

# LANGUAGE ARTS CURRICULUM

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# INTRODUCTION

Language Arts is a key discipline of the K-8 curricula in the Catholic Schools of the Archdiocese of San Francisco. Seeking to meet the needs of students, a committee of educators has revised this Language Arts Curriculum, to be in alignment with the current California State Framework.

These guidelines give direction to teachers in planning curriculum. Educators are encouraged to carefully review and discuss these standards, which include the four basic components of the Reading/Language Arts Framework: Reading, Writing, Listening, and Speaking. They emphasize the continuity and progression in the language arts curriculum since the standards in the earlier grades are building blocks for proficiency in the later grades. The symbol “➤” identifies the ESSENTIAL STANDARDS to be mastered in kindergarten through eighth grade.

The assessment guidelines are the basis for instruction and assist educators in the planning and implementation of curriculum. Assessments used before, during, and after instruction provide information critical to teaching, learning, and mastery.

When teachers use these guidelines as they are intended, they will not only aid instruction but will facilitate articulation between grade levels at the school site. An interactive resources component ([www.sfcatholicschools.org](http://www.sfcatholicschools.org)) allows teachers to find and share valuable websites that enhance the classroom experience.

# LANGUAGE ARTS GUIDELINE

## COMMITTEE MEMBERS

We gratefully acknowledge the professional competence and insights of the Language Arts Committee who worked many hours in the revision of this document:

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## **PHILOSOPHY**

As educators in the Archdiocese of San Francisco, we recognize the mission of educating the whole child as the collaborative responsibility of family, school, Church, and community.

We identify language arts as a discipline that encompasses all areas of instruction. We recognize the uniqueness of each student and strive to provide a curriculum in which each can be successful in listening, speaking, reading, and writing. We promote a curriculum with explicit and systematic instruction to ensure the accomplishment of the language arts standards.

We commit to imparting Christian values and appreciating individual and multicultural diversity through language and literature. The language arts curriculum challenges students to reach a level of literacy and fluency that will enable them to become life-long learners.

## LANGUAGE ARTS EXIT GOALS

### **Language Arts Exit Goals for Elementary Students in the Catholic Schools of the Archdiocese of San Francisco**

- Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the definition of specialized vocabulary and to understand the meaning of grade-level-appropriate words.
- Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.
- Students read and respond to significant works of literature that reflect and enhance their studies of history, religion, and social science. They clarify the ideas and connect them to other literary works.
- Students write coherent and focused assignments. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.
- Students write narrative, expository, persuasive, and descriptive essays of at least 500 words in each genre. Student writing demonstrates a command of standard American English as well as organization, research, and drafting strategies.
- Students deliver focused, well-organized multi-media presentations that convey ideas clearly and relate to the background and interests of the audience.
- Students use critical thinking tools to evaluate content and style of various kinds of communication.

# READING

## Kindergarten

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students demonstrate reading readiness by knowing letters, words, and sounds. They apply this knowledge to read simple sentences.

#### Concepts About Print

- 1.1 Identify the front cover, back cover, and title page of a book
- 1.2 Follow words from left to right and from top to bottom on the printed page
- 1.3 Understand that printed materials provide information
- 1.4 Recognize that sentences in print are made up of separate words
- 1.5 Distinguish letters from words
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet

#### Phonemic Awareness

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /s/, /th/, /j/, /d/, /j/)
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant)
- 1.9 Blend vowel-consonant sounds orally to make words or syllables
- 1.10 Respond to an oral prompt
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds
- 1.12 Track auditorally each word in a sentence and each syllable in a word
- 1.13 Count the number of sounds in syllables and syllables in words

#### Decoding and Word Recognition

- 1.14 Match all consonant and short-vowel sounds to appropriate letters
- 1.15 Read simple one-syllable and high frequency words (i.e., sight words)
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle)

#### Vocabulary and Concept Development

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods)
- 1.18 Categorizing objects as “same” or “different” describe common objects and events in both general and specific language

## **2.0 Reading Comprehension**

- Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

### **Structural Features of Informational Materials**

- 2.1 Locate the title, table of contents, name of author, and name of illustrator

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Use pictures and context to make predictions about story content
  - Interpreting main ideas from stories
  - Sequencing events by picture stories
- 2.3 Connect to life experiences the information and events in texts
- 2.4 Retell familiar stories
- 2.5 Ask and answer questions about essential elements of a text

## **3.0 Literary Response and Analysis**

- Students listen and respond to stories based on well-known characters, themes, plots, and settings.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.1 Distinguish fantasy from realistic text
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)
- 3.3 Identify characters, settings, and important events

## **4.0 Integrating Technology**

Use computer software, which targets reading readiness skills, using books on tape, web-based programs where appropriate, and Catholic Telemedia Network programs.

# WRITING

## Kindergarten

### 1.0 Writing Strategies

- Students write words and brief sentences that are legible.

#### Organization and Focus

- 1.1 Use letters and phonetically spelled words and recognizable drawings to write about experiences, stories, people, objects, or events.
- 1.2 Write initial consonant sounds and consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle)
- 1.3 Write by moving from left to right and from top to bottom
- 1.4 Students will develop fine motor skills and special awareness through coloring, tracing, copying, cutting, and following patterns

#### Penmanship

- 1.5 Print first name legibly and upper and lowercase letters of the alphabet and numbers 0 through 20 attending to the form and proper spacing of the letters on control paper

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Language Conventions

Students write and speak with a command of standard English conventions

#### Sentence Structure

- 1.1 Recognize and use complete, coherent sentences when speaking

#### Spelling

- 1.2 Spell independently by using prephonetic knowledge, sounds of the alphabet, and knowledge of letter names

### 1.0 Integrating Technology

Students will utilize computer software to develop and extend writing skills.

# LISTENING AND SPEAKING

## Kindergarten

### 1.0 Listening and Speaking Strategies

Students listen and respond to oral communication. They speak in clear and coherent sentences.

#### Comprehension

- 1.1 Understand and follow one and two- step oral directions
- 1.2 Share information and ideas, speaking audibly, in complete, coherent sentences
- 1.3 Students will listen attentively, respectfully, and without interrupting during instruction.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Strategy 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Strategy

- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions
- 2.2 Recite short poems, rhymes, and songs, and prayers
- 2.3 Relate an experience or creative story (e.g. role play, retelling) in a logical sequence
- 2.4 Communicate needs in a clear and coherent way
- 2.5 Convey information in group and whole class setting

### 3.0 Integrating Technology

Students will evaluate and use information from stories, oral presentations.

