

# Language Arts/Reading Standards

The main features of the Integrated Language Arts and Reading Standards which support the above statement include systematic and intensive reading, writing, listening, speaking, and viewing, literature, the English language, and accessing and processing information.

## Pre-Kindergarten

### Reading

Students apply phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Begin to recognize auditory likenesses and differences
- Begin to recognize likenesses and differences in letters, figures and letter sequences
- Students display evidence of a comprehensive reading vocabulary. Students will:
- Begin to recognize imaginative uses of language, such as rhyme and rhythm

Students apply a variety of strategies to comprehend printed material. Students will:

- Begin to demonstrate knowledge of signs and symbols
- Predict what will happen next in a story using pictures as a guide
- Identify the main idea in a picture book
- Begin to predict story outcomes
- Begin to draw conclusions
- Retell information read to them
- Tell a story through describing pictures
- Begin to identify relationships within a selection
- Relate own experiences to material heard or viewed
- Dramatize stories, poems, songs and fingerplays

Students engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Select appropriate picture books to enjoy and discuss
- Use classroom libraries and school information center
- Use technology generated reading materials
- Share books with others
- Select multi-cultural literature

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Engage in prewriting activities
- Request adults to add text to art and projects

Students compose as a means of communication. Students will:

- Recognize that print is recorded speech
- Dictate both statements and questions
- Dictate stories from personal experiences

- Begin to identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Begin to generate and expand ideas through a collaborative process
- Use technological aids in communicating ideas

Students employ writing as a learning tool. Students will:

- Request adults to make a model of a word or specific letters so they can copy them
- Ask the teacher to make signs for the dramatic play area

Students use appropriate writing conventions. Students will:

- Begin to demonstrate left to right progression
- Begin to form letters
- Write their name

### Listening, Speaking, and Viewing

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities
- Give evidence of understanding factual information received
- Listen attentively and respond appropriately to stories, poems and directions
- Begin to make inferences, evaluations and judgments about information received
- Begin to listen to others' ideas expressed in discussions and conversations and play
- Give, respond to and follow simple instructions
- Listen with appropriate span of concentration
- Begin to respond appropriately to questions in a range of situations
- Begin to be a discriminating listener
- Begin to respect turn taking of other speakers

Students present and express information orally. Students will:

- Begin to understand and use appropriate voice level for various activities
- Describe an event, real or imagined, to adult or peer
- Talk about information/stories heard
- Retell information
- Explain why a particular course of action was taken, giving specific reasons
- Begin to ask appropriate questions within a range of situations

- Participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Present personal points of view on a subject
- Recount story elements of television, video, radio and film productions.
- Begin to respect turn-taking of other speakers

## Literature

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems and stories through discussion or some form of art
- Begin to describe qualities and emotions of characters
- Begin to make connections to personal experiences or with other pieces of literature
- Read/listen for enjoyment to foster an internal motivation for life long reading
- See themselves as readers
- Pretend to read
- Select books/materials from classroom library, collections or school Information Resource Center

Students comprehend a wide range of literature. Students will:

- Begin to recognize that print has meaning
- Retell familiar stories using props
- Begin to predict outcomes
- Begin to evaluate books
- Begin to understand that printed materials provide information
- Begin to activate prior knowledge and/or experiences to develop meaning of literature

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Begin to understand and respect the cultural diversities in our language

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Begin to adapt language to meet different social and situational needs
- Speak clearly enough to be understood without contextual clues
- Ask and answer questions appropriately

Students increase their vocabularies. Students will:

- Expand use of descriptive words
- Develop general and specific vocabulary to communicate ideas

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Use diverse media sources for learning
- Explore use of simulation software and other technology to acquire and convey information
- Explore use of keyboards

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Begin to apply thinking and problem solving strategies with teacher direction
- Listen, view and ask questions for clarification

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Begin to self assess
- Construct meaning by sorting, classifying, categorizing, patterning and other strategies for interpreting information

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# Kindergarten

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## Reading

Students apply phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Recognize auditory likenesses and differences
- Recognize likenesses and differences in letters, figures and letter sequences
- Demonstrate an understanding of letter-sound relationships

Students display evidence of a comprehensive reading vocabulary. Students will:

- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as rhyme and rhythm

Students apply a variety of strategies to comprehend printed material. Students will:

