

4.1 The student will use effective oral communication skills in a variety of settings.

4.3 The student will read fiction and nonfiction with fluency and accuracy.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES		BIOGRAPHY		
<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> participate in group discussions by <ul style="list-style-type: none"> offering comments that are relevant to the topic of discussion distinguishing fact from opinion supporting opinions with appropriate examples and details avoiding hindering the progress of the discussion (learning not to interrupt) taking turns speaking during a discussion asking appropriate questions to solicit knowledge and opinions of others maintaining appropriate eye contact and attentive body language while listening respecting the comments of others, especially if the comments express opinions that are different from one's own use grammatically correct language use multiple sources to derive the meaning of words <ul style="list-style-type: none"> context and context clues knowledge of synonyms and antonyms knowledge of word origins identify the word reference material(s) most likely to contain needed information read familiar text with fluency, accuracy, and expression. explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade find words or sentences that help identify the author's purpose find setting details and other information that help identify the author's purpose compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature identify major events and supporting details discuss the similarities and differences between text and previously read materials identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting summarize what they have read draw conclusions about what they have read demonstrate comprehension of information resources to research a topic evaluate and combine (synthesize) related information from two or more sources identify the author's purpose know the shared and distinguishing characteristics of autobiography and biography organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting 	<p>Reading</p>	<ul style="list-style-type: none"> Question <ul style="list-style-type: none"> Ask questions that can be answered as you read or after you finish reading. Fluency: Model reading (phrasing, attending to punctuation, expression, tone of voice and emphasis) Author's craft: purpose for choosing to include particular quotations; for selecting to include specific detail (What does the author want to highlight about the person?); for using descriptive words Text organization: use of timeline; photographs and captions Biography Notes Chart Organizer: key dates and facts about what the person did and what happened in life; conclusions that can be drawn about the person 	<p>Comprehension Skills</p> <ul style="list-style-type: none"> comparing/contrasting biography and realistic fiction; biography and historical fiction making inferences sequencing events/foreshadowing noting detail/facts that support an idea drawing conclusions making connections between the person's accomplishments and his/her earlier life visualizing identifying main idea and supporting details making judgments comparing/contrasting people from different biographical selections 	<p>Phonics/Decoding Strategy</p> <ul style="list-style-type: none"> Look carefully at the word. Look for word parts you know and think about the sounds for the letters. Blend the sounds to read the word. Ask yourself: Is it a word I know? Does it make sense in what I am reading? If not, ask yourself: What else can I try?
		<p>CHARACTERISTICS</p>	<ul style="list-style-type: none"> True story about a real person's life who lived in the past or is living now The person who the biography is about is called the biographical subject or subject Written by someone other than the subject Author researched the person's life to find out about him or her by consulting secondary sources such as reference books, magazine articles, the Internet, and primary resources such as interviews, diaries, journals Gives interesting facts such as dates and important achievements, usually in the order they occurred; starts with early years and moves on to later years Tells about events that happened to the person, usually those that connect with why the person is known, respected, admired In telling the story of the person's life, the author may dramatize events by creating imagined dialogue that is consistent with the character of the subject and the historical period May include quotations from or about the person Types of biographies: <u>Complete</u> biography covers the entire life of the subject; <u>Partial</u> biography covers only a portion of the subject's life; <u>Collected</u> biography includes the life stories of several people in one book, organized into chapters. 	
			<p>CONNECTIONS / CONCEPTS</p>	<ul style="list-style-type: none"> Students may be inspired by the person to set goals of their own. Students develop an understanding of the qualities of character and the dedication that lead to achievement. Students develop a perspective on how one person's achievements can influence the lives of others. Students develop an understanding of the circumstances (e.g., historical forces) and events that shaped the person's experiences and contributed to the person's accomplishments. Students may gain insights into different cultures and/or historical settings. Students may learn about careers from the lives of biographical subjects and be inspired by their lives.
				<p>SELECTING BIOGRAPHIES</p>