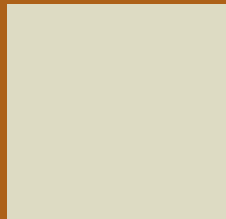
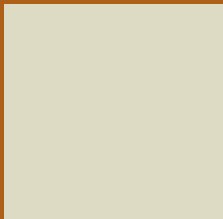
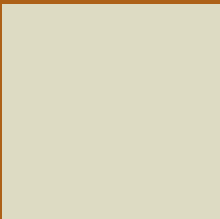
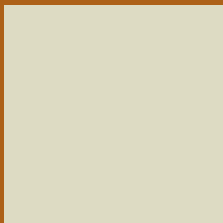
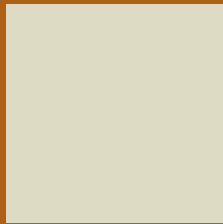
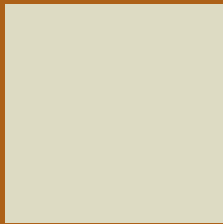


DISTRICT OF COLUMBIA

English Language Arts Pre-K through Grade 12 Standards



**District of Columbia
English Language Arts
Pre-K – Grade 12 Standards**

PROPOSED

March 7, 2005

INTRODUCTION

The following English Language Arts Standards are the work of many District of Columbia teachers and administrators, early childhood providers, community stakeholders, parents, and others in a process that was coordinated by the office of the Chief Academic Officer, working with Standards Work, Inc. They were adapted from standards used in the Commonwealth of Massachusetts and a set of Pre-K standards developed for the District by a team working under the direction of the Executive Director of the Office of Early Childhood Development.

The learning standards specify what students should know and be able to do as learners of English Language Arts at the end of each grade level or course. Students are held responsible for learning standards listed at earlier grades as well as their current grade.

Organization of the Document:

This document is organized into three parts:

- **A statement of guiding philosophies that articulate a set of beliefs about teaching, learning, and assessing English Language Arts in the District of Columbia;**
- **Grade-by-grade standards, organized as described below; and**
- **A glossary that explains words and phrases found in the standards.**

The English Language Arts learning standards for pre-kindergarten through grade twelve are organized by grade level and presented in eight strands:

- 1. Language Development (pp. 5–15);**
- 2. Beginning Reading (pp.16–20);**
- 3. Informational Text (pp. 21–27);**
- 4. Literary Text (pp. 28–38);**
- 5. Research (pp. 39–42);**
- 6. Writing (pp. 43–51);**
- 7. Media (pp. 52–53); and**
- 8. English Language Conventions (pp. 54–59).**

Each learning standard in every grade has a unique identifier that consists of:

- Grade level: Pre-K, K, 1, 2, 3, etc.;
- Strand: L = Language Development, BR=Beginning Reading, I=Informational Text, LT=Literary Text, R=Research, W=Writing, M=Media, EL=English Language Conventions; and
- Standard number.

For example, standard 3.LT.6 is the sixth standard of the Literary Text in grade 3. Standard 8.W.5 is the fifth standard of the Writing strand in grade 8. This numbering system allows teachers to also organize the standards by grade. For example, fifth grade teachers preparing their curriculum can distinguish grades 5 standards in each strand by identifying all of the standards beginning with a 5.

Guiding Philosophies for the Teaching and Learning of English¹

The following philosophies inspire every strand included within the District of Columbia English Language Arts Standards. They are meant to guide the construction and evaluation of English language arts curricula.

An effective English language arts curriculum develops thinking and language together through interactive learning.

Students develop their ability to remember, understand, analyze, evaluate, and apply the ideas they encounter in the English language arts and in all the other disciplines when they undertake increasingly challenging assignments that require them to write or speak in response to what they are learning and reading.

An effective English language arts curriculum provides explicit holistic skill instruction in reading and writing.

Explicit skill instruction is most effective when it precedes student need. Systematic phonics lessons (in particular, applying decoding skills to decodable materials), should be taught to students before they try to use them in their subsequent reading. Systematic instruction is especially important for those students who have not developed phonemic awareness – the ability to pay attention to the component sounds of language. Effective instruction can take place individually, in small groups, or on a whole-class basis. In other cases, explicit skill instruction is most effective when it responds to specific problems students reveal in their work. For example, a teacher should monitor students’ progress in using quotation marks to punctuate dialogue in their stories and then provide direct instruction when needed. Reading to preschool and primary grade children plays an especially critical role in developing children’s vocabulary, their knowledge of the natural world, and their appreciation of the power of the imagination. Beyond the primary grades, students continue to refine their skills through speaking, listening, viewing, reading, and writing.

An effective English language arts curriculum draws on literature from many genres, time periods, and cultures, featuring works that reflect our diverse literary heritage.

District of Columbia students need to become familiar with works that are part of a literary tradition going back thousands of years. Students should read literature reflecting the literary and civic heritage of the entire world. They should also gain broad exposure to works from the many communities that make up contemporary America, as well as from countries and cultures throughout the world. The District of Columbia presents a list of suggested authors or works [THIS IS UNDER DEVELOPMENT] reflecting our diverse literary and cultural heritage, as well as past and present authors from other countries and cultures. In order to foster a love of reading, English language arts teachers encourage independent reading within and outside of class. School librarians play a key role in finding books to match students’ interests and in suggesting further resources in public libraries.

An effective English language arts curriculum builds on the language, experiences, and interests that students bring to school.

Teachers need to respond effectively to the challenges of linguistic and cultural differences in their classrooms. They should recognize that sometimes students have learned ways of talking, thinking, and interacting that are effective at home and in their neighborhood but which may not have the same meaning or usefulness in school. Teachers try to draw on these diverse ways of talking and thinking as potential bridges to speaking and writing in standard English.

While encouraging respect for differences in home backgrounds, an effective English language arts curriculum nurtures students’ sense of their common ground as present or future American citizens in order to prepare them for responsible participation in our schools and in civic life.

¹ Adapted from the Massachusetts English Language Arts Curriculum Framework, June 2001

Teachers instruct an increasingly diverse group of students in their classrooms each year. Students may come from any country or continent in the world. Taking advantage of this diversity, teachers guide discussions about the variety of beliefs and traditions around the world. At the same time, they provide students with common ground through discussion of significant works in a democratic cultural history to help prepare them to become self-governing citizens of the United States of America. An English language arts curriculum can serve as a unifying force in schools and society.

An effective English language arts curriculum emphasizes writing as an essential way to develop, clarify, and communicate ideas in persuasive, expository, narrative, and expressive discourse.

At all levels, students' writing records their imagination and exploration. As students attempt to write clearly and coherently about increasingly complex ideas, their writing serves to propel intellectual growth. Through writing, students develop their ability to think, to communicate ideas, and to create worlds unseen.

An effective English language arts curriculum develops each student's distinctive writing or speaking voice.

A student's writing and/or speaking voice is an expression of self. Students' voices tell us who they are, how they think, and what unique perspectives they bring to their learning. Students' voices develop when teachers provide opportunities for interaction, exploration, and communication. When students discuss ideas and read one another's writing, they learn to distinguish between formal and informal communication. They also learn about their classmates as unique individuals who can contribute their distinctive ideas, aspirations, and talents to the class, the school, the community, and the nation.

An effective English language arts curriculum provides students with opportunities to write frequently in a variety of forms and for a variety of purposes and audiences and teaches students the "writing process."

Just as they learn about the conventions demanded by different genres of literature, students also learn that different aims of discourse, such as persuasion or narration, entail different modes of thinking and expression. Students learn to write well when they are taught strategies for organizing a first draft, writing successive versions, revising, and editing. They learn to polish their writing by reorganizing sentences or paragraphs for clarity, adding or deleting information, and finding precise words. They learn to correct grammar, spelling, and mechanics. Collectively, these steps are sometimes referred to as the "writing process" and often take place over several sessions or days. By critiquing one another's work, students discover how composing differs from conversing and how composing is a craft that can become an art. There is, of course, no single writing process used by every writer. Not every piece of writing needs to go through several drafts and revisions or be exquisitely polished. Practice in writing on demand, without benefit of time for extensive revision, prepares students for occasions when they are required to write quickly, clearly, and succinctly in response to a question. In such instances, students apply their organizational and editing skills as they write, with the goal of producing a concise and comprehensible first draft.

An effective English language arts curriculum teaches the strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning.

Students need to develop a repertoire of learning strategies that they consciously practice and apply in increasingly diverse and demanding contexts. Skills become strategies for learning when they are internalized and applied purposefully. For example, a research skill has become a strategy when a student formulates his own questions and initiates a plan for locating information. A reading skill has become a strategy when a student sounds out unfamiliar words or automatically makes and confirms predictions while reading. A writing skill has become a strategy when a student monitors her own writing by spontaneously asking herself, "Does this organization work?" or "Are my punctuation and spelling correct?" When students are able to articulate their own learning strategies, evaluate their effectiveness, and use those that work best for them, they have become independent learners.

An effective English language arts curriculum provides for literacy in all forms of media.

Multimedia, television, radio, film, Internet, and videos are prominent modes of communication in the modern world. Like literary genres, each of these media has its unique characteristics, and proficient students apply the critical techniques learned in the study of literature and exposition to the evaluation of multimedia, television, radio, film, Internet sites, and video.

Strand 1: Language Development

Pre-Kindergarten

Discussion

PK.L.1. Engage in oral exchanges discussions about a topic with peers and adults (e.g., talks with teacher about what she saw at the grocery store after a class visit to the grocery store; after discussing who will play the waiter and who will be the customer at the restaurant, says, “What would you like to eat?” Other child answers, “I’d like a hamburger, please.”).

PK.L.2. Initiate and/or extend conversations with peers and adults, using multiple exchanges (e.g., talks with a friend, asking questions about what happened and what the friend did, and sharing own ideas. Talks with teacher about their trip to the fire station and asks whether they will be able to go again).

Questioning, Listening, and Contributing

PK.L.3. Demonstrate understanding of explanations (e.g., talks about how the sun melts a snowman after a class experiment with snow and water. Takes blocks down one at a time from tower after teacher reminds children of safety rules).

PK.L.4. Listen to stories attentively (e.g., asks questions related to the story’s subject: “Where did Ms. Flossy get all those hats?” Laughs at funny parts of a story).

PK.L.5. Ask questions to get information, ask for help, clarify something that is not understood (e.g., asks “Why is the man wearing a uniform?” Looking at a friend’s drawing, asks, ”How come her hair is green?”).

PK.L.6. Answer questions with increasing complexity (e.g., responds, “In my backpack,” when asked, “Where’s your book?” Says, “I’d use rocks so the wolf can’t blow it down,” when teacher asks what kind of house he would build).

PK.L.7. Follow directions of two or more steps.

Oral Presentation

PK.L.7. Question, compare, and predict story events (e.g., asks “Why can’t old people remember things?” while listening to *Wilfrid Gordon McDonald Partridge* read aloud. After the teacher asks, “Which book do you like better, *The Cat In The Hat* or *The Cat In The Hat Comes Back*, and why?” says, “*The Cat In The Hat Comes Back*’ cause the little cats are silly!”).

PK.L.8. Retell story events in sequence (e.g., uses flannel board pieces to retell the story of *The Runaway Rice Cake* in her own words; uses props on a shelf in the Library Area to act out and retell *The River That Gave Gifts* in his own words after hearing the teacher tell the story using props).

PK.L.9. Relate book experiences to own life (e.g., uses flannel board pieces to retell the story of *The Runaway Rice Cake* in her own words; uses props on a shelf in the Library Area to act out and retell *The River That Gave Gifts* in his own words after hearing the teacher tell the story using props).

Vocabulary and Concept Development

PK.L.10. Use words to describe concrete objects, actions, and feelings (e.g., says, “She’s upset,” when she sees a child crying; rubs stomach and says, “My lunch is awesome.”)

PK.L.11. Integrate new vocabulary into conversations with peers and adults (e.g., uses the word *hurricane* after teacher explains that a big wind and rain storm is called a hurricane; calls her block structure *enormous* after hearing the word read aloud from a book.

PK.L.12. Use complete and increasingly complex sentences (e.g., explains, “I can’t decide if I want to paint or do a puzzle”; says, “My mom’s coming early today because it’s going to snow”).

- PK.L.13. Describe concepts and past and future events (e.g., relates events after a trip to the fire station: “We talked to the firefighters and got to climb on the fire truck. Then the bell rang, and they had to take off.”).
- PK.L.14. Add descriptive words to basic subject, verb, object sentences (e.g., notes, “We have pretty yellow flowers in the garden”; says, “My baby brother is very cranky”).
- PK.L.15. Ask questions to acquire new vocabulary (e.g., points to a front-end loader and says, “Look. What’s that?”; asks, “What’s a waterspout?” after singing *The Itsy-Bitsy Spider*).

Strand 1: Language Development *(Continue to address earlier standards as needed.)*

Kindergarten	Grade One	Grade Two
<p><u>Discussion</u> K.L.1. Follow agreed-upon rules for discussion, including raising one’s hand, and listening politely to the ideas of others, waiting one’s turn, and speaking one at a time.</p> <p><u>Questioning, Listening, and Contributing</u> K.L.2. Share information, opinions and questions, speaking audibly in coherent, complete sentences.</p> <p>K.L.3. Describe people, places, things, location, size, color, shape and action.</p> <p>K.L.4. Use appropriate tone and inflection to express ideas, feelings, and needs.</p> <p>K.L.5. Follow directions that involve one- or two-step related sequences of action.</p> <p><u>Oral Presentation</u> K.L.6. Relate an experience or creative story in logical sequence.</p> <p>K.L.7. Recite poems, rhymes, songs and retell stories in a logical sequence.</p>	<p><u>Discussion</u> 1.L.1. Follow agreed-upon rules for discussion, including raising one’s hand, waiting one’s turn, speaking one at a time, and listening politely to the ideas of others.</p> <p><u>Questioning, Listening, and Contributing</u> 1.L.2. Listen attentively by facing the speaker.</p> <p>1.L.3. Describe familiar objects, people, and events and their attributes with specific words and phrases.</p> <p>1.L.4. Give, restate, and follow oral directions that involve two unrelated sequences of action.</p> <p><u>Oral Presentation</u> 1.L.5. Retell stories using standard grammar rules, sequencing story events by answering who, what, where, when, how, and why questions.</p> <p>1.L.6. Recite poems, rhymes, songs, and stories, speaking clearly at an understandable pace.</p>	<p><u>Discussion</u> 2.L.1. Follow agreed-upon rules for discussion, including raising one’s hand, waiting one’s turn, speaking one at a time, listening politely to the ideas of others, and gaining the floor in respectful ways.</p> <p><u>Questioning, Listening, and Contributing</u> 2.L.2. Know and practice appropriate audience behavior.</p> <p>2.L.3. Determine the purpose(s) for listening (e.g., get information, solve problems, for enjoyment).</p> <p>2.L.4. Provide descriptions with careful attention to sensory detail (e.g., how something smells, feels, sounds, looks).</p> <p>2.L.5. Ask questions to clarify confusion about a topic.</p> <p>2.L.6. Give, restate, and follow oral directions that involve a series of unrelated sequences of action.</p> <p><u>Oral Presentation</u> 2.L.7. Relate an important event in life or describe personal interests, maintaining focus on the topic and speaking clearly at an understandable pace.</p> <p>2.L.8. Recite poems, rhymes, songs, and stories using appropriate tempo, volume, and phrasing.</p>

Strand 1: Language Development, cont’d. *(Continue to address earlier standards as needed.)*

Kindergarten	Grade One	Grade Two
<p><u>Vocabulary and Concept Development</u></p> <p>K.L.8. Determine what words mean from how they are used in a sentence, either heard or read.</p> <p>K.L.9. Sort common objects into basic categories (e.g., colors, shapes, foods).</p> <p>K.L.10. Describe common objects and events in both general and specific language.</p> <p>K.L.11. Use language to express spatial (up, down) and temporal (before, after) relationships.</p>	<p><u>Vocabulary and Concept Development</u></p> <p>1.L.7. Identify base words (<i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>1.L.8. Classify common words into conceptual categories (e.g., animals, foods, opposites).</p> <p>1.L.9. Recognize that two words can make a compound word (e.g. sailboat, football, popcorn).</p> <p>1.L.10. Determine meanings of words by using a beginning dictionary.</p>	<p><u>Vocabulary and Concept Development</u></p> <p>2.L.9. Identify and use prefixes and suffixes (e.g. un-, re-, -ful, -ly) to determine the meaning of words.</p> <p>2.L.10. Identify common antonyms and synonyms.</p> <p>2.L.11. Determine the meaning of compound words using knowledge of the meaning of individual words (e.g. lunchtime, daydream, everyday).</p> <p>2.L.12. Identify the relevant meaning for a word with multiple meanings using its context (saw/saw) [homonyms].</p> <p>2.L.13. Determine meanings and uses of words (parts of speech) by using a beginning dictionary. [i.e. nouns, verbs, adjectives, etc.]</p>