# READING

## Grade One

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Concepts About Print

- 1.1 Match oral words to printed words
- 1.2 Identify the title and author of a reading selection
- 1.3 Identify letters, words, and sentences

#### Phonemic Awareness

- Distinguish initial, medial, and final sounds in single-syllable words
  - 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*)
  - 1.6 Create and state a series of rhyming words, including consonant blends
  - 1.7 Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*)
- 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat /f/l/a/t/ = flat)
- 1.9 Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/=splat; /r/i/ch/ = rich)

#### Decoding and Word Recognition

- 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends, consonant digraphs, and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words
- 1.11 Read common, irregular sight words (e.g., *Dolch list*)
- 1.12 Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words
- 1.13 Read compound words and contractions
- 1.14 Read inflectional forms (e.g., *-s*, *-ed*, *-ing*) and root words (e.g., *look*, *looked*, *looking*)
- 1.15 Read common word families (e.g., *-ite*, *-ate*)
- 1.16 Read aloud in a variety of settings with fluency in a manner that sounds like natural speech

#### Vocabulary and Concept Development

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys)
  - Demonstrate beginning knowledge of antonyms, synonyms, homonyms, prefixes and suffixes

## **2.0 Reading Comprehension**

- Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

### **Structural Features of Informational Materials**

- 2.1 Identify text that uses sequence or other logical order
  - Identify parts of a book and alphabetizing using beginning dictionary skills

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Respond to who, what, when, where, why and how questions
- 2.3 Follow one, two and three-step written instructions
- 2.4 Use context to resolve ambiguities about word and sentence meanings
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words)
- 2.6 Relate prior knowledge to textual information
- 2.7 Retell the central ideas of simple expository or narrative passages

## **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending
  - Using inference skills and drawing conclusions (e.g., cause and effect and sequencing)
  - Distinguish between fiction and non-fiction
- 3.2 Describe the roles of authors and illustrators and their contributions to print materials
- 3.3 Evaluate books read during the school year

## **4.0 Independent Reading**

- Students will pursue reading independently and share personal reading choices with others.

## **5.0 Integrating Technology**

Use computer software, which targets literacy development skills, using books on tape, web-based programs where appropriate, and Catholic Telemedia Network programs.

# WRITING

## Grade One

### 1.0 Writing Strategies

- Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

#### Organization and Focus

- 1.1 Select a focus when writing
- 1.2 Use descriptive words when writing

#### Penmanship

- 1.3 Print first and last name legibly and space letters, words, and sentences appropriately

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Strategy 1.0.

Using the writing strategies of grade one outlined in Writing Strategy 1.0.

- 2.1 Write brief narratives (e.g., fictional, autobiographical, friendly letters, invitations, poems, thank you notes, stories and lists)
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details across the curriculum

#### Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

- Students write and speak with a command of standard English conventions appropriate to this grade level.

#### Sentence Structure

- 1.1 Write and speak in complete, coherent sentences using singular and plural nouns, verbs, and adjectives

#### Grammar

- 1.2 Identify and correctly use singular and plural nouns, verbs and adjectives
- 1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking

**Punctuation**

- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences
- 1.5 Use a period, exclamation point, or question mark at the end of sentences
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing

**Capitalization**

- 1.7 Capitalize the first word of a sentence, names of people and the pronoun “I”.

**Spelling**

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly
- 1.9 Student will demonstrate beginning encoding skills and knowledge of phonics by recognizing and using initial, final, and medial consonants, short and long vowels, consonant blends, rhyming patterns, and word families, consonant digraphs, and vowel digraphs

**3.0 Integrating Technology**

Students will utilize computer software to develop and extend writing skills.

# LISTENING AND SPEAKING

## Grade One

### 1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

- 1.1 Listen attentively and respectfully during instruction and to the ideas of others
- 1.2 Ask questions for clarification and understanding
- 1.3 Give, restate, and follow simple two and three-step directions
- 1.4 Students will develop an appreciation of literature by listening to it read aloud

### Organization and Delivery of Oral Communication

- 1.5 Stay on the topic when speaking
- 1.6 Use descriptive words when speaking about people, places, things, and events

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard American English and the organizational and delivery strategies outlined in Listening and Speaking Strategies

Using the speaking strategies of grade one outlined in Listening and Speaking Strategy

- 2.1 Recite poems, rhymes, songs, and stories
- 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions
- 2.3 Relate an important life event or personal experience in a simple sequence
- 2.4 Provide descriptions with careful attention to sensory detail
- 2.5 Communicate needs in a clear and coherent way
- 2.6 Convey information in group and whole class setting

### 3.0 Integrating Technology

Students will evaluate and use information from stories, oral presentations, and from technological resources.

# READING

## Grade Two

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings, consonant blends, consonant digraphs, and long- and short-vowel patterns, initial, final, and medial consonants) when reading
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per)
- 1.3 Decode two-syllable nonsense words and regular multisyllable words
- 1.4 Recognize common abbreviations and contractions (e.g., Jan., Sun., Mr., St.)
- 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression

#### Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning
- 1.9 Know the meaning of simple prefixes and suffixes (e.g., *over-*, *un-*, *-ing*, *-ly*)
- 1.10 Identify simple multiple-meaning words

### 2.0 Reading Comprehension

- Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

#### Structural Features of Informational and Narrative Text

- 2.1 In stories and informational materials, identify title, author, illustrator, table of contents, and chapter headings
  - Demonstrate beginning use of a dictionary, glossary, and other reference materials.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 State the purpose in reading (i.e., tell what information is sought)
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., *why*, *what if*, *how*) and using context clues

- 2.5 Restate facts and details in the text to clarify and organize ideas
- 2.6 Recognize cause-and-effect relationships in a text
- 2.7 Interpret information from diagrams, charts, and graphs
- 2.8 Follow two-step written instructions

### **3.0. Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

#### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.1 Compare and contrast plots, settings, main ideas, parts of story and characters presented by different authors
- 3.2 Students will predict outcomes, sequence events, and draw conclusions
- 3.3 Distinguish common forms of literature (e.g., poetry, drama, non-fiction, and fiction)
- 3.4 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives
- 3.5 Compare and contrast different versions of the same stories that reflect different cultures
- 3.6 Identify the use of rhythm, rhyme, and alliteration in poetry

### **4.0 Independent Reading**

- Students will pursue reading independently and share personal reading choices with others.