- Demonstrate knowledge of signs and symbols
- Retell a story in sequence, using beginning, middle, and end
- Identify the main idea in a selection heard
- Identify the main idea in a picture book
- Predict story outcomes
- Draw conclusions
- Restate/paraphrase material read to them
- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to material heard or viewed
- Dramatize stories and poems

Students engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Select appropriate picture books to enjoy and discuss
- Use classroom libraries and school information centers
- Use technology-generated reading materials
- Share books with others
- Select multi-cultural literature

## Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Engage in prewriting activities

Students compose as a means of communication. Students will:

- Recognize that print is recorded speech
- Dictate both statements and questions
- Dictate stories from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids in communicating ideas

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs, and/or journals

Students use appropriate writing conventions. Students will:

- Demonstrate left to right progression
- Begin to form letters with control over size, shape and orientation
- Use sound-symbol correspondence with regard for standard spelling as appropriate for fluency
- Create appropriate titles

## Listening, Speaking, and Viewing

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities
- Give evidence of understanding factual information received
- Listen attentively and respond appropriately to stories, poems and directions
- Organize information received
- Make inferences, evaluations and judgments about information received
- Listen to others' ideas expressed in discussions and conversations
- Respond to and use simple acronyms of the military and the local environments
- Give, respond to and follow simple instructions
- Respond to a range of complex instructions
- Listen with appropriate span of concentration
- Respond appropriately to questions in a range of situations

- Be a discriminating listener
- Respect turn-taking of other speakers

Students present and express information orally. Students will:

- Understand and use appropriate voice levels for various activities
- Participate as speakers in group activities
- Describe an event, real or imagined, to adults or peers
- Talk about information/stories heard
- Convey a message accurately
- Paraphrase information
- Give precise instructions
- Give a detailed, well-organized oral account of an event
- Give a detailed, well-organized oral report of information learned
- Explain why a particular course of action was taken, giving specific reasons
- Ask appropriate questions within a range of situations
- Plan and participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Plan and present personal points of view on a complex subject, using technology as appropriate
- Talk about variations of vocabulary in different dialects, idioms and levels of usage
- Display understanding of the contributions that facial expressions, gestures and tone of voice can make to a speaker's meaning
- Recount story elements of television, video, radio and film productions.
- Respect turn-taking of other speakers

## Literature

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences or with other pieces of literature
- Recognize and respond to different genres, e.g., fantasy, reality, poetry, nursery rhymes, fingerplays, drama and songs
- Understand cultural differences of different types of literature
- Read/listen for enjoyment to foster an internal motivation for life long reading
- Recognize a variety of works from authors and illustrators
- See themselves as readers
- Pretend to read

- Select books/materials appropriately from classroom libraries, collections or school Information Centers
- Students comprehend a wide range of literature. Students will:
- Recognize that print has meaning
  - Retell familiar stories using props
  - Predict outcomes
  - Make comparisons in literature
  - Begin to evaluate books
  - Read to learn
  - Activate prior knowledge and/or experiences to develop meaning of literature
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### **The English Language**

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language

Students demonstrate appropriate language usage, spelling, mechanics and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs

Students increase their vocabularies. Students will:

- Expand use of descriptive words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific

### **Accessing and Processing Information**

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Use diverse media sources for learning
- Use simulation software and other technology to acquire and convey information
- Explore use of keyboards

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Apply thinking and problem solving strategies
  - Listen, view and ask questions for clarification
  - Use writing as a tool for learning across the curriculum
  - Summarize information
  - Students apply a variety of study skills and self-assessment techniques to facilitate learning.
- Students will:
- Assess academic and group interaction skills in pairs and small groups
  - Construct meaning by sorting, classifying, categorizing, patterning and other strategies for interpreting information

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## **Grade One**

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### **Reading**

Students apply phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Recognize auditory likenesses and differences
- Recognize likenesses and differences in letters, figures and letter sequences
- Demonstrate an understanding of letter-sound relationships
- Apply structural analysis strategies to form words
- Identify and use synonyms, antonyms, homonyms, and idioms

Students display evidence of a comprehensive reading vocabulary. Students will:

- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as figures of speech, rhyme and rhythm
- Demonstrate knowledge of a basic sight vocabulary
- Extend vocabulary through word meaning and word play
- Use content and technical vocabulary
- Explain author's choice of words