Strand 1: Language Development *(Continue to address earlier standards as needed.)*

Grade Three	Grade Four	Grade Five
<p><u>Discussion</u></p> <p>3.L.1. Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions and building on the ideas of others.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>3.L.2. Retell and paraphrase information shared orally by others.</p> <p>3.L.3. Connect prior experiences and knowledge to those of a speaker.</p> <p>3.L.4. Respond to questions with appropriate elaboration and detail (e.g., explain, amplify, expand).</p> <p>3.L.5. Identify the musical elements of literary language (e.g., rhythm, rhymes, pace, tone, tempo, repeated sounds, or instances of onomatopoeia).</p> <p><u>Oral Presentation</u></p> <p>3.L.6. Give presentations about experiences or interests that have a recognizable organization using appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>3.L.7. Recite prose and poetry aloud with fluency, rhythm, pace, and appropriate intonation and vocal patterns to emphasize key ideas and areas of importance expressed by the author.</p> <p>3.L.8. Use teacher- and student-generated assessment criteria to prepare and assess presentations.</p>	<p><u>Discussion</u></p> <p>4.L.1. Follow agreed-upon rules for class discussion and carry out assigned roles in self-run small group discussions, including posing relevant questions, building on the ideas of others, and contributing relevant information or ideas.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>4.L.2. Summarize major ideas and supporting evidence presented in spoken messages and formal presentation.</p> <p>4.L.3. Connect prior experiences, insights, and ideas to those of a speaker.</p> <p>4.L.4. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.</p> <p>4.L.5. Identify how language use (sayings, slang, idioms, usages) reflects regions and cultures.</p> <p><u>Oral Presentation</u></p> <p>4.L.6. Use teacher-generated rubric (scoring guide) to prepare the presentations described in this section.</p> <p>4.L.7. Express opinion of a literary work or film in an organized way, with supporting detail, using good eye contact, adequate volume, and clear pronunciation.</p> <p>4.L.8. Make informal presentations that have a recognizable organization (e.g., sequencing, summarizing), using clear enunciation and adequate volume.</p> <p>4.L.9. Recite poems (two or more stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.</p>	<p><u>Discussion</u></p> <p>5.L.1. Apply understanding of agreed-upon rules and individual roles in order to make decisions, including eliciting and considering suggestions from each group member, and defining individuals’ roles and responsibilities.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>5.L.2. Interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives.</p> <p>5.L.3. Make inferences and draw conclusions based on the ideas presented in an oral report.</p> <p>5.L.4. Ask questions that clarify information not already discussed.</p> <p>5.L.5. Recognize dialect in the conversational voices in American folk tales.</p> <p><u>Oral Presentation</u></p> <p>5.L.6. Review and refine teacher-generated rubric (scoring guide) to prepare and assess presentations described in this section.</p> <p>5.L.7. Organize ideas into presentations that provide a beginning, middle, and ending, using various delivery strategies (volume, pitch, phrasing, pace, gestures) to communicate meaning.</p> <p>5.L.8. Recite poems (four or more stanzas), sections of speeches, or dramatic soliloquies, using clear diction, tempo, volume and phrasing.</p>

Strand 1: Language Development, cont’d. *(Continue to address earlier standards as needed.)*

Grade Three	Grade Four	Grade Five
<p><u>Vocabulary Development</u></p> <p>3.L.9. Identify the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less) and know how they change the meaning of root words (e.g., happy/unhappy, tell/retell).</p> <p>3.L.10 Identify roots of words (e.g., “graph” is a common root in autograph, photograph, biography).</p> <p>3.L.11. Identify playful uses of language (e.g., tongue twisters, riddles).</p> <p>3.L.12. Recognize that some words and phrases have both a literal and non-literal meaning (e.g., take steps).</p> <p>3.L. 13. Use context of the sentence to determine the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).</p> <p>3.L.14. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using intermediate level dictionaries and/or thesauri.</p>	<p>4.L.10. Use teacher- and student-generated assessment criteria to prepare and assess presentations.</p> <p><u>Vocabulary Development</u></p> <p>4.L.11. Determine the effect of affixes on root words (e.g., the effect of “un” on roots such as “happy” or “common” to make the words “unhappy” or “uncommon”).</p> <p>4.L. 12. Use knowledge of morphology or the analysis of word roots and affixes to determine the meaning of unfamiliar words (e.g., meaning of Greek root “graph” to understand the meaning of the words telegraph, photograph, and autograph).</p> <p>4.L.13. Identify and use playful language such as puns, jokes, palindromes.</p> <p>4.L.14. Identify the meaning of figurative language and phrases (e.g., “last straw,” “cold feet,” “I’m in hot water”).</p> <p>4.L.15. Recognize and use words with multiple meanings (e.g., sentence, school, hard), and be able to determine which meaning is intended from the context of the sentence.</p> <p>4.L.16. Determine meanings of words and alternate word choices using intermediate level dictionaries and/or thesauri.</p>	<p><u>Vocabulary Development</u></p> <p>5.L.9. Identify the meaning of common Greek and Latin roots and affixes to determine the meaning of unfamiliar words.</p> <p>5.L.10. Identify and apply the meanings of the terms antonym, synonym, and homophone.</p> <p>5.L.11. Determine the meaning of unfamiliar words using context clues such as definition and example stated in the text.</p> <p>5.L.12. Determine the meanings, pronunciations, alternate word choices, and parts of speech of words by using dictionaries and thesauri (printed and electronic).</p>

Strand 1: Language Development *(Continue to address earlier standards as needed.)*

Grade Six	Grade Seven	Grade Eight
<p><u>Discussion</u></p> <p>6.L.1. Apply understanding of agreed-upon rules and individual roles in order to make decisions, including eliciting and considering suggestions from each group member, defining individuals’ roles and responsibilities, and coming to consensus.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>6.L.2. Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) and nonverbal messages “ body language” (e.g., posture, gestures).</p> <p>6.L.3. Identify the tone, mood, and emotion conveyed in oral communication.</p> <p>6.L.4. Restate and execute multi-step oral instructions and directions.</p> <p><u>Oral Presentation</u></p> <p>6.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, presentation style) to prepare and assess the presentations listed in this section.</p> <p>6.L.6. Give oral presentations with focus, organization and point of view, matching purpose, message, occasion, voice modulation, and nonverbal elements to the audience.</p>	<p><u>Discussion</u></p> <p>7.L.1. Know and apply rules for formal and informal discussions, including planning agendas, setting time limits for speakers, and taking votes on key issues.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>7.L.2. Ask probing questions designed to elicit purposeful information, including evidence to support the listener's claims and conclusions.</p> <p>7.L.3. Determine the speaker's attitude or point of view toward the subject.</p> <p>7.L.4. Distinguish between a summary of and an advocacy of a position in an oral presentation.</p> <p><u>Oral Presentation</u></p> <p>7.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style) to prepare and assess the presentations listed in this section.</p> <p>7.L.6. Present critiques of literary works, films, or dramatic productions using various techniques for effective presentations, matching message, voice modulation, inflection, tempo, enunciation, and expression.</p>	<p><u>Discussion</u></p> <p>8.L.1. Identify techniques to improve productivity of group discussions such as setting clear goals, understanding the purpose of the team project and the ground rules for decision-making, and setting deadlines.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>8.L.2. Analyze oral interpretations of literature (language choice and delivery) for effects on the listener.</p> <p>8.L.3. Paraphrase the speaker's purpose and point of view and ask relevant questions concerning a speaker's content, delivery, and purpose.</p> <p>8.L.4. Respond to persuasive messages with questions, challenges, or affirmations.</p> <p><u>Oral Presentation</u></p> <p>8.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare and assess the presentations listed in this section.</p> <p>8.L.6. Present persuasive speeches that use appropriate techniques such as descriptions, anecdotes, case studies, analogies, and illustrations to advocate a position.</p> <p>8.L.7. Distinguish and produce formal and informal language appropriate to the audience and purpose, including knowing how to use language for dramatic effect.</p>

Strand 1: Language Development, cont’d. *(Continue to address earlier standards as needed.)*

Grade Six	Grade Seven	Grade Eight
<p><u>Vocabulary Development</u></p> <p>6.L.7. Determine the meaning of unfamiliar words using knowledge of English language structure, Greek and Latin roots (annus, aqua) suffixes (e.g., itis, osis), and prefixes (e.g., multi, dis, anti, hyper, syn),</p> <p>6.L.8. Apply such context clues as definition, example, and restatement to determine the meaning of unfamiliar words and words with multiple meanings.</p> <p>6.L.9. Determine the meaning of figurative language, including similes, metaphors, personification, and grade-level-appropriate idioms.</p> <p>6.L.10. Identify the meanings, pronunciations, alternate word choices, and parts of speech of words using dictionaries, glossaries, thesauri (printed and electronic), and other resources.</p>	<p><u>Vocabulary Development</u></p> <p>7.L.7. Use Greek and Latin roots and affixes to determine the meaning of content area vocabulary (e.g., in readings on pioneers of space, determine the meanings of the words astronaut and nautical using knowledge of Greek and Latin roots).</p> <p>7.L.8. Apply such context clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings.</p> <p>7.L.9. Use context to confirm meanings of metaphors, similes, and idiomatic language in prose and poetry.</p> <p>7.L.10. Determine the meanings, pronunciations, alternate word choices, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri (printed and electronic), and other resources.</p>	<p><u>Vocabulary Development</u></p> <p>8.L.8. Know the origins and meanings of common foreign words used in English (e.g., ad infinitum, bon voyage, a la carte, carte blanche, de luxe, pro rate, quid pro quo) and use these words accurately.</p> <p>8.L.9. Monitor writing for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.</p> <p>8.L.10. Understand and explain “shades of meaning” for related words (e.g., annoyed, irritated, aggravated, irked, miffed, peeved, angry, irate, furious, enraged).</p> <p>8.L.11. Determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech or etymologies of words by using dictionaries, glossaries, thesauri, CD-Rom, and the Internet.</p>

Strand 1: Language Development *(Continue to address earlier standards as needed.)*

Grade Nine	Grade Ten
<p><u>Discussion</u></p> <p>9.L.1. Implement techniques to improve productivity of group discussions such as setting clear goals, understanding the purpose of the team project and the ground rules for decision-making, and setting deadlines.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>9.L.2. Summarize in a coherent and organized way the speaker’s position or the information and ideas learned from a focused discussion.</p> <p>9.L.3. Identify the controlling idea or specific purpose of a speech and determine the essential elements that elaborate it.</p> <p>9.L.4. Assess how word choice and delivery establish the tone and emotion of the speech and impact the audience.</p> <p><u>Oral Presentation</u></p> <p>9.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.</p> <p>9.L.6. Deliver focused oral presentations that use details, examples, or anecdotes to explain or clarify information or a point of view, employing proper eye contact, speaking rate, volume, enunciation, inflection, and gestures to communicate ideas effectively.</p> <p><u>Vocabulary Development</u></p> <p>9.L.7. Use Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in American and world literature to understand the meanings of new words (e.g., “narcissistic” from the myth of Narcissus and Echo).</p> <p>9.L.8. Determine the meaning of multiple-meaning words by using context.</p> <p>9.L.9. Use general and specialized dictionaries, thesauri, glossaries, or related references as needed to understand the meaning of new words.</p>	<p><u>Discussion</u></p> <p>10.L.1 Participate productively in self-directed work teams for a particular purpose, including posing relevant questions; extracting essential information from others’ input, building on the ideas of others, and contributing relevant information or ideas in group discussions; and summarizing orally, in a coherent and organized way, information and ideas learned.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>10.L.2. Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>10.L.3. Analyze the ways in which the style and structure of a speech support or frustrate its meaning or purpose.</p> <p>10.L.4. Critique the impact of diction and syntax used by speakers upon purpose and audience.</p> <p><u>Oral Presentation</u></p> <p>10.L.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.</p> <p>10.L.6. Analyze effective speeches (e.g., Martin Luther King’s “I Have a Dream” address) and deliver a speech with some of the same rhetorical features.</p> <p>10.L.7. Give formal and informal talks, using appropriate level of formality for audience and purpose and rhetorical devices (e.g., alliteration, analogy, expletive, hyperbole, metaphor, parallelism, simile).</p> <p><u>Vocabulary Development</u></p> <p>10.L.8. Identify and use idioms, cognates, and the literal and figurative meanings of words in speaking and writing.</p> <p>10.L.9. Distinguish between the denotative and connotative meanings, of words and interpret the connotative power of words.</p> <p>10.L.10. Use general dictionaries, specialized dictionaries, thesauri, histories of language, books of quotations, and other related references as needed.</p>

Strand 1: Language Development *(Continue to address earlier standards as needed.)*

Grade Eleven	Grade Twelve
<p><u>Discussion</u></p> <p>11.L.1. Participate productively in self-directed work teams for a particular purpose, including ensuring a hearing for a range of positions, tolerating ambiguity and a lack of consensus when necessary, consulting texts as sources of ideas, acknowledging the ideas and contributions of individuals in the group, and completing the task in a timely fashion.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>11.L.2. Analyze differences in responses to focused group discussion in an organized and systematic way.</p> <p>11.L.3. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax.</p> <p>11.L.4. Analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.</p> <p><u>Oral Presentation</u></p> <p>11.L.5. Create a rubric (scoring guide) based on categories generated by and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.</p> <p>11.L.6. Deliver formal presentations that exhibit a logical structure appropriate to the audience, context, and purpose; communicate group-related ideas; maintain a consistent focus, including smooth transitions; and support judgments through the effective and accurate use of evidence and well-chosen details.</p>	<p><u>Discussion</u></p> <p>12.L.1. Evaluate how well participants engage in discussions and participate in a formal and an informal meeting or on a television news discussion program.</p> <p><u>Questioning, Listening, and Contributing</u></p> <p>12.L.2.Distinguish among and use various forms of classical and contemporary logical argument in oral communications, including inductive and deductive reasoning.</p> <p>12.L.3. Identify logical fallacies present in oral addresses (e.g., attack ad hominem, false causality, red herring, overgeneralization, bandwagoning).</p> <p>12.L.4. Analyze the four basic types of persuasive speeches (propositions of fact, value, problem, or policy) and their use of patterns of organization, persuasive language, reasoning, and proofs.</p> <p>12.L.5. Recognize and use elements of classical speech form (introduction, first and second transitions, body, and conclusion), formulating sound, rational arguments, and applying the art of persuasion and debate.</p> <p><u>Oral Presentation</u></p> <p>12.L.6. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.</p> <p>12.L.7. Formulate and deliver sound, rational arguments that are well-supported with evidence appropriate to the audience and context, and use clear enunciation and appropriate organization, gestures, tone, and vocabulary.</p>

Strand 1: Language Development, con’t. *(Continue to address earlier standards as needed.)*

Grade Eleven	Grade Twelve
<p><u>Vocabulary Development</u></p> <p>11.L.7. Apply knowledge of Greek, Latin or other linguistic roots and affixes to draw inferences about the meaning of specialized vocabulary (e.g., antecedent, antebellum, circumference, millennium, millimeter, amphibian, heterogeneous, perimeter).</p> <p>11.L.8. Identify the meaning of metaphors (e.g., “house of glass”) based on common literary allusions (indirect or brief references to well-known places, characters, or events) and conceits (imaginative poetic image).</p> <p>11.L.9. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as histories of language, books of quotations, or other references.</p>	<p><u>Vocabulary Development</u></p> <p>12.L.8. Trace the etymology of significant terms used in core content areas (e.g., social studies, science).</p> <p>12.L.9. Determine the meanings, pronunciations, contextually appropriate synonyms and antonyms, replacement words and phrases, etymologies, and correct spellings of words by using resources such as histories of language, books of quotations, or other references.</p>

Strand 2: Beginning Reading (*Continue to address earlier standards as needed.*)

Pre-Kindergarten

Print Concepts

PK.BR.1. Treat books with care (e.g., carefully turns the pages of a book and then returns it to the shelf with cover facing out. Tells teacher that a page in the book is ripped and needs fixing).

