reports, essays (1-5pp), summaries, graphs, charts, outlines, friendly letters, directions, multimedia formats, news articles, informational brochures, advertisements, and autobiographies.</i> 2. Demonstrate organization and use of information. 3. Use graphic organizers. 4. Extract relevant information 5. Compare and contrast ideas 6. Take notes to record data, facts, and ideas 7. State a main idea and support it with details and examples. 8. Write labels for graphics 9. Record scientific and/ or mathematical informational/ data 10. Produce clear, well-organized and well-developed explanations and reports 11. Demonstrate writing conventions.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Present synthesized research information in a variety of oral and written forms to fulfill a specific purpose 2. Use a wide range of patterns to organize information 3. Use a variety of strategies to plan written work (e.g., outlines, professional models as examples) 4. Use strategies to revise written work 5. Edit to use strategies to edit and publish written work according to the conventions of standard English 	<ol style="list-style-type: none"> 1. Present synthesized research information in a variety of oral and written forms to fulfill a specific purpose 2. Use a wide range of patterns to organize information 3. Use a variety of strategies to plan written work (e.g., outlines, professional models as examples) 4. Use strategies to revise written work 5. Edit to use strategies to edit and publish written work according to the conventions of standard English

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Listening

Key Idea: ELA.1.1 Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Listen to interpret data, facts, and ideas to include: <i>large and small group discussions, conferences with teachers/peers, interviews, school assemblies, performances, formal/informal presentations, multimedia presentations, oral readings, and informational text.</i> 2. Acquire information from a variety of sources. 3. Follow directions and understand procedures. 4. Identify main ideas and supporting details. 5. Identify similarities and differences in information about people, places, and events. 6. Identify a conclusion that summarizes the main idea. 7. Interpret information by drawing on prior knowledge and experience 8. Identify vocal characteristics effectively to emphasize meaning. 9. Use strategies, signal, or transition words to aid recall 10. Understand differences between literal and figurative language. 11. Listen respectfully and responsively using appropriate posture and eye contact. 12. Attend to a listening activity for an extended time. 13. Avoid interrupting. 	<ol style="list-style-type: none"> 1. Listen to interpret data, facts, and ideas to include: <i>large and small group discussions, conferences with teachers/peers, interviews, school assemblies, performances, formal/informal presentations, multimedia presentations, oral readings, and informational text.</i> 2. Follow instructions which provide instructions about a task or an assignment. 3. Identify essential details for note taking. 4. Distinguish between fact and opinion. 5. Identify information that is implicit rather than state. 6. Connect new information to prior knowledge. 7. Identify and use idiomatic expression and figures of speech. 8. Identify own purpose for listening. 9. Recognize content-specific vocabulary or terminology. 10. Listen for unfamiliar words and learn their meaning. 11. Listen respectfully and responsively using appropriate posture and eye contact. 12. Attend to a listening activity for an extended time. 13. Avoid interrupting.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Apply listening skills to a variety of informational sources 2. Select, evaluate & use information from different sources for research topics 3. Use a variety of strategies for organizing relevant information in systematic ways 4. Use strategies to construct meaning from print (e.g., prior knowledge, phonetic & structural analysis, context clues) 5. Use a specific style sheet to document sources cited in writing 6. Access information from technical sources to satisfy a given purpose (e.g., follow directions, order a purchase) 	<ol style="list-style-type: none"> 1. Apply listening skills to a variety of informational sources 2. Select, evaluate & use information from different sources for research topics 3. Use a variety of strategies for organizing relevant information in systematic ways 4. Use strategies to construct meaning from print (e.g., prior knowledge, phonetic & structural analysis, context clues) 5. Use a specific style sheet to document sources cited in writing 6. Access information from technical sources to satisfy a given purpose (e.g., follow directions, order a purchase)

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Language for Information and Understanding

Students will read, write, listen and speak for information and understanding. (ELA-1)