### **5.0 Integrating Technology**

Use computer software, which targets literacy development skills, using books on tape, web-based programs where appropriate, and Catholic Telemedia Network programs.

# WRITING

## Grade Two

### 1.0 Writing Strategies

- Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

### Organization and Focus

- 1.1 Group related ideas and maintain a consistent focus

### Penmanship

- 1.2 Create readable documents with legible handwriting

### Research

- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)

### Evaluation and Revision

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail

### 2.0 Writing Applications (Genres and Their Characteristics)

- Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Strategies
- 2.1 Write brief narratives based on their experiences
  - Move through a logical sequence of events
  - Describe the setting, characters, objects, and events in detail
- 2.2 Write a friendly letter, paragraph, book report, simple poetry, short stories, journal entries, and simple reports using appropriate punctuation
- 2.3 Students will demonstrate the writing process using the steps of prewriting, writing, simple editing, and publishing

### Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English/Language Conventions

- Write and speak with a command of standard English conventions appropriate to this grade level

### **Sentence Structure**

- 1.1 Distinguish between complete and incomplete sentences and write declarative, interrogative, exclamatory, and imperative sentences with appropriate punctuation
- 1.2 Recognize and use the correct word order in written sentences

### **Grammar**

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, synonyms, antonyms, homonyms, homophones, and compound words in writing and speaking
- 1.4 Use and recognize pronouns, adjectives, subjects, predicates, plurals and contractions

### **Punctuation**

- 1.5 Use commas in the greeting and closure of a letter and with dates and items in a series
- 1.6 Use quotation marks correctly

### **Capitalization**

- 1.7 Capitalize and spell all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people

### **Spelling**

- 1.8 From a grade list, spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)
- 1.9 Develop and use new vocabulary words
- 1.10 Spell using consonant and vowel sounds and other phonetic decoding skills
- 1.11 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly

## **2.0 Integrating Technology**

Students will utilize computer software to develop and extend writing skills.

# LISTENING AND SPEAKING

## Grade Two

### 1.0 Listening and Speaking Strategies

- Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, modulation, appropriate posture and eye contact.

#### Comprehension

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment)
- 1.2 Ask for clarification and explanation of stories and ideas
- 1.3 Paraphrase information that has been shared orally by others
- 1.4 Give and follow three and four-step oral directions
- 1.5 Listen attentively, respectfully, and without interrupting during instruction, while taking dictation, and listening to the ideas of others

#### Organization and Delivery of Oral Communication

- 1.6 Organize presentations to maintain a clear focus while speaking clearly and at an appropriate pace for the type of communication (e.g. informal discussion, report to class, role play, and participating in class discussion)
- 1.7 Recount experiences in a logical sequence
- 1.8 Retell stories, including characters, setting, and plot and distinguish between fact and fiction
- 1.9 Report on a topic with supportive facts and details
- 1.10 Speak clearly and at an appropriate pace for the type of communication (eg. Informal discussion, report to the class).

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard American English and the organizational and delivery strategies outlined in Listening and Speaking Strategies 1.0.

- 2.1 Recount experiences or present stories
  - a. Move through a logical sequence of events
  - b. Describe story elements (e.g. characters, plot, setting)
  - c. Recite prayers, poems, and rhymes
  - d. Participate in choral speaking and read alouds
- 2.2 Report on a topic with facts and details, drawing from several sources of information

### 3.0 Integrating Technology

Students will evaluate and use information from stories, oral presentations, and from technological resources.

# READING

## Grade Three

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Decoding and Word Recognition

- 1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words
- 1.2 Decode regular multi-syllabic words
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression

#### Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words
- 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things)
- 1.6 Use sentence and word context to decipher the meaning of unknown words
- 1.7 Use a dictionary to learn the meaning and other features of unknown words
- 1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., er, -est, -ful) to determine the meaning of words

### 2.0 Reading Comprehension

- Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade four, students read a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

#### Structural Features of Informational Materials

- 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2. Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text
- 2.3 Demonstrate comprehension by identifying answers in the text
- 2.4 Recall major points in the text and make and modify predictions about forthcoming information
- 2.5 Distinguish the main idea and supporting details in expository text

- 2.6 Extract appropriate and significant information from the text, including problems and solutions
- 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)

### **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).

#### **Structural Features of Literature**

- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction)

#### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world
- 3.3 Determine a character's traits by analyzing actions, dialogue, physical descriptions, and illustrations
- 3.4 Determine the theme and author's purpose in fiction and nonfiction text
- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection
- 3.6 Identify the point of view

### **4.0 Independent Reading**

Pursue independent reading opportunities to develop an appreciation for life-long reading

### **5.0 Technology**

Students develop reading skills by: using audio read-alongs to gain information; use electronics reference materials and on-line services when available; and using computer software/CD ROMs to extend and enrich skill areas.

# WRITING

## Grade Three

### 1.0 Writing Strategies

- Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### Organization and Focus

- 1.1 Create a single paragraph
  - a. Develop a topic sentence
  - b. Include simple supporting facts and details

#### Penmanship

- 1.2 Write legibly in cursive, allowing margins, paragraph indentions, and correct spacing between letters in a word and words in a sentence

#### Research

- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia)

#### Evaluation and Revision

- 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard American English.

- 2.1 Write narratives
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
- 2.3 Write personal and formal letters, thank-you notes, and invitations. Include the date, proper salutation, body, closing, and signature

### 1.0 Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

#### Sentence Structure

- 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking

## **Grammar**

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking
- 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences

## **Punctuation**

- 1.5 Punctuate dates, city and state, and titles of books correctly
- 1.6 Use commas in dates, locations, and addresses and for items in a series

## **Capitalization**

- 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly

## **Spelling**

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare)
- 1.9 Arrange words in alphabetical order

## **2.0 Technology**

- 2.1 Demonstrate basic keyboarding skills and computer terminology (e.g., cursor, software, memory, disk drive, hard drive)
- 2.2 Utilize computer software to develop and extend writing skills.