PK.BR.2. Hold books right side up and know that books are read from front to back, top to bottom (e.g., looks at left page and then right page when looking through a book. Turns book right side up when handed to him upside down).

PK.BR.3. Understand the concept of title, author, and illustrator (e.g., points to the words *Max Found Two Sticks* and says, “That’s the name of this book.” Says, “The illustrator is the person who makes the pictures”).

PK.BR.4. Know that spoken words can be written and read, and written words can be spoken aloud (e.g., asks the teacher to write “I love you” on a card for his daddy. Looks at menu and says, “Which word says *pancakes?*”).

PK.BR.5. Know that print is read from left to right in English and many other languages (e.g., runs finger over text, from left to right and top to bottom, as she pretends to read. Points to beginning of sentence when teacher asks, “Where should I start reading the first line of this poem?”).

PK.BR.6. Use pictures as clues to the text (e.g., says, “I think this book is going to be about a princess because there’s a castle picture.” Looking at a picture in *Stone Soup* (by John Muth), says, “He’s going to put carrots in that pot”), understands concept of term “The End”

PK.BR.7. Initiate reading behaviors (e.g., selects a book and talks about the pictures on each page. Looks through a book about trucks with a friend).

Phonemic Awareness

PK.BR.8. Identify words that rhyme in songs, nursery rhymes, poems, and stories (e.g., says “Two and shoe” when teacher asks “Which words rhyme?” in the second verse of *This Old Man*. Tells friend that *Mack* and *black* rhyme while clapping and singing *Miss Mary Mack*).

PK.BR.9. Produce (make up) rhymes (e.g., supplies a rhyming word for the sentence, *There’s a cat on the ____ (mat)*. Replaces familiar rhymes with silly ones, such as *Humpty Dumpty*; *Gumpty*, *Numpty*). *Hears and identifies individual words in a sentence.*

PK.BR.10. Hear syllables in words (e.g., claps hands three times for syllables in *Susannah*. Stomps feet rhythmically singing “jam-bo, jam-bo” (“hello” in Swahili). Hears individual phonemes in words - /c/ /a/ /t/

PK.BR.11. Discriminate sounds as being the same or different (e.g., says, “*Mat*, *sit*, and *pet* all sound the same at the end.” Explains, “We have three kids whose names start like mine: Nicholas, Naomi, and Nouri”). Manipulates sounds – e.g. cat change the /c/ to /b/ and say bat – Blends individual phonemes to form words.

Phonics

PK.BR.12. Identify ten or more letters (e.g., sees a stop sign and says, “That’s *S-T-O-P*.” Uses the alphabet stamps and names the letters).

PK.BR.13. Name letters in own name and in familiar words (e.g., identifies own name and *mom* and *dad* in print, and names letters. Points to an *M* and says, “This is for Mommy.”).

PK.BR.14. Find specific letters in words in the environment (e.g., Knows that the sign that says *Metro* begins with a big letter *M*. Points to Cheerios® box and says, “That’s *C*, like in my name.”

PK.BR.15. Begin to make letter-sound connections (e.g., figures out which word says *banana* because she knows it starts with *b*. Points to the letter T on the wall and says, “That’s for my Tío [uncle in Spanish] César).

PK.BR.16. Use different strategies (known words, knowledge of letters and sounds, patterns in text) to make meaning from print (e.g., anticipates what comes next as she reads *Brown Bear, Brown Bear, What Do You See?* Says, “That word says *food*. It’s for the fish,” when picking up the can next to the aquarium.

Strand 2: Beginning Reading *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Kindergarten	Grade One	Grade Two
<p><u>Print Concepts</u></p> <p>K.BR.1 Recognize that print represents spoken language and provides information or entertaining stories.</p> <p>K.BR.2. Hold a book right side up and turn pages in the correct direction and order.</p> <p>K.BR.3. Start at the top left of the printed page; track words from left to right, using return sweep; and move from the top to the bottom of the page.</p> <p>K.BR.4. Identify different parts of a book. (e.g., front cover, back cover, title page) and the information they provide.</p> <p>K.BR.5. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>K.BR.6. Recognize that words are separated by spaces.</p> <p>K.BR.7. Recognize that sentences in print are made up of separate words.</p> <p>K.BR.8. Demonstrate the one-to-one correlation between a spoken word and a printed word.</p> <p>K.BR.9. Identify upper- and lower-case letters.</p> <p><u>Phonemic Awareness</u></p> <p>K.BR.10. Distinguish rhyming words from non-rhyming words spoken aloud (e.g., run, sun versus run, man).</p> <p>K.BR.11. Orally produce rhyming words in response to spoken words (e.g., What rhymes with hat?).</p>	<p><u>Print Concepts</u></p> <p>1.BR.1. Understand that spoken words are represented in written English by sequences of letters.</p> <p>1.BR.2. Recognize the distinguishing features of a sentence (e.g., capitalization, ending punctuation).</p> <p>1.BR.3. Identify the author and title of a book, and use a book’s table of contents.</p> <p>1.BR.4. Know the order of the letters of the alphabet.</p> <p>1.BR.5. Match oral words to printed words.</p> <p><u>Phonemic Awareness</u></p> <p>1.BR.6. Generate a series of original rhyming words, including consonant blends (e.g., bl, st, tr).</p> <p>1.BR.7. Orally segment a multisyllable word into its syllables.</p> <p>1.BR.8. Recognize the new spoken word when a specified phoneme is added, changed, or removed (e.g., change “cow” to “how,” “pan” to “an”).</p> <p>1.BR.9. Distinguish between long- and short-vowel sounds in orally stated single-syllable words (bit/bite).</p> <p>1.BR.10. Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (phonograms), to combine those sounds into recognizable words.</p> <p>1.BR.11. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime/at/ makes “cat”).</p>	<p><u>Print Concepts</u></p> <p>2.BR.1. Recognize the distinguishing features of a sentence (e.g., capitalization of the first word, internal punctuation, ending punctuation, and quotation marks).</p> <p><u>Phonemic Awareness</u></p> <p>2.BR.2. Blend isolated phonemes to form two-syllable words, using vowel digraphs and vowel diphthongs (e.g., /t/.../i/.../g/.../er/ makes “tiger”).</p> <p>2.BR.3. Segment spoken phonemes in two-syllable words, using manipulatives to mark each phoneme (e.g., “tiger” makes /t/.../i/.../g/.../er/ while student moves one block for each phoneme).</p> <p><u>Phonics</u></p> <p>2.BR.4. Decode phonetically regular multisyllabic real and nonsense² words fluently using letter-sound knowledge.</p> <p>2.BR.5. Apply knowledge of basic syllabication rules when reading two- or three-syllable written words (e.g., v/cv=su/per, vc/cv=sup/per).</p> <p>2.BR.6. Apply the most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs (e.g., ng in sing), and vowel digraphs and diphthongs (e.g., ea, oy).</p> <p>2.BR.7. Recognize regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives) in context.</p> <p>2.BR.8. Identify the two words that make up a contraction and read common contractions accurately (e.g., haven’t, it’s, aren’t).</p>

² Nonsense words are ones that are make-believe and do not exist in any language, English or foreign.

Strand 2: Beginning Reading, cont’d. *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Kindergarten	Grade One	Grade Two
<p>K.BR.12. Use alliteration to orally produce groups of words that begin with the same initial consonant sound (e.g., baby boy bounces the ball)</p> <p>K.BR.13. Blend two or three spoken syllables to say words.</p> <p>K.BR.14. Blend spoken phonemes to form a single syllable word (e.g. /m/.../a/.../n/...makes “man”).</p> <p>K.BR.15. Distinguish between initial, medial, and final sounds in single-syllable words.</p> <p>K.BR.16. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme (e.g., “dog” makes /d/.../o/.../g/ while the student moves a block or tile for each phoneme). Manipulates phonemes – cat change /c/ to /b/ to form a new word - bat.</p> <p><u>Phonics</u></p> <p>K.BR.17. Know there is a link between letters and sounds, and that written words are composed of letters that represent sounds.</p> <p>K.BR.18. Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.</p> <p>K.BR.19. Use letter-sound matches to decode simple words in decodable text.</p> <p>K.BR.20. Recognize that a new word is created when a specific letter is changed, added, or removed.</p>	<p>1.BR.12. Blend spoken phonemes with more than three sounds into one syllable words, including consonant blends and digraphs (e.g., /f/i/n/d = “find;” /f/l/a/t/ = “flat”).</p> <p>1.BR.13. Segment spoken phonemes contained in one-syllable words of two to five phoneme sounds into individual phoneme sounds (e.g., “splat” = /s/p/l/a/t/ using manipulatives to mark each phoneme).</p> <p><u>Phonics</u></p> <p>1.BR.14. Decode regularly spelled one- and two-syllable words fluently in decodable text by applying the most common letter-sound correspondences, including the sounds represented by</p> <ul style="list-style-type: none">• Single letters (consonants and vowels);• Consonant blends (e.g., bl, st, tr);• Consonant digraphs (e.g., th, sh, ck); and• Vowel digraphs and diphthongs (e.g., ea, ie, ee). <p>1.BR.15. Use knowledge of inflectional endings (e.g., -s, -ed, -ing) to identify base words.</p> <p>1.BR.16. Read common abbreviations (e.g., Wed., Sept.) fluently.</p> <p>1.BR.17. Use knowledge of base words to identify compound words (e.g., football, popcorn, daydream).</p> <p>1.BR.18. Read words with common spelling patterns (e.g., -ite, -iate) in decodable text.</p> <p>1.BR.19. Recognize high frequency words and irregular sight words (e.g., the, have, said, come, give, of).</p> <p><u>Fluency</u></p> <p>1.BR.20. Read aloud grade-appropriate text fluently, accurately, and with comprehension.</p>	<p><u>Phonics</u></p> <p>2.BR.9. Read common abbreviations (e.g., Mr., Mrs., Ave., Rd.) fluently.</p> <p>2.BR.10. Read accurately special vowel spellings and common word endings in decodable text.</p> <p>2.BR.11. Recognize common irregularly spelled words by sight (e.g., have, said, where).</p> <p>2.BR.12. Know and use word families (e.g., -ight, -ought) to decode unknown words.</p> <p><u>Fluency</u></p> <p>2 BR.13. Read aloud grade-appropriate text fluently, accurately, and with comprehension.</p>

Strand 2: Beginning Reading (Continue to address earlier standards as needed and as they apply to more difficult text.)

Grade Three	Grade Four	Grade Five
<p><u>Phonics</u></p> <p>3.BR.1. Apply knowledge of basic syllabication rules when reading four- or five-syllable written words (e.g., “information,” “multiplication,” “pepperoni”) in decodable text.</p> <p>3.BR.2. Apply knowledge of the following common spelling patterns to read words in decodable text:</p> <ul style="list-style-type: none">that drop the final e and add endings such as: –ing, -ed, or –able (e.g., use, using, used, usable)with final consonants that need to be doubled when adding an ending (e.g., hop to hopping)that require changing the final y to i (e.g., baby to babies)that end in –tion, -sion, (e.g., election, vision)that include common prefixes, suffixes, and root words. <p>3.BR.3. Identify the two words that make up irregular contractions (e.g., won’t = will not; I’d = I would).</p> <p>3.BR.4. Use knowledge of word order (syntax) and context to confirm decoding.</p> <p><u>Fluency</u></p> <p>3.BR.5. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, expression, and intonation relevant to the text.</p>	<p><u>Fluency</u></p> <p>4.BR.1. Read aloud from familiar literary and informational text fluently, accurately, with comprehension, using appropriate timing, change in voice, and expression.</p> <p><i>Note: Students will have met the grade K-3 standards by the end of Grade 3, although teachers should continue to address the earlier standards as needed and as they apply to more difficult texts.³</i></p>	<p><u>Fluency</u></p> <p>5.BR.1. Read aloud from familiar literary and informational text fluently, accurately, with comprehension, using appropriate timing, change in voice, and expression.</p> <p><i>Note: Students will have met the grade K-3 standards by the end of Grade 3, although teachers should continue to address the earlier standards as needed and as they apply to more difficult texts.</i></p>

³ Grades 6-12: Students will have met the grade K-5 standards by the end of Grade 5, although teachers should continue to address the earlier standards as needed and as they apply to more difficult texts.

Strand 3: Informational Text (Continue to address earlier standards as needed.)

Pre-Kindergarten

<p>PK.I.1. Use books and other printed materials to find information (e.g., says “That bus with the “A” on it goes to my grandma’s house.” Says, “You have to put the pattern blocks here because the sign says so,” when another child asks, “Where do these go?”).</p> <p>PK.I.2. Answer questions about stories and other print materials (e.g., responds, “I think he was afraid he would miss his mommy,” when asked why Ira took his teddy bear when he went to sleep at his friend’s house. Says, “We’ll have snack when we come inside,” in response to another child’s question about the written schedule).</p> <p>PK.I.3. Question, compare, and predict story events (e.g., asks “Why can’t old people remember things?” while listening to <i>Wilfrid Gordon McDonald Partridge</i> read aloud. After the teacher asks, “Which book do you like better, <i>The Cat In The Hat</i> or <i>The Cat In The Hat Comes Back</i>, and why?” says, “<i>The Cat In The Hat Comes Back</i> cause the little cats are silly!”).</p> <p>PK.I.4. Relate book experiences to own life (e.g., compares his own feelings about a new baby in his house to Peter’s feelings when the teacher reads <i>Peter’s Chair</i>. Looks at book about dogs and says, “I have a dog just like this one. His name is Max”).</p>
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Strand 3: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Kindergarten	Grade One	Grade Two
<p><u>Expository Text</u> K.I.1. Identify the purpose for reading expository text.</p> <p>K.I.2. Retell important facts from a text heard or read.</p> <p>K.I.3. Make predictions about the content of text using prior knowledge and text features (title, captions, illustrations).</p> <p><u>Document and Procedural Text</u> K.I.4. Follow a two- or three-step set of directions (e.g., recipes, center directions, classroom procedures, science experiments) using picture clues.</p> <p>K.I.5. State the meaning of specific signs (e.g. traffic, safety, warning signs).</p>	<p><u>Expository Text</u> 1.I.1. Identify the topic of text heard or read.</p> <p>1.I.2. Respond appropriately to questions based on facts in text, heard or read.</p> <p>1.I.3. Make predictions about the content using text features (e.g., title, table of contents, headings, bold print).</p> <p><u>Document and Procedural Text</u> 1.I.4. Follow a set of written multi-step directions with picture cues to assist.</p> <p>1.I.5. State the meaning of specific signs, graphics, and symbols (e.g., computer icons, map features, simple charts and graphs).</p>	<p><u>Expository Text</u> 2.I.1. Restate main ideas and important facts from a text, heard or read.</p> <p>2.I.2. Answer questions (e.g., who, what, where, when, why, how) about text, heard or read.</p> <p>2.I.3. Make predictions about the content using text features (e.g., title, table of contents, headings, captions, key words) and explain whether the predictions are confirmed.</p> <p><u>Document and Procedural Text</u> 2.I.4. Follow a set of written multi-step directions.</p> <p>2.I.5. Identify and use knowledge of common graphic features (illustrations, type, size).</p>

