

THAT'S A FAMILY! AND ENGLISH-LANGUAGE ARTS CONTENT STANDARDS



Standards have become the basis of K-12 education in California. They are the guide to each grade level's curriculum, and every lesson or activity students participate in should relate in some way to the California Content Standards. *That's a Family!* and its accompanying discussion/teaching guide can easily be used to support the English-Language Arts Content Standards.

At each grade level, starting with kindergarten, students are asked to develop the following skills: Writing Oral Language, Listening and Speaking. What is required of the students becomes more complex as they advance in grades. For instance, in kindergarten, students are expected to *write words and brief sentences, which are legible*, while a sixth grader is expected to *write clear, coherent and focused essays*. Their writing shows they consider the audience and purpose... Students progress through the writing process. *That's a Family!* is an interesting, engaging, thought provoking catalyst for children's writing.

Another standard that runs throughout the grade levels is in oral language. In kindergarten students are expected to *share information and ideas, speaking audibly in complete, coherent sentences*. By sixth grade a student should be able to *deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience*. Again, *That's a Family!* can easily be used as a basis for these presentations.

The following pages show the possible correlation between activities in the *That's a Family!* curriculum guide and the Content Standards for fourth through sixth grade. As teachers develop the activities in the curriculum guide for use with their own students, they should be able to easily incorporate the suggested standards. This document focuses particularly on the "Families in General" section of the curriculum with the understanding that this is the section that will most often be used by classroom teachers. The other sections, which correspond with the video are :Mixed-Race Families, Adoptive Families, Grandparents/Guardians, Gay and Lesbian Parents, Separation and Divorce and Single-Parent Families. These sections also include reading, writing and speaking activities, such as vocabulary, questions for discussion and journal writing, and one page handouts for teaching listening and speaking skills which could also correlate with the Standards listed in "Families in General". The discussion/teaching guide was designed so teachers might have a starting place for their thinking about how to incorporate *That's a Family!* into already existing curriculum.

Full text of the English Language Arts Content Standards for California Public Schools Kindergarten Through Grade 12 can be found at **www.cde.ca.gov/standards**.

¹ English Language Arts Content Standards for California Public Schools Kindergarten Through Grade 12

Writing Strategies 1.0 Kindergarten

² Ibid

Writing Strategies 1.0 Sixth Grade

³ Ibid

Listening and Speaking 1.2 Kindergarten

⁴ Ibid

Listening and Speaking 1.0 Grade Six

GRADE	ACTIVITY /LESSON IN <i>THAT'S A FAMILY!</i>	CONTENT STANDARD	SUBJECT
FOURTH GRADE	Families in General pp 18-26		English-Language Arts
	Questions for Discussion or Suggestions For Journal Writing: Page 19	1.0, 1.1, 1.2, 1.6, 1.7, 1.8, 1.10	Listening and Speaking Strategies
	Write a story in which two people from different sec- tions of the video meet and talk: Page 21	1.0, 1.1, 1.2	Writing Strategies
	Write a letter to a friend describing <i>That's a Family!</i>: Page 21	1.0, 1.1, 1.2, 1.3, 1.10	Writing Strategies
		2.0, 2.1	Writing Applications • Writing Narratives
	Students read a collection of video reviews and write a review of <i>That's a Family!</i>: page 21	1.0, 1.1, 1.2, 1.10	Writing Strategies

GRADE	ACTIVITY /LESSON IN THAT'S A FAMILY!	CONTENT STANDARD	SUBJECT
	Families in General pp 18-26		
	Research project on families: page 21	1.0, 1.1, 1.2, 1.5, 1.6, 1.7, 1.8	Writing Strategies
		2.0, 2.3	Writing Applications • Write informational reports.
	Reading Activities: page 22	2.2, 2.3, 2.4, 2.5	Reading Comprehension
		3.0, 3.2, 3.3, 3.5	Literary Response and Analysis
FIFTH GRADE	Questions for Discussion or Suggestions for Journal Writing: page 21		English-Language Arts
		1.0, 1.1, 1.4, 1.5, 1.6	Listening and Speaking Strategies
		2.0, 2.1	Speaking Applications Deliver narrative presentations
		1.0, 1.1, 1.3, 1.4	Written and Oral English Language Conventions
	Write a story in which two people from different sec- tions of the video meet and talk: page 21	1.0, 1.1, 1.5, 1.6	Writing Strategies
		2.0, 2.1	Writing Applications • Write narratives

GRADE	ACTIVITY /LESSON IN <i>THAT'S A FAMILY!</i>	CONTENT STANDARD	SUBJECT
	Families in General pp 18-26		
	Write a letter to a friend describing <i>That's a Family!</i>: page 21	1.0, 1.1, 1.3, 1.4	Written and Oral English Language Conventions
		1.0, 1.2, 1.5, 1.6	Writing Strategies
	Students read a collection of video reviews and write a review of <i>That's a Family!</i>: page 21	1.0, 1.1, 1.3, 1.4	Written and Oral English Language Conventions
		2.0, 2.3, 2.4, 2.5	Reading Comprehension
		1.2, 1.5, 1.6	Writing Strategies 1.0
		1.0, 1.1, 1.3, 1.4	Written and Oral English Language Conventions
	Assign a research paper on families: page 21	2.0, 2.2, 2.3, 2.4, 2.5	Reading Comprehension
		1.0, 1.2, 1.5, 1.6	Writing Strategies
		2.0, 2.3	Writing Applications 2.0
		1.1, 1.3, 1.4	Written and Oral English Language Conventions

GRADE	ACTIVITY /LESSON IN THAT'S A FAMILY!	CONTENT STANDARD	SUBJECT
	Families in General pp 18-		
	Reading Activities: page 22	3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7	Literary response and analysis
SIXTH GRADE	Questions for Discussion or Suggestions For Journal Writing: page 19		English-Language Arts
		1.0	Written and Oral English Language Conventions
		1.4, 1.9,	Listening and Speaking Strategies
		2.0, 2.5	Speaking Applications • Deliver presentations on problems and solutions
	Write a story in which two people from different sec- tions of the video meet and talk: page 21	1.0, 1.3, 1.6	Writing Strategies
		2.0, 2.1	Writing Application • Write narratives
		1.0, 1.2, 1.4,1.5	Written and Oral Language Conventions
	Write a letter to a friend describing <i>That's a Family!</i>: page 21	1.0, 1.3, 1.6	Writing Strategies
		2.0, 2.1	Writing Application • Write narratives

GRADE	ACTIVITY /LESSON IN <i>THAT'S A FAMILY!</i>	CONTENT STANDARD	SUBJECT
	Families in General pp 18-		
		1.0, 1.1, 1.2, 1.4, 1.5	Written and Oral Language Conventions
	Students read a collection of video reviews and write a review of <i>That's a Family!</i>: page 21	2.0, 2.1, 2.2, 2.3,	Reading Comprehension
		1.0, 1.2, 1.3, 1.6	Writing Strategies
		2.0, 2.1	Writing Applications •Write narratives
		1.0, 1.1, 1.2, 1.4, 1.5	Written and Oral Language Conventions
	Assign a research paper on families: page 21	1.0, 1.2, 1.3, 1.4, 1.5, 1.6	Writing Strategies
		2.0. 2.3	Writing Applications •Write research reports
		1.0, 1.1, 1.2, 1.4, 1.5	Written and Oral Language Conventions
	Reading Activities: page 22	1.0, 1.3, 1.4	Word Analysis, Fluency, and Systemic Vocabulary Development
		3.0, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7	Literary Response and Analysis 3.0