Students apply a variety of strategies to comprehend printed material. Students will:

- Demonstrate knowledge of signs and symbols
- Retell a story in sequence, using beginning, middle, and end
- Identify the main idea in a selection
- Predict story outcomes
- Draw conclusions
- Restate/paraphrase material read
- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to materials read, heard or viewed
- Dramatize stories and poems
- Read for details in a selection
- Recognize cause and effect in a selection
- Use punctuation clues for meaning in oral and silent reading
- Follow simple written directions
- Read orally with fluency and expression

Students engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Select appropriate picture books to enjoy and discuss

- Use classroom libraries and school information centers
- Use technology-generated reading materials
- Share books with others
- Select and read multi-cultural literature
- Read books for enjoyment and information at home and school
- Select books from a variety of authors
- Select reading materials to learn about a topic of interest
- Participate in daily sustained silent reading
- Choose reading as a means of solving problems and expanding interest and knowledge, using a variety of texts, e.g., newspapers, books, magazines and visual media across the curriculum

## Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information (i.e., webs, graphic organizers)
- Recognize that not all writing proceeds through the entire writing process
- Identify and practice writing as a process (prewriting, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages of writing
- Use technological aids throughout the writing process as appropriate
- Employ various means of publishing final products, including appropriate handwriting and/or technology

Students compose as a means of communication. Students will:

- Recognize that print is recorded speech
- Dictate and write stories from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids in communicating ideas
- Use a variety of sentence types or patterns when dictating
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Write two or more sentences on a single idea, event or experience
- Write stories with characters, setting and plot
- Write stories with distinct sequences (beginning, middle and end)
- Compose simple rhymes, poems, limericks, and jingles
- Write new endings for familiar stories

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs, and/or journals

- Use resources such as thesaurus, dictionary, peers, adults, and technology
- Write on directed topics
- Demonstrate information-gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning

Students use appropriate writing conventions. Students will:

- Demonstrate left to right progression
- Form letters with control over size, shape and orientation
- Use sound-symbol correspondence with regard for standard spelling as appropriate for fluency
- Create appropriate titles
- Write legibly in manuscript
- Use capital letters appropriately
- Spell specific sight words consistently
- Show evidence of conventional spelling and use of vowel patterns
- Use periods, question marks, commas, apostrophes and quotation marks whenever appropriate
- Arrange thoughts clearly and logically (paragraph form when appropriate)

## Listening, Speaking, and Viewing

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities
- Give evidence of understanding factual information received
- Listen attentively and respond to stories, poems and directions
- Organize information received
- Make inferences, evaluations and judgments about information received
- Listen to others' ideas expressed in discussions and conversations
- Respond and use simple acronyms of the military and the local environments
- Give, respond to and follow simple instructions
- Respond to a range of complex instructions
- Listen with appropriate span of concentration
- Respond appropriately to questions in a range of situations
- Be discriminating listeners
- Respect turn-taking of other speakers

Students present and express information orally. Students will:

- Understand and use appropriate voice level for various activities
- Participate as speakers in group activities

- Describe an event, real or imagined, to adult or peer
- Talk about information/stories heard
- Convey a message accurately
- Paraphrase information
- Give precise instructions
- Give a detailed, well-organized oral account of an event
- Give a detailed, well-organized oral report of information learned
- Explain why a particular course of action was taken, giving specific reasons
- Ask appropriate questions within a range of situations
- Plan and participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Plan and present personal points of view on a complex subject, using technology as appropriate
- Talk about variations of vocabulary in different dialects, idioms and levels of usage
- Explain the contributions that facial expressions, gestures and tone of voice can make to a speaker's meaning
- Recount story elements of television, video, radio and film productions.
- Respect turn-taking of other speakers

## Literature

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences or between other pieces of literature
- Recognize and respond to different genres, e.g., fantasy, reality, poetry, nursery rhymes, fingerplays, drama and songs
- Understand cultural differences of different types of literature
- Read/listen for enjoyment to foster an internal motivation for life long reading
- Recognize a variety of works from authors and illustrators
- See themselves as readers
- Select books/materials appropriately from classroom libraries, collections or school information centers
- Explain the parts of a book

Students comprehend a wide range of literature. Students will:

- Recognize that print has meaning
- Retell familiar stories using props
- Predict outcomes
- Make comparisons in literature
- Begin to evaluate books

- Read to learn
- Activate prior knowledge and/or experiences to develop understanding of literature
- Recognize story themes
- Understand simple figurative language
- Provide an alternate ending to a selection
- Collaborate in creating meaning from literary text
- Identify characters, plot and setting
- Recall details of theme, characters, plot and setting
- Demonstrate an understanding of the author's purpose for writing

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Discuss the history of selected words
- Identify specific ways in which language varies

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject/verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences

Students increase their vocabularies. Students will:

- Expand use of descriptive words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Use diverse media sources for learning
- Use simulation software and other technology to acquire and convey information
- Explore use of keyboards
- Develop and use word processing skills e.g., create, edit, save and retrieve information

- Compose stories on computers using graphics to illustrate
- Use tools, procedures, and language to organize and present information orally and visually
- Convey information using software with student selected text and pictures

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Apply thinking and problem solving strategies
- Listen, view and ask questions for clarification
- Summarize information
- Use simulation software that does not require one right answer
- Use simulation software to develop and practice problem-solving skills
- Use appropriate language when comparing, contrasting, and/or explaining cause and effect

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Assess academic and group interaction skills in pairs and small groups
- Construct meaning by sorting, classifying, and categorizing information
- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information
- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research e.g., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Explore and practice learning in different modalities

## Grade Two

### Reading

Students apply phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Recognize auditory likenesses and differences
- Recognize likenesses and differences in letters, figures and letter sequences
- Demonstrate an understanding of letter-sound relationships
- Apply structural analysis strategies to form words
- Identify and use synonyms, antonyms, homonyms, and idioms

Students display evidence of a comprehensive reading vocabulary. Students will:

- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as figures of speech, rhyme and rhythm
- Demonstrate knowledge of a basic sight vocabulary
- Extend vocabulary through word meaning and word play
- Use content and technical vocabulary
- Explain author's choice of words
- Relate own experiences to material read, heard or viewed
- Explain multiple meanings of words

Students apply a variety of strategies to comprehend printed material. Students will:

- Demonstrate an understanding of signs and symbols
- Retell a story in sequence, using beginning, middle, and end
- Find the main idea in a selection
- Predict story outcomes
- Draw conclusions
- Restate/paraphrase material read

- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to material read, heard, or viewed
- Dramatize stories and poems
- Read for details in a selection
- Recognize cause and effect in a selection
- Use punctuation clues for meaning in oral and silent reading
- Follow simple written directions
- Read orally with fluency and expression

Students engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Use classroom library and school information resource center
- Use technology-generated reading materials
- Share books with others
- Select and read multi-cultural literature
- Read books for enjoyment and information at home and school
- Select books from a variety of authors
- Select reading materials to learn about a topic of interest
- Participate in daily sustained silent reading
- Choose reading as a means of solving problems and expanding interest and knowledge, using a variety of texts, e.g., newspapers, books, magazines and visual media across the curriculum

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information ( i.e. webs, graphic organizers)

- Recognize that not all writing proceeds through the entire writing process
- Identify and practice writing as a process (prewriting, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages of writing
- Use technological aids throughout the writing process as appropriate
- Employ various means of publishing final products, including appropriate handwriting and/or technology

Students compose as a means of communication. Students will:

- Write stories from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids in communicating ideas
- Use a variety of sentence types or patterns when dictating
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Write two or more sentences on a single idea, event or experience
- Write stories with distinct sequences (beginning, middle and end)
- Compose simple rhymes, poems, limericks, and jingles
- Write new endings for familiar stories
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Begin to use “show”, not “tell” writing
- Write formal and informal letters
- Develop main ideas and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository
- Students employ writing as a learning tool. Students will:
  - Maintain portfolios, learning logs, and/or journals
  - Use resources such as thesaurus, dictionary, peers, adults, and technology
  - Write on directed topics
  - Demonstrate information gathering skills
  - Write to clarify thoughts and information in all subjects
  - Write to review personal experiences and to reflect on ideas
  - Write to summarize
  - Write to activate prior learning
  - Write from different points of view

Students use appropriate writing conventions. Students will:

- Form letters with control over size, shape and orientation

- Use sound-symbol correspondence with regard for standard spelling as appropriate for fluency
- Create appropriate titles
- Write legibly in manuscript and/or cursive
- Use capital letters appropriately
- Spell specific sight words consistently
- Show evidence of conventional spelling and use of vowel patterns
- Use periods, question marks, commas, apostrophes and quotation marks whenever appropriate
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Begin to write and punctuate dialogue

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities
- Give evidence of understanding of factual information received
- Listen attentively and respond appropriately to stories, poems, directions
- Organize information received
- Make inferences, evaluations and judgments about information received
- Listen to others’ ideas expressed in discussions and conversations
- Respond to and use simple acronyms of the military and the local environments
- Give, respond to and follow simple instructions
- Respond to a range of complex instructions
- Listen with appropriate span of concentration
- Respond appropriately to questions within a range of situations
- Be discriminating listeners
- Respect turn-taking of other speakers

Students present and express information orally. Students will:

- Understand and use appropriate voice level for various activities
- Participate as speakers in group activities
- Describe an event, real or imagined, to adult or peer
- Talk about information/stories heard
- Convey a message accurately
- Paraphrase information
- Give precise instructions
- Give a detailed, well-organized oral account of an event
- Give a detailed, well-organized oral report of information learned
- Explain why a particular course of action was taken, giving specific reasons
- Ask appropriate questions within a range of situations

- Plan and participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Plan and present personal points of view on a complex subject, using technology as appropriate
- Talk about variations of vocabulary in different dialects, idioms and levels of usage
- Explain the contributions that facial expressions, gestures, and tone of voice can make to a speaker's meaning
- Recount story elements of television, video, radio and film productions.
- Respect turn-taking of other speakers

## Literature

Students experience, comprehend, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences or with other pieces of literature
- Recognize and respond to different genres e.g., fantasy, reality, poetry, nursery rhymes, fingerplays, drama and songs
- Understand cultural differences of different types of literature
- Read/listen for enjoyment to foster an internal motivation for life long reading
- Recognize a variety of works from authors and illustrators
- See themselves as readers
- Select books/materials appropriately from classroom libraries, collections or school information centers
- Explain the parts of a book

Students comprehend a wide range of Literature. Students will:

- Recognize that print has meaning
- Retell familiar stories using props
- Predict outcomes
- Make comparisons in literature
- Begin to evaluate books
- Read to learn
- Activate prior knowledge and/or experiences to develop understanding of literature
- Recognize story themes
- Understand simple figurative language
- Provide an alternate ending to a selection
- Collaborate in creating meaning from literary text
- Identify characters, plot and setting
- Recall details of theme, characters, plot and setting
- Explain the author's purpose for writing
- Identify climax and resolution of a story
- Respond to increasingly complex literature

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:
  - Use invented spelling in writing when appropriate
  - Adapt language to meet different social and situational needs
  - Know and use subject/verb agreement
  - Know and use correct modifiers
  - Know and use correct capitalization, punctuation, and abbreviations
  - Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
  - Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
  - Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
  - Use simple sentences

Students increase their vocabularies. Students will:

- Expand use of descriptive words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Develop and use word processing skills e.g., create, edit, save and retrieve information
- Compose stories on computers using graphics to illustrate
- Use tools, procedures, and language to organize and present information orally and visually
- Convey information using software with student selected text and pictures
- Use diverse media sources for learning
- Use simulation software and other technology to acquire and convey information
- Access human resources through telecommunications
- Give credit for borrowed information by telling and/or listing sources

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Use simulation software that does not require one right answer
  - Use simulation software to develop and practice problem-solving skills
  - Use appropriate language when comparing, contrasting and/or explaining cause and effect
  - Practice thinking and problem solving strategies
  - Listen, view and ask questions for clarification
  - Summarize information
- Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:
- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information

- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research i.e., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Explore and practice learning in different modalities
- Construct meaning by sorting, classifying and categorizing information
- Assess academic and group interaction skills in pairs and small groups

## Grade Three

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### Reading

Students apply phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Recognize auditory likenesses and differences
- Recognize likenesses and differences in letters, figures and letter sequences
- Demonstrate an understanding of letter-sound relationships
- Apply structural analysis strategies to form words
- Identify and use synonyms, antonyms, homonyms, and idioms
- Increase vocabulary knowledge through the studying of roots, prefixes and suffixes