Strand 3: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Three	Grade Four	Grade Five
<p><u>Expository Text</u></p> <p>3.I.1. Identify main ideas and supporting details in text.</p> <p>3.I.2. Distinguish fact from fiction.</p> <p>3.I.3. Distinguish cause from effect.</p> <p>3.I.4. Identify and use knowledge of common textual features (e.g., title, headings, table of contents, glossary, captions).</p> <p>3.I.5. Form questions about text and locate facts in response to those questions.</p> <p><u>Document and Procedural Text</u></p> <p>3.I.6. Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.</p> <p>3.I.7. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p><u>Expository Text</u></p> <p>4.I.1. Summarize main ideas and supporting details in text.</p> <p>4.I.2. Distinguish fact from opinion.</p> <p>4.I.3. Identify cause and effect relationships (stated and implied).</p> <p>4.I.4. Identify and use knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary).</p> <p><u>Document and Procedural Text</u></p> <p>4.I.5. Interpret information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.</p> <p>4.I.6. Locate specific information from text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).</p> <p><u>Argument and Persuasive Text</u></p> <p>4.I.7. Identify author’s use of persuasive vocabulary (e.g., loaded/emotional words, exaggeration, euphemisms,) to influence readers’ opinions.</p>	<p><u>Expository Text</u></p> <p>5.I.1. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.</p> <p>5.I.2. Distinguish fact from opinion in expository text, providing supporting evidence from text.</p> <p>5.I.3. Compare (and contrast) elements in reading selections on the same topic.</p> <p>5.I.4. Identify and use knowledge of common textual features (e.g., title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).</p> <p>5.I.5. Identify common organizational structures such as cause and effect and chronological order.</p> <p><u>Document and Procedural Text</u></p> <p>5.I.6. Interpret details from text to complete a task, solve a problem, or perform procedures.</p> <p><u>Argument and Persuasive Text</u></p> <p>5.I.7. Determine an author’s position regarding a particular idea, subject, concept, or object, providing supporting evidence from the text.</p>

Strand 3: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Six	Grade Seven	Grade Eight
<p><u>Expository Text</u> 6.I.1. Identify and analyze main ideas, supporting ideas, and supporting evidence.</p> <p>6.I.2. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, bibliography).</p> <p>6.I.3. Identify and use organizational structures in text, including chronological order, compare and contrast, cause and effect, logical order, and classification schemes.</p> <p><u>Document and Procedural Text</u> 6.I.4. Identify the components (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of document and procedural text.</p> <p><u>Argument and Persuasive Text</u> 6.I.5. Identify the intended effect of persuasive strategies and rhetorical techniques (e.g., peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers' perspectives.</p> <p>6.I.6. Recognize arguments for and against an issue.</p>	<p><u>Expository Text</u> 7.I.1. Identify the author's stated or implied purpose(s) for writing text.</p> <p>7.I.2. Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index, bibliography, footnotes, introduction, conclusion).</p> <p>7.I.3. Apply knowledge of organizational structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect relationships, logical order, and classification schemes.</p> <p><u>Document and Procedural Text</u> 7.I.4. Respond appropriately to a set of instructions and complete a task.</p> <p>7.I.5. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing or extraneous in document and procedural text.</p> <p><u>Argument and Persuasive Text</u> 7.I.6. Describe the facts and evidence used to support an argument.</p> <p>7.I.7 Identify specific instances of bias in persuasive text</p>	<p><u>Expository Text</u> 8.I.1. Compare (and contrast) the central ideas, problems, or situations from selected readings on a specific topic.</p> <p>8.I.2. Explain how author uses elements (e.g., language choice, organization) of text to achieve his purposes.</p> <p>8.I.3. Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.</p> <p><u>Document and Procedural Text</u> 8.I.4. Evaluate the adequacy of details and facts to achieve a specific purpose.</p> <p><u>Argument and Persuasive Text</u> 8.I.5 Recognize organizational structures and arguments for and against an issue.</p> <p>8.I.6. Distinguish facts from opinions in selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.</p> <p>8.I.7. Compare and contrast readings on the same topic and explain how authors reach different conclusions based upon differences in assumptions, beliefs, or biases.</p>

Strand 3: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Nine	Grade Ten
<p><u>Expository Text</u></p> <p>9.I.1. Analyze main or controlling idea in passages or paragraphs.</p> <p>9.I.2. Compare (and contrast) original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.</p> <p>9.I.3. Read a challenging passage and respond to clarifying questions concerning essential textual elements of expository text (e.g., why, who, what, where, when, how, what if).</p> <p>9.I.4. Explain how one excerpt relates and contributes to the reading selection (e.g., how a sentence relates to a paragraph, how a paragraph relates to a selection).</p> <p>9.I.5. Support conclusions drawn from ideas and concepts in informational and technical passages.</p> <p>9.I.6. Evaluate the appropriateness of an author’s word choice for an intended audience.</p> <p><u>Document and Procedural Text</u></p> <p>9.I.7. Describe the objective(s) of document and procedural text (e.g., warranties, product information, manuals, consumer publications) and analyze a document for its “user friendliness” and graphic design.</p> <p><u>Argument and Persuasive Text</u></p> <p>9.I.8. Describe the central argument and its elements (e.g., argument by cause and effect, analogy, authority, emotion, or logic) in text.</p> <p>9.I.9. Identify figurative language and rhetorical structures (parallel structure, quotations, examples, exaggeration, emotional appeal) used to engage the audience.</p>	<p><u>Expository Text</u></p> <p>10.I.1. Summarize main ideas in passages objectively; distinguish between a summary and a critique.</p> <p>10.I.2. Explain the author’s stated or implied purpose(s) for writing expository text.</p> <p>10.I.3. Describe the controlling idea or specific purpose of passages and paragraphs, and determine the essential elements that elaborate it.</p> <p>10.I.4. Analyze implied or subtly stated interrelationships between and among ideas and concepts within expository text, such as cause and effect, problem and solution, comparison and contrast.</p> <p>10.I.5. Make relevant inferences by synthesizing concepts and ideas from a single reading selection.</p> <p><u>Document and Procedural Text</u></p> <p>10.I.6. Synthesize information from multiple sources (e.g., maps, illustrations, schematic diagrams, manuals, product information, consumer publications) to draw conclusions about the ideas presented.</p> <p>10.I.7 Analyze the presentation of information.</p> <p><u>Argument and Persuasive Text</u></p> <p>10.I.8. Distinguish supported inferences from unsupported inferences in selections such as editorials, newspaper articles, essays, reviews, and critiques.</p> <p>10.I.9. Analyze the logic and use of evidence in an author’s argument.</p> <p>10.I.10. Describe how persuasive and rhetorical techniques (e.g., repetition, sentence variety, understatement, overstatement, irony, sarcasm) contribute to the power of persuasive text, given the audience, purpose, and occasion.</p>

Strand 3: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Eleven	Grade Twelve
<p><u>Expository Text</u></p> <p>11.I.1. Locate and interpret minor or subtly stated details in passages and discern which ideas or arguments they support.</p> <p>11.I.2. Make relevant inferences, comparisons, and generalizations that reveal a feeling for the subtleties in relationships between and among the ideas in passages.</p> <p>11.I.3. Critique the consistency and clarity of the text’s (author’s) purposes.</p> <p>11.I.4. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).</p> <p>11.I.5. Describe how sentence variety affects the overall effectiveness of an expository essay.</p> <p>11.I.6. Relate primary source documents (nonliterary) to the political, economic, and social forces of the time.</p> <p><u>Document and Procedural Text</u></p> <p>11.I.7. Analyze the structures of document and procedural text (e.g., their format, graphics, and headers) to determine how authors use these features and textual elements to achieve their purposes.</p> <p>11.I.8. Analyze the graphic representations within technical research documents for their clarity and relevance.</p>	<p><u>Expository Text</u></p> <p>12.I.1. Infer subtly stated or implied cause-effect relationships and analyze the essential elements that elaborate them.</p> <p>12.I.2. Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages.</p> <p>12.I.3. Critique the effectiveness of the organizational pattern (e.g., logic, focus, consistency, coherence, visual appeal) of text.</p> <p>12.I.4. Determine the accuracy and truthfulness of one source of information by examining evidence offered in the material itself and by comparing the evidence with information from multiple sources.</p> <p>12.I.5. Compare (and contrast) readings on the same topic by explaining how authors reach the same or different conclusions based upon differences in evidence, reasoning, assumptions, purposes, beliefs, or biases.</p> <p><u>Document and Procedural Text</u></p> <p>12.I.6. Analyze how the patterns of organization, hierarchic structures, repetition of key ideas, syntax and word choice influence the clarity and understandability of document and procedural text (e.g., manuals, product support material, contracts, applications).</p> <p>12.I.7. Evaluate the logic within document and procedural text such as manuals, product support material, and contracts.</p>

Strand 3: Informational Text, cont’d *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Eleven	Grade Twelve
<p><u>Argument and Persuasive Text</u></p> <p>11.I.9. Identify an author's implicit and stated assumptions about a subject based upon evidence in the selection.</p> <p>11.I.10. Recognize common fallacies such as the appeal to pity, the personal attack, double-speak, the appeal to common opinion, and the false dichotomy; understand why these fallacies do not prove the point being argued.</p> <p>11.I.11. Evaluate the arguments an author uses in a document to refute opposing or counter-arguments and address reader concerns.</p> <p>11.I.12. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text and explain their effect on the reader.</p>	<p><u>Argument and Persuasive Text</u></p> <p>12.I.8. Evaluate the effectiveness of the logic and use of evidence in an author’s argument.</p> <p>12.I.9. Evaluate the merits of an argument, action, or policy by citing evidence offered in the material itself and by comparing the evidence with information available in other sources.</p> <p>12.I.10. Evaluate the effectiveness of an author’s use of rhetorical devices in a persuasive argument.</p> <p>12.I.11. Identify unexamined presumptions in an argument – that is, determine if the presumptions are false, whether the argument fails or not.</p> <p>12.I.12. Evaluate persuasive sources for adherence to ethics (e.g., Dr. Martin Luther King’s “Letter from Birmingham Jail”).</p>

Strand 4: Literary Text *(Continue to address earlier standards as needed.)*

Pre-Kindergarten

- PK.LT.1 Retell story events in sequence (e.g., uses flannel board pieces to retell the story of *The Runaway Rice Cake* in her own words. Uses props on a shelf in the Library Area to act out and retell *The River That Gave Gifts* in his own words after hearing the teacher tell the story using props).
- PK.LT.2. Answer questions about stories and other print materials (e.g., responds, “I think he was afraid he would miss his mommy,” when asked why Ira took his teddy bear when he went to sleep at his friend’s house. Says, “We’ll have snack when we come inside,” in response to another child’s question about the written schedule).
- PK.LT.3. Question, compare, and predict story events (e.g., asks “Why can’t old people remember things?” while listening to *Wilfrid Gordon McDonald Partridge* read aloud. After the teacher asks, “Which book do you like better, *The Cat In The Hat* or *The Cat In The Hat Comes Back*, and why?” says, “*The Cat In The Hat Comes Back* cause the little cats are silly!”).
- PK.LT.4. Relate book experiences to own life (e.g., compares his own feelings about a new baby in his house to Peter’s feelings when the teacher reads *Peter’s Chair*. Looks at book about dogs and says, “I have a dog just like this one. His name is Max”).

Strand 4: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Kindergarten	Grade One	Grade Two
<p><u>Understanding Text</u> K.LT.1. Make predictions about the content of text using prior knowledge, illustrations, titles, and text.</p> <p>K.LT.2. Retell story events in sequence.</p> <p>K.LT.3. Ask and answer questions about the important characters, settings, and events.</p> <p>K.LT.4. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.</p>	<p><u>Understanding Text</u> 1.LT.1. Make predictions about what will happen next in a story and explain whether or not the predictions were confirmed.</p> <p>1.LT.2. Sequence a series of events in a literary selection, heard or read.</p> <p><u>Connections</u> 1.LT.3. Identify similarities and differences between the characters or events in a literary work and personal experiences.</p> <p><u>Genre</u> 1.LT.4. Identify differences between fiction and nonfiction and determine whether a literary selection is realism or fantasy.</p> <p><u>Theme</u> 1.LT.5. Relate themes in fiction to personal experience.</p> <p><u>Fiction</u> 1.LT.6. Identify elements of plot, character, and setting in a favorite story.</p>	<p><u>Understanding Text</u> 2.LT.1. Identify and show the relevance of foreshadowing clues.</p> <p>2.LT.2. Identify cause and effect of specific events in a literary selection.</p> <p><u>Connections</u> 2.LT.3. Identify similarities in plot, setting, and character among the works of an author or illustrator.</p> <p>2.LT.4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.</p> <p><u>Genre</u> 2.LT.5. Identify differences among the common forms of literature: poetry, drama, fiction, nonfiction.</p> <p><u>Theme</u> 2.LT.6. Relate themes in works of fiction and nonfiction to personal experience.</p> <p><u>Fiction</u> 2.LT.7. Describe characters (e.g. traits, roles, similarities) within a literary selection.</p>

Strand 4: Literary Text, cont’d. *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Kindergarten	Grade One	Grade Two
	<p><u>Poetry</u> 1.LT.7. Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.</p> <p><u>Style and Language</u> 1.LT.8. Identify words that the author selects in a literary selection to create a graphic visual experience.</p>	<p><u>Poetry</u> 2.LT.8. Identify rhythm, rhyme, assonance and alliteration in poetry.</p> <p>2.LT.9. Identify the speaker of a poem.</p> <p><u>Drama</u> 2.LT.9. Identify the elements of dialogue and use them in informal plays.</p> <p><u>Style and Language</u> 2.LT.10. Identify sensory details in literature and spoken language.</p>

Strand 4: Literary Text (Continue to address earlier standards as needed and as they apply to more difficult text.)

Grade Three	Grade Four	Grade Five
<p><u>Understanding Text</u></p> <p>3.LT.1. Identify foreshadowing clues as the parts of a text that help the reader predict what will happen later in a story.</p> <p>3.LT.2. Form questions about a text and locate facts/details in order to answer those questions.</p> <p><u>Connections</u></p> <p>3.LT.3. Compare (and contrast) literary elements (plots, settings, and characters) across stories.</p> <p><u>Genre</u></p> <p>3.LT.4. Identify common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.</p> <p><u>Theme</u></p> <p>3.LT.5. Identify themes as lessons in children’s folktales, fables, and myths.</p> <p><u>Fiction</u></p> <p>3.LT.6. Identify the elements of fiction (problem, solution, character, and setting) and analyze how major events lead from problem to solution.</p> <p>3.LT.7. Identify personality traits of characters and the thoughts, words, and actions that reveal their personalities.</p> <p>3.LT.8. Identify the narrator in a story or speaker in a poem.</p>	<p><u>Connections</u></p> <p>4.LT.1. Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life.</p> <p><u>Genre</u></p> <p>4.LT.2. Distinguish among common forms of literature (poetry, prose, fiction, nonfiction, and drama) using knowledge of their structural elements.</p> <p>4.LT.3. Apply knowledge of different forms of literature as a strategy for reading and writing.</p> <p><u>Theme</u></p> <p>4.LT.4. Identify the moral of a literary selection (e.g. fables, folk tales, fairytales, legends).</p> <p><u>Fiction</u></p> <p>4.LT.5. Make judgments about plot, setting, characters, and events and support them with evidence from the text.</p> <p>4.LT.6. Describe a character’s traits, relationships, feelings, motivations, and changes using evidence from the text (e.g., dialogue, actions, narrations, illustrations).</p> <p><u>Literary Nonfiction</u></p> <p>4.LT.7. Make judgments about use of exposition, action, or dialogue to introduce characters in autobiographical or biographical sketches.</p>	<p><u>Connections</u></p> <p>5.LT.1. Relate the events and characters in a literary work to information about its setting (e.g., <i>The Remarkable Journey of Prince Jen</i> and information about the China’s T’ang dynasty).</p> <p><u>Genre</u></p> <p>5.LT.2. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes.</p> <p><u>Theme</u></p> <p>5.LT.3. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.</p> <p><u>Fiction</u></p> <p>5.LT.4. Describe the relationships between major and minor character; analyze how a character’s traits influence that character’s actions.</p> <p>5.LT.5. Identify the plot and its components (e.g., main events, conflict, resolution).</p> <p><u>Literary Nonfiction</u></p> <p>5.LT.6 Describe the narrative structure of biographies and autobiographies and the themes or central ideas contained within them.</p>

