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**Grade Five**

**correlated to**

**DELAWARE PERFORMANCE INDICATORS**  
**English Language Arts**  
**End of Grade 5**

**English Standard One**

*Students will use written and oral English appropriate for various purposes and audiences.*

Delaware Performance Indicators	Literacy Place © 2000
Writers will produce texts that exhibit the following textual features, all of which are consistent with the genre and purpose of the writing:	
<p><b>Development:</b> The topic, theme, stand/perspective, argument, or character is fully developed.</p> <p><b>Organization:</b> The text exhibits a discernible progression of ideas.</p> <p><b>Style:</b> The writer demonstrates a quality of imagination and individuality, and a distinctive voice.</p> <p><b>Word Choice:</b> The words are precise, vivid, and economical.</p>	<p><b>Development, Organization, and Word Choice for Writing, PV:</b> T41, T52, T83, T90, T131, T144, T185, T196, T210; <b>PS:</b> T257, T270, T311, T322, T361, T372, T417, T428, T442; <b>TW:</b> T501, T512, T551, T560, T601, T614, T653, T664, T678; <b>CE:</b> T35, T42, T71, T80, T131, T144, T181, T190, T204; <b>MI:</b> T257, T272, T311, T322, T361, T368, T399, T414, T428; <b>CI:</b> T483, T498, T543, T558, T613, T622, T657, T668, T682</p> <p><b>Purpose and Styles of Writing, PV:</b> T24, T41, T52, T53, T72, T83, T90, T91, T116, T131, T144, T145, T164, T185, T196, T197, T210–T214, T218–T223; <b>PS:</b> T246, T257, T270, T271, T290, T311, T322; T323, T348, T361, T372, T373, T392, T417, T428, T429, T442–T447, T450–T455; <b>TW:</b> T478, T512, T513, T532, T551, T560, T561, T586, T601, T614, T615, T634, T653, T664, T665, T678–T681, T686–T691; <b>CE:</b> T24, T35, T42, T43, T62, T71, T80, T81, T106, T131, T144, (continued)</p>

PV: = Point of View  
 CE: = Creative Expression

PS: = Problem Solving  
 MI: = Managing Information

TW: = Teamwork  
 CI: = Community Involvement

*Grade Five*

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<p>Development: The topic, theme, stand/perspective, argument, or character is fully developed.</p> <p>Organization: The text exhibits a discernible progression of ideas.</p> <p>Style: The writer demonstrates a quality of imagination and individuality, and a distinctive voice.</p> <p>Word Choice: The words are precise, vivid, and economical.</p>	<p><b>Purpose and Styles of Writing, CE:</b> (continued) T145, T164, T181, T190, T191, T204–T207; <b>MI:</b> T240, T257, T272, T273, T292, T311, T322, T323, T348, T361, T368, T369, T388, T399, T414, T415, T428–T431; <b>CI:</b> T464, T483, T498, T499, T518, T543, T558, T559, T584, T613, T622, T623, T642, T657, T668, T669, T682–T685</p>
<p>Sentence Sentences are complete and varied in length and structure.</p> <p>Formation:</p> <p>Conventions: Appropriate grammar, mechanics, spelling, and usage enhance the meaning and readability of the text. Formal English conventions are to be followed unless otherwise called for by the purpose of the writing.</p>	<p><b>Sentences, PV:</b> R4–R5, R10–R11, R16–R17, R22–R23, R28–R29, R93, R94;  <b>TW:</b> R60–R61, R111; <b>MI:</b> R32–R33;  <b>CI:</b> R66–R67, R84–R85, R123, R124</p> <p><b>Grammar, PV:</b> R4–R5, R10–R11, R16–R17, R22–R23, R28–R29; <b>PS:</b> R32–R33, R38–R39, R44–R45, R50–R51, R56–R57;  <b>TW:</b> R60–R61, R66–R67, R72–R73, R78–R79, R84–R85; <b>CE:</b> R4–R5, R10–R11, R16–R17, R22–R23, R28–R29; <b>MI:</b> R32–R33, R38–R39, R44–R45, R50–R51, R56–R57; <b>CI:</b> R60–R61, R66–R67, R72–R73, R78–R79, R84–R85</p> <p><b>Mechanics ; Abbreviations, PS:</b> R56–R57, R103; <b>Apostrophes; in contractions, CI:</b> R60–R61, R123; <b>in possessives, PS:</b> R50–R51, R103; <b>Capitalization; abbreviations, PS:</b> R56–R57, R103; <b>beginning of sentence, PV:</b> R4–R5; <b>exclamation mark, PV:</b> R4–R5; <b>proper adjectives, MI:</b> R32–R33; <b>proper nouns, PS:</b> R32–R33, R102; <b>Commas and Colons, CI:</b> R78–R79, R124; <b>Periods, PV:</b> R4–R5; <b>PS:</b> R56–R57, R103; <b>Question Mark, PV:</b> R4–R5; <b>Quotation Marks/Dialogue, CE:</b> R28–R29, R98</p> <p><b>Spelling, PV:</b> R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; <b>PS:</b> R30–R31, R36–R37, R42–R43, R48–R49, R54–R55;  <b>TW:</b> R58–R59, R64–R65, R70–R71, R76–R77, R82–R83; <b>CE:</b> R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; <b>MI:</b> R30–R31, R36–R37, R42–R43, R48–R49, R54–R55;  <b>CI:</b> R58–R59, R70–R71, R76–R77, R64–R65, R82–R83</p>