# LISTENING AND SPEAKING

## Grade Three

### 1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, modulation, and speed of delivery.

#### Comprehension

- 1.1 Retell, paraphrase, and explain what has been said by a speaker
- 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker
- 1.3 Respond to questions with appropriate elaboration
- 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia)

#### Organization and delivery of oral communication

- 1.5 Organize ideas chronologically or around major points of information
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone
- 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts)
- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read

#### Analysis and Evaluation of Oral and Media Communications

- 1.10 Compare ideas and points of view expressed in broadcast and print media
- 1.11 Distinguish between the speaker's opinions and verifiable facts

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard American English.

- 2.1 Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation
  - b. Provide insight into why the selected incident is memorable
  - c. Include well-chosen details to develop character, setting, and plot
- 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone
- 2.3 Make descriptive presentations that use concrete sensory details

# READING

## Grade Four

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

#### Word Recognition

- 1.1. Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression

#### Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases
- 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage
- 1.4 Know common roots and affixes and use this knowledge to analyze the meaning of complex words (e.g., international)
- 1.5 Use a thesaurus to determine related words and concepts
- 1.6 Distinguish and interpret words with multiple meanings

### 2.0 Reading Comprehension

- Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, students read a good representation of grade-level appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). *Reference the Recommended Literature K-12.*

#### Structural Features of Informational Materials

- 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment)
- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues
- 2.4 Evaluate new information and hypotheses by testing against known information
- 2.5 Compare and contrast information on the same topic after reading several passages or articles

- 2.6 Distinguish between cause and effect and between fact and opinion in expository text
- 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games)

### **3.0 Literary Response and Analysis**

- Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

#### **Structural Features of Literature**

- 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales

#### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions
- 3.4 Compare and contrast tales from different cultures recognizing similarity and differences in character, plot and origin. (e.g., trickster tales)
- 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works

### **4.0 Independent Reading**

- Students will pursue independent reading opportunities to develop an appreciation for life-long reading.

### **5.0 Technology**

Students use audio read-alongs to gain information; use electronics reference materials and on-line services when available; and use computer software/CD ROMs to extend and enrich skill areas. The students will be proficient in reading technology words, functions, and commands.

# WRITING

## Grade Four

### 1.0 Writing Strategies

- Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions, etc.)

#### Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements
- 1.2 Create multiple-paragraph compositions
  - a. Provide an introductory paragraph
  - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph
  - c. Include supporting paragraphs with simple facts, details, and explanations.
  - d. Conclude with a paragraph that summarizes the points
  - e. Use correct indentation
- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question)

#### Penmanship

- 1.4 Write fluidly and legibly in cursive

#### Research and Technology

- 1.5 Quote or paraphrase information sources, citing them appropriately
- 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes)
- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing
- 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials
- 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive)

#### Evaluation and Revision

- 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, rearranging text, and use spell and grammar checks

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard American English.

- 2.1 Write Narrative
  - a. Relate ideas, observations, or recollections of an event or experience
  - b. Provide a context to enable the reader to imagine the world, the event or the experience
  - c. Use concrete sensory details
  - d. Provide insight into why the selected event or experience is memorable
- 2.2 Write responses to literature
  - a. Demonstrate an understanding of the literary work.
  - b. Support judgments through references to both the text and prior knowledge.
- 2.3 Write information reports
  - a. Frame a central question about an issue or situation
  - b. Include facts and details for focus
  - c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources)
- 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

## **1.0 Written and Oral English Language Conventions**

- The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **Sentence Structure**

- 1.1 Use simple and compound sentences in writing and speaking
- 1.2 Combine short, related sentences with appositives, adjectives, adverbs, and prepositional phrases

### **Grammar**

- 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking

### **Punctuation**

- 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions
- 1.5 Use underlining, quotation marks, or italics to identify titles of documents

### **Capitalization**

- 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate

## **Spelling**

- 1.7 Spell correctly: root words, inflections, suffixes and prefixes, and syllable constructions

# LISTENING AND SPEAKING

## Grade Four

### 1.0 Listening and Speaking Strategies

- Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, modulation, and speed of delivery.

#### Comprehension

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings
- 1.2 Summarize major ideas and supporting evidence presented in informal and formal presentations
- 1.3 Identify how colloquial language reflects regions and cultures
- 1.4 Give precise directions and instructions

#### Organization and Delivery of Oral Communication

- 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence
- 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, and posing and answering a question)
- 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts
- 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information
- 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning

#### Analysis and Evaluation of Oral Media Communication

- 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues

### 2.0 Speaking Applications (Genres and Their Characteristics)

- Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of Standard American English and strategies outlined in Listening and Speaking Standard 1.0.
- 2.1 Make narrative presentations
  - a. Relate ideas, observations, or recollections about an event or experience
  - b. Provide a context that enables the listener to imagine the circumstances of the event or experience
  - c. Provide insight into why the selected event or experience is memorable

- 2.2 Make informational presentations
  - a. Frame a key question
  - b. Include facts and details that help listeners to focus
  - c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports)
- 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details
- 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing. Use technology as a tool for speaking

### **3.0 Technology**

Incorporate multi-media into oral presentation

# READING

## Grade Five

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression

#### Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs
- 1.4 Know abstract, derived roots and affixes, and use this knowledge to analyze the meaning of complex words (e.g., controversial)
- 1.5 Understand and explain the figurative and metaphorical use of words in context

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

#### Structural Features of Informational Materials

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable
- 2.2 Analyze text that is organized in sequential or chronological order

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge

#### Expository Critique

- 2.5 Distinguish facts, supported inferences, and opinions in text

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. *We recommend Literature, Kindergarten through Grade Twelve.*

### **Structural Features of Literature**

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the suitability in light of the author's purpose

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved
- 3.3 Contrast the actions, motives (e.g., loyalty) and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme
- 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)

### **Literary Criticism**

- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives

## **4.0 Independent Reading**

Students will pursue independent reading opportunities to develop an appreciation for life-long reading.

## **5.0 Technology**

Students use audio read-alongs to gain information; using electronics reference materials and on-line services when available; and using computer software/CD ROMs to extend and enrich skill areas.

# WRITING

## Grade Five

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1 Create multiple-paragraph narrative compositions
  - a. Establish and develop a situation or plot
  - b. Describe the setting
  - c. Present an ending
- 1.2 Create multiple-paragraph expository compositions
  - a. Establish a topic, important ideas, or events in sequence or chronological order.
  - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
  - c. Offer a concluding paragraph that summarizes important ideas and details.