Strand 4: Literary Text, cont’d. *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Three	Grade Four	Grade Five
<p><u>Poetry</u> 3.LT.9. Identify rhyme, rhythm, repetition, similes, and sensory images in poetry.</p> <p><u>Drama</u> 3.LT.10. Identify and analyze the elements of plot and character as presented through dialogue in scripts that are read, viewed, listened to, or performed.</p> <p><u>Style and Language</u> 3.LT.11. Identify sensory words.</p> <p><u>Traditional Narrative and Classical Literature</u> 3.LT.12. Identify the adventures or exploits of a character type in traditional literature (e.g., the Anansi tales from Africa).</p> <p>3.LT.13. Identify natural events explained in origin myths.</p> <p>3. LT.14. Recognize dialect in conversational voices in folk tales when they are read aloud.</p>	<p><u>Poetry</u> 4.LT.8. Recognize the similarities of sounds in words (e.g., onomatopoeia, alliteration, assonance) and rhythmical patterns in a poetry selection.</p> <p>4.LT.9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry (narrative poem, free verse, lyrical poem, humorous poem).</p> <p><u>Drama</u> 4.LT.10. Identify the structural elements particular to dramatic literature including scenes, acts, cast of characters, stage directions.</p> <p><u>Style and Language</u> 4.LT.11. Identify sensory details and figurative language in a story or poem.</p> <p><u>Traditional Narrative and Classical Literature</u> 4.LT.12. Identify phenomena explained in origin myths (Prometheus stole fire from Zeus and gave to mortals on earth).</p> <p>4.LT.13. Acquire knowledge of culturally significant characters and events in Greek, Roman, Norse mythology and other traditional literature.</p>	<p><u>Poetry</u> 5.LT.7. Respond to and analyze the effects of the sounds in words (alliteration, onomatopoeia, rhyme scheme, free verse, couplets) and figurative language (metaphor, simile) in order to uncover the meaning of a poem.</p> <p><u>Drama</u> 5.LT.8. Analyze the similarities and differences between a narrative text and its dramatic adaptation.</p> <p><u>Style and Literature</u> 5.LT.9. Identify and draw conclusions about the author’s use of sensory details, imagery, and figurative language.</p> <p><u>Traditional Narrative and Classical Literature</u> 5.LT.10. Compare different versions of the same story from different cultures.</p> <p>5.LT.11. Identify common structures in traditional literature (e.g., characters or story elements often come in threes, such as three bears, three sisters, three wishes, or three tasks, or are magic helpers such as talking animals, fairies, or elves).</p> <p>5.LT. 12. Identify common stylistic elements in traditional literature (e.g., refrains, similes, hyperbole).</p>

Strand 4: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Six	Grade Seven	Grade Eight
<p><u>Connections</u></p> <p>6.LT.1. Analyze the relevance of the setting (e.g., time, place, and situation) to the mood and tone of the text.</p> <p><u>Genre</u></p> <p>6.LT.2. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, and figurative language).</p> <p><u>Theme</u></p> <p>6.LT.3. Apply knowledge of the concept that theme, whether stated or implied, refers to the main idea and meaning of a selection.</p> <p><u>Fiction</u></p> <p>6.LT.4. Describe incidents that advance plot, explaining how each incident gives rise to the next or foreshadows a future event.</p> <p>6.LT.5. Provide examples of all the aspects of the setting (time, place, situation) in a literary selection.</p>	<p><u>Connections</u></p> <p>7.LT.1. Relate a literary work to the period of its setting.</p> <p>7.LT.2. Analyze the connections among setting, characterization, conflict, plot, and/or theme.</p> <p><u>Genre</u></p> <p>7.LT.3. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</p> <p><u>Theme</u></p> <p>7.LT.4. Recognize multiple themes in a text and supply evidence from the selection.</p> <p><u>Fiction</u></p> <p>7.LT.5. Analyze plot development (e.g., conflict, rising action, falling action, resolution, subplots, flashbacks, parallel episodes) to determine whether and how conflicts are resolved.</p> <p>7.LT.6. Describe a character based upon the thoughts, words, and actions of the character, the narrator’s description, and what other characters say and do.</p> <p>7.LT.7. Analyze the ways characters change or interact with others over time and give supporting evidence from the text.</p>	<p><u>Connections</u></p> <p>8.LT.1. Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.</p> <p><u>Genre</u></p> <p>8.LT.2. Identify and analyze the characteristics of various genres (e.g., poetry, short story, biography, drama) as forms chosen by an author to accomplish different purposes.</p> <p><u>Theme</u></p> <p>8.LT.3. Compare (and contrast) similar themes across a variety of selections, distinguishing theme from topic.</p> <p><u>Fiction</u></p> <p>8.LT.4. Determine how central characters’ qualities influence the resolution of the conflict.</p> <p>8.LT.5. Interpret a character’s traits, emotions, or motivations and provide supporting evidence from a text.</p> <p>8.LT.6. Analyze the influence of setting (e.g., time of day, place, historical period, situation) on the problem and resolution.</p>

Strand 4: Literary Text, cont’d. *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Six	Grade Seven	Grade Eight
<p><u>Literary Nonfiction</u> 6.LT.6. Describe the organization and elements (point of view, themes, supporting ideas, logical connections) of personal essays, speeches, and autobiographical or biographical sketches.</p> <p><u>Poetry</u> 6.LT.7. Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) in order to uncover the meaning of a poem.</p> <p><u>Drama</u> 6.LT.8. Identify author’s use of dialogue and description.</p> <p><u>Style and Language</u> 6.LT.9. Identify and analyze the importance of shades of meaning in determining word choice in a piece of literature.</p> <p><u>Traditional Narrative and Classical Literature</u> 6.LT.10. Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.</p>	<p><u>Literary Nonfiction</u> 7.LT.8. Identify and describe the textual structures and features of a variety of texts, including the logical connective and transitional devices (essays, speeches, character sketches, memoirs).</p> <p><u>Poetry</u> 7.LT.9. Analyze the characteristics and structural elements of a variety of poetic forms (e.g., epic, sonnet, ode, ballad, lyric, narrative poem, free verse, haiku).</p> <p><u>Drama</u> 7.LT.10. Analyze the similarities and differences in the presentations of setting, character, and plot in texts, plays, and films.</p> <p><u>Style and Language</u> 7.LT.11. Identify and analyze how an author’s use of words creates tone and mood.</p> <p><u>Traditional Narrative and Classical Literature</u> 7.LT.12. Identify similarities and differences in mythologies from different cultures (e.g., ideas of afterlife, roles of deities).</p> <p>7.LT.13. Identify the language styles of different characters in literary works.</p>	<p><u>Literary Nonfiction</u> 8.LT.7. Evaluate the diction and word choice (voice, tone, imagery, metaphoric language, dialogue, exposition) of personal essays, speeches, character sketches, and memoirs.</p> <p><u>Poetry</u> 8.LT.8. Analyze the effects of sound (alliteration, internal rhyme, rhyme scheme), figurative language (personification, metaphor, simile, hyperbole), and graphics (capital letters, line length, word position) to uncover the meaning in a poem.</p> <p><u>Drama</u> 8.LT.9. Identify and analyze element of setting, plot, and characterization in plays.</p> <p><u>Style and Language</u> 8.LT.10. Draw conclusions about style, mood, tone, and meaning of prose, poetry and drama based on the author’s word choice and use of figurative language.</p> <p><u>Traditional Narrative and Classical Literature</u> 8.LT.11. Identify conventions in epic tales (e.g., the quest, the hero’s tasks, special weapons or clothing).</p>

Strand 4: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Nine	Grade Ten
<p><u>Connections</u> 9.LT.1. Relate literary works to the cultural traditions of their time.</p> <p><u>Genre</u> 9.LT.2. Compare (and contrast) the illustration of the same theme in two different literary genres using their structural features as the basis for the comparison (e.g., use a novel and a play or a poem and a short story to explain how the selection of genre shapes the message).</p> <p><u>Theme</u> 9.LT.3. Compare (and contrast) classic works of literature that deal with similar topics and problems (e.g., individual and society, meaning of friendship, freedom and responsibility).</p> <p><u>Fiction</u> 9.LT.4. Determine a character's traits from what he/she says about himself/herself (e.g., dramatic monologues, soliloquies).</p> <p>9.LT.5. Contrast points of view (e.g., first vs. third, limited vs. omniscient, subjective vs. objective) in literary text.</p> <p><u>Literary Nonfiction</u> 9.LT.6. Identify the thesis of a historically important speech and determine the essential elements that elaborate it.</p> <p><u>Poetry</u> 9.LT.7. Identify, respond to, and analyze the effects of sound (alliteration, onomatopoeia, rhyme scheme, consonance, assonance), figurative language (personification, metaphor, simile, hyperbole, symbolism), and dramatic structure.</p>	<p><u>Connections</u> 10.LT.1. Relate a literary work to primary source documents of its literary period or historical setting.</p> <p><u>Genre</u> 10.LT.2. Compare (and contrast) the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.</p> <p><u>Theme</u> 10.LT.3. Analyze the way in which the theme or meaning of a selection represents a view or comment on life providing textual evidence for the identified theme.</p> <p><u>Fiction</u> 10.LT.4. Analyze such elements in fiction as foreshadowing, flashbacks, suspense, and irony.</p> <p>10.LT.5. Explain how voice, narrator, and point of view affect tone, characterization, plot, and credibility.</p> <p><u>Literary Nonfiction</u> 10.LT.6. Analyze the ways in which the style (imagery, symbolism, figurative language) and structure of a speech support or confound its meaning or purpose.</p> <p>10.LT.7. Analyze denotation, connotation, and irony contained within classical essays and memoirs.</p> <p><u>Poetry</u> 10.LT.8. Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, and heroic couplets.</p>

Strand 4: Literary Text, cont’d. *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Nine	Grade Ten
<p><u>Drama</u></p> <p>9.LT.8. Identify and analyze types of dramatic literature (e.g., elements and techniques authors use to create a comedy or tragedy).</p> <p>9.LT.9. Describe the functions of playwright, director, technical designer, and actor.</p> <p><u>Style and Language</u></p> <p>9.LT.10. Identify and analyze patterns of imagery or symbolism in literary selections.</p> <p>9.LT.11. Describe the importance of sentence variety in the overall effectiveness of an imaginary/literary work.</p> <p><u>Traditional Narration and Classical Literature</u></p> <p>9.LT.12. Identify archetypes in classical literature (e.g., journey of a hero).</p> <p>9.LT.13. Analyze the characters, structure, and themes of classical Greek drama and epic poetry (e.g., the conflict between Creon and Antigone in Sophocles’ <i>Antigone</i> as a manifestation of the eternal struggle between human and divine law).</p>	<p><u>Drama</u></p> <p>10.LT.9. Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text (e.g., dual role of a chorus as advisor to characters as well as informant to the audience).</p> <p><u>Style and Language</u></p> <p>10.LT.10. Analyze the author’s use of figurative language, including personification, symbolism, simile, metaphor, hyperbole, allusion, and imagery in a poetry selection.</p> <p>10.LT.11. Evaluate how an author’s choice of words advances the theme or purpose of a work.</p> <p><u>Traditional Narration and Classical Literature</u></p> <p>10.LT.12. Compare the characters, structure, and themes of classical myths, drama, and epic poetry with contemporary novels and film (e.g., Milton’s <i>Paradise Lost</i> and the film version <i>The Natural</i>).</p> <p>10.LT.13. Analyze the influence of mythic, traditional, or classical literature on later literature and film (e.g., the archetypal theme of “the fall” from the Old Testament as they read Hawthorne’s “Rapaccini’s Daughter”).</p>

Strand 4: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Eleven	Grade Twelve
<p><u>Connections</u> 11.LT.1. Relate literary works to the political and economic ideas of their time.</p> <p><u>Genre</u> 11.LT.2. Compare (and contrast) works within a creative genre that deal with similar themes (e.g., compare two short stories or two novels).</p> <p><u>Theme</u> 11.LT.3. Apply knowledge of the concept that a text can contain more than one theme.</p> <p><u>Fiction</u> 11.LT.4. Compare interactions between main and subordinate characters in literary text with emphasis upon how the plot determines their actions and dialogue.</p> <p>11.LT.5. Analyze, evaluate, and apply knowledge of how authors use techniques and elements (mood, characterization, point of view) in fiction for rhetorical and aesthetic purposes to engage the audience.</p> <p><u>Literary Nonfiction</u> 11.LT.6. Distinguish the subtle weaving of factual material in the narrative in literary nonfiction text with the dual purpose of informing and entertaining.</p> <p>11.LT.7. Analyze foundational US documents for their historical and literary significance (e.g., The Declaration of Independence, the Preamble to the US Constitution, Abraham Lincoln’s “Gettysburg Address,” Martin Luther King’s “Letter from Birmingham Jail”).</p>	<p><u>Connections</u> 12.LT.1. Relate literary works to the social and cultural traditions and seminal ideas of their eras.</p> <p><u>Genre</u> 12.LT.2. Analyze characteristics of subgenres (e.g. satire, parody, allegory) that overlap or cut across the lines of genre classifications such as poetry, novel, drama, short story, essay, or editorial.</p> <p><u>Theme</u> 12.LT.3. Analyze and compare texts that express a universal theme providing textual evidence (e.g., examples, details, quotations) of the identified theme.</p> <p>12.LT.4. Analyze a writer’s word choice and imagery and connect them to theme and/or tone and mood, providing evidence from the text to support the analysis.</p> <p><u>Fiction</u> 12.LT.5. Explain how irony, tone, mood, style, and “sound” of language are used for specific rhetorical aesthetic purposes.</p> <p>12.LT.6. Use a variety of critical lenses (Marxist, feminist, structural, biographical) to interpret literary works.</p> <p>12.LT.7. Identify and analyze the point(s) of view in a literary work.</p> <p><u>Literary Nonfiction</u> 12.LT.8. Evaluate the range of literary devices and techniques (author’s craft) present in classical essays and historical speeches.</p> <p>12.LT.9. Critique how the author interweaves personal examples and ideas with factual information to achieve the purpose of explaining, presenting a perspective, or describing a situation or an event.</p>

Strand 4: Literary Text, cont’d. *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Eleven		Grade Twelve
<p><u>Poetry</u> 11.LT.8. Explain how meaning is enhanced through various features of poetry including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure or prosody (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).</p> <p><u>Drama</u> 11.LT.9. Identify and analyze how dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text e.g., analyze the purpose and effect of soliloquy from Shakespeare’s <i>Macbeth</i>.</p> <p><u>Style and Language</u> 11.LT.10. Interpret figurative language including imagery, personification, figures of speech, hyperbole, symbolism, allusion, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.</p> <p>11.LT.11. Analyze patterns of imagery or symbolism and connect them to theme and/or tone and mood.</p> <p><u>Traditional Narrative and Classical Literature</u> 11.LT.12. Demonstrate knowledge of 18th and 19th century foundational works of American literature including authors such as Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Benjamin Franklin, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Henry David Thoreau, and Mark Twain.</p>		<p><u>Poetry</u> 12.LT.10. Analyze the effectiveness and impact of diction and imagery (controlling images, understatement, overstatement, irony, paradox, allusion, apostrophe, oxymoron, pun, synecdoche, metonymy) in conveying meaning.</p> <p>12.LT.11. Identify, respond to, and analyze the effects of the form and dramatic structure of ballads, elegies, sonnets, heroic couplets, odes, and villanelles.</p> <p><u>Drama</u> 12.LT.12. Demonstrate understanding of various dramatic conventions (dialogue, dramatic irony, character foils, comic relief) by writing and designing an original play.</p> <p><u>Style and Language</u> 12.LT.13. Analyze and compare style and language among significant cross-cultural literary works.</p> <p><u>Traditional Narration and Classical Literature</u> 12.LT.14. Read and interpret world literature drawn from pre-20th century authors and know many of the important authors and key works from those eras (e.g., Fyodor Dostoyevsky, Jane Austen, Charles Dickens, Leo Tolstoy).</p>

Strand 5: Research *(Continue to address earlier standards as needed)*

Pre-Kindergarten
PK.R.1. Use adults as resources to answer questions, clarify information, demonstrate tasks (e.g., looks through a book on trucks provided by the teacher to find one like his dad drives. Says to a parent volunteer, “Can you show me how to write my name?”).
PK.R.2. Explore a variety of rich objects and materials provided to discover how things work, what things do, and why things happen (e.g., tests a collection of objects set out by the teacher to find out which ones the magnet will pick up. Exclaims with excitement, “Look! There are worms under this rock. How did they get there?”).
PK.R.3. Use books and other print materials to find information (e.g., says “That bus with the “A” on it goes to my grandma’s house.” Says, “You have to put the pattern blocks here because the sign says so,” when another child asks, “Where do these go?”).