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<p>• <b>Performance Indicators: Written Communication</b></p>	
<p>1. <b>expressive:</b> (author-oriented) texts both personal and literary, that</p> <ol style="list-style-type: none"> <li>reveal self-discovery and reflection;</li> <li>demonstrate experimentation with techniques which could include dialogue;</li> <li>demonstrate experimentation with appropriate modes which could include narration and description;</li> <li>demonstrate experimentation with rhetorical forms.</li> </ol>	<p><b>Expressive (Narrative): Acceptance Speech, TW: T657; Autobiography, TW: T673; Chain of Events Story, CI: T461, T483, T498; Character Profile, PS: T279, T317; Compare/Contrast Essay, MI: T428–T431; Description of a Place, CE: T103, T131, T144; Dialogue, MI: T265; Diary Entry, PV: T189; Exciting Opening Scene, PS: T287, T311, T322; Fictional Journal, TW: T529, T551, T560; Fictional Narrative, PS: T382; Humorous Poetry, TW: T475, T501, T512; Journal, PS: T421; Lyric Poem, PV: T47; Memoir, TW: T624; Narrative Poem, MI: T237, T257, T272; Nature Writing, CE: T200; Personal Anecdote, PV: T153; Personal Essay, PV: T161, T185, T196; Personal Narrative, MI: T317; Poem, MI: T377; CI: T632; Retelling a Story, CE: T59, T71, T80; Sensory Description, PV: T100; Short Story, PV: T21, T41, T52; Traditional Tale, PV: T210–T213</b></p>
<p>2. <b>informative:</b> (subject-oriented) texts that</p> <ol style="list-style-type: none"> <li>address the needs of the audience;</li> <li>exhibit appropriate modes which could include description, narration, classification, simple process analysis, and definition;</li> <li>conform to the appropriate formats, which could include letters, summaries, messages, and reports;</li> <li>contain information from primary and secondary sources, avoiding plagiarism.</li> </ol>	<p><b>Informative (Expository); Time Line, CI: T543; Tribute, PS: T437 Author Study, TW: T678–T681; Autobiographical Sketch, CI: T617; Biographical Sketch, PS: T442–T445; CI: T515, T558; Business Letter, MI: T363; Catalogue Copy, PV: T137; Comparison Report, CI: T639, T657, T668; E-Mail Request, CI: T663; Explanatory Essay, MI: T345, T361, T368; First Person Account, PS: T345, T361, T372; CE: T139; Flyer, CE: T37; Historical Nonfiction,  CI: T682–T685; Historical Report, CE: T154; How-to Essay, CE: T21, T35, T42; How-to Guide, TW: T569; Human Interest Article, CE: T73; Informative Leaflet, MI: T281; Interview, PV: T85; Introduction, TW: T507; Invitation, TW: T555; Letters, TW: T607; News Story, PV: T69, T83, T90; PS: T263; CI: T507, T551; Observation Report, PS: T243, T257, T270; Paragraph, PV: T205; Place Description, MI: T385, T399, T414; Report, PS: T344; MI: T332; Research Report, CE: T204–T206; Review of a Photo Exhibit, MI: T407; Sports Encyclopedia Entry, TW: T631, T653, T664; Thank-You Note, CI: T491</b></p>

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<p>3. <b>argumentative and persuasive:</b> (audience-oriented) texts that</p> <ol style="list-style-type: none"> <li>address the needs of the audience;</li> <li>communicate a clear-cut position on an issue;</li> <li>support the position with relevant information, which could include personal and expert opinions and examples;</li> <li>exhibit evidence of reasoning.</li> </ol>	<p><b>Persuasive: Advertisement, CI:</b> T678; <b>Award Nomination, PS:</b> T389, T417, T428; <b>Book Report, TW:</b> T583, T601, T614; <b>Brochure/Advertisement, PS:</b> T367; <b>Editorial, PV:</b> T61; <b>Fund-Raising Letters, CE:</b> T183; <b>Letter to the Editor, PS:</b> T331; <b>Persuasive Essay, TW:</b> T521; <b>MI:</b> T289, T311, T322; <b>Persuasive Letter, CE:</b> T89; <b>MI:</b> T424; <b>CI:</b> T567; <b>Review, PV:</b> T113, T131, T144; <b>CE:</b> T52, T161, T181, T190; <b>Sales Pitch, CI:</b> T581, T613, T622</p>
<p>• <b>Performance Indicators: Oral Communication</b></p>	
<ol style="list-style-type: none"> <li>formulate a message including all essential information;</li> <li>organize a message appropriately for the speech situation;</li> <li>deliver a message,               <ol style="list-style-type: none"> <li>beginning to control volume, tone, speed, and enunciation appropriately for the situational context;</li> <li>using facial expressions to reinforce the message; maintaining focus;</li> <li>creating the impression of being secure and comfortable, and in command of the situation;</li> <li>incorporating audio/visual aids when appropriate.</li> </ol> </li> <li>respond to feedback, adjusting volume and speed, and answering questions.</li> </ol>	<p><b>Speaking: Identify Aural Elements, CE:</b> T218–T219; <b>Present Arguments in an Orderly and Convincing Way, CI:</b> T696–T697; <b>Presentation for a Special Occasion, PV:</b> T224–T225; <b>Speak to Inform, MI:</b> T442–T443; <b>Speak to Persuade, PS:</b> T456–T457; <b>Give an Informative Presentation, TW:</b> T564–T565; <b>Give Oral Directions, CI:</b> T502–T503; <b>Compile a Biographical Sketch, PV:</b> T41, T55, T93, T101–T106, T147, T199; <b>Conduct an Oral History, MI:</b> T257, T325, T333–T338; <b>Clear, Concise Expression, PV:</b> T224–T225; <b>PS:</b> T270, T271; <b>TW:</b> T564–T565; <b>CI:</b> T502–T503, T683</p>

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## English Standard Two

*Students will use construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading and viewing.*