#### Research and Technology

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information
- 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, the thesaurus, spell checks)
- 1.5 Use a thesaurus to identify alternative word choices and meanings

#### Evaluation and Revision

- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts. Student writing demonstrates a command of Standard American English.

- 2.1 Write narratives
  - a. Establish a plot, point of view, setting, and conflict.
  - b. Show, rather than tell, the events of the story.
- 2.2 Write responses to literature.
  - a. Demonstrate an understanding of a literary work
  - b. Support judgments through references to the text and to prior knowledge
  - c. Develop interpretations that exhibit careful reading and understanding

- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines
  - a. Frame questions that direct the investigation
  - b. Establish a controlling idea or topic
  - c. Develop the topic with simple facts, details, examples, and explanations
  
- 2.4 Write persuasive letters or compositions
  - a. State a clear position in support of a proposal
  - b. Support a position with relevant evidence
  - c. Follow a simple organizational pattern
  - d. Address reader concerns

## **1.0 Written and Oral English Language Conventions**

- The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **Sentence Structure**

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas

### **Grammar**

- 1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns

### **Punctuation**

- 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth

### **Capitalization**

- 1.4 Use correct capitalization

### **Spelling**

- 1.5 Spell root words, suffixes, prefixes, contractions, and syllable constructions correctly

### **Technology**

- 1.6 Introduce organizational features: spell check, grammar, thesaurus, word processing

# LISTENING AND SPEAKING

## Grade Five

### 1.0 Listening and Speaking Strategies

- Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### Comprehension

- 1.1 Ask questions that seek information not already discussed
- 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives
- 1.3 Make inferences or draw conclusions based on an oral report

#### Organization and Delivery of Oral Communication

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation
- 1.5 Clarify and support spoken ideas with evidence and examples
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures

#### Analysis and Evaluation of Oral and Media Communications

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture

### 2.0 Speaking Applications (Genres and Their Characteristics)

- Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of Standard American English and Listening and Speaking Standard 1.0.

- 21. Deliver narrative presentations
  - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  - b. Show, rather than tell, the listener what happens.
- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means
  - a. Frame questions to direct the investigation
  - b. Establish a controlling idea or topic
  - c. Develop the topic with simple facts, details, examples, and explanations
- 2.3 Deliver oral responses to literature
  - a. Summarize significant events and details

- b. Articulate an understanding of several ideas or images communicated by the literary work.
- c. Use examples or textual evidence from the work to support conclusions.

2.4 Technology  
Incorporate multi-media into oral presentations

# READING

## Grade Six

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

#### Vocabulary and Concept Development

- 1.2 Identify and interpret figurative language and words with multiple meanings.
- 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- 1.5 Understand and explain ‘shades of meaning’ in related words (e.g. *softly* and *quietly*)

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

#### Structural Features of Informational Materials

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

### **Expository Critique**

- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

### **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history, religion, and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

#### **Structural Features of Literature**

- 3.1 Identify the forms of fiction and describe the major characteristics of each form.

#### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Analyze the effect of the qualities of character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- 3.3 Analyze the influence of setting on the problem and its resolution.
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

#### **Literary Criticism**

- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

#### **Independent Reading**

- 3.9 Pursue independent reading opportunities to develop an appreciation for life-long reading.

# WRITING

## Grade Six

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 1.2 Create multiple-paragraph expository compositions:
  - a. Engage the interest of the reader and state a clear purpose
  - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
  - c. Conclude with a detailed summary linked to the purpose of the composition.
- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

#### Research and Technology

- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
- 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation.)

#### Evaluation and Revision

- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

#### Handwriting

- 1.7 Papers should be headed according to school expectations, written in pen and in cursive unless otherwise directed.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six as outlined in Writing Standard 1.0, students

- 2.1 Write narratives:

- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
- b. Include sensory details and concrete language to develop plot and character.
- c. Use a range of narrative devices (e.g., dialogue, suspense).
- 2.2 Write expository composition (e.g., description, explanation, comparison and contrast, problem and solution):
  - a. State the thesis or purpose.
  - b. Explain the situation.
  - c. Follow an organizational pattern appropriate to the type of composition.
  - d. Offer persuasive evidence to validate arguments and conclusions a needed
- 2.3 Write research reports:
  - a. Pose relevant questions with a scope narrow enough to be thoroughly covered.
  - b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
  - c. Include a bibliography.
- 2.4 Write responses to literature:
  - a. Develop an interpretation exhibiting careful reading, understanding, and insight.
  - b. Organize the interpretation around several clear ideas, premises, or images.
  - c. Develop and justify the interpretation through sustained use of examples and textual evidence.
- 2.5 Write persuasive composition:
  - a. State a clear position on a proposition or proposal
  - b. Support the position with organized and relevant evidence.
  - c. Anticipate and address reader concerns and counterarguments.

## Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### 1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### Sentence Structure

- 1.1 Use simple, compound, complex, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

## **Grammar**

- 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.

## **Punctuation**

- 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

## **Capitalization**

- 1.4 Use correct capitalization.

## **Spelling**

- 1.5 Spell frequently misspelled words correctly (*e.g., their, they're, there*).

## **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentation that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

### **Comprehension**

- 1.1 Relate the speaker's verbal communication (*e.g., word choice, pitch, feeling, tone*) to the nonverbal message (*e.g., posture, gesture*).
- 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 1.3 Restate and execute multiple-step oral instructions and directions.

### **Organization and Delivery of Oral Communication**

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

### **Analysis and Evaluation of Oral and Media Communications**

- 1.8 Analyze the use of rhetorical devices (*e.g., cadence, repetitive pattern, use of onomatopoeia*) for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Establish a context, plot, and point of view.
  - b. Include sensory details and concrete language to develop the plot and character.
  - c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).
- 2.2 Deliver informative presentations:
  - a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
  - b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).
- 2.3 Deliver oral responses to literature:
  - a. Develop an interpretation exhibiting careful reading, understanding, and insight.
  - b. Organize the selected interpretation around several clear ideas, premises, or images.
  - c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.
- 2.4 Deliver persuasive presentation:
  - a. Provide a clear statement of the position.
  - b. Include relevant evidence.
  - c. Offer a logical sequence of information.
  - d. Engage the listener and foster acceptance of the proposition of proposal.
- 2.5 Deliver presentations on problems and solutions:
  - a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution
  - b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

# READING

## Grade Seven

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literacy context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### Vocabulary and Concept Development

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

#### Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information by using a variety of consumer, workplace, and public documents.
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

#### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions.
- 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

### 3.0 Literary Responses and Analysis

Students read and respond to historically or culturally significant works of literature that

reflect and enhance their studies of history, religion, and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship, the effects of loneliness).
- 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

### **Literary Criticism**

- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

# WRITING

## Grade Seven

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, description, facts and statistics, and specific examples.
- 1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.