Language for Information and Understanding- Speaking

Key Idea: ELA.1.2 Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Speak to share data, facts, and ideas to include: <i>large/ small group discussion, conferences with teachers/ peers, school assemblies, formal/ informal presentations, multimedia presentations, oral readings and performances.</i> 2. Ask probing questions (interviewing others or regarding information) 3. Share information from personal experience 4. Share information from a variety of texts 5. Synthesize and paraphrase information 6. State a main idea and support it with facts, details, and examples. 7. Compare and contrast information. 8. Make connections between sources of information. 9. Respond respectfully. 10. Initiate communication with others. 11. Use language and grammar appropriate to purpose for speaking, 12. Use facial expressions and gestures which enhance communication. 	<ol style="list-style-type: none"> 1. Speak to share data, facts, and ideas to include: <i>large/ small group discussion, conferences with teachers/ peers, school assemblies, formal/ informal presentations, multimedia presentations, oral readings and performances.</i> 2. Present reports for others on content-based topics. 3. Summarize main points as part of the conclusion. 4. Use notes or outlines appropriate to the presentation. 5. Uses figurative language to add variety and clarity to spoken language. 6. Identifies and uses signal words to provide clues.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Present synthesized research information in a variety of oral and written forms to fulfill a specific purpose 2. Use a wide range of patterns to organize information 3. Use a variety of strategies to plan written work (e.g., outlines, professional models as examples) 4. Use strategies to revise written work 5. Edit to use strategies to edit and publish written work according to the conventions of standard English 	<ol style="list-style-type: none"> 1. Present synthesized research information in a variety of oral and written forms to fulfill a specific purpose 2. Use a wide range of patterns to organize information 3. Use a variety of strategies to plan written work (e.g., outlines, professional models as examples) 4. Use strategies to revise written work 5. Edit to use strategies to edit and publish written work according to the conventions of standard English

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Reading

Key Idea: ELA.2.1 Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Read, view, and interpret imaginative texts and performances, such as: <i>short stories, short novels, plays, myths, legends, folk tales, poems, videos, and e-books.</i> 2. Define the characteristics of different genres. 3. Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods. 4. Read aloud from a variety of genres. 5. Recognize that the same story can be told in different genres. 6. Identify literary elements of different genres. 7. Recognize how authors treat similar themes. 8. Identify the ways in which characters change and develop throughout a story. 9. Compare characters in literature to people in their own lives. 10. Read aloud using inflection and intonation appropriate to text read and audience. 	<ol style="list-style-type: none"> 1. Read, view, and interpret imaginative texts and performances, such as: <i>short stories, short novels, plays, myths, legends, folk tales, poems, videos, and e-books.</i> 2. Define the characteristics of different genres. 3. Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods. 4. Read aloud from a variety of genres. 5. Recognize that the same story can be told in different genres. 6. Identify literary elements of different genres. 7. Recognize how authors treat similar themes. 8. Identify the ways in which characters change and develop throughout a story. 9. Compare characters in literature to people in their own lives. 10. Read aloud using inflection and intonation appropriate to text read and audience.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Apply reading skills to texts from a wide range of authors, subjects, genres 2. Compare and contrast the treatment of a topic-theme within multiple readings 3. Recognize and interpret the use of significant literary elements/devices: foreshadowing, figurative language, symbolism, irony, climax, suspense 4. Use strategies to convey meaning, mood and perspective while reading aloud from a text 5. Understand the varying perspectives of literary texts 	<ol style="list-style-type: none"> 1. Apply reading skills to texts from a wide range of authors, subjects, genres 2. Compare and contrast the treatment of a topic-theme within multiple readings 3. Recognize and interpret the use of significant literary elements/devices: foreshadowing, figurative language, symbolism, irony, climax, suspense 4. Use strategies to convey meaning, mood and perspective while reading aloud from a text 5. Understand the varying perspectives of literary texts

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Writing

Key Idea: ELA.2.2 Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Write original imaginative and informational texts to include: <i>personal narratives, stories, poems, plays, and/ or newspaper articles.</i> 2. Write adaptations of story endings, setting, and genre. 3. Write the following in order to interpret and respond to a variety of texts to include: <i>descriptive sentences, short paragraphs, original stories/ poems/ songs, new story endings, interpretive and responsive essays, reading responses, story sequels, point of view journals, and character descriptions.</i> 4. Write original imaginative and informational texts. 5. Write interpretive and responsive essays in order to: summarize the plot, describe the characters and how they change, describe the setting, draw a conclusion, interpret the impact of literary devices such as simile and personification, and recognize the impact of rhythm and rhyme. 6. Respond to literature, connecting to personal experiences. 7. Use resources to plan and create imaginative and informational text. 8. Maintain a portfolio that includes imaginative, informational, and interpretive writing as a method of reflection. 	<ol style="list-style-type: none"> 1. Write original imaginative and informational texts to include: <i>personal narratives, stories, poems, plays, and/ or newspaper articles.</i> 2. Write adaptations of story endings, setting, and genre. 3. Write the following in order to interpret and respond to a variety of texts to include: <i>descriptive sentences, short paragraphs, original stories/ poems/ songs, new story endings, interpretive and responsive essays, reading responses, story sequels, point of view journals, and character descriptions.</i> 4. Write original imaginative and informational texts. 5. Write interpretive and responsive essays in order to: summarize the plot, describe the characters and how they change, describe the setting, draw a conclusion, interpret the impact of literary devices such as simile and personification, and recognize the impact of rhythm and rhyme. 6. Respond to literature, connecting to personal experiences. 7. Use resources to plan and create imaginative and informational text. 8. Maintain a portfolio that includes imaginative, informational, and interpretive writing as a method of reflection.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Write interpretive and responsive essays that analyze literary works 2. Write original works that observe the conventions of the genre 3. Maintain a portfolio that includes imaginative, informational, and interpretive writing as a method of reflection. 	<ol style="list-style-type: none"> 1. Write interpretive and responsive essays that analyze literary works 2. Write original works that observe the conventions of the genre 3. Maintain a portfolio that includes imaginative, informational, and interpretive writing as a method of reflection.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Listening