Strand 5: Research ⁴ *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Kindergarten	Grade One	Grade Two
K.R.1. Generate questions and gather information from several sources in classroom, school, or public library.	1.R.1. Generate questions and gather information from several sources in classroom, school, or public library.	2.R.1. Generate questions and gather information from several sources in classroom, school, or public library.

Strand 5: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Three	Grade Four	Grade Five
3.R.1. Identify and apply steps in conducting and reporting research <ul style="list-style-type: none">Define the need for information and formulate open-ended research questions.Initiate a plan for searching for information.Locate resources.Use and communicate the information.	4.R.1. Identify and apply steps in conducting and reporting research <ul style="list-style-type: none">Define the need for information and formulate open-ended research questions.Initiate a plan for searching for information.Locate resources.Evaluate the relevance of the information.Use computer input devices effectively (e.g., keyboard, touch screens, glide pads, mouse, launch and quit applications).Interpret, use, and communicate the information.	5.R.1. Apply steps for obtaining and organizing information from a variety of sources, documenting, and presenting research in individual and group projects <ul style="list-style-type: none">Define the need for information and formulate open-ended research questions.Initiate a plan for searching for information.Locate a range of print and electronic resources.Locate specific information within resources by using indexes, tables of contents, electronic search of key words.Organize and present research using the Standards in the Writing strand.Retrieve and save files to hard drive, disk, or other memory device.Demonstrate basic keyboarding skills and familiarity with technology vocabulary such as cursor, software, memory, and hard drive.Provide appropriate documentation in a consistent format.

⁴ The research standards repeat grade to grade as students build their research capacity.

Strand 5: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Six	Grade Seven	Grade Eight
<p>6.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none">• Define the need for information and formulate open-ended research questions.• Initiate a plan for searching for information.• Use an expanded range of print and electronic resources (atlases, data bases, on-line resources).• Gather relevant information through interviews.• Evaluate the relevance of information.• Locate specific information within resources by using indexes, tables of contents, electronic search key words.• Communicate about basic technology components using appropriate vocabulary related to external and internal computer or other technology operations.• Organize and present research using the Standards in the Writing strand.• Provide appropriate documentation in a consistent format.• Evaluate the research project as a whole.	<p>7.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none">• Differentiate between primary and secondary source materials.• Integrate relevant information gathered.• Understand plagiarism and the ethics of writing (know what borrowing ideas from authors means).• Document information and quotations and use a consistent format for footnotes or endnotes.• Organize and present research using the Standards in the Writing strand.• Create documents using word-processing skills and publishing programs and create simple data bases and spreadsheets to manage information and create reports.• Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style).	<p>8.R.1. Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects:</p> <ul style="list-style-type: none">• Differentiate between paraphrasing and using direct quotes in a report.• Understand the concept of plagiarism and how (or why) to avoid it and understand rules for paraphrasing, summarizing, and quoting as well as conventions for incorporating information from Internet-based sources in particular.• Organize and present research using the Standards in the Writing strand.• Compose documents with appropriate formatting using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).• Document information and quotations and use a consistent format for footnotes or endnotes.• Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style).

Strand 5: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Nine	Grade Ten
<p>9.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research:</p> <ul style="list-style-type: none">• Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet) as well as from direct observation, interviews, and surveys.• Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.• Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information and by making charts, conceptual maps, and/or timelines.• Make distinctions about the strengths, limitations, and overall quality of resources including information gathered from websites.• Present research using the Standards in the Writing strand and select a design layout and format for the document (e.g., font, page set up, line spacing, indents).• Document information and quotations and use a consistent format for footnotes or endnotes.• Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style).	<p>10.R.1. Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, and presenting research:</p> <ul style="list-style-type: none">• Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, the Internet) as well as from direct observation, interviews, and surveys.• Locate specific facts by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text.• Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information and by making charts, conceptual maps, and/or timelines.• Make distinctions about the strengths, limitations, and overall quality of resources including information gathered from websites.• Present research using the Standards in the Writing strand and, when appropriate, using two or more forms of multimedia, incorporating sound, visuals, motion, and/or text (e.g., clip art, sound clips, photographs, print).• Document information and quotations and use a consistent format for footnotes or endnotes.• Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style).

Strand 5: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

Grade Eleven	Grade Twelve
<p>11.R.1. Formulate original, open-ended questions to explore a topic of interest; design and carry out research:</p> <ul style="list-style-type: none">• Define and narrow a problem or research topic.• Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, journals, periodicals, the Internet) as well as from direct observation, interviews, and surveys.• Skim and scan text to locate specific facts and important details by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.• Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information and by making charts, conceptual maps, and/or timelines.• Make distinctions about the origins, credibility, reliability, consistency, strengths, limitations, and overall quality of resources including information gathered from websites.• Present research using the Standards in the Writing strand and, when appropriate, incorporating two or more media (e.g., sound, animation, digital photography, video capture).• Document information and quotations and use a consistent format for footnotes or endnotes.• Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style).	<p>12.R.1. Formulate original, open-ended questions to explore a topic of interest; design and carry out research:</p> <ul style="list-style-type: none">• Define and narrow a problem or research topic.• Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, journals, periodicals, the Internet) as well as from direct observation, interviews, and surveys.• Skim and scan text to locate specific facts and important details by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.• Organize information from both primary and secondary sources by taking notes, outlining ideas, paraphrasing information and by making charts, conceptual maps, and/or timelines.• Make distinctions about the origins, credibility, reliability, consistency, strengths, limitations, and overall quality of resources, including information gathered from websites.• Present research using the Standards in the Writing strand and technology as appropriate.• Document information and quotations and use a consistent format for footnotes or endnotes.• Use standard bibliographic format to document sources (e.g., MLA, APA, Chicago Style).

Strand 6: Writing *(Continue to address earlier standards as needed.)*

Pre-Kindergarten

- PK.W.1. Dictate ideas and stories (e.g., tells story to teacher who writes it in journal. Tells teacher to write, “This is my family,” on his drawing).
- PK.W.2. Write to convey meaning (e.g., draws a birthday card picture and asks, “How do I write *Happy Birthday?*” Scribbles on a paper, writing mock letters and some conventional letters, and says, “Here’s my mommy’s shopping list so she can buy me food”).
- PK.W.3. Print own name (e.g., writes his name under picture he has painted. Signs in on the attendance sheet).
- PK.W.4. Make clear attempts to convey a message in writing (e.g., asks, “How do I write *Dear Papi?*” Makes a sign for the block area saying *Do not touch*).
- PK.W.5. Use letter(s) to represent an entire word; use letter strings to represent phrases and sentences (e.g., writes *MM* to represent *I love my mom*. Writes a phone message in the Dramatic Play area and writes *NNa* for *Nana called*).

Strand 6: Writing *(Continue to address earlier standards as needed.)*

Kindergarten	Grade One	Grade Two
<p>K.W.1. Draw pictures and/or use letters or phonetically spelled words to tell a story or give others information.</p> <p>K.W.2. Dictate sentences for a story or friendly letter and collaborate to put the ideas in chronological sequence.</p>	<p>1.W.1. Write or dictate stories that have a beginning, middle, and end and arrange ideas in a way that is logical.</p>	<p><u>Imaginative/Narrative Writing</u> 2.W.1. Write short poems.</p> <p><u>Expository Writing</u> 2.W.2. Write or dictate letters or short accounts of personal experiences in a logical order.</p> <p><u>Revision</u> 2.W.3. After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.</p>

Strand 6: Writing *(Continue to address earlier standards as needed.)*

Grade Three	Grade Four	Grade Five
<p><u>Imaginative/Narrative Writing</u></p> <p>3.W.1. Write stories that have a beginning, middle, and end and contain details of setting and characters.</p> <p>3.W.2. Write short poems that contain simple sensory details.</p> <p><u>Expository Writing</u></p> <p>3.W.3. Write accounts about personal experiences that include</p> <ul style="list-style-type: none">• clear focus,• ideas in sensible order, and• sufficient supporting detail. <p>3.W.4. Write a friendly letter complete with date, salutation, body, closing, and signature.</p> <p><u>Revision</u></p> <p>3.W.5. Improve word choice by using dictionaries and thesauri.</p>	<p><u>Imaginative/Narrative Writing</u></p> <p>4.W.1. Write stories that organize plot events in an order that leads to a climax.</p> <p>4.W.2. Write short poems that contain sensory details and follow some of the conventions involved in writing it including rhyme, meter, and the patterns of verse forms.</p> <p><u>Expository Writing</u></p> <p>4.W.3. Create paragraphs that</p> <ul style="list-style-type: none">• establish and support a central idea with a topic sentence at or near the beginning of the paragraph;• include supporting sentences with simple facts, details and explanations;• include a concluding statement that summarizes the points;• are indented properly. <p>4.W.4. Write summaries of information gathered through research that include facts and details that illuminate the mandates.</p> <p>4.W.5. Write interpretations or explanations of a literary or informational text that organizes ideas and uses evidence from the text as support.</p> <p>4.W.6. Write personal and formal letters that:</p> <ul style="list-style-type: none">• use appropriate language for different audiences (other students, parents) and purposes (letter to a friend, thank you note, invitation), and• include the date, salutation, body, closing and signature. <p><u>Revision</u></p> <p>4.W.7. Revise writing to improve word choice (dictionaries, thesauri) and level of detail after determining what could be added or deleted.</p>	<p><u>Imaginative/Narrative Writing</u></p> <p>5.W.1. Make distinctions among fiction, nonfiction, and dramatic literature, and use these genres, selectively to produce stories or scripts containing basic narrative elements.</p> <p>5.W.2. Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).</p> <p><u>Expository Writing</u></p> <p>5.W.3. Create multi-paragraph essays that</p> <ul style="list-style-type: none">• present effective introductions and concluding paragraphs, and• guide and inform the reader's understanding of key ideas and evidence. <p>5.W.4. Write research reports with clear focus and supporting detail.</p> <p>5.W.5. Write explanations of a process that include a topic statement, supporting details, and a conclusion.</p> <p><u>Revision</u></p> <p>5.W.6. Revise writing to improve coherence and progression by adding, deleting, combining, and rearranging sentences.</p>

Strand 6: Writing *(Continue to address earlier standards as needed.)*

Grade Six	Grade Seven	Grade Eight
<p><u>Imaginative/Narrative Writing</u></p> <p>6.W.1. Write stories that demonstrate careful placement of descriptive details about setting, characters, and events in stories.</p> <p><u>Expository Writing</u></p> <p>6.W.2. Write explanations of a process that</p> <ul style="list-style-type: none">• group ideas and place them in logical order, and• include details to ensure process is understandable. <p>6.W.3. Write research reports that</p> <ul style="list-style-type: none">• frame a key question about an issue or situation,• group ideas and place them in logical order, and• include facts and details that illuminate the main ideas. <p>6.W.4. Write persuasive essays that support the position with organized and relevant evidence.</p> <p><u>Revision</u></p> <p>6.W.5. Revise writing to improve level of detail and precision of language after determining where to add sensory detail and rearrange text.</p>	<p><u>Imaginative/Narrative Writing</u></p> <p>7.W.1. Write poems that use</p> <ul style="list-style-type: none">• poetic techniques (alliteration, onomatopoeia, rhyme scheme),• figurative language (simile, metaphor, personification), and• graphic elements (capital letters, line length, word position). <p><u>Expository Writing</u></p> <p>7.W.2. Write summaries of literary or expository passages that</p> <ul style="list-style-type: none">• group related ideas and place them in logical order,• contain main ideas and significant details of the passage, and• reflect the underlying meaning of the source. <p>7.W.3. Write content-based research reports that</p> <ul style="list-style-type: none">• frame a key question about an issue or situation,• group ideas and place them in logical order,• include details and explanations from more than one authoritative source, and• use quotations, footnotes or endnotes, and a standard format for works cited (e.g., MLA, APA)	<p><u>Imaginative/Narrative Writing</u></p> <p>8.W.1. Write stories or scripts that include</p> <ul style="list-style-type: none">• well-developed characters and setting,• dialogue,• clear conflict and resolution, and• sufficient descriptive detail. <p><u>Expository Writing</u></p> <p>8.W.2. Write coherent multiparagraph compositions (including comparison-and-contrast essays) that have</p> <ul style="list-style-type: none">• a thesis statement,• logical organization,• effective use of detail and rhetorical devices, and• variety in sentence structure including transition sentences to link paragraphs. <p>8.W.3. Write content-based research reports that</p> <ul style="list-style-type: none">• pose relevant questions and define a thesis,• support main idea(s) with details, facts, and explanations from multiple authoritative sources and organize them effectively,• organize and record information on charts, maps, and graphs as appropriate, and• use quotations, footnotes or endnotes, and a standard format for works cited. <p>8.W.4. Write and justify interpretations of literary or expository reading that</p> <ul style="list-style-type: none">• organize the interpretation around several clear ideas, premises, or images, and• develop and justify the interpretation through sustained use of examples and textual evidence.

Strand 6: Writing, cont’d. *(Continue addressing earlier standards as needed.)*

Grade Six	Grade Seven	Grade Eight
	<p>7.W.4. Write persuasive essays that</p> <ul style="list-style-type: none">• state a clear position or perspective in support of a proposition or proposal, and• describe the points in support of the proposition employing well-articulated evidence. <p><u>Revision</u></p> <p>7.W.5. Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>	<p>8.W.5. Write persuasive (pro/con) essays that</p> <ul style="list-style-type: none">• include a well-defined thesis that makes a clear and knowledgeable judgment,• support arguments with well-articulated evidence, examples, and reasoning, differentiating between evidence and opinion, and• arrange details, reasons, and examples effectively anticipating and answering reader concerns and counter-arguments. <p><u>Revision</u></p> <p>8.W.6. Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages and ideas.</p>

Strand 6: Writing *(Continue to address earlier standards as needed.)*

Grade Nine	Grade Ten
<p><u>Imaginative/Narrative Writing</u></p> <p>9.W.1. Write well-organized stories that include</p> <ul style="list-style-type: none">• an explicit theme, and,• sensory details and concrete language to develop plot and character. <p><u>Expository Writing</u></p> <p>9.W.2. Produce functional texts (e.g., memos, e-mails, correspondence, project plans, proposals, bios) that</p> <ul style="list-style-type: none">• address audience needs, state purpose and context, and• adopt a customary format including proper salutation, closing, and signature when appropriate. <p>9.W.3. Write and justify interpretations of literary or expository reading that</p> <ul style="list-style-type: none">• develop an interpretation which exhibits careful reading, understanding, and insight,• organize the interpretation around several clear ideas, premises, or images, and,• develop and justify the interpretation through sustained use of examples and textual evidence. <p>9.W.4. Write content-based research papers that</p> <ul style="list-style-type: none">• prove a thesis statement using logical organization,• include well-constructed paragraphs that build an effective argument with well-articulated supporting evidence, and• use quotations, footnotes or endnotes, and a standard bibliographic format.	<p><u>Imaginative/Narrative Writing</u></p> <p>10.W.1. Write well-organized stories that include</p> <ul style="list-style-type: none">• explicit and implicit theme,• a range of narrative strategies such as dialogue and suspense, and• details that contribute to a definite mood or tone. <p>10.W.2. Write poems using a range of poetic techniques, forms (sonnet, ballad), and figurative language.</p> <p><u>Expository Writing</u></p> <p>10.W.3. Write and justify interpretations of literary or expository reading that</p> <ul style="list-style-type: none">• extend beyond summary and literal analysis in responding to a literary work,• connect own responses to the writer's techniques and to specific textual references,• draw supported inferences about the effects of a literary work on its audience, and• support judgments through references to the text, other works, other authors, or to personal knowledge. <p>10.W.4. Write content-based research reports that</p> <ul style="list-style-type: none">• marshal evidence in support of a thesis,• convey information and ideas from primary and secondary sources accurately and make coherent distinctions about the relative value and significance of specific data, facts, and ideas,• organize and record information on charts, maps, and graphs for use as visuals, employing appropriate technology• anticipate and address the reader's potential misunderstandings, biases, and expectations, and• use technical terms and notations accurately.