#### Research and Technology

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.

#### Evaluation and Revision

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:

- 2.1 Write fictional or autobiographical narratives.
  - a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
  - b. Develop complex major and minor characters and a definite setting.
  - c. Use a range of appropriate strategies (e.g., dialogue, suspense; naming of specific narrative action, including movement, gestures, and expressions).
- 2.2 Write responses to literature:

- a. Develop interpretations exhibiting careful reading, understanding, and insight.
- b. Organize interpretations around several clear ideas, premises, or images from the literary work.
- c. Justify interpretations through sustained use of examples and textual evidence
- 2.3 Write research reports:
  - a. Pose relevant and tightly drawn questions about the topic.
  - b. Convey clear and accurate perspectives on the subject.
  - c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries).
  - d. Document reference sources by means of footnotes and a bibliography.
- 2.4 Write persuasive compositions:
  - a. State a clear position or perspective in support of a proposition or proposal.
  - b. Describe the points in support of the proposition, employing well-articulated evidence.
  - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
  - a. Include the main ideas and most significant details.
  - b. Use the student's own words, except for quotations.
  - c. Reflect underlying meaning, not just the superficial details.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to the grade level.

#### **Sentence Structure**

- 1.1 Place modifiers properly and use the active voice.

#### **Grammar**

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at the end of dependent clauses) and appropriate English usage (e.g., pronoun reference)

#### **Punctuation**

- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

### **Capitalization**

- 1.6 Use correct capitalization.

### **Spelling and Vocabulary**

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.
- 1.8 Demonstrate an understanding of common Greek and Roman prefixes and suffixes.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

#### **Comprehension**

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmation.

#### **Organization and Delivery of Oral Communication**

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience
  - a. Recite formal prayers and offer spontaneous prayer.
- 1.5 Arrange supporting details, reasons, description, and examples effectively and persuasively in relation to the audience.
- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

#### **Analysis and Evaluation of Oral and Media Communications**

- 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations
  - a. Establish a context, standard plot line (having a beginning, conflict,

- rising action, climax, and denouement), and point of view.
  - b. Describe complex major and minor characters and a definite setting.
  - c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
- 2.2 Deliver oral summaries of articles and books.
- a. Include the main ideas of the event or article and the most significant details.
  - b. Use the student's own words, except for material quoted from sources.
  - c. Convey a comprehensive understanding of sources, not just superficial details.
- 2.3 Deliver research presentations:
- a. Pose relevant and concise questions about the topic.
  - b. Convey clear and accurate perspectives on the subject.
  - c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries).
  - d. Cite reference sources appropriately.
- 2.4 Deliver persuasive presentations:
- a. State a clear position or perspective in support of an argument or proposal.
  - b. Describe the points in support of the argument and employ well-articulated evidence.

# READING

## Grade Eight

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

#### Vocabulary and Concept Development

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meaning of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

#### Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.2 Analyze text that uses proposition and support patterns.

#### Comprehension and analysis of Grade-Level-Appropriate Text

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

## **Expository Critique**

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of texts.

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history, religion, and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

### **Literary Criticism**

- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)
- 3.8 Analyze Internet sources for validity and research value.

### **Independent Reading**

- 3.9 Read silently and independently.

## **Writing**

### **1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and propose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

### **Organization and Focus**

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.

### **Research and Technology**

- 1.4 Plan and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

### **Evaluation and Revision**

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

### **Handwriting**

- 1.7 Format papers according to school expectations; type or write in pen and cursive unless otherwise directed.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, student:

- 2.1 Write biographies, autobiographies, short stories, or narratives:
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, or the writer's attitude about, the subject.
  - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
- 2.2 Write responses to literature:
  - a. Exhibit careful reading and insight in their interpretations.
  - b. Connect the student's own responses to the writer's techniques and to specific textual references.
  - c. Draw supported inferences about the effects of a literary work on its audience.
  - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.

- 2.3 Write research reports:
  - a. Define a thesis
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:
  - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
  - b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
  - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 2.5 Write documents related to career development, including simple business letters and job applications:
  - a. Present information purposefully and succinctly and meet the needs of the intended audience.
  - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
- 2.6 Write technical documents:
  - a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
  - b. Include all the factors and variables that need to be considered.
  - c. Use formatting techniques (e.g., heading, differing fonts) to aid comprehension.

### **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

#### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

##### **Sentence Structure**

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

## **Grammar**

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

## **Punctuation and Capitalization**

- 1.5 Use correct punctuation and capitalization.

## **Spelling and Vocabulary**

- 1.6 Use correct spelling conventions.
- 1.7 Demonstrate understanding of etymological roots, prefixes, and suffixes.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### **Comprehension**

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

#### **Organization and Delivery of Oral Communication**

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
  - a. Reconsider and modify the organizational structure or plan.
  - b. Rearrange words and sentences to clarify the meaning.

#### **Analysis and Evaluation of Oral and Media Communications**

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

## 2.0 Speaking Applications (Genres and their Characteristics)

Students deliver well-organized formal presentations employing traditional rhetorical strategies (i.e., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
  - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast characters).
- 2.2 Deliver oral responses to literature:
  - a. Interpret a reading and provide insight.
  - b. Connect the students' own responses to the writer's techniques and to specific textual references.
  - c. Draw supported inferences about the effects of a literary work on its audience.
  - d. Support judgments through references to the text, other works, other authors, or personal knowledge.
- 2.3 Deliver research presentations:
  - a. Define a thesis.
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and record information on charts, maps, and graphs.
- 2.4 Deliver persuasive presentations:
  - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
  - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
  - c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
  - d. Maintain a reasonable tone.
- 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

# RESOURCES

## All Grades

*Classrooms That Work: They Can All Read and Write (3<sup>rd</sup> Edition)*  
By Patricia Marr Cunningham and Richard L. Allington

*Conversations: Strategies for Teaching, Learning, and Evaluating*  
By Regie Routman