Key Idea: ELA.2.1 Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Listen to comprehend, interpret, and respond to a variety of texts and performances to include: <i>stories, poems/ songs, folktales, fables, myths, plays/ performances, and multimedia presentations.</i> 2. Identify elements of character, plot and setting to understand author’s message or intent. 3. Connect a variety of texts to previous reading and life experiences to enhance understanding and appreciation. 4. Identify author’s use of predictable language and figurative language. 5. Compare and contrast ideas of others to own ideas. 6. Listen respectfully and responsively using appropriate posture and eye contact. 7. Attend to a listening activity for an extended time. 8. Avoid interrupting. 	<ol style="list-style-type: none"> 1. Listen to comprehend, interpret, and respond to a variety of texts and performances to include: <i>stories, poems/ songs, folktales, fables, myths, plays/ performances, and multimedia presentations.</i> 2. Distinguish different genres. 3. Identify characters’ motivation. 4. Recognize the use of literary devices and determine their impact on meaning. 5. Use personal experience and prior knowledge 6. Identify cultural and historical influences in texts and performances. 7. Identify own purpose for listening. 8. Recognize content-specific vocabulary or terminology. 9. Listen respectfully and responsively using appropriate posture and eye contact. 10. Attend to a listening activity for an extended time. 11. Avoid interrupting.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Apply listening skills to texts from a wide range of authors, subjects, genres 2. Compare and contrast the treatment of a topic-theme within multiple readings 3. Recognize and interpret the use of significant literary elements/devices: foreshadowing, figurative language, symbolism, irony, climax, suspense 4. Use strategies to convey meaning, mood and perspective while reading aloud from a text 5. Understand the varying perspectives of literary texts 	<ol style="list-style-type: none"> 1. Apply listening skills to texts from a wide range of authors, subjects, genres 2. Compare and contrast the treatment of a topic-theme within multiple readings 3. Recognize and interpret the use of significant literary elements/devices: foreshadowing, figurative language, symbolism, irony, climax, suspense 4. Use strategies to convey meaning, mood and perspective while reading aloud from a text 5. Understand the varying perspectives of literary texts

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 2: Language for Literary Response and Expression

Students will read, write, listen and speak for literary response and expression. (ELA-2)

