



# Arkansas Language Arts Framework

*Matched to*

**SkillsTutor.com Information Skills**

## **Grades 5 - 8**

### **Strand 1: Writing**

**Content Standard 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.**

**W.1.3. Write to reflect personal, multicultural and universal ideas.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

**W.1.4. Analyze thinking through the writing of explanations, directions, outlines and story maps.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

References: Lesson 9 - Developing Outlines

**W.2.2. Use reference materials, such as thesaurus and dictionary.**

Dictionaries and Books: Lesson 1 - Alphabetizing

Dictionaries and Books: Lesson 2 - Dictionary Guide Words

Dictionaries and Books: Lesson 3 - Finding Parts of Speech

Dictionaries and Books: Lesson 4 - Finding Definitions

Dictionaries and Books: Lesson 5 - Identifying Syllables

Dictionaries and Books: Lesson 6 - Adding Suffixes and Plurals

Dictionaries and Books Thinking Lesson - Sequencing: Creating Order out of Confusion

Dictionaries and Books Thinking Lesson - Investigation: Investigating History

References: Lesson 3 - Other Reference Materials

**Content Standard 2: Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.**

**W.2.3. Use computer tools, such as thesaurus, dictionary, spell check.**

## **Strand 2: Reading**

**Content Standard 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.**

### **R.1.6. Read and follow directions.**

Consumer Information: Lesson 5 - Following Written Instruction

### **R.1.8. Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies and critical thinking.**

Dictionaries and Books Thinking Lesson - Sequencing: Creating Order out of Confusion

Dictionaries and Books Thinking Lesson - Investigation: Investigating History

Consumer Information Thinking Lesson - Investigation: Learning About a New Town

References Thinking Lesson - Investigation: To Buy or Not to Buy

### **R.1.9. Analyze features and organization of the text, e.g., bold type, glossary.**

Dictionaries and Books: Lesson 8 - The Table of Contents

Dictionaries and Books: Lesson 9 - The Index of a Book

Dictionaries and Books Thinking Lesson - Investigation: Investigating History

References Thinking Lesson - Investigation: To Buy or Not to Buy

### **R.1.14. Expand content-specific and personal vocabularies in reading.**

Dictionaries and Books: Lesson 4 - Finding Definitions

Dictionaries and Books: Lesson 6 - Adding Suffixes and Plurals

Dictionaries and Books Thinking Lesson - Investigation: Investigating History

References: Lesson 3 - Other Reference Materials

**Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.**

### **R.2.4. Choose reading as an information-gathering tool to develop informed opinions and make decisions.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

Consumer Information: Lesson 2 - Separating Fact from Opinion

### **R.2.5. Read to research an idea using various technical resources.**

Consumer Information: Lesson 4 - Directories and Schedules

### **R.2.6. Use library and reference skills.**

Dictionaries and Books: Lesson 1 - Alphabetizing

Dictionaries and Books: Lesson 2 - Dictionary Guide Words

Dictionaries and Books: Lesson 3 - Finding Parts of Speech

Dictionaries and Books: Lesson 4 - Finding Definitions

Dictionaries and Books: Lesson 5 - Identifying Syllables

Dictionaries and Books: Lesson 6 - Adding Suffixes and Plurals

Dictionaries and Books Thinking Lesson - Sequencing: Creating Order out of Confusion

Dictionaries and Books Thinking Lesson - Investigation: Investigating History

References: Lesson 1 - The Library Catalog

References: Lesson 3 - Other Reference Materials

Consumer Information Thinking Lesson - Sequencing: Loading the User-Friendly Camera

References Thinking Lesson - Investigation: To Buy or Not to Buy

### ***Strand 3: Listening, Speaking and Viewing***

**Content Standard: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.**

#### **LSV.1.3. Comprehend oral instructions.**

Consumer Information: Lesson 5 - Following Written Instruction

**Content Standard: Students will develop and apply the communication skills of speaking listening and viewing through a variety of informal and formal opportunities.**

#### **LSV.1.4. Give and follow directions.**

Consumer Information: Lesson 5 - Following Written Instruction

**LSV.1.9. Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and computer images.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

Consumer Information: Lesson 1 - The Index of the Newspaper

Consumer Information: Lesson 2 - Separating Fact from Opinion

Consumer Information: Lesson 3 - Classified Ads in the Newspaper

Consumer Information Thinking Lesson - Investigation: Learning About a New Town

**LSV.1.10. Recognize propaganda, bias and censorship.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

Consumer Information: Lesson 2 - Separating Fact from Opinion

**LSV.1.11. Speak before a group to express or defend an opinion, present information, tell a story or share a visual display.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

## **Grades 9 - 12**

### **Strand 1: Writing**

**Content Standard 1: Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.**

**W.1.2. Build a store of ideas for writing through appropriate classroom activities relating past or present experiences, literature, the opinions of others, etc.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

**W.1.6. Write to persuade, to defend, to inform and to explain from thoughts, experience and research.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

**W.1.8. Write for real or potentially real situations, such as job applications, business letters, college applications.**

Consumer Information: Lesson 9 - Filling Out Forms

**W.1.12. Gather research data from a variety of traditional and electronic sources to formulate, substantiate or refute opinions or theories.**

References: Lesson 1 - The Library Catalog

References: Lesson 4 - Introduction to the Internet

References: Lesson 5 - Electronic Mail

References: Lesson 6 - The World Wide Web

References: Lesson 7 - Usenet News

References Thinking Lesson - Constructing Support: The Art of Persuasion

References Thinking Lesson - Investigation: To Buy or Not to Buy

### **Strand 2: Reading**

**Content Standard 1: Students will comprehend, evaluate and respond to works of literature and other kinds of writing which reflect their own cultures and viewpoints as well as those of others.**

**R.1.10. Gather research data from a variety of sources to formulate, substantiate or refute opinions or theories.**

References: Lesson 1 - The Library Catalog

References Thinking Lesson - Constructing Support: The Art of Persuasion

References Thinking Lesson - Investigation: To Buy or Not to Buy

**R.1.15. Use types, structures, and features of the text--e.g. headings, subheadings, examples, and subordinate organization--to aid in comprehension.**

Dictionaries and Books: Lesson 8 - The Table of Contents

Dictionaries and Books: Lesson 9 - The Index of a Book

Dictionaries and Books Thinking Lesson - Investigation: Investigating History

References Thinking Lesson - Investigation: To Buy or Not to Buy

**R.1.17. Respond critically to what has been read, e.g. conduct panel discussions, participate in group discourse, generate ideas, develop position papers, create models.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

**Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.**

**R.2.2. Extend and expand personal reading interests, e.g., print and on-line newspapers, magazines, and journals.**

References: Lesson 4 - Introduction to the Internet

References: Lesson 5 - Electronic Mail

References: Lesson 6 - The World Wide Web

References: Lesson 7 - Usenet News

Consumer Information: Lesson 1 - The Index of the Newspaper

Consumer Information: Lesson 2 - Separating Fact from Opinion

Consumer Information: Lesson 3 - Classified Ads in the Newspaper

Consumer Information Thinking Lesson - Investigation: Learning About a New Town

**R.2.4. Use the library, the Internet, and other sources as information-gathering tools to develop informed opinions and make decisions in order to achieve educational and employment goals.**

References: Lesson 4 - Introduction to the Internet

References: Lesson 5 - Electronic Mail

References: Lesson 6 - The World Wide Web

References: Lesson 7 - Usenet News

References Thinking Lesson - Constructing Support: The Art of Persuasion

Consumer Information: Lesson 2 - Separating Fact from Opinion

Consumer Information Thinking Lesson - Investigation: Learning About a New Town

**R.2.5. Use electronic media for language arts purposes.**

References: Lesson 1 - The Library Catalog

References: Lesson 4 - Introduction to the Internet

References: Lesson 5 - Electronic Mail

References: Lesson 6 - The World Wide Web

References: Lesson 7 - Usenet News

References Thinking Lesson - Investigation: To Buy or Not to Buy

**R.2.6. Use the Internet appropriately for information gathering and problem-solving.**

References: Lesson 4 - Introduction to the Internet

References: Lesson 5 - Electronic Mail

References: Lesson 6 - The World Wide Web

References: Lesson 7 - Usenet News

***Strand 3: Listening, Speaking and Viewing***

**Content Standard: Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities.**

**LSV.1.13. Evaluate information from a variety of sources.**

Consumer Information: Lesson 7 - Written Warranties

Consumer Information: Lesson 8 - Leases and Contracts

Consumer Information Thinking Lesson - Deduction: Buying FONOVISION

**LSV.1.14. Analyze and evaluate what is heard.**

References Thinking Lesson - Constructing Support: The Art of Persuasion

Consumer Information: Lesson 2 - Separating Fact from Opinion