*Craft Lessons: Teaching Writing K-8*  
By Ralph Fletcher and Joann Portalupi

*Creating Writers Through the 6 Trait Writing Assessment Instruction (3<sup>rd</sup> Edition)*  
By Vicki Spandel

*Essentials of Children's Literature*  
By Carol Lynch-Brown & Carl M. Tomlinson

*Improving Comprehension with Think-Aloud Strategies*  
By Jeffrey D. Wilhelm and Judy Lynch

*Invitations*  
By Regie Routman

*Literacy at the Crossroads: Crucial Talk About Reading, Writing and Other Teaching Dilemmas.*  
By Regie Routman

*Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*  
By Susan Zimmerman & Elin Oliver Keene

*Running Records for Classroom Teachers*  
By Marie Clay

*Words and More Words: A Reference Book for Young Writers*  
By Babs B. Haidusiewics

*Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (2<sup>nd</sup> Edition)*  
By Donald R. Bear

Writer's Express Book Series for all Grade Levels  
Great Source, Inc.

*Writing Workshop: The Essential Guide*  
By Ralph Fletcher and Joann Portalupi

*Recommended Readings in Literature: Kindergarten through Grade Eight (1996)*  
California State Department of Education

### **Kindergarten to Grade 2/3**

Guided Reading: Good First Teaching for All Students K-3  
By Irene C. Fountas and Gay Su Pinnell

*Making Words: Multilevel, Hands-On Developmentally Appropriate Spelling and Phonics Activities*  
By Patricia Cunningham, Dorothy P. Hall, Tom Heggie

*Making More Words: Multilevel Hands-On Phonics and Spelling Activities*  
By Patricia Cunningham, Dorothy P. Hall, Tom Heggie

*Matching Books to Readers: Using Leveled Books in Guided Reading K-3*  
By Irene C. Fountas and Gay Su Pinnell

*Observation Survey of Early Literacy Achievement (2<sup>nd</sup> Edition)*  
By Marie Clay

*Sounds and Letters for Readers and Spellers: Phoneme Awareness Drills for Teachers and Speech Pathologists (Language! A Structural Approach Series)*  
By Jane F. Greene

### **Grades 3/4 to 5/6**

*35 Must Have Assessment and Record Keeping Forms for Reading (Gr. 4-8)*  
By Laura Robb & Judy Lynch

Getting the Most from Literature Groups (Gr. 3-6)  
By Penny Strube

Guiding Readers and Writers (Gr. 3-6): Teaching Comprehension, Genre, and Content Literacy  
By Irene C. Fountas and Gay Su Pinnell

How to Give a Presentation (Gr. 3-6)  
By Kathleen Christopher Null

*Literature Circles: Voice and Choice in Book Clubs and Reading Groups*  
By Harvey Daniels

*Making Big Words: Multilevel Hands-On Phonics and Spelling Activities*  
By Patricia Cunningham and Dorothy P. Hall

*Moving Forward with Literature Circles: How to Plan, Manage, and Evaluate Literature Circles that Deepen Understanding and Foster a Love of Reading*  
By Jeni Pollack Day (Ed.), Dixie Lee Spiegel, Janet McLellan, Valerie B. Brown

*Phonics They Use: Words for Reading and Writing*  
By Patricia Marr Cunningham

*Teaching Literary Elements (Gr. 4-8)*  
By Tara McCarthy

***Teaching Phonics and Word Study in the Intermediate Grades: A Complete Sourcebook***  
By Wiley Blevins & Judy Lynch

*Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom*  
By Irene C. Fountas and Gay Su Pinnell

## **Grades 5/6 through Grade 8**

*How to Give a Presentation, Grades 6-8*  
By Michelle Breyer

*In the Middle: New Understanding About Writing, Reading, and Learning*  
By Nancie Atwell

*Lessons that Change Writers*  
By Nancie Atwell

*Literature Circles: Voice and Choice in Book Clubs and Reading Groups*  
By Harvey Daniels

*Moving Forward with Literature Circles: How to Plan, Manage, and Evaluate Literature Circles that Deepen Understanding and Foster a Love of Reading*  
By Jeni Pollack Day (Ed.), Dixie Lee Spiegel, Janet McLellan, Valerie B. Brown

*Teaching Literary Elements (Gr. 4-8)*  
By Tara McCarthy

*Teaching Reading in Middle School*  
By Laura Robb

## **Research and Research-Based Resources for Language Arts Teachers**

*A Blueprint for Professional Development for Teachers of Early Reading Instruction*  
California State Board of Education. 1997

*Academic Language and Literacy Development*  
Shefelbine, J. 1998

A paper presented at the Reading and English- Language Learner Forum. Sacramento: California Reading and Literature Project

*Becoming a Nation of Readers: The Report of the Commission on Reading*  
Anderson R.C., et al. 1985

Washington, D.C.: National Academy of Education Commission of Education, Commission on Education and Public Policy

*Direct Instruction Reading*  
Carnine, D.; Silbert: and E.J. Kame'enui 1990  
Ohio: Merrill Publishing Company

*Elementary Students' Motivation to Read.* Gambrell, L.B. Reading Research Report No. 52.  
Athens, Ga: National Reading Research Center.

*Encouraging Your Junior High School Student To Read*  
Shefelbine, J. 1991  
Bloomington, Ind.: ERIC Clearinghouse on Reading, English, and Communication

*Expectations: A Guide for the Teacher of Basic Writing*  
Shaughnessey, M. 1977.  
New York: Oxford University Press

*Handbook of Research on Teaching the English Language Arts*  
Edited by: J. Flood, J.J. D. Lapp and J.R.  
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*Phonology and Reading Disability: Solving the Reading Puzzle*

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## **Professional Journals of Interest to Language Arts Teachers**

Handbook of Reading Research  
Instructor  
Journal of Learning Disabilities  
Journal of Reading Behavior  
Learning Disabilities Focus  
Learning Disabilities Quarterly  
Phi Delta Kappan  
Reading and Writing Quarterly  
Reading Research Quarterly  
Review of Educational Research  
School Psychology Review  
The Elementary School Journal  
The Reading Teacher  
The Journal of Special Education