Language for Literary Response and Expression - Speaking

Key Idea: ELA.2.2 Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Speak to present interpretations and responses to a variety of sources to include: <i>large/ small group discussions, conferences with teachers/ peers, school assemblies, performances, and formal/ informal presentations.</i> 2. Present original works such as stories, poems and plays. 3. Share book reviews. 4. Summarize the plot, descriptive motivation of characters, and explain the importance of setting. 5. Make inferences and draw conclusions. 6. Connect a personal response to literature to prior knowledge. 7. Recognize the importance of cultural, ethnic, and historical characteristics in texts and performances. 8. Ask questions and respond to questions for clarification. 9. Use notes or outlines appropriately in presentations. 10. Respond respectfully. 11. Initiate communication with others. 12. Use language and grammar appropriate to purpose for speaking. 13. Use facial expressions and gestures which enhance communication. 14. Establish eye contact. 15. Use audible voice and pacing appropriate to audience. 16. Use visual aids to support the presentation. 	<ol style="list-style-type: none"> 1. Speak to present interpretations and responses to a variety of sources to include: <i>large/ small group discussions, conferences with teachers/ peers, school assemblies, performances, and formal/ informal presentations.</i> 2. Present original works such as stories, poems and plays. 3. Share book reviews. 4. Summarize the plot, descriptive motivation of characters, and explain the importance of setting. 5. Make inferences and draw conclusions. 6. Connect a personal response to literature to prior knowledge. 7. Recognize the importance of cultural, ethnic, and historical characteristics in texts and performances. 8. Ask questions and respond to questions for clarification. 9. Use notes or outlines appropriately in presentations. 10. Respond respectfully. 11. Initiate communication with others. 12. Use language and grammar appropriate to purpose for speaking. 13. Use facial expressions and gestures which enhance communication. 14. Establish eye contact. 15. Use audible voice and pacing appropriate to audience. 16. Use visual aids to support the presentation.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Speak to present interpretive and responsive essays that analyze literary works 2. Present original works that observe the conventions of the genre 3. Recognize the importance of cultural, ethnic, and historical characteristics in texts and performances. 4. Ask questions and respond to questions for clarification. 5. Use notes or outlines appropriately in presentations. 6. Respond respectfully. 7. Initiate communication with others. 8. Use language and grammar appropriate to purpose for speaking. 9. Use facial expressions and gestures which enhance communication. 10. Establish eye contact. 11. Use audible voice and pacing appropriate to audience. 12. Use visual aids to support the presentation. 	<ol style="list-style-type: none"> 1. Speak to present interpretive and responsive essays that analyze literary works 2. Present original works that observe the conventions of the genre 3. Recognize the importance of cultural, ethnic, and historical characteristics in texts and performances. 4. Ask questions and respond to questions for clarification. 5. Use notes or outlines appropriately in presentations. 6. Respond respectfully. 7. Initiate communication with others. 8. Use language and grammar appropriate to purpose for speaking. 9. Use facial expressions and gestures which enhance communication. 10. Establish eye contact. 11. Use audible voice and pacing appropriate to audience. 12. Use visual aids to support the presentation.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Reading

Key Idea: ELA.3.1 Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Read to analyze and evaluate information, ideas, opinions, themes, and experiences from the following: <i>books (fiction and nonfiction), essays, newspapers, magazines, advertisements, and electronic resources.</i> 2. Evaluate information, ideas, opinions, and themes in texts identifying: <i>central idea and supporting details, details that are primary, precise and vague language, statements of fact, opinion and exaggeration, missing or unclear information, and classification.</i> 3. Develop criteria for literary criticism. 4. Identify different perspectives on an issue presented in more than one text. 5. Recognize how one’s own POV contributes to forming an opinion about information and ideas. 6. Distinguish between objective and subjective text. 7. Understand referential use of language. 8. Identify reason and prejudice. 9. Interpret pictures, diagrams, graphs, tables, maps, etc. 10. Appreciate the attributes of various literary forms and genres. 	<ol style="list-style-type: none"> 1. Read to analyze and evaluate information, ideas, opinions, themes, and experiences from the following: <i>books (fiction and nonfiction), essays, newspapers, magazines, advertisements, and electronic resources.</i> 2. Evaluate information, ideas, opinions, and themes in texts identifying: <i>central idea and supporting details, details that are primary, precise and vague language, statements of fact, opinion and exaggeration, missing or unclear information, and classification.</i> 3. Develop criteria for literary criticism. 4. Identify different perspectives on an issue presented in more than one text. 5. Recognize how one’s own POV contributes to forming an opinion about information and ideas. 6. Distinguish between objective and subjective text. 7. Understand referential use of language. 8. Identify reason and prejudice. 9. Interpret pictures, diagrams, graphs, tables, maps, etc. 10. Appreciate the attributes of various literary forms and genres.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Read to analyze and evaluate information, ideas, opinions, themes, and experiences 2. Develop criteria for literary criticism. 3. Identify different perspectives on an issue presented in more than one text. 4. Recognize how one’s own POV contributes to forming an opinion about information and ideas. 5. Distinguish between objective and subjective text. 6. Understand referential use of language. 7. Identify reason and prejudice. 8. Interpret pictures, diagrams, graphs, tables, maps, etc. 9. Appreciate the attributes of various literary forms and genres. 	<ol style="list-style-type: none"> 1. Read to analyze and evaluate information, ideas, opinions, themes, and experiences 2. Develop criteria for literary criticism. 3. Identify different perspectives on an issue presented in more than one text. 4. Recognize how one’s own POV contributes to forming an opinion about information and ideas. 5. Distinguish between objective and subjective text. 6. Understand referential use of language. 7. Identify reason and prejudice. 8. Interpret pictures, diagrams, graphs, tables, maps, etc. 9. Appreciate the attributes of various literary forms and genres.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Writing