Delaware Performance Indicators	<i>Literacy Place</i> © 2000
<p>1. using effective decoding and other word recognition strategies;</p>	<p><b>Phonics: Consonant Blends, MI:</b> T261, T270, T271; <b>Consonant Digraphs, MI:</b> T247; <b>CI:</b> T479; <b>Consonants, PS:</b> T299, T359; <b>TW:</b> T605, T612, T613, T647; <b>CI:</b> T611, T620, T621; <b>Long Vowels, PS:</b> T355, T370, T371; <b>CE:</b> T171; <b>MI:</b> T399; <b>CI:</b> T521; <b>r-Controlled Vowels, PS:</b> T411; <b>CE:</b> T44; <b>Schwa, PV:</b> T123, T142, T143; <b>TW:</b> T599; <b>Silent Letters, PV:</b> T173; <b>TW:</b> T487, T637, T643; <b>CE:</b> T121, T142; <b>MI:</b> T291; <b>Vowel Diphthongs, TW:</b> T539; <b>MI:</b> T295</p> <p><b>Syllabication: Closed, PV:</b> T35, T54, T55, T58; <b>PS:</b> T305, T312, T313, T316; <b>CE:</b> T75; <b>CI:</b> T471, T488, T489; <b>Final e, PS:</b> T401, T416, T417, T420; <b>TW:</b> T523, T538, T539; <b>Open, PV:</b> T58, T93, T98, T99; <b>PS:</b> T267, T274, T275; <b>TW:</b> T619, T658, T659, T662; <b>CE:</b> T75; <b>CI:</b> T471, T488, T489; <b>Prefixes and Suffixes, CE:</b> T41, T48, T49, T52; <b>CI:</b> T615; <b>r-Controlled Vowels, PS:</b> T345, T370, T371; <b>TW:</b> T637; <b>CE:</b> T91, T100, T101, T104; <b>MI:</b> T351, T360, T361, T364; <b>Vowel Digraphs, TW:</b> T583, T590, T591; <b>CE:</b> T181, T192, T193; <b>MI:</b> T297, T308, T309, T389; <b>CI:</b> T617, T632, T633, T636; <b>Words with -le, -al, -el, MI:</b> T525, T536, T537, T540;</p>
<p>2. understanding vocabulary, including literary devices;</p>	<p><b>Vocabulary Words, PV:</b> T22–T23, T59, T74–T75, T103, T124–T125, T151, T166–T167, T199; <b>PS:</b> T244–T245, T279, T294–T295, T317, T338–T339, T375, T390–T391, T421; <b>TW:</b> T466–T467, T497, T512–T513, T543, T564–T565, T595, T610–T611, T663; <b>CE:</b> T22–T23, T53, T68–T69, T105, T126–T127, T151, T166–T167, T197; <b>MI:</b> T242–T243, T270, T286–T287, T313, T334–T335, T365, T380–T381, T409; <b>CI:</b> T454–T455, T492, T508–T509, T541, T562–T563, T593, T608–T609, T637</p> <p><b>Figurative Language, CE:</b> T170, T171, T172, T186–T187, T188; <b>CI:</b> T466, T468; <b>Analogies, PS:</b> T327; <b>CI:</b> T624, R58; <b>Exaggeration/Hyperbole, TW:</b> T479, T484, T492</p> <p>(continued)</p>

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*Grade Five*

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3. integrating prior knowledge with information from the text (written or oral);	<b>Activate Prior Knowledge, PV:</b> T21, T69, T113, T161; <b>PS:</b> T243, T287, T345, T389; <b>TW:</b> T475, T529, T583, T631; <b>CE:</b> T21, T59, T103, T161; <b>MI:</b> T237, T289, T345, T385; <b>CI:</b> T461, T515, T581, T639
4. self-monitoring comprehension;	<b>Self-Monitoring Strategy; Adjust Reading Rate, PS:</b> T292; <b>Ask Questions to Clarify Information, PS:</b> T358; <b>Consult a Dictionary, CE:</b> T66; <b>Integrate Information From Dictionary With Text, MI:</b> T260; <b>Integrating Information From Other Sources, MI:</b> T262; <b>Keep Track of Characters, TW:</b> T546; <b>Paraphrase, CI:</b> T526; <b>Prefixes, PS:</b> T398; <b>CE:</b> T178; <b>Read for Information, CI:</b> T534; <b>Relate to Personal Experience, PV:</b> T28; <b>MI:</b> T402; <b>Self-Question/Reread, PV:</b> T76; <b>CE:</b> T116; <b>MI:</b> T304, T354, T392; <b>Structural Analysis, PV:</b> T130; <b>TW:</b> T598; <b>CI:</b> T472, T650; <b>Summarize and Predict, PV:</b> T170 ; <b>Summarize by Retelling, CI:</b> T606; <b>Use Context Clues, PV:</b> T168; <b>TW:</b> T494; <b>MI:</b> T252; <b>Visualize, TW:</b> T650; <b>Vocabulary Monitoring: Integrate Information, MI:</b> T246; <b>Word Attack, PS:</b> T296, T314; <b>MI:</b> T350
5. analyzing and evaluating critically.	<b>Critical Thinking; Analyze, PV:</b> T36, T40, T76, T166, T168, T186; <b>PS:</b> T256, T260, T314, T350, T352, T356, T358, T360, T394, T398, T408; <b>TW:</b> T602, T638; <b>CE:</b> T30, T112, T114, T130, T174; <b>MI:</b> T248, T300, T312, T358; <b>CI:</b> T484, T486, T524, T612, T646, T654; <b>Apply, PS:</b> T302; <b>Evaluate, PV:</b> T36, T78, T184; <b>PS:</b> T302, T308; <b>TW:</b> T500, T604, T650; <b>CE:</b> T26, T68, T136, T180; <b>MI:</b> T310, T354, T392, T400; <b>CI:</b> T472, T540; <b>Hypothesize, PV:</b> T26, T120, T126, T134; <b>PS:</b> T306, T364, T396, T404; <b>TW:</b> T482, T590, T600, T604; <b>CE:</b> T32; <b>MI:</b> T294; <b>CI:</b> T470, T530, T590, T604, T660; <b>Synthesize, PV:</b> T28, T44; <b>PS:</b> T250, T260, T314, T410; <b>CE:</b> T28, T126; <b>MI:</b> T260, T298, T302, T398; <b>CI:</b> T482, T488, T546, T600, T610