## Minimum Recommended Summative Assessment Timeline

Measure	Description	Grade		
		Kindergarten	One	Two
Phoneme awareness	Detect rhyme Count syllables Match initial sounds Count Phonemes	Every 1-2 weeks	Every 2-3 weeks	Every 3 weeks
Phoneme Deletion	Initial sounds Final sounds First sound of a consonant blend Embedded sound of a consonant blend	Every 1-2 weeks	Every 2-3 weeks	Every 3-4 weeks
Phoneme segmentation	Segment sounds Count phonemes	Once Per quarter	Every 1-2 weeks	Every 3 weeks
Beginning phonics	Alphabet names Consonant sounds	Every 2 weeks	Every 2-3 weeks	Every 3 weeks
Phonics	Reading of nonsense words Other decoding Spelling	Every 2-3 weeks	Every 1-2 weeks as needed	Every 1-2 weeks
Oral Reading (fluency)	Words correct per minute on grade-level text	Once Per quarter	Every 2-4 weeks	Every 4-5 weeks
Reading comprehension	Main Idea Author's point of view Analysis Inference	Once Per quarter	Every 2-3 weeks	Every 1-2 weeks
Vocabulary	Antonyms Synonyms Multiple meaning Context meaning	Once Per quarter	Every 3-4 weeks	Every 3-4 weeks
Spelling	Unit words	Once Per quarter	Every 1-2 weeks	Every 1-2 weeks
Conventions	Punctuation Capitalization Grammar Penmanship	Every 3-4 weeks	Every 1-2 weeks	Every 1-2 weeks
Writing	Narratives (fictional and autobiographical) Organization/focus Single paragraph Topic sentence Facts/details Expository description Friendly letter	Twice Per year	Twice Per year	Twice Per year

## Minimum Recommended Summative Assessment Timeline

Measure	Description	Three	Four	Five
Phoneme awareness	Detect rhyme Count syllables Match initial sounds Count Phonemes	Every 2-3 weeks		
Phoneme Deletion	Initial sounds Final sounds First sound of a consonant blend Embedded sound of a consonant blend	Every 2-3 weeks		
Phoneme segmentation	Segment sounds Count phonemes	Every 3-4 weeks		
Beginning phonics	Alphabet names Consonant sounds	Every 2-3 weeks as needed		
Phonics	Reading of nonsense words Other decoding Spelling	Every 1-2 weeks		
Oral Reading (fluency)	Words correct per minute on grade-level text	Every 1-2 weeks	Once a month	Once a month
Reading comprehension	Main Idea Author's point of view Analysis Inference	Every 1-2 weeks	Weekly	Weekly
Vocabulary	Antonyms Synonyms Multiple meaning Context meaning	Every 2-3 weeks	Twice a month	Twice a month
Spelling	Unit words	Every 1-2 weeks	Spelling test Weekly	Spelling Test Weekly
Conventions	Punctuation Capitalization Grammar Penmanship	Every 1-2 weeks	Twice a month Unit Test	Twice a month Unit Test
Writing	Narratives (fictional and autobiographical Organization/focus Single paragraph Topic sentence Facts/details Expository description Friendly letter	Twice Per year	Weekly	Weekly

## Minimum Recommended Summative Assessment Timeline

<b>Measure</b>	<b>Description</b>	<b>Six</b>	<b>Seven</b>	<b>Eight</b>
Oral Reading (fluency)	Words correct per minute on grade-level test	1-2 times a year	As needed	As needed
Reading Comprehension	Main idea Author's point of view Inference Analysis Critique/criticism	At the end of unit of study	At the end of unit of study	At the end of unit of study
Vocabulary	Multiple meanings Word origins Context meanings Metaphors, similes, analogies	Every 4-6 weeks	Every 4-6 weeks	Every 4-6 weeks
Spelling	Derivations Multisyllabic words	Every 4-6 weeks	Every 4-6 weeks	Every 4-6 weeks
Conventions	Sentence structure Punctuation Capitalization Penmanship	Every 4-6 weeks	Every 4-6 weeks	Every 4-6 weeks
Writing	Narratives and responses to literature Expository compositions and research reports Persuasive compositions Documents	At least Twice Per year	At least Twice Per year	At least Twice Per year

## WEBSITE INFORMATION

**T = Teacher, S = Student, F = Free, P = Pay**

Website	T	S	F	P	Grade	Comment
ala.org	T				K-8	Lists of books by type for young adults.
alanbrown.com	T	S	F		K-8	Book previews; author websites
armoredpenguin.com	T		F		K-8	Make your own word searches. Free, but donations accepted.
blunoseed.com	T	S	F		7-8	Interactive
chompchomp.com	T	S	F		4-8	Interactive grammar exercises; handouts
ctnba.org	T	S			K-8	Streaming video; multi-subject
dailygrammar.com	T	S	F		4-8	Grammar lessons/quizzes
dekalb.k-12.ga.us	T	S	F		K-8	100 book reports of all kinds
discoveryeducation.com	T	S	F		K-8	Resources
dover.com	T		F		K-8	Free samples
eduhelper.com	T		F		K-8	Printouts; multi-subject; worksheets; games
enchantedlearning.com	T		F		K-8	Downloadable printouts/multi-language
english.unitechnology.ac.nz/writers		S	F		K-8	Read/write/publish your own writing.
in2edu.com	T		F		4-8	Lesson plans/cross-curricular
kidport.com	T	S	F	P	K-8	Subscription optional. Student on-line learning games
loc.gov	T	T	F		K-8	Library of Congress website. Click on Teacher Resources. All the information you could ever want.
mes-english.com	T		F		K-8	Many links available
nytimes.com	T		F		K-8	NY Times webpage. On Learning Network page are

						categories for Language Arts as well as other subjects. Excellent lesson plans and materials
<b>Website</b>	<b>T</b>	<b>S</b>	<b>F</b>	<b>P</b>	<b>Grade</b>	<b>Comment</b>
rubistar4teachers.org	T		F		K-8	Create rubrics
scholastic.com	T	S	F		K-8	Resources; activities; multi-subject
scholastickkids.com	T		F		K-2	Language Arts activities
smithsonian.org	T	S	F		K-8	Smithsonian Museum's website. Lesson plans, materials, on-line activities. The content is endless.
sonofcitation.net	T	S	F		6-8	Bibliographies, Footnotes
teachnet.com	T		F		5-6	Book reports; lesson plans
teachtheteachers.org	T	S	F		5	Social Studies/LA/Art
themailbox.com	T		F		K-8	Free lesson plans

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