Key Idea: ELA.3.2 Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Grade 5	Grade 6
<p>1. Write the following in order to analyze and evaluate ideas, information, and experiences: <i>persuasive essays, expository essays, book reviews, performance reviews, reports and essays, advertisements, contest entries, lab reports, DBQ responses, and quotation responses.</i></p> <p>2. Write to express opinions and judgments in order to:</p> <ul style="list-style-type: none"> • Use strategies such as note-taking, webbing, and outlining to plan and organize writing. • Use supporting evidence from text to evaluate ideas, information, or experiences • Analyze the impact of an event of issue from personal, peer group, and/ or community perspectives. • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other content areas • Use effective vocabulary in persuasive and expository writing • Conferences with teacher(s)/ peer(s) in order to revise <p>3. Maintain a portfolio that includes written analysis as a method of reflection.</p>	<p>1. Write the following in order to analyze and evaluate ideas, information, and experiences: <i>persuasive essays, expository essays, book reviews, performance reviews, reports and essays, advertisements, contest entries, lab reports, DBQ responses, and quotation responses.</i></p> <p>2. Write to express opinions and judgments in order to:</p> <ul style="list-style-type: none"> • Use strategies such as note-taking, webbing, and outlining to plan and organize writing. • Use supporting evidence from text to evaluate ideas, information, or experiences • Analyze the impact of an event of issue from personal, peer group, and/ or community perspectives. • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other content areas • Use effective vocabulary in persuasive and expository writing • Conferences with teacher(s)/ peer(s) in order to revise <p>3. Maintain a portfolio that includes written analysis as a method of reflection.</p>
Grade 7	Grade 8
<p>1. Present well-developed arguments that present clear analyses of the issues</p> <p>2. Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience</p> <p>3. Write to express opinions and judgments in order to:</p> <ul style="list-style-type: none"> • Use strategies such as note-taking, webbing, and outlining to plan and organize writing. • Use supporting evidence from text to evaluate ideas, information, or experiences • Analyze the impact of an event of issue from personal, peer group, and/ or community perspectives. • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other content areas • Use effective vocabulary in persuasive and expository writing • Conferences with teacher(s)/ peer(s) in order to revise <p>4. Maintain a portfolio that includes written analysis as a method of reflection.</p>	<p>1. Present well-developed arguments that present clear analyses of the issues</p> <p>2. Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience</p> <p>3. Write to express opinions and judgments in order to:</p> <ul style="list-style-type: none"> • Use strategies such as note-taking, webbing, and outlining to plan and organize writing. • Use supporting evidence from text to evaluate ideas, information, or experiences • Analyze the impact of an event of issue from personal, peer group, and/ or community perspectives. • Analyze literary elements in order to evaluate the quality of ideas and information in text • Use information and ideas from other content areas • Use effective vocabulary in persuasive and expository writing • Conferences with teacher(s)/ peer(s) in order to revise <p>4. Maintain a portfolio that includes written analysis as a method of reflection.</p>

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Listening

Key Idea: ELA.3.1 Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Listen to analyze and evaluate ideas, information, and experiences to include: <i>large/ small group discussions, conferences with teachers/ peers, role play, classroom presentations, review of books, videos and live performances, and multimedia presentations.</i> 2. Form a personal opinion about the quality of texts read aloud based on criteria. 3. Recognize the similarities and difference between POV of speaker and audience. 4. Distinguish between fact and opinion. 5. Evaluate the speaker's style of delivery by using criteria such as volume and tone of voice. 6. Listen respectfully and responsively using appropriate posture and eye contact. 7. Attend to a listening activity for an extended time. 8. Avoid interrupting. 	<ol style="list-style-type: none"> 9. Listen to analyze and evaluate ideas, information, and experiences to include: <i>large/ small group discussions, conferences with teachers/ peers, role play, classroom presentations, review of books, videos and live performances, and multimedia presentations.</i> 10. Form an opinion on a subject based on information, ideas, and themes expressed in presentations. 11. Recognize that the criteria use to analyze and evaluate presentations may be influenced by one's POV and purpose for listening. 12. Recognize and use the perspective of others in order to analyze and evaluate presentations. 13. Use prior knowledge and experiences in order to more fully evaluate and analyze content of presentations. 14. Identify own purpose for listening. 15. Listen respectfully and responsively using appropriate posture and eye contact. 16. Attend to a listening activity for an extended time. 17. Avoid interrupting.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Listen to analyze and evaluate information, ideas, opinions, themes, and experiences 2. Form a personal opinion about the quality of texts read aloud based on criteria. 3. Recognize the similarities and difference between POV of speaker and audience. 4. Distinguish between fact and opinion. 5. Evaluate the speaker's style of delivery by using criteria such as volume and tone of voice. 6. Listen respectfully and responsively using appropriate posture and eye contact. 7. Attend to a listening activity for an extended time. 8. Avoid interrupting. 	<ol style="list-style-type: none"> 1. Listen to analyze and evaluate information, ideas, opinions, themes, and experiences 2. Form a personal opinion about the quality of texts read aloud based on criteria. 3. Recognize the similarities and difference between POV of speaker and audience. 4. Distinguish between fact and opinion. 5. Evaluate the speaker's style of delivery by using criteria such as volume and tone of voice. 6. Listen respectfully and responsively using appropriate posture and eye contact. 7. Attend to a listening activity for an extended time. 8. Avoid interrupting.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 3: Language for Critical Analysis and Evaluation

Students will read, write, listen and speak for critical analysis and evaluation. (ELA-3)

Language for Critical Analysis and Evaluation- Speaking

Key Idea: ELA.3.2 Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Speak to express opinions and judgments to include: <i>large/ small group discussions, conferences with teachers/ peers, school assemblies, performances, and formal/ informal presentations.</i> 2. Ask questions and respond to questions for clarifications. 3. Express an opinion or a judgment 4. Use role play as a strategy to analyze or evaluate an event or issue. 5. Use information and ideas from other subject areas and from personal experiences to form and express opinions. 6. Articulate a thesis statement and support it with details 7. Persuade using appropriate language, tone, and volume. 8. Respond respectfully. 9. Initiate communication with others. 10. Use language and grammar appropriate to purpose for speaking. 11. Use facial expressions and gestures which enhance communication. 12. Establish eye contact. 13. Use audible voice and pacing appropriate to audience. 14. Use visual aids to support the presentation. 	<ol style="list-style-type: none"> 1. Speak to express opinions and judgments to include: <i>large/ small group discussions, conferences with teachers/ peers, school assemblies, performances, and formal/ informal presentations.</i> 2. Ask questions and respond to questions for clarifications. 3. Express an opinion or a judgment 4. Use role play as a strategy to analyze or evaluate an event or issue. 5. Use information and ideas from other subject areas and from personal experiences to form and express opinions. 6. Articulate a thesis statement and support it with details 7. Persuade using appropriate language, tone, and volume. 8. Respond respectfully. 9. Initiate communication with others. 10. Use language and grammar appropriate to purpose for speaking. 11. Use facial expressions and gestures which enhance communication. 12. Establish eye contact. 13. Use audible voice and pacing appropriate to audience. 14. Use visual aids to support the presentation.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Present well-developed arguments that present clear analyses of the issues 2. Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience 3. Respond respectfully. 4. Initiate communication with others. 5. Use language and grammar appropriate to purpose for speaking. 6. Use facial expressions and gestures which enhance communication. 7. Establish eye contact. 8. Use audible voice and pacing appropriate to audience. 9. Use visual aids to support the presentation. 	<ol style="list-style-type: none"> 1. Present well-developed arguments that present clear analyses of the issues 2. Use standard English, precise vocabulary, and presentation strategies effectively to influence an audience 3. Respond respectfully. 4. Initiate communication with others. 5. Use language and grammar appropriate to purpose for speaking. 6. Use facial expressions and gestures which enhance communication. 7. Establish eye contact. 8. Use audible voice and pacing appropriate to audience. 9. Use visual aids to support the presentation.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Reading

Key Idea: ELA.4.1 Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.	
Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Read the following to establish, maintain, and enhance personal relationship to include: <i>friendly letters, notes, cards, and messages, published diaries and journals and e-mail.</i> 2. Share reading experiences to build a relationship with peers or adults. 3. Respect the age, gender, social position, cultural traditions, and regional and social differences expressed in print. 4. Recognize conversational tone in friendly communication. 5. Recognize the types of language appropriate to social communication. 	<ol style="list-style-type: none"> 1. Read the following to establish, maintain, and enhance personal relationship to include: <i>friendly letters, notes, cards, and messages, published diaries and journals and e-mail.</i> 2. Share reading experiences to build a relationship with peers or adults. 3. Respect the age, gender, social position, cultural traditions, and regional and social differences expressed in print. 4. Recognize conversational tone in friendly communication. 5. Recognize the types of language appropriate to social communication.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Use appropriate language and style for specific situations and audiences 2. Read the following to establish, maintain, and enhance personal relationship to include: <i>friendly letters, notes, cards, and messages, published diaries and journals and e-mail.</i> 3. Share reading experiences to build a relationship with peers or adults. 4. Respect the age, gender, social position, cultural traditions, and regional and social differences expressed in print. 5. Recognize conversational tone in friendly communication. 6. Recognize the types of language appropriate to social communication. 	<ol style="list-style-type: none"> 1. Use appropriate language and style for specific situations and audiences 2. Read the following to establish, maintain, and enhance personal relationship to include: <i>friendly letters, notes, cards, and messages, published diaries and journals and e-mail.</i> 3. Share reading experiences to build a relationship with peers or adults. 4. Respect the age, gender, social position, cultural traditions, and regional and social differences expressed in print. 5. Recognize conversational tone in friendly communication. 6. Recognize the types of language appropriate to social communication.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Writing

Key Idea: ELA.4.2 Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Write the following to establish, maintain, and enhance personal relationships to include: <i>friendly letters, notes, personal journals, and e-mail.</i> 2. Share the process of writing for social communication with peers and adults. 3. Respect the age, gender, position, and cultural traditions of the recipient. 4. Develop a personal voice that enables the reader to get to know the writer. 5. Write personal reactions to experiences, events, and observations. 6. Maintain, a portfolio of writing and drawings for social interaction. 	<ol style="list-style-type: none"> 1. Write the following to establish, maintain, and enhance personal relationships to include: <i>friendly letters, notes, personal journals, and e-mail.</i> 2. Share the process of writing for social communication with peers and adults. 3. Respect the age, gender, position, and cultural traditions of the recipient. 4. Develop a personal voice that enables the reader to get to know the writer. 5. Write personal reactions to experiences, events, and observations. 6. Maintain, a portfolio of writing and drawings for social interaction.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Use appropriate language and style for specific situations and audiences 2. Respect the age, gender, position, and cultural traditions of the recipient. 3. Develop a personal voice that enables the reader to get to know the writer. 4. Write personal reactions to experiences, events, and observations. 5. Maintain, a portfolio of writing and drawings for social interaction. 	<ol style="list-style-type: none"> 1. Use appropriate language and style for specific situations and audiences 2. Respect the age, gender, position, and cultural traditions of the recipient. 3. Develop a personal voice that enables the reader to get to know the writer. 4. Write personal reactions to experiences, events, and observations. 5. Maintain, a portfolio of writing and drawings for social interaction.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Listening

Key Idea: ELA.4.1 Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Listen to establish, maintain, and enhance relationships and friendships to include: <i>large/ small group discussions, role play and conferences with teachers.</i> 2. Respect the age, gender, culture and interests of the speaker. 3. Recognize different types of communication based on volume, tone, and rate of the speaker's voice. 4. Recognize that social communication may include informal language such as jargon and colloquialisms. 5. Recognize the meaning of speakers' nonverbal cues. 6. Listen to be able to question, paraphrase, and summarize for clarification. 7. Identify own purpose for listening. 8. Recognize content-specific vocabulary or terminology. 9. Listen respectfully and responsively using appropriate posture and eye contact. 10. Attend to a listening activity for an extended time. 11. Avoid interrupting. 	<ol style="list-style-type: none"> 1. Listen to establish, maintain, and enhance relationships and friendships to include: <i>large/ small group discussions, role play and conferences with teachers.</i> 2. Respect the age, gender, culture and interests of the speaker. 3. Recognize different types of communication based on volume, tone, and rate of the speaker's voice. 4. Recognize that social communication may include informal language such as jargon and colloquialisms. 5. Recognize the meaning of speakers' nonverbal cues. 6. Listen to be able to question, paraphrase, and summarize for clarification. 7. Identify own purpose for listening. 8. Recognize content-specific vocabulary or terminology. 9. Listen respectfully and responsively using appropriate posture and eye contact. 10. Attend to a listening activity for an extended time. 11. Avoid interrupting.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Listen attentively and express ideas and concerns clearly and respectfully in conversations and group discussions 2. Listen to be able to question, paraphrase, and summarize for clarification. 3. Identify own purpose for listening. 4. Recognize content-specific vocabulary or terminology. 5. Listen respectfully and responsively using appropriate posture and eye contact. 6. Attend to a listening activity for an extended time. 7. Avoid interrupting. 	<ol style="list-style-type: none"> 1. Listen attentively and express ideas and concerns clearly and respectfully in conversations and group discussions 2. Listen to be able to question, paraphrase, and summarize for clarification. 3. Identify own purpose for listening. 4. Recognize content-specific vocabulary or terminology. 5. Listen respectfully and responsively using appropriate posture and eye contact. 6. Attend to a listening activity for an extended time. 7. Avoid interrupting.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 4: Language for Social Interaction

Students will read, write, listen and speak for social interaction. (ELA-4)

Language for Social Interaction - Speaking

Key Idea: ELA.4.2 Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.	
Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Speak to establish, maintain, and enhance relationships to include: <i>informal conversations, large/ small group discussion, and conference with teachers/ peers.</i> 2. Respect the age, gender, culture, and interests of the listener. 3. Discuss the content of communication to get to know the writer and each other. 4. Use the informal language of social communication. 5. Respond respectfully. 6. Initiate communication with others. 7. Use language and grammar appropriate to purpose for speaking. 8. Use facial expressions and gestures which enhance communication. 9. Establish eye contact. 10. Use audible voice and pacing appropriate to audience. 11. Use visual aids to support the presentation. 	<ol style="list-style-type: none"> 1. Speak to establish, maintain, and enhance relationships to include: <i>informal conversations, large/ small group discussion, and conference with teachers/ peers.</i> 2. Respect the age, gender, culture, and interests of the listener. 3. Discuss the content of communication to get to know the writer and each other. 4. Use the informal language of social communication. 5. Respond respectfully. 6. Initiate communication with others. 7. Use language and grammar appropriate to purpose for speaking. 8. Use facial expressions and gestures which enhance communication. 9. Establish eye contact. 10. Use audible voice and pacing appropriate to audience. 11. Use visual aids to support the presentation.
Grade 7	Grade 8
<ol style="list-style-type: none"> 1. Express ideas and concerns clearly and respectfully in conversations and group discussions 2. Respond respectfully. 3. Initiate communication with others. 4. Use language and grammar appropriate to purpose for speaking. 5. Use facial expressions and gestures which enhance communication. 6. Establish eye contact. 7. Use audible voice and pacing appropriate to audience. 8. Use visual aids to support the presentation. 	<ol style="list-style-type: none"> 1. Express ideas and concerns clearly and respectfully in conversations and group discussions 2. Respond respectfully. 3. Initiate communication with others. 4. Use language and grammar appropriate to purpose for speaking. 5. Use facial expressions and gestures which enhance communication. 6. Establish eye contact. 7. Use audible voice and pacing appropriate to audience. 8. Use visual aids to support the presentation.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. (LOTE-1)

Communication Skills in Modern Languages - Speaking

Key Idea: LOTE1.1 Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.	
Grade 5	Grade 6
1. Biographical information- age 2. Biographical information-	1. Biographical information- family
Grade 7	Grade 8
1. Informal everyday conversation with individual peers and adults. 2. Informal conversations with peers and familiar adults.	1. Informal everyday conversation with individual peers and adults. 2. Informal conversations with peers and familiar adults. 3. Interaction with providers of common public services in face-to-face communications.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. (LOTE-1)

Communication Skills in Modern Languages - Listening

Key Idea: LOTE1.1 Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.	
Grade 5	Grade 6
1	2.
Grade 7	Grade 8
1. Informal everyday conversation with individual peers and adults. 2. Informal conversations with peers and familiar adults.	1. Informal everyday conversation with individual peers and adults. 2. Informal conversations with peers and familiar adults. 3. Interaction with providers of common public services in face-to-face communications.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. (LOTE-1)

Communication Skills in Modern Languages - Reading

Key Idea: LOTE 1.2 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.	
Grade 5	Grade 6
1	3.
Grade 7	Grade 8
1. Information provided to the general public on signs, posters, maps, menus, etc. 2. Brief sentences, and short, informal notes.	1. Information provided to the general public on signs, posters, maps, menus, etc. 2. Brief sentences, and short, informal notes.

Communication: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Communication Skills

Students will be able to use a language other than English for communication. (LOTE-1)

Communication Skills in Modern Languages - Writing

Key Idea: LOTE1.2 Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.	
Grade 5	Grade 6
1	4.
Grade 7	Grade 8
1. Informal notes for communications in everyday life situations. 2. Brief sentences describing information.	1. Informal notes for communications in everyday life situations. 2. Brief sentences describing information.