

PBS TeacherLine New York RDLA 125: Children’s Authors on the Web: Online Sites that Motivate Students to Write

New York Learning Standards: English Language Arts Standard 1

Students will read, write, listen, and speak for information and understanding.

Key Idea

Listening & 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.

Performance indicators

Elementary

Students gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.

Students select information appropriate to the purpose of their investigation and relate ideas from one text to another.

Students select and use strategies that have been taught for notetaking, organizing, and categorizing information.

Students ask specific questions to clarify and extend meaning.

Students make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words.

Students support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

Intermediate

Students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience.

Students compare and synthesize information from different sources.

Students use a wide variety of strategies for selecting, organizing, and categorizing information.

Students distinguish between relevant and irrelevant information and between fact and opinion relate new information to prior knowledge and experience

Students understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details.

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RDLA 125: Children’s Authors on the Web: Online Sites that Motivate Students to Write

Standard 1

Students will read, write, listen, and speak for information and understanding.

Key Idea

Speaking & 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.

Performance indicators

Elementary

Students present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts.

Students select a focus, organization, and point of view for oral and written presentations.

Students use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference.

Students include relevant information and exclude extraneous material.

Students use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts.

Students observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

Intermediate

Students produce oral and written reports on topics related to all school subjects.

Students establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented.

Students organize information according to an identifiable structure, such as compare/ contrast or general to specific.

Students develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material.

Students use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts.

Students use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

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New York Learning Standards: English Language Arts Standard 2

Students will read, write, listen, and speak for literary response and expression.

Key Idea

Listening & 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.

Performance indicators

Elementary

Students read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers.

Students recognize some features that distinguish the genres and use those features to aid comprehension.

Students understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives.

Students use inference and deduction to understand the text.

Students evaluate literary merit.

Intermediate

Students read and view texts and performances from a wide range of authors, subjects, and genres.

Students understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature.

Students identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work.

Students recognize different levels of meaning.

Students evaluate literary merit based on an understanding of the genre and the literary elements.

Key Idea

Speaking & writing for literary response involves presenting interpretations, analysis, 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.

PBS TeacherLine New York

RDLA 125: Children’s Authors on the Web: Online Sites that Motivate Students to Write

Performance indicators

Elementary

Students present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure.

Students explain the meaning of literary works with some attention to meanings beyond the literal level.

Students create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary.

Students observe the conventions of grammar and usage, spelling, and punctuation.

Intermediate

Students present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience.

Students produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect.

Students write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice.

Students use standard English effectively.

New York Learning Standards: English Language Arts Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

Key Idea

Listening & 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.

Performance indicators

Elementary

Students read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor.

Students make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement.

PBS TeacherLine New York

RDLA 125: Children’s Authors on the Web: Online Sites that Motivate Students to Write

Students recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis.

Intermediate

Students analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials.

Students assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial).

Students evaluate their own and others’ work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches.

Key Idea

Speaking & 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.

Performance indicators

Elementary

Students express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.

Students monitor and adjust their own oral and written presentations to meet criteria for competent performance (e.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact).

Students use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.

Intermediate

Students monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate).

Students use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

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New York Learning Standards: English Language Arts Standard 4

Students will read, write, listen, and speak for social interaction.

Key Idea

Listening & speaking 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.

Performance indicators

Elementary

Students take turns speaking and respond to others’ ideas in conversations on familiar topics.

Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.

Intermediate

Students listen attentively to others and build on others’ ideas in conversations with peers and adults.

Students express ideas and concerns clearly and respectfully in conversations and group discussions.

Key Idea

Reading & writing written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Performance indicators

Elementary

Students adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message.

Intermediate

Students use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message.

Students read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing.

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- evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully

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