Strand 6: Writing, cont’d. *(Continue to address earlier standards as needed.)*

Grade Nine	Grade Ten
<p>9.W.5. Write persuasive (problem/solution) essays that include</p> <ul style="list-style-type: none">• a thesis or purpose of the paper,• a logical organizational pattern,• persuasive evidence or explanation for the validity of the assertions,• different levels of formality, style, and tone when composing for different audiences, and• effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence. <p><u>Revision</u></p> <p>9.W.6. Revise writing to improve the topic/idea development, organization, language/style, word choice, and the tone in light of the audience, purpose,e and formality of the context.</p>	<p>10.W.5. Write persuasive (controversial issue) essays that</p> <ul style="list-style-type: none">• structure ideas and arguments in a sustained and logical fashion,• engage the reader,• use specific rhetorical devices to back up assertions (e.g., via an appeal to logic through reasoning; via an appeal to emotion or ethical belief; or by personal anecdote, case study, or analogy),• clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning, and• anticipate and address the reader's concerns and counterclaims. <p><u>Revision</u></p> <p>10.W.6. Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone in light of the audience, purpose, and formality of the context.</p>

Strand 6: Writing *(Continue to address earlier standards as needed.)*

Grade Eleven	Grade Twelve
<p><u>Imaginative/Narrative Writing</u></p> <p>11.W.1. Write poems using a range of forms and techniques (structural elements, sounds, figurative language, and graphics).</p> <p><u>Expository Writing</u></p> <p>11.W.2. Write and justify interpretations of literary or expository reading that</p> <ul style="list-style-type: none">• advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages,• analyze the use of imagery, language, universal themes, and unique aspects of text through such rhetorical strategies as narration, description, argumentation, exposition, or some combination of the four modes,• support key ideas and viewpoints through accurate and detailed references to the text or to other works, and,• demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created, and• include information on all relevant perspectives, considering the validity and reliability of sources. <p><u>Revision</u></p> <p>11.W.3. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.</p>	<p><u>Expository Writing</u></p> <p>12.W.1. Write narratives (e.g., biographies, autobiographies and short stories) that</p> <ul style="list-style-type: none">• narrate a sequence of events and communicate its significance to the audience,• locate scenes and incidents in specific places,• develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; interior monologue or feelings of characters), and• effectively pace the presentation of actions to accommodate time/ mood changes. <p>12.W.2. Write and justify interpretations of literary or expository reading that</p> <ul style="list-style-type: none">• advance a judgment that demonstrates a comprehensive grasp of the significant ideas of works or passages;• analyze the use of imagery, language, universal themes and unique aspects of text through such rhetorical strategies as narration, description, argumentation, exposition, or some combination of the four modes,• support key ideas and viewpoints through accurate and detailed references to the text or to other works• demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created, and• identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

Strand 6: Writing *(Continue to address earlier standards as needed.)*

Grade Eleven	Grade Twelve
<p>11.W.4. Write essays of analysis (proposals) that include:</p> <ul style="list-style-type: none">• a coherent thesis that conveys a clear and distinctive perspective on the subject,• an organizing structure that balances all aspects of the piece and make effective transitions between sentences and ideas to unify key ideas,• key ideas within the body of the composition through use of supporting evidence such as scenarios, commonly held beliefs, hypotheticals and/or definitions,• objective presentation of alternate views,• effective rhetorical techniques,• logical argumentation that incorporates textual evidence for each assertion, and• effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence. <p>11.W.5. Write historical investigation reports that</p> <ul style="list-style-type: none">• use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition,• analyze several historical records of a single event, examining critical relationships between and among elements of the research topic,• explain the perceived reason(s) for the similarities and differences using information derived from primary and secondary sources to support or enhance the presentation and• include information on all relevant perspectives, considering the validity and reliability of sources. <p><u>Revision</u></p> <p>11.W.6. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.</p>	<p>12.W.4. Construct arguments that</p> <ul style="list-style-type: none">• develop a thesis that makes a cogent and knowledgeable judgment,• structure ideas in a sustained and logical fashion (inductive-deductive reasoning, compare-contrast reasoning),• use a range of strategies to elaborate and persuade such as descriptions, anecdotes, case studies, analogies, and illustrations,• clarify and defend positions with precise and relevant evidence including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs and logical reasoning,• anticipate and address reader's concerns and counterclaims,• demonstrate understanding of purpose and audience, and• provide clear and effective conclusions. <p>12.W.5. Write an extended research essay that</p> <ul style="list-style-type: none">• requires the student to engage in self-directed research,• engages the reader by establishing a context,• utilizes an organizing structure appropriate to purpose and specified audience,• organizes evidence in support of a thesis and related claims, including information on relevant perspectives,• conveys information and ideas from primary and secondary sources accurately and coherently,• paraphrases and summarizes different perspectives on the topic as appropriate,• makes distinctions about the relative value and significance of specific data, facts, and ideas,• anticipates and addresses the reader's potential misunderstandings, biases, and expectations,• employs technologies and graphics as appropriate,• provides a clear and coherent conclusion,• cites research sources according to standard format for works cited, and• is completed within a set timeframe. <p><u>Revision</u></p> <p>12.W.6. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.</p>

Strand 7: Media *(Continue to address earlier standards as needed.)*

Kindergarten	Grade One	Grade Two
	1.M.1. Identify techniques used in television to present information (animation, close-ups, sound effects, music, graphics).	2.M.1. Use knowledge of techniques to distinguish between facts and misleading information.

Strand 7: Media *(Continue to address earlier standards as needed.)*

Grade Three	Grade Four	Grade Five
3.M.1. Identify techniques used in television (sound effects, music, graphics, close-ups) and use knowledge of these techniques to distinguish between facts and misleading information. 3.M.2. Identify formal and informal language used in advertisements read, heard, or seen. 3.M.3. Create audio recordings of poems and/or stories.	4.M.1. Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings. 4.M.2. Create presentations using audio recordings of poems and/or stories.	5.M.1. Identify and analyze the persuasive techniques (promises, dares and flattery, glittering generalities, logic fallacies) used in media messages. 5.M.2. Evaluate the role of the media in focusing attention and in forming opinions. 5.M.3. Create presentations, including graphics, using computer technology.

Strand 7: Media *(Continue to address earlier standards as needed.)*

Grade Six	Grade Seven	Grade Eight
6.M.1. Identify persuasive and propaganda techniques used in television; identify false and misleading information. 6.M.2. Analyze media as information provider, entertainer, persuader, informer, and transmitter of culture. 6.M.3. Create multimedia presentations using computer technology, including graphics and animation.	7.M.1. Interpret and evaluate the various ways visual image makers (graphic artists, illustrators, news photographers) represent meaning. 7.M.2. Create multimedia presentations using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation, graphics).	8.M.1. Analyze the effect of images, text, and sound in electronic journalism on the viewer, distinguishing the techniques used in each to achieve these effects. 8.M.2. Create multimedia presentations and written reports on the same subject and compare the differences in effects of each medium.

Strand 7: Media *(Continue to address earlier standards as needed.)*

Grade Nine	Grade Ten
9.M.1. Compare and contrast how media genres (nightly news, newsmagazines, documentaries, Internet) cover the same event.	10.M.1. Recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, and language).
9.M.2. Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.	10.M.2. Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.
9.M.3. Analyze the use of rhetorical devices for their intent and effects (cadence, repetitive patterns, use of onomatopoeia).	10.M.3. Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them (e.g., compare Shakespeare's <i>Henry V</i> to Kenneth Branagh's 1990 film version).
9.M.4. Apply and adapt the principles of written composition in the creation of media presentations that effectively use graphics, images, and/or sound.	10.M.4. Create media presentations that effectively use graphics, images, and/or sound to present a distinctive point of view on a topic.

Strand 7: Media *(Continue to address earlier standards as needed.)*

Grade Eleven	Grade Twelve
11.M.1. Analyze the impact of media on the state, nation, and democratic process (influence on elections, creating images of leaders, shaping attitudes).	12.M.1. Evaluate the aural, visual, and written images and other special effects used in television, radio, film productions, and the Internet for their ability to inform, persuade, and entertain (e.g., anecdote, expert witness, vivid detail, tearful testimony, humor).
11.M.2. Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast of "War of the Worlds").	12.M.2. Examine the intersections and conflicts between the visual (such as media images, painting, film, and graphic arts) and the verbal.
11.M.3. Recognize how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.	12.M.3 Create coherent multimedia presentations that combine text, image, and sound, synthesizing information from a wide range of sources, test audience response, and revise the presentation accordingly.
11.M.4. Create coherent media presentations that synthesize information from several sources.	

Strand 8: English Language Conventions *(Continue to address earlier standards as needed.)*

Pre-Kindergarten
PK.EL.1. Use complete and increasingly complex sentences (e.g., explains, “I can’t decide if I want to paint or do a puzzle”; says, “My mom’s coming early today because it’s going to snow”).
PK.EL.2. Describe concepts and past and future events (e.g., relates events after a trip to the fire station: “We talked to the firefighters and got to climb on the fire truck. Then the bell rang, and they had to take off”; tells teacher, “Look! My triangle has three sides”).
PK.EL.3. Add descriptive words to basic subject, verb, object sentences (e.g., notes, “We have pretty yellow flowers in the garden”; says, “My baby brother is very cranky”).

Strand 8: English Language Conventions *(Continue to address earlier standards as needed.)*

Kindergarten	Grade One	Grade Two
<p>K.EL.1. Recognize and use complete sentences when speaking.</p> <p>K.EL.2. Use the past and future tenses correctly when speaking.</p> <p>K.EL.3. Use phonetic knowledge and sounds of the alphabet letters to spell independently.</p>	<p>1.EL.1. Recognize that the names of things can also be the names of actions (fish, dream, run).</p> <p>1.EL.2. Write and speak in complete sentences.</p> <p>1.EL.3. Identify and employ correct usage</p> <ul style="list-style-type: none">• singular and plural regular nouns,• contractions (e.g., isn't, aren't, can't, won't),• possessives (e.g., s, my/mine, his, her/hers, your/yours). <p>1.EL.4. Print in manuscript upper- and lower-case letters of the alphabet legibly and use them to make words.</p> <p>1.EL.5. Distinguish between declarative, exclamatory, and interrogative sentences and correctly use period, exclamation mark, or question mark at the end of sentences.</p> <p>1.EL.6. Use knowledge of basic punctuation and capitalization when reading.</p> <p>1.EL.7. Capitalize the first word of a sentence, names of people, and the pronoun "I."</p> <p>1.EL.8. Spell</p> <ul style="list-style-type: none">• words with regular patterns such as cvc's (hop), cvc-silent e (hope), and one-syllable words with blends (drop),• words with inflectional endings such as plurals and verb tenses, and• single-syllable words that have r-controlled vowels (burn or star), that have the final consonants f, l, and s (miss or doll); and that have ck as the final consonants (buck).	<p>2.EL.1. Identify correct capitalization for names and places and correct capitalization and commas in dates.</p> <p>2.EL.2. Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.</p> <p>2.EL.3. Identify and employ correct usage</p> <ul style="list-style-type: none">• subject-verb agreement• single and plural irregular nouns (e.g., sheep) <p>2.EL.4. Identify and use correct punctuation including commas in greetings and closures in a letter and with dates and words in a series.</p> <p>2.EL.5. Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p>2.EL.6. Spell</p> <ul style="list-style-type: none">• high frequency irregular words correctly (e.g., who, what, why),• basic short vowel, long vowel, r-controlled, and consonant blend patterns in words, and• orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i.

Strand 8: English Language Conventions *(Continue to address earlier standards as needed.)*

Grade Three	Grade Four	Grade Five
<p>3.EL.1. Recognize the subject-predicate relationship in sentences.</p> <p>3.EL.2. Identify three basic parts of speech (adjective, noun, verb).</p> <p>3.EL.3. Identify and use correct punctuation including end marks, commas for series, and punctuation for dates, city and state, and titles of books.</p> <p>3.EL.4. Identify and employ correct usage</p> <ul style="list-style-type: none">• subject–verb agreement• past, present and future verb tenses• elimination of sentence fragments <p>3.EL.5. Write legibly in cursive, leaving spaces between words in a sentence.</p> <p>3.EL.6. Capitalize geographical names, holidays, historical periods, and special events.</p> <p>3.EL.7. Demonstrate understanding of and use complete declarative, interrogative, imperative, and exclamatory sentences correctly in writing and speaking.</p> <p>3.EL.8. Spell:</p> <ul style="list-style-type: none">• one-syllable words with blends, orthographic patterns (e.g., qu, consonant doubling, change y to i),• multisyllabic words using regularly spelled phonogram patterns (e.g., “ear” in earth, heard, and learn),• words with inflectional endings, including plurals and past tense and words that drop the final e when such endings as –ing, -ed, or –able are added,• using orthographic patterns and rules such as oil/toy, match/speech, badge/cage.	<p>4.EL.1. Identify four basic parts of speech (adjective, noun, verb, adverb).</p> <p>4.EL.2. Identify and use correct punctuation, including dates, locations and addresses; apostrophes in possessives and contractions; and underlining, quotations, or italics to identify titles.</p> <p>4.EL.3. Capitalize names of magazines, newspapers, works of art, musical compositions, names of organizations, and the first word in quotations.</p> <p>4.EL.4. Identify and employ correct usage</p> <ul style="list-style-type: none">• regular and irregular verbs• adverbs• prepositions and coordinating conjunctions• comparative and superlative adjectives <p>4.EL.5. Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.</p> <p>4.EL.6. Spell:</p> <ul style="list-style-type: none">• syllable constructions (closed, open, consonant before)• base words; inflections such as those that change tense or number; suffixes such as –able or –less; and prefixes such as re- or un-• contractions, compounds, and common homophones (hair-hare, bear-bare, pail-pale) correctly	<p>5.EL.1. Recognize that a word performs different functions according to its position in the sentence.</p> <p>5.EL.2. Identify verb phrases and verb tenses.</p> <p>5.EL.3. Identify seven basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition).</p> <p>5.EL.4. Identify and use correct punctuation including colon to separate hours and minutes and to introduce a list; quotation marks around exact words of speaker and names of poems, songs, short stories; parentheses; commas in compound sentences; and paragraph indentations.</p> <p>5.EL.5. Use correct capitalization.</p> <p>5.EL.6. Identify and employ correct usage</p> <ul style="list-style-type: none">• troublesome verbs (e.g., lie/lay, sit/set, rise/raise)• modifiers• nominative, objective, and possessive pronouns <p>5.EL.7. Spell roots, suffixes, and prefixes correctly.</p>

Strand 8: English Language Conventions *(Continue to address earlier standards as needed.)*

Grade Six	Grade Seven	Grade Eight
<p>6.EL.1. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>6.EL.2. Identify and use prepositional phrases, appositives, and independent and dependent clauses to elaborate ideas.</p> <p>6.EL.3. Expand or reduce sentences (adding or deleting modifiers, combining or de-combining sentences).</p> <p>6.EL.4. Identify and use simple and compound sentences.</p> <p>6.EL.5. Identify and employ correct usage</p> <ul style="list-style-type: none">• present perfect, past perfect, and future perfect tense• subject-verb agreement with compound subjects• indefinite pronouns• elimination of fragments and run-ons <p>6.EL.6. Spell frequently misspelled words correctly according to usage (e.g., their, they're, there).</p>	<p>7.EL.1. Recognize the basic patterns of English sentences (e.g., noun-verb, noun-verb-noun, noun-verb-noun-noun, noun-linking verb-noun).</p> <p>7.EL.2. Identify all parts of speech and types and structure of sentences.</p> <p>7.EL.3. Recognize the makeup and function of prepositional phrases.</p> <p>7.EL.4. Use properly placed modifiers and the active voice.</p> <p>7.EL.5. Identify and use simple, compound, and complex sentences.</p> <p>7.EL.6. Recognize appropriate use of pronoun reference.</p> <p>7.EL.7. Spell derivatives by applying knowledge of bases and affixes.</p>	<p>8.EL.1. Use varied sentence types and sentence openings to reinforce ideas.</p> <p>8.EL.2. Distinguish phrases from clauses.</p> <p>8.EL.3. Identify and use infinitives and participles and clear pronoun/antecedent reference, and properly placed modifiers.</p> <p>8.EL.4. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.</p> <p>8.EL.5. Use colons in business letters, semicolons to punctuate independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>8.EL.6. Combine, reorder, and reduce sentences.</p> <p>8.EL.7. Spell correctly, including commonly confused words (its/it's, affect/effect), irregular plurals (e.g., sheep).</p>

Strand 8: English Language Conventions *(Continue to address earlier standards as needed.)*

Grade Nine	Grade Ten
<p>9.EL.1. Identify nominalized, adjectival, and adverbial clauses.</p> <p>9.EL.2. Recognize and use verbals: participles, gerunds, and infinitives.</p> <p>9.EL.3. Know the difference between active and passive voice and when to choose between the two in writing.</p> <p>9.EL.4. Identify and use hyphen, dash, brackets or semicolon between two clauses of a compound sentence not joined by a conjunction.</p> <p>9.EL.5. Identify and use correctly</p> <ul style="list-style-type: none">• correct and consistent verb tense (present, past, and future perfect and perfect progressive; regular and irregular verbs; transitive and intransitive verbs), and subject-verb agreement• appropriate noun-pronoun agreement (nominative, objective, possessive, reflexive, and relative pronouns; pronoun/antecedent agreement; and clear pronoun reference) <p>9.EL.6. Identify and use functional sentence structure:</p> <ul style="list-style-type: none">• make effective use of parallel structure• properly placed modifiers• avoid run-on sentences, comma splices, and sentence fragments• use different types of clauses and phrases, including adverb and adjective clauses• use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures	<p>10.EL.1. Analyze the structure of a sentence (traditional diagram, transformational model).</p> <p>10.EL.2. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerunds, infinitives, and participles), mechanics (e.g., semicolons, colons, ellipses, and hyphens), usage (e.g., tense consistency), and sentence structure (parallel structure, properly placed modifiers).</p> <p>10.EL.3. Use ending punctuation; correct internal punctuations (commas, ellipses, colons, semicolons, parentheses); apostrophes for contractions and possessives; and correct punctuation for quotations (quotation marks, ellipses, brackets).</p> <p>10.EL.4. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p> <p>10.EL.5. Reflect appropriate manuscript requirements including</p> <ul style="list-style-type: none">• title page presentation• pagination• spacing and margins• integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing)

Strand 8: English Language Conventions *(Continue to address earlier standards as needed.)*

Grade Eleven	Grade Twelve
11.EL.1. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.	12.EL.1. Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.
11.EL.2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	12.EL.2. Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
11.EL.3. Reflect appropriate manuscript requirements in writing.	12.EL.3. Reflect appropriate manuscript requirements in writing.