Students display evidence of a comprehensive reading vocabulary. Students will:

- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as figures of speech, rhyme and rhythm
- Demonstrate and apply knowledge of a basic sight vocabulary
- Explain multiple meanings of words
- Extend vocabulary through word meaning and word play
- Use content and technical vocabulary
- Explain author's choice of words
- Relate own experiences to material read, heard or viewed
- Explain multiple meanings of words
- Recognize and comprehend basic vocabulary in grade level materials

Students apply a variety of strategies to comprehend printed material. Students will:

- Apply knowledge of signs and symbols
- Retell a story in sequence using beginning middle, and end
- Find the main idea in a selection
- Predict story outcomes

- Draw conclusions
- Restate/paraphrase material read
- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to material read, heard or viewed
- Dramatize stories and poems
- Read for details in a selection
- Recognize cause and effect in a selection
- Use punctuation clues for meaning in oral and silent reading
- Follow simple written directions
- Read orally with fluency and expression

Students will engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Use classroom libraries and school information centers
- Use technology-generated reading materials
- Share books with others
- Select and read multi-cultural literature
- Read books for enjoyment and information at home and school
- Select books from a variety of authors
- Select reading materials to learn about a topic of interest
- Participate in daily sustained silent reading
- Choose reading as a means of solving problems and expanding interest and knowledge, using a variety of texts, e.g., newspapers, books, magazines and visual media across the curriculum

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information (e.g., webs, graphic organizers)
- Recognize that not all writing proceeds through the entire writing process

- Identify and practice writing as a process ( prewriting, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages of writing
- Use technological aids throughout the writing process as appropriate
- Employ various means of publishing final products, including appropriate handwriting and/or technology

Students compose as a means of communication. Students will:

- Write stories from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids in communicating ideas
- Use a variety of sentence types or patterns when dictating
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Write two or more sentences on a single idea, event or experience
- Write stories with distinct sequences (beginning, middle and end)
- Compose simple rhymes, poems, limericks, and jingles
- Write new endings for familiar stories
- Recognize audience when selecting topics for various purposes. Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Write formal and informal letters
- Develop main ideas and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository
- Use telecommunications to increase audience and collaborative possibilities
- Write stories with characters, setting, plot and resolution

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs, and/or journals
- Use resources such as thesaurus, dictionary, peers, adults, and technology
- Write on directed topics
- Demonstrate information gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Practice simple note taking

Students use appropriate writing conventions. Students will:

- Form letters with control over size, shape and orientation
- Use sound-symbol correspondence with regard for standard spelling as appropriate for fluency
- Create appropriate titles
- Write legibly in manuscript and/or cursive
- Use capital letters appropriately
- Spell specific sight words consistently
- Show evidence of conventional spelling and use of vowel patterns
- Use periods, question marks, commas, apostrophes and quotation marks whenever appropriate
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Begin to write and punctuate dialogue

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities
- Give evidence of understanding factual information received
- Listen attentively and respond appropriately to stories, poems and directions
- Organize information received
- Make inferences, evaluations and judgments about information received
- Listen to others’ ideas expressed in discussions and conversations
- Respond to and use simple acronyms of the military and the local environments
- Give, respond to and follow simple instructions
- Respond to a range of complex instructions
- Listen with appropriate span of concentration
- Respond appropriately to questions in a range of situations
- Be discriminating listeners
- Respect turn-taking of other speakers

Students present and express information orally. Students will:

- Understand and use appropriate voice level for various activities
- Participate as speakers in group activities
- Describe an event, real or imagined, to adult or peer
- Talk about information/stories heard
- Convey a message accurately
- Paraphrase information
- Give precise instructions
- Give a detailed, well-organized oral account of an event
- Give a detailed, well-organized oral report of information learned
- Explain why a particular course of action was taken, giving specific reasons
- Ask appropriate questions in a range of situations

- Plan and participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Plan and present personal points of view on a complex subject, using technology as appropriate
- Talk about variations of vocabulary in different dialects, idioms and levels of usage
- Explain the contributions that facial expressions, gestures and tone of voice can make to a speaker's meaning
- Recount story elements of television, video, radio and film productions.
- Respect turn-taking of other speakers

## Literature

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems, and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences or with other pieces of literature
- Recognize and respond to different genres, e.g., fantasy, reality, poetry, nursery rhymes, fingerplays, drama and songs
- Explain cultural differences of different types of literature
- Read/listen for enjoyment to foster an internal motivation for life long reading
- Recognize a variety of works from authors and illustrators
- See themselves as readers
- Select books/materials appropriately from classroom libraries, collections or school information center
- Explain the parts of a book

Students comprehend a wide range of literature. Students will:

- Recognize that print has meaning
- Retell familiar stories using props
- Predict outcomes
- Make comparisons in literature
- Begin to evaluate books
- Read to learn
- Activate prior knowledge and/or experiences to develop meaning of literature
- Recognize story themes
- Explain simple figurative language
- Provide an alternate ending to a selection
- Collaborate in creating meaning from literary text
- Identify characters, plot and setting
- Recall details of theme, characters, plot and setting
- Explain the author's purpose for writing
- Identify climax and resolution of a story
- Respond to increasingly complex literature

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject/verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message

Students increase their vocabularies. Students will:

- Expand use of descriptive words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Develop and use word processing skills e.g., create, edit, save and retrieve information
- Compose stories on computers using graphics to illustrate
- Use tools, procedures and language to organize and present information orally and visually using text, artistic elements, lists, diagrams, tables, graphs and maps
- Convey information using software with student selected text and pictures
- Access human resources through telecommunications
- Give credit for borrowed information by telling and/or listing sources
- Use diverse media sources for learning

- Use simulation software and other technology to acquire and convey information

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Use simulation software that does not require one right answer
- Use simulation software to develop and practice problem-solving skills
- Use appropriate language when comparing, contrasting and/or explaining cause and effect
- Practice thinking and problem solving strategies
- Listen, view and ask questions for clarification
- Summarize information

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information
- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research e.g., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Explore and practice learning in different modalities
- Construct meaning by sorting, classifying and categorizing information
- Assess academic and group interaction skills in pairs and small groups

## Grade Four

### Reading

Students apply previously learned and recently acquired phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Apply previously learned and recently acquired decoding strategies to reading material

Students display evidence of a comprehensive reading vocabulary. Students will:

- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative use of language, such as figures of speech, rhyme and rhythm
- Explain multiple meanings of words
- Extend vocabulary through word meaning and word play
- Demonstrate and apply knowledge of a basic sight vocabulary
- Use content and technical vocabulary
- Explain author's choice of words
- Recognize and comprehend basic vocabulary in grade level materials
- Use contextual clues to understand words of increasing difficulty
- Increase personal vocabulary through reading experiences

Students will apply a variety of strategies to comprehend printed material. Students will:

- Apply knowledge of signs and symbols
- Retell a story in sequence using beginning, middle and end
- Find the main idea in a selection
- Predict story outcomes
- Draw conclusions
- Restate/paraphrase material read
- Use visual and contextual clues
- Identify relationships within a selection

- Relate own experiences to material read, heard or viewed
- Dramatize stories and poems
- Read for details in a selection
- Recognize cause and effect in a selection
- Use punctuation clues for meaning in oral and silent reading
- Follow simple written directions
- Read orally with fluency and expression
- Explain material read at the literal level (sequence, details, following directions)
- Differentiate fact from opinion
- Form generalizations
- Use SQ3R strategy
- Set a purpose for reading

Students will engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Use classroom libraries and school information centers
- Use technology-generated reading materials
- Share books with others
- Select and read multi-cultural literature
- Read books for enjoyment and information at home and school
- Select books from a variety of authors
- Select reading materials to learn about a topic of interest
- Participate in daily sustained silent reading
- Choose reading as a means of solving problems and expanding interest and knowledge, using a variety of texts, e.g., books, magazines, newspapers and visual media across the curriculum

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects

- Use pre-writing strategies when organizing information, e.g., webs and organizers
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process ( pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding, and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences, and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Compose simple rhymes, poems, limericks, and jingles
- Write new endings for familiar stories
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Write formal and informal letters
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle, and end
- Use telecommunications to increase audience and collaborative possibilities

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs, and/or journals
- Use resources such as thesaurus, dictionary, peers, adults, and technology
- Write on directed topics
- Demonstrate information gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view

- Use note taking strategies
- Formulate hypotheses

Students use appropriate writing conventions. Students will:

- Create appropriate titles
- Write legibly in manuscript and cursive, as appropriate
- Show evidence of conventional use of spelling and use of vowel patterns
- Arrange thoughts clearly and logically ( paragraph form when appropriate)
- Refine the use of writing conventions, such as usage, structure and mechanics
- Use appropriate telecommunications etiquette

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities
- Give evidence of understanding factual information received aurally
- Listen attentively and respond appropriately to stories, poems, directions
- Organize information received
- Make inferences, evaluations and judgments about information received
- Listen to others’ ideas expressed in discussions and conversations
- Recognize and understand words, phrases and acronyms which are included in the military and the local environments
- Listen with appropriate span of concentration
- Respond appropriately to questions within a range of situations
- Write responses to questions received aurally
- Understand dialectal elements of vocabulary, structure and pronunciation which differ from the learner’s own
- Receive and respond appropriately to a range of complex instructions when pursuing a task either individually or as a member of a group
- Discern fact, fiction and inference heard
- Give evidence of understanding the contributions that facial expressions, gestures and tone of voice can make to a speaker’s meaning

Students present and express information orally. Students will:

- Understand and use appropriate voice level for various activities
- Participate as speakers in group activities
- Describe an event, real or imagined, to an adult or a peer
- Discuss information/stories heard
- Convey a message accurately
- Paraphrase information
- Give precise instructions

- Give a detailed, well-organized oral account of an event
- Give a detailed, well-organized oral report on information learned
- Explain why a particular course of action was taken, giving specific reasons
- Ask appropriate questions within a range of situations
- Plan and participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Plan and present personal points of view on a complex subject, using technology as appropriate
- Discuss variations of vocabulary in different dialects, idioms and levels of usage
- Explain the contributions that facial expressions, gestures and tone of voice can make to a speaker's meaning
- Recount story elements of television, video, radio and film productions
- Respect turn-taking of other speakers

## Literature

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences or with other pieces of literature
- Recognize and respond to different genres, e.g., fantasy, reality, poetry, nursery rhymes, fingerplays, drama, songs
- Explain the cultural differences of different types of literature
- Read/listen for enjoyment to foster an internal motivation for life long reading
- Recognize a variety of works from authors and illustrators
- See themselves as readers
- Select books/materials appropriately from classroom libraries, collections or school information centers
- Explain the parts of a book

Students comprehend a wide range of literature. Students will:

- Recognize that print has meaning
- Retell familiar stories using props
- Predict outcomes
- Make comparisons in literature
- Begin to evaluate books
- Read to learn
- Activate prior knowledge and/or experiences to develop meaning of literature
- Recognize story themes
- Explain simple figurative language

- Provide an alternate ending to a selection
- Collaborate in creating meaning from literary text
- Identify characters, plot and setting
- Recall details of theme, characters, plot and setting
- Explain the author's purpose for writing
- Identify climax and resolution of a story
- Respond to increasingly complex literature
- Explain story themes
- Interpret figurative language, colorful expressions and colloquial speech
- Use specific aspects of literature to understand better own and others' thoughts
- Explain the effect of cultural and historical periods on a piece of literature
- Identify universal themes

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject/verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication

Students increase their vocabularies. Students will:

- Expand use of specific words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific
- Increase use of figurative language
- Analyze idioms and symbolic language

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Develop and use word processing skills e.g., create, edit, save and retrieve information
- Compose stories on computers using graphics to illustrate
- Use tools, procedures and language to organize and present information orally and visually using text, artistic elements, lists, diagrams, tables, graphs and maps
- Convey information using software with student selected text and pictures
- Access human resources through telecommunications
- Give credit for borrowed information by telling and/or listing sources
- Access information from multimedia reference materials e.g., electronic atlas, dictionary and encyclopedia
- Develop an understanding of the ethical use of technology generated materials
- Use available technology to research and produce an end product that is accurately documented

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Use simulation software that does not require one right answer
- Use simulation software to develop and practice problem-solving skills
- Use appropriate language when comparing, contrasting and/or explaining cause and effect
- Practice thinking and problem solving strategies
- Listen, view and ask questions for clarification
- Construct meaning by sorting, classifying, categorizing, patