








## Standards for the English Language Arts sponsored by NCTE and IRA

August House has prepared several lesson plans based on *The Great Smelly, Slobbery, Small-Tooth Dog* for the primary grades. The icon under each grade level column indicates compliance with a standard.

### The Great Smelly, Slobbery, Small-Tooth Dog

#	Standard	Grade Level			
		P	K	1	2
1.	<b>Reading for Perspective</b> Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the culture of the United States and the world.				
2.	<b>Understanding the Human Experience</b> Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.				
3.	<b>Evaluation Strategies</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).				
4.	<b>Communication Skills</b> Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.				
5.	<b>Communication Strategies</b> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences and for different purposes.				

#	Standard	Grade Level			
		P	K	1	2
6.	<p><b>Applying Knowledge</b></p> <p>Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>				
7.	<p><b>Evaluating Data</b></p> <p>Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p>				
8.	<p><b>Developing Research Skills</b></p> <p>Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p>				
9.	<p><b>Multicultural Understanding</b></p> <p>Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p>				
10.	<p><b>Applying Non-English Perspectives</b></p> <p>Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>				
11.	<p><b>Participating in Society</b></p> <p>Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>				
12.	<p><b>Applying Language Skills</b></p> <p>Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p>				