Glossary

Adjective A word that describes somebody or something. *Old, white, busy, careful,* and *horrible* are all adjectives. Adjectives come either before a noun or after linking verbs (*be, seem, look*).

Adverb A word that modifies a verb, an adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much. Adverbs can be cataloged in four basic ways: time, place, manner, and degree.

Allegory A story in which people, things, and actions represent an idea or generalization about life. Allegories often have a strong moral or lesson.

Alliteration The repetition of initial consonant sounds in words; for example, *rough and ready*.

Allusion A reference in literature, or in visual or performing arts, to a similar person, place, thing, or event. Allusions to biblical figures and figures from classical mythology are common in Western literature.

Antonym A word that means the opposite of another word; for example, *hot* is the antonym of *cold*.

Appositive Used to describe words or phrases that refer to the same person or thing and have the same relationship to other sentence elements.

Archetype An image, a descriptive detail, a plot pattern, or a character type that occurs frequently in literature, myth, religion, or folklore and is, therefore, believed to evoke profound emotions.

Assonance The repetition of vowel sounds without the repetition of consonants; for example, *lake* and *fake*.

Ballad A poem in verse form that tells a story.

Base Word a word to which affixes may be added to change its meaning, tense, or part of speech.

Clause A group of related words that has both a subject and a predicate; for example, *because the boy laughed*.

Climax The high point or turning point in a story, usually the most the most intense point near the end of a story.

Cognate A word having a common linguistic origin; for example, *café* and *coffee* derive from the Turkish word *kahve*.

Conceit An imaginative poetic image or writing that contains such an image, especially a comparison that is extreme or farfetched.

Connotative Meaning The negative or positive attitudes and feelings associated with a word, and that have an important influence on style and meaning.

Consonance The repetition of consonant sounds within and at the ends of words; for example, *lonely afternoon*. Often used with assonance, alliteration, and rhyme to create a musical quality, to emphasize certain words, or to unify a poem.

Couplet Two lines of verse that form a unit alone or part of a poem, especially two that rhyme and have the same meter.

Denotative Meaning The literal or dictionary definition of a word. Denotation contrasts with connotation.

Dependent Clause A clause that does not present a complete thought and cannot stand alone as a sentence; for example, *The boy went home from school because he was sick.*

Diction An author's choice of words based on their correctness, clearness, or effectiveness.

Digraph Two successive letters that make a single sound; for example, the *ea* in *bread* or the *ng* in *sing*.

Diphthong Speech sound beginning with one vowel and moving to another vowel sound within the same syllable. For example, *oy* in the word *boy*.

Document and Procedural Text As used in the National Assessment of Educational Progress, procedural text conveys information in the form of directions for accomplishing a task. After reading the text, the reader should be able to reach a goal or complete a product. Examples include but are not limited to – manuals and product support materials, directions for art activities and hobbies, and so forth. Document text includes graphical representations, often as multimedia elements that require readers to draw on information presented as short, continuous prose and also as columns, matrices, or other formats. Documents are used frequently in schools and in society. Textbooks often include graphs, tables, and illustrations to accompany and expand on traditional text.

Enunciation To pronounce or articulate clearly all the syllables of a word.

Epic A long narrative that tells of the deeds and adventures of a hero or heroine.

Euphemism A word or phrase used in place of a term that might be considered too direct, harsh, unpleasant, or offensive.

Expository Text Writing that is intended to make clear or to explain something using one or more of the following methods: identification, definition, classification, illustration, comparison, and analysis. In a play or novel, exposition is that portion that helps the reader to understand the background or situation in which the work is set.

Falling Action In the plot of a story, the action that occurs after the climax. During the falling action conflicts are resolved and mysteries are solved.

Fiction Imaginative works of prose, primarily the novel and the short story. Although fiction can draw on actual events and real people, it springs mainly from the author's imagination. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition.

Figurative Language Language that communicates ideas beyond the ordinary or literal meaning of the words.

Fluency Read or speak with ease, expression, and automaticity in a manner that supports comprehension.

Foreshadowing Clues A writer's use of hints or clues to indicate events that will occur in a story. Foreshadowing creates suspense and at the same time prepares the reader for what is to come.

Genre A category of literature. The main literary genres are fiction, nonfiction, poetry, and drama.

Homophones One or two words pronounced alike but different in meaning, derivation, or spelling; for example, the words *to*, *too* and *two*.

Hyperbole An intentional exaggeration for emphasis or comic effect.

Idiom A phrase or expression that means something different than what the words actually say. An idiom is usually understandable to a particular group of people; for example, using *over his head* for *doesn't understand*.

Imagery Words and phrases that create vivid sensory experiences for the reader. Most images are visual, but imagery may also appeal to the senses of smell, hearing, taste, and/or touch.

Independent Clause Presents a complete thought and can stand alone as a sentence; for example, *When she looked through the microscope, she saw paramecia*.

Infinitive A verb form that is usually introduced by *to*. The infinitive may be used as a noun or as a modifier. For example, an infinitive can be used as a direct object, *The foolish teenager decided to smoke*; as an adjective, *The right to smoke in public is now a serious question*; or as an adverb *It is illegal to smoke in public building*.

Inflectional Endings A change in the form of a word to show a grammatical tense; for example, *Worked, works, working*.

Intonation The rising or falling pitch of the voice when somebody says a word or syllable.

Intransitive Verbs A verb that does not take a direct object, for example, the verb “die” in the sentence, “He was slowly dying.”

Irony The contrast between expectation and reality. This incongruity has the effect of surprising the reader or viewer. Techniques of irony include hyperbole, understatement, and sarcasm.

Loaded / Emotional Words Words and phrases designed to make people think emotionally rather than rationally.

Logical Fallacy An argument or reasoning in which the conclusion does not follow the premises; a mistake in a line of reasoning that invalidates the conclusion.

Metaphor A figure of speech that makes a comparison between two things that are basically different but have something in common. Unlike a simile, a metaphor does not contain the words *like* or *as*; for example, *house of glass*.

Meter In a poetry, the recurrence of a rhythmic pattern.

Moral The lesson thought in a work such as a fable; a simple type of theme. For example, *Do not count your chickens before they are hatched* teaches that one should not count one's fortunes or blessings until they appear.

Morphology The structure of words in a language, including the study of word inflections, derivations, and compounds.

Myth A traditional story passed down through generations that explains why the world is the way it is. Myths are essentially religious because they present supernatural events and beings and also articulate the values and beliefs of a cultural group.

Narrator The person or voice telling a story. The narrator can be a character in the story or a voice outside the action.

Nominative Pronoun A pronoun that acts as the subject of a sentence or clause.

Nonfiction Writing about real people, places, and events. Unlike fiction, nonfiction is largely concerned with factual information, although the writer shapes the information according to his or her purpose and viewpoint, Biography, autobiography, and news articles are examples of nonfiction.

Objective Pronouns The grammatical case of a noun or pronoun that is the object of a verb; for example, *me, you, him, her, it*.

Onomatopoeia The use of a word whose sound suggests its meaning, as in *clang, buzz, twang*.

Onset The part of the syllable that precedes the vowel; for example, /h/ in *hop*, and /sk/ in *scotch*. Some syllables have no onset, as in *un* or *on*.

Orthographic Pattern Pertains to the art or study of correct spelling according to established usage.

Palindrome A word, phrase, or sentence that reads the same backward or forward; for example, *Able was I ere I saw Elba*.

Paradox A statement that seems to contradict itself but in fact reveals some element of truth. A special kind of paradox is the oxymoron, which brings together two contradictory terms; for example, *cruel kindness* and *brave fear*.

Parallel Structure The same grammatical structure of parts within a sentence or of sentences within a paragraph. For example, the following sentence contains parallel infinitive phrases: *He wanted to join the swim team, to be a high diver, and to swim in relays.*

Participle A verb form ending in *-ing* or *-ed*. A participle functions like a verb because it can take an object; a participle functions like an adjective because it can modify a noun or pronoun. For example, in *a glowing coal* and *a beaten dog*, *glowing* and *beaten* are participles.

Personification A form of metaphor in which language relating to human action, motivation, or emotion is used to refer to nonhuman agents, objects, or abstract concepts: *The weather is smiling on us today; Love is blind*.

Phoneme The smallest unit of sound within a word that distinguishes one word from another; for example, *cat* = /c/ /a/ /t/.

Phonemic Awareness The awareness of and the ability to manipulate sounds in the spoken word; for example, the ability to generate rhyme and alliteration, and to segment and blend component sounds.

Phonics The study of sounds. A system of teaching reading and spelling that stresses basic symbol-sound relationships and their application in decoding words.

Phonogram Pattern A spelling pattern, word family, or rim; for example, *-ame, -ack, ay, -in*.

Plot The action or sequence of events in a story. Plot is usually a series of related incidents that builds and grows as the story develops. There are five basic elements in a plot line: (a) *exposition*; (b) *rising action*; (c) *climax*; (d) *falling action*; and (e) *resolution or denouement*.

Possessive Pronoun A pronoun that grammatically indicates ownership. For example, *mine, yours, his, hers*.

Prefix A word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word. For example, *re-*, *dis-*, *com-* are prefixes.

Prepositional Phrase A phrase made up of a preposition followed by a noun or pronoun; for example, *over the hill*.

Propaganda Techniques Information or publicity that is put out by an organization or government to spread and promote a policy, idea, doctrine, or cause, and that includes deceptive or distorted information.

Prose Writing or speaking in the usual or ordinary form. Prose becomes poetic when it takes on rhythm and rhyme.

Pun A joke that comes from a play on words. It can make use of the word's multiple meanings or a word's rhyme.

Reflexive Pronoun Refers to the same person or thing as another noun or pronoun in the same sentence.

Relative Pronoun A pronoun such as *that*, *which*, or *who* that refers to a previously used noun and introduces a relative clause.

Resolution Also called *denouement*, the portion of a play or story in which the problem is solved. The resolution comes after the climax and falling action and is intended to bring the story to a satisfactory end.

Rhetorical Device The art of effective and persuasive use of language.

Rhyme Scheme In poetry, the pattern in which rhyme sounds occur in a stanza. Rhyme schemes, for the purpose of analysis, are usually presented by the assignment of the same letter of the alphabet to each similar sound in the stanza; for example, the pattern of a Spenserian stanza is *ababbcbcc*.

Rhythm The pattern of stressed and unstressed syllables in a line of poetry. Poets use rhythm to bring out the musical quality of language, to emphasize ideas, to create moods, to unify a work, and/or to heighten emotional response.

Rime The vowel and any consonants that follow it; for example, in *scotch*, the rime is */och/*.

Root (Root Word) A word or word element to which prefixes and suffixes may be added to make other words; for example, to the root *graph*, the prefix *dia-* and the suffix *-ic* can be added to create the word *diagraphic*.

Rubric An authentic assessment tool for making scoring decisions; a printed set of guidelines that distinguishes performances or products of different quality.

Rule of Three The number three (3) recurs especially in folk literature and fairy tales; for example, three characters, three tasks, repetition of an event three times.

Satire A literary technique in which ideas, customs, behaviors, or institutions are ridiculed for the purpose of improving society. Satire may be gently witty, mildly abrasive, or bitterly critical and often uses exaggeration for effect.

Simile A comparison of two unlike things in which a word of comparison (often *like* or *as*) is used. For example, *She stood in front of the altar, shaking like a freshly caught trout.* (Maya Angelou).

Soliloquy A speech in a dramatic work in which a character speaks his or her thoughts aloud. Usually the character is on stage alone, not speaking to other characters, and perhaps not even consciously addressing the audience. (If there are other characters on the stage, they are ignored temporarily.) The purpose of a soliloquy is to reveal a character's inner thoughts, feelings, and plans to the audience.

Sonnet A short poem with fourteen lines, usually ten-syllable rhyming lines, divided into two, three, or four sections.

Suffix A linguistic unit added to the end of a base word which changes the word's meaning or grammatical function; for example, *-ed*, *-ly*, *-ness*.

Symbolism In literature, the artistic method of revealing ideas or truths through the serious and extensive use of signs and images.

Synonym A word that has a meaning identical with or very similar to another word of the same language; for example, in some situations, *right* is a synonym of *correct*.

Syntax The way in which words are put together to form constructions such as phrases or sentences.

Theme A central, recurring, and unifying idea of text. Sometimes the theme is directly stated in the work, and sometimes it is given indirectly through representation in person, action, and image. There may be more than one theme in a given work.

Thesis A proposition advanced as an argument; a subject for an essay.

Tone An expression of a writer's attitude toward a subject. Unlike mood, which is intended to shape the reader's emotional response, tone reflects the feelings of the writer. Tone can be serious, humorous, sarcastic, playful, ironic, bitter, or objective.

Transformation The change of a character in appearance or form by magic; for example, Cinderella was transformed by her godmother after midnight.

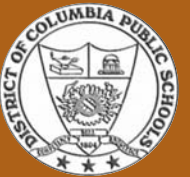
Transitive Verb A verb that needs or usually takes a direct object.

Understatement A technique of creating emphasis by saying less than is actually or literally true. Understatement is the opposite of hyperbole or exaggeration and can be used to create humor as well as biting satire.

Verb A word or set of words that expresses action or state of being.

Verbal A word that is derived from a verb and has the power of a verb but acts like another part of speech. Like a verb, a verbal may take an object, a modifier, and sometimes a subject, but unlike a verb, a verbal functions like a noun, an adjective, or an adverb. Three types of verbal are gerunds, infinitives, and participles.

Voice Indicates whether the subject is acting or being acted upon. Active voice indicates that the subject is acting (doing something). *Benjamin discovered the secrets of electricity*. Passive voice indicates that the subject is being acted upon. *The secrets of electricity were discovered by Benjamin Franklin*. Also, voice is a writer's unique use of language that allows a reader to perceive a human personality in his or her writing. The elements of style that determine a writer's voice include sentence structure, diction, and tone. The term can also be applied to the narrator of a selection.



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