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<p>• <b>Performance Indicators</b></p>	
<p>1. select and apply efficient, effective decoding and other word recognition strategies to comprehend printed texts;</p>	<p><b>Phonics: Consonant Blends, MI:</b> T261, T270, T271;<b>Consonant Digraphs, MI:</b> T247;<b>CI:</b> T479;<b>Consonants, PS:</b> T299, T359;<b>TW:</b> T605, T612, T613, T647;<b>CI:</b> T611, T620, T621;<b>Long Vowels, PS:</b> T355, T370, T371;<b>CE:</b> T171;<b>MI:</b> T399;<b>CI:</b> T521;<b>r-Controlled Vowels, PS:</b> T411;<b>CE:</b> T44;<b>Schwa, PV:</b> T123, T142, T143;<b>TW:</b> T599;<b>Silent Letters, PV:</b> T173;<b>TW:</b> T487, T637, T643;<b>CE:</b> T121, T142;<b>MI:</b> T291;<b>Vowel Diphthongs, TW:</b> T539;<b>MI:</b> T295</p> <p><b>Syllabication: Closed, PV:</b> T35, T54, T55, T58;<b>PS:</b> T305, T312, T313, T316;<b>CE:</b> T75;<b>CI:</b> T471, T488, T489;<b>Final e, PS:</b> T401, T416, T417, T420;<b>TW:</b> T523, T538, T539;<b>Open, PV:</b> T58, T93, T98, T99;<b>PS:</b> T267, T274, T275;<b>TW:</b> T619, T658, T659, T662;<b>CE:</b> T75;<b>CI:</b> T471, T488, T489;<b>Prefixes and Suffixes, CE:</b> T41, T48, T49, T52;<b>CI:</b> T615;<b>r-Controlled Vowels, PS:</b> T345, T370, T371;<b>TW:</b> T637;<b>CE:</b> T91, T100, T101, T104;<b>MI:</b> T351, T360, T361, T364;<b>Vowel Digraphs, TW:</b> T583, T590, T591;<b>CE:</b> T181, T192, T193;<b>MI:</b> T297, T308, T309, T389;<b>CI:</b> T617, T632, T633, T636;<b>Words with -le, -al, -el, MI:</b> T525, T536, T537, T540;</p>
<p>2. develop an increasingly extensive vocabulary and actively seek the meaning of unknown words as an important facet of comprehending texts and messages by</p> <ol style="list-style-type: none"> <li>a. using context cues to determine the meanings of words;</li> <li>b. using reference works, technology, and human resources to learn the meaning of unknown words (e.g., dictionary, thesaurus, computer software).</li> </ol>	<p><b>Context Clues, PV:</b> T23, T71, T115, T163;<b>PS:</b> T245, T289, T347, T391;<b>TW:</b> T477, T531, T585, T633;<b>CE:</b> T23, T61, T105, T163;<b>MI:</b> T239, T274, T291, T347, T387;<b>CI:</b> T463, T517, T583, T641</p> <p><b>Use a Dictionary, PV:</b> T23, T61, T71, T115, T163;<b>PS:</b> T245, T289, T347, T391;<b>TW:</b> T477, T531, T585, T633;<b>CE:</b> T23, T61, T105, T163;<b>MI:</b> T239, T291, T347, T387;<b>CI:</b> T463, T517, T583, T641;<b>MI:</b> T291, T347, T387;<b>CI:</b> T463, T517, T583, T641</p>
<p>3. self-monitor comprehension while listening, reading, and viewing by</p> <ol style="list-style-type: none"> <li>a. generating a purpose for reading, listening, or viewing;</li> </ol> <p>(continued)</p>	<p><b>Set a Purpose, PV:</b> T24, T42, T72, T80, T116, T132, T164, T186;<b>PS:</b> T246, T258, T290, T312, T348, T362, T392, T418;<b>TW:</b> T478, T502, T532, T552, T586, T602, T634, T654;<b>CE:</b> T24, T32, T62, T70, T106, T132, T164, T176;<b>MI:</b> T240, T258, T292, T312, T348,</p> <p>(continued)</p>

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<p>3. self-monitor comprehension while listening, reading, and viewing by (continued)</p> <ul style="list-style-type: none"> <li>a. generating a purpose for reading, listening, or viewing;</li> <li>b. assimilating information with prior knowledge to revise predictions and understandings, and to make inferences;</li> <li>c. taking appropriate actions (e.g., rereading to make sense, adjusting rate of reading, seeking the meaning of unknown vocabulary) to enhance understanding of oral and written text.</li> </ul>	<p><b>Set a Purpose, MI:</b> (continued) T356, T388, T400, T404; <b>CI:</b> T464, T473, T484, 518, T544, T546, T584, T614, T642, T654, T658</p> <p><b>Make, Confirm, Revise Predictions, PV:</b> T24, T29, T32, T40, T72, T164, T173, T182, T184; <b>PS:</b> T246, T250, T251, T256, T290, T294, T295, T297, T300, T310, T318–T319, T320, T348, T360, T392, T416, T447; <b>TW:</b> T478, T489, T500, T532, T541, T548, T550, T586, T600, T634, T636, T652; <b>CE:</b> T24, T26, T27, T31, T62, T64, T69, T106, T164, T172, T175, R87, R94; <b>MI:</b> T240, T249, T252, T253, T256, T292, T310, T348, T355, T388; <b>CI:</b> T464, T466, T467, T470, T478, T480, T482, T492–T493, T496, T518, T542, T546, T584, T592, T595, T598, T599, T612, T642, T652, T686, R112, R120</p> <p><b>Make Inferences, PV:</b> T42, T74, T76, T168, T170, T171, T172, T176, T178, T180; <b>PS:</b> T250, T252, T304, T350, T400, T402, T404; <b>TW:</b> T482, T542, T546, T550, T588, T594, T638, T640, T642, T652; <b>CE:</b> T28, T34, T66, T67, T68, T76–T77, T108, T118, T174; <b>MI:</b> T242, T244, T246, T247, T248, T298, T308, T350, T351, T352, T354, T358, T360, T364–T365, T366, R99, R104; <b>CI:</b> T474, T475, T476, T478, T482, T536, T540, T548, T594, T610, R108, R118</p> <p><b>Adjust Reading Rate, PS:</b> T292; <b>Ask Questions to Clarify Information, PS:</b> T358; <b>Summarize by Retelling, CI:</b> T606</p>
<p>. demonstrate an overall understanding of oral and printed texts by</p> <ul style="list-style-type: none"> <li>a. making and revising predictions as needed;</li> <li>b. identifying the story elements (e.g., characters, setting, plot);</li> <li>c. identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, etc.);</li> <li>d. retelling a story or restating an informative text through speaking and/or writing;</li> <li>e. organizing the important points of the text via summaries, outlines, and/or graphic organizers;</li> </ul> <p>(continued)</p>	<p><b>Make, Confirm, Revise Predictions, PV:</b> T24, T29, T32, T40, T72, T164, T173, T182, T184; <b>PS:</b> T246, T250, T251, T256, T290, T294, T295, T297, T300, T310, T318–T319, T320, T348, T360, T392, T416, T447; <b>TW:</b> T478, T489, T500, T532, T541, T548, T550, T586, T600, T634, T636, T652; <b>CE:</b> T24, T26, T27, T31, T62, T64, T69, T106, T164, T172, T175, R87, R94; <b>MI:</b> T240, T249, T252, T253, T256, T292, T310, T348, T355, T388; <b>CI:</b> T464, T466, T467, T470, T478, T480, T482, T492–T493, T496, T518, T542, T546, T584, T592, T595, T598, T599, T612, T642, T652, T686, R112, R120</p> <p><b>Character, PV:</b> T35, T82, T134, T168, T169, T174, T176, T178, T182, T192–T193;</p> <p>(continued)</p>

PV: = Point of View  
CE: = Creative Expression

PS: = Problem Solving  
MI: = Managing Information

TW: = Teamwork  
CI: = Community Involvement

*Grade Five*

Delaware Performance Indicators	<i>Literacy Place</i> © 2000
<p>4. demonstrate an overall understanding of oral and printed texts by</p> <ul style="list-style-type: none"> <li>a. making and revising predictions as needed;</li> <li>b. identifying the story elements (e.g., characters, setting, plot);</li> <li>c. identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, etc.);</li> <li>d. retelling a story or restating an informative text through speaking and/or writing;</li> <li>e. organizing the important points of the text via summaries, outlines, and/or graphic organizers;</li> <li>f. identifying the author’s purpose;</li> <li>g. comparing information between and within texts;</li> <li>h. discriminating between fact and opinion;</li> <li>i. drawing conclusions;</li> <li>j. accepting or rejecting the validity of the information and giving supporting evidence;</li> <li>k. relating the content of the text to real-life situations.</li> </ul>	<p><b>Character, (continued) PS:</b> T254, T255, T256, T294, T404, R95, R100; <b>TW:</b> T543, T594, T644, T645, T646, T648, T650; <b>CE:</b> T25, T26, T28, T30, T34, T38–T39, T40, T122, T124, T125, T170, T208, R90, R95; <b>CI:</b> T594, T602, T603, T608</p> <p><b>Setting, TW:</b> T494, T495, T498, T536, T588, T589, T590, T594, T598, T608–T609, T612; <b>CE:</b> T64, T65, T79, T110, R88, R94; <b>MI:</b> T242, T243, T252, T262, T266–T267, T270, T352, T353, T367, T433, R101, R105; <b>CI:</b> T604, T605, T687</p> <p><b>Plot/Conflict, PS:</b> T253, T266–T267, T280, T300, T301, T446, R96, R100; <b>CE:</b> T62, T63, T66, T74–T75, T78, T167, T174, R92, R96; <b>MI:</b> T256; <b>CI:</b> T592, T593</p> <p><b>Figurative Language, CE:</b> T170, T171, T172, T186–T187, T188; <b>CI:</b> T466, T468; <b>Analogies, PS:</b> T327; <b>CI:</b> T624, R58; <b>Personification, PV:</b> T211; <b>CI:</b> T590; <b>Exaggeration/Hyperbole, TW:</b> T479, T484, T492</p> <p><b>Retelling a Story, CE:</b> T59, T71, T80</p> <p><b>Story Map, PV:</b> T46, T188; <b>PS:</b> T262, T316; <b>TW:</b> T506; <b>CE:</b> T36, T182; <b>CI:</b> T490</p> <p><b>Outlining, MI:</b> T366–T367, R97, R101</p> <p><b>Summarize, PV:</b> T30, T74, T75, T78, T82, T86–T87, T88, T122, T143, T174, T175, T195, T215, R89, R92; <b>PS:</b> T252, T269, T296, T354, T400, T410, T411, T412; <b>TW:</b> T490, T511, T542, T559, T588, T592, T613, T636, T644, T654, T663; <b>CE:</b> T30, T41, T110, T120, T143; <b>MI:</b> T250, T271, T304, T308, T321, T390, T391, T398, T402, T408–T409, T412, T413, T433; <b>CI:</b> T474, T497, T531, T557, T596, T621, T648, R110, R119</p> <p><b>Evaluate Author’s Purpose, PV:</b> T182, T183; <b>PS:</b> T296, T396, T406; <b>TW:</b> T486, T487, T538, T544, T600, T636, T637, T642, T652, T658–T659, T662, T682; <b>CE:</b> T176; <b>MI:</b> T262, T392, T402; <b>CI:</b> T522, T614, T644</p> <p><b>Reading Across Texts, PV:</b> T47, T85, T137, T189, T214–T215; <b>PS:</b> T263, T317, T367, T421, T446–T447;</p> <p style="text-align: right;">(continued)</p>

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*Grade Five*

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<p>4. demonstrate an overall understanding of oral and printed texts by</p> <ul style="list-style-type: none"> <li>a. making and revising predictions as needed;</li> <li>b. identifying the story elements (e.g., characters, setting, plot);</li> <li>c. identifying and interpreting figurative language and literary devices (e.g., simile, metaphor, etc.);</li> <li>d. retelling a story or restating an informative text through speaking and/or writing;</li> <li>e. organizing the important points of the text via summaries, outlines, and/or graphic organizers;</li> <li>f. identifying the author’s purpose;</li> <li>g. comparing information between and within texts;</li> <li>h. discriminating between fact and opinion;</li> <li>i. drawing conclusions;</li> <li>j. accepting or rejecting the validity of the information and giving supporting evidence;</li> <li>k. relating the content of the text to real-life situations.</li> </ul>	<p><b>Reading Across Texts, PV:</b> T47, T85, T137, T189, T214–T215; <b>PS:</b> T263, T317, T367, T421, T446–T447; <b>TW:</b> T507, T555, T607, T657, T682–T683; <b>CE:</b> T37, T73, T139, T183, T208–T209; <b>MI:</b> T265, T317, T363, T407, T432–T433; <b>CI:</b> T491, T551, T617, T663, T686–T687</p> <p><b>Evaluate Fact/Nonfact/Opinion, PS:</b> T401, T408, T424–T425; <b>TW:</b> T534, T544</p> <p><b>Draw Conclusions, PV:</b> T38, T78, T124, T180; <b>PS:</b> T248, T249, T254, T256, T258, T264–T265, T268, T294, T303, T310, T352, T356, T396, R97, R101; <b>TW:</b> T500, T502, T534, T552, T640; <b>CE:</b> T32, T108, T110, T111, T112, T114, T116, T118, T120, T124, T126, T128, T134, T140–T141, T142, T168, T178; <b>MI:</b> T256, T305, T310, T350, T390, T396; <b>CI:</b> T588, T589, R100, R104</p> <p><b>Relate to Personal Experience, PV:</b> T28; <b>MI:</b> T402</p>
<p>5. critically analyze and evaluate information and messages presented through print, speech, and mass media by</p> <ul style="list-style-type: none"> <li>a. connecting and synthesizing information from different sources;</li> <li>b. formulating and expressing opinions;</li> <li>c. responding to questions requiring critical thinking;</li> <li>d. drawing conclusions;</li> <li>e. differentiating between literal and non-literal meanings;</li> <li>f. recognizing ambiguity in words or expressions;</li> <li>g. connecting and synthesizing information from different sources;</li> <li>h. formulating and expressing opinions;</li> <li>i. responding to questions requiring critical thinking;</li> <li>j. drawing conclusions;</li> <li>k. differentiating between literal and non-literal meanings;</li> <li>l. recognizing ambiguity in words or expressions;</li> </ul> <p>(continued)</p>	<p><b>Categorize Information, PV:</b> T128, T129; <b>PS:</b> T358, T359; <b>CI:</b> T592, T644, T645, T646, T650, T654, T664–T665, T666; <b>Integrate Information from More Than One Text, PS:</b> T364, T365; <b>Organize Information, TW:</b> T520; <b>Integrate Information From Dictionary With Text, MI:</b> T260; <b>Integrating Information From Other Sources, MI:</b> T262</p> <p><b>Informing, PV:</b> T69, T83, T85, T90, T137, T205; <b>PS:</b> T243, T257, T263, T270, T344, T345, T361, T372, T437, T442–T445; <b>TW:</b> T507, T555, T569, T607, T631, T653, T664, T678–T681; <b>CE:</b> T37, T21, T35, T42, T73, T139, T154, T204–T206; <b>MI:</b> T281, T332, T345, T361, T363, T368, T385, T399, T407, T414; <b>CI:</b> T491, T507, T515, T543, T551, T558, T617, T639, T657, T663, T668, T682–T685</p> <p><b>Critical Thinking; PV:</b> T36, T40, T76, T166, T168, T186; <b>PS:</b> T256, T260, T314, T350, T352, T356, T358, T360, T394, T398, T408; <b>TW:</b> T602, T638; <b>CE:</b> T30, T112, T114, T130, T174; <b>MI:</b> T248, T300, T312, T358; <b>CI:</b> T484, T486, T524, T612, T646, T654;</p> <p>(continued)</p>

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*Grade Five*

<b>Delaware Performance Indicators</b>	<b>Literacy Place © 2000</b>
<p>5. critically analyze and evaluate information and messages presented through print, speech, and mass media by (continued)</p>	<p><b>Persuasive Techniques, PV:</b> T61, T113, T131, T144; <b>PS:</b> T331, T367, T389, T417, T428; <b>TW:</b> T521, T583, T601, T614; <b>CE:</b> T52, T89, T161, T181, T183, T190; <b>MI:</b> T289, T311, T322, T424; <b>CI:</b> T567, T581, T613, T622, T678</p>
<p>6. extend meaning by</p> <ol style="list-style-type: none"> <li>offering a personal response to texts;</li> <li>applying information from printed, electronic, and oral texts to complete authentic tasks;</li> <li>using divergent thinking.</li> </ol>	<p><b>Relate to Personal Experience, PV:</b> T28; <b>MI:</b> T402</p> <p><b>Projects: Make an Action Plan, CI:</b> T453, T501, T625, T671, T690–T697; <b>Prepare a Historical Account, MI:</b> T325, T371, T417, T436–T441; <b>Prepare an Investigative Report, PS:</b> T273, T375, T417, T431, T450–T455; <b>Publish a Travel Magazine, TW:</b> T515, T563, T617, T667, T686–T691; <b>Put Together a Stage Presentation, CE:</b> T147, T181, T193, T212–T217; <b>Write a Tribute, PV:</b> T93, T147, T185, T199, T218–T223</p> <p><b>Workshops, PV:</b> T41, T55, T93, T101–T106, T147, T199; <b>PS:</b> T257, T273, T325, T333–T338, T431; <b>TW:</b> T501, T515, T563, T571–T576, T617; <b>CE:</b> T35, T83, T91–T96, T147; <b>MI:</b> T257, T325, T333–T338; <b>CI:</b> T453, T483, T561, T569–T574</p>
<p>7. become aware of the presence and role of the mass media in their lives by</p> <ol style="list-style-type: none"> <li>evaluating how electronic, print, and cinematic messages affect them;</li> <li>recognizing the underlying purposes of media messages (e.g., profit, humanitarianism, support of artistry).</li> </ol>	<p><b>Connecting to Media, PV:</b> T43, T129, T209; <b>PS:</b> T299, T367, T441; <b>TW:</b> T547, T593, T603, T605, T655, T677; <b>CE:</b> T123, T125, T135, T167, T169, T173, T203; <b>MI:</b> T427; <b>CI:</b> T539, T551, T661, T681</p> <p><b>Videos as a Learning Tool, PV:</b> T13; <b>PS:</b> T235; <b>TW:</b> T467; <b>CE:</b> T13; <b>MI:</b> T229; <b>CI:</b> T453</p>

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## English Standard Three

*Students will access, organize, and evaluate information gained by listening, reading, and viewing.*

Delaware Performance Indicators	<i>Literacy Place</i> © 2000
<p>• <b>Performance Indicators</b></p>	
<p>1. identify, locate, and select sources of information relevant to a defined need:</p>	
<p>1. With teacher guidance, students will</p> <ol style="list-style-type: none"> <li>identify and locate a variety of sources including printed materials, personal interviews, oral reports, forums, and technological forms of information;</li> <li>use procedures to gather information and ideas.</li> </ol> <p>2. Independently, students will extract information to achieve a specific purpose.</p>	<p><b>Reading for Research Purposes, PV:</b> T99, R19; <b>CE:</b> T90, T204–T206; <b>MI:</b> T281</p> <p><b>Use Multiple Sources, CE:</b> T148–T149, R91, R96; <b>MI:</b> T418–T419, R103, R106</p> <p><b>Using the Library Media Center, PV:</b> T94–T95, R87, R91; <b>PS:</b> T376–T377, T381, R98, R101; <b>Encyclopedia, CI:</b> T631; <b>Using Reference Sources, PV:</b> T148–T149, R88, R91</p>
<p>2. organize, manipulate, and express the information and ideas relevant to a defined need:</p>	
<p>1. With teacher guidance, students will</p> <ol style="list-style-type: none"> <li>develop and follow a process for research completion;</li> <li>use technology to synthesize information into a meaningful format to express ideas and experiences, and to create text, drawings, graphs, diagrams, photographs, videos, and graphics.</li> </ol> <p>2. Independently, students will present information which is sufficient in quantity and depth to achieve a specific purpose, avoiding plagiarism.</p>	<p><b>Projects, PV:</b> T93, T147, T185, T199, T218–T223; <b>PS:</b> T273, T375, T417, T431, T450–T455; <b>TW:</b> T515, T563, T617, T667, T686–T691; <b>CE:</b> T147, T181, T193, T212–T217; <b>MI:</b> T325, T371, T417, T436–T441; <b>CI:</b> T453, T501, T625, T671, T690–T697</p> <p><b>Workshops, PV:</b> T41, T55, T93, T101–T106, T147, T199; <b>PS:</b> T257, T273, T325, T333–T338, T431; <b>TW:</b> T501, T515, T563, T571–T576, T617; <b>CE:</b> T35, T83, T91–T96, T147; <b>MI:</b> T257, T325, T333–T338; <b>CI:</b> T453, T483, T561, T569–T574</p> <p><b>Research Report, CE:</b> T204–T206; <b>Observation Report, PS:</b> T243, T257, T270; <b>Comparison Report, CI:</b> T639, T657, T668</p>
<p>3. evaluate both sources and information:</p>	
<p>1. With teacher guidance, students will</p> <ol style="list-style-type: none"> <li>select sources which are authoritative;</li> <li>analyze sources and information for accuracy, bias, stereotypes, and validity.</li> </ol> <p>2. Independently, students will draw conclusions based upon information relevant to a specific purpose.</p>	<p><b>Use Multiple Sources, CE:</b> T148–T149, R91, R96; <b>MI:</b> T418–T419, R103, R106</p> <p><b>Draw Conclusions from Sources and Information, CE:</b> T148–T149, R91, R96; <b>MI:</b> T418–T419, R103, R106</p>

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## English Standard Four

*Students will use literary knowledge accessed through print and visual media to connect self to society and culture.*

Delaware Performance Indicators	<i>Literacy Place</i> © 2000
<p>• <b>Performance Indicators</b></p>	
<p>1. connect their own experiences to those of literary characters by</p> <ol style="list-style-type: none"> <li>explaining the reasons for a character’s actions;</li> <li>responding to the sensory, intellectual, and emotional elements of literature;</li> <li>relating to the feelings of characters of varying ages, genders, nationalities, races, cultures, religions, and disabilities;</li> <li>identifying with characters based on a clear understanding of motivation;</li> <li>relating incidents in the text to life’s experiences;</li> <li>relating the theme of literary text and media to personal experiences;</li> <li>seeking other literary texts and media as the result of a literary experience.</li> </ol>	<p><b>Understanding Characters, PV:</b> T35, T82, T134, T168, T169, T174, T176, T178, T182, T192–T193; <b>PS:</b> T254, T255, T256, T294, T404, R95, R100; <b>TW:</b> T543, T594, T644, T645, T646, T648, T650; <b>CE:</b> T25, T26, T28, T30, T34, T38–T39, T40, T122, T124, T125, T170, T208, R90, R95; <b>CI:</b> T594, T602, T603, T608</p> <p><b>Think About Reading, PV:</b> T46, T84, T136, T188; <b>PS:</b> T262, T316, T366, T420; <b>TW:</b> T506, T554, T606, T656; <b>CE:</b> T36, T72, T138, T182; <b>MI:</b> T264, T316, T362, T406; <b>CI:</b> T490, T550, T616, T662</p> <p><b>Relate to Personal Experience, PV:</b> T28; <b>MI:</b> T402</p>
<p>2. respond to literary text and media using interpretive, critical, and evaluative processes by</p> <ol style="list-style-type: none"> <li>making inferences about content, events, characters, setting;</li> <li>recognizing the effect of such literary devices as figurative language, dialogue, and description;</li> <li>recognizing the impact of authors’ decisions such as word choice and content;</li> <li>recognizing literary merit;</li> <li>understanding the differences between genres;</li> <li>recognizing the effect of point of view.</li> </ol>	<p><b>Make Inferences, PV:</b> T42, T74, T76, T168, T170, T171, T172, T176, T178, T180; <b>PS:</b> T250, T252, T304, T350, T400, T402, T404; <b>TW:</b> T482, T542, T546, T550, T588, T594, T638, T640, T642, T652; <b>CE:</b> T28, T34, T66, T67, T68, T76–T77, T108, T118, T174; <b>MI:</b> T242, T244, T246, T247, T248, T298, T308, T350, T351, T352, T354, T358, T360, T364–T365, T366, R99, R104; <b>CI:</b> T474, T475, T476, T478, T482, T536, T540, T548, T594, T610, R108, R118</p> <p><b>Figurative Language, CE:</b> T170, T171, T172, T186–T187, T188; <b>CI:</b> T466, T468; <b>Analogies, PS:</b> T327; <b>CI:</b> T624, R58; <b>Personification, PV:</b> T211; <b>CI:</b> T590; <b>Exaggeration/Hyperbole, TW:</b> T479, T484, T492</p> <p><b>Fiction, PV:</b> T24–T41, T164–T185; <b>PS:</b> T246–T257, T290–T311; <b>CE:</b> T24–T31, T106–T131, T164–T175; <b>MI:</b> T240–T257, T348–T355; <b>CI:</b> T464–T483, T584–T613; <b>Nonfiction, PV:</b> T42–T45, T72–T79, T116–T131, T186–T187, T214; <b>PS:</b> T258–T261, T348–T361, T362–T365, T392–T417; <b>TW:</b> T502–T505, T532–T551, T586–T600, T602–605, T625, T634–T653,</p> <p>(continued)</p>

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*Grade Five*

Delaware Performance Indicators	<i>Literacy Place</i> © 2000
<p>2. respond to literary text and media using interpretive, critical, and evaluative processes by (continued)</p>	<p><b>Nonfiction, TW:</b> (continued) T654–T655; <b>CE:</b> T32–T35; <b>MI:</b> T292–T311, T388–T399, T400–T403; <b>CI:</b> T518–T543, T642–T653</p> <p><b>Point of View, TW:</b> T493, T496, T544, T545, T641</p>
<p>3. demonstrate an appreciation for a broad range of culturally diverse literary texts and media created by historical, modern, and contemporary authors through</p> <ol style="list-style-type: none"> <li>responding to literary texts and media representing the diversity of American cultural heritage inclusive of ages, genders, nationalities, races, religions, and disabilities;</li> <li>responding to literary texts representative of various historical periods ranging from the ancient world to the present;</li> <li>responding to texts representative of world literature.</li> </ol>	<p>Cultural Connections: 24-Hour Clock, <b>PS:</b> T307; Abenaki, <b>PV:</b> T31, T33; Afghanistan, <b>CI:</b> T611; African Americans, <b>PV:</b> T129; Anasazi Cliff Dwellers, <b>TW:</b> T503; Anderson, Marian, <b>CE:</b> T121; Animal Stories, <b>PV:</b> T33; Animals and Transportation, <b>PS:</b> T407; Argentina, <b>PV:</b> T75; Asia, <b>PS:</b> T403; Baseball Abroad, <b>PV:</b> T75; Bats, <b>CI:</b> T615; Bridges, <b>CI:</b> T525; Bryce Canyon, <b>TW:</b> T491; Cable Cars, <b>CI:</b> T647; Canada, <b>PV:</b> T75, <b>TW:</b> T481; Cave Art, <b>PS:</b> T259; Chinese Folk Tales, <b>CE:</b> T71; Chinese Zodiac, <b>CI:</b> T645; Cities in Ruins, <b>PS:</b> T363; Collages, <b>PV:</b> T127; <b>CI:</b> T469; Columbia, <b>PS:</b> T311; Crickets, <b>CI:</b> T593; Egypt, <b>PS:</b> T363; <b>TW:</b> T537; England/English, <b>PV:</b> T75; <b>PS:</b> T399; <b>TW:</b> T595; Famous Speeches, <b>CE:</b> T133; Favorite Beverages, <b>TW:</b> T595; Geography Detectives, <b>PS:</b> T311; Good Luck Charms, <b>TW:</b> T483; Greece, <b>TW:</b> T649; Growing Population, <b>CI:</b> T549; Hawaii, <b>PS:</b> T403; Hercules, <b>PS:</b> T351; India, <b>TW:</b> T595; Indian Ocean, <b>PS:</b> T311, T403; Iran, <b>PS:</b> T363; Japan, <b>PV:</b> T75; Jewish Culture, <b>PV:</b> T169, T171; Mexico, <b>PV:</b> T75; Monsoons, <b>PS:</b> T403; Myanmar, <b>PS:</b> T311; Native Americans, <b>PV:</b> T47; <b>MI:</b> T303, T309, T315; New Year’s Holiday, <b>PV:</b> T169; Olympic Games, <b>TW:</b> T649; Parks, Rosa, <b>CE:</b> T119; Paul Bunyan, <b>TW:</b> T481; Persian Gulf, <b>PS:</b> T311; Phillipines, <b>PS:</b> T307; Quilting, <b>CI:</b> T545; Rivera, Hokusai, and Bearden, <b>PV:</b> T129; Russia, <b>PS:</b> T311; Secret Information, <b>MI:</b> T249; Ship Development, <b>TW:</b> T537; South Africa, <b>PV:</b> T45; <b>PS:</b> T311; Spain, <b>PS:</b> T307; Sri Lanka, <b>PS:</b> T311; Storytelling, <b>CE:</b> T109; Subway Systems, <b>CI:</b> T589; Town Names, <b>PS:</b> T351; Traditional Costume, <b>PV:</b> T121; Tubman, Harriet, <b>MI:</b> T361; Urban and Rural Life, <b>CI:</b> T605; Venice, Italy, <b>TW:</b> T499; Woman’s Role, <b>CI:</b> T531; Zulus, <b>PV:</b> T45</p>

PV: = Point of View  
CE: = Creative Expression

PS: = Problem Solving  
MI: = Managing Information

TW: = Teamwork  
CI: = Community Involvement

*Grade Five*

<b>Delaware Performance Indicators</b>	<b><i>Literacy Place</i> © 2000</b>
<p>4. apply knowledge gained from literature as a basis for understanding self and society by</p> <ul style="list-style-type: none"> <li>a. using literature as a resource for shaping decisions;</li> <li>b. using literature as a resource for understanding social issues.</li> </ul>	<p><b>Problem/Solution, PS:</b> T304, T305, T308, T394;  <b>TW:</b> T496, T497, T548, T549; <b>MI:</b> T306, T307; <b>CI:</b> T480, T481, T526, T527, T530, T548, T610</p> <p><b>Social Studies, PV:</b> T199, R19; <b>PS:</b> T325;  <b>TW:</b> T563, T710–T711; <b>CE:</b> T83, T212, R19;  <b>MI:</b> T325, T371, T417, R53; <b>CI:</b> T501, T625, T671, R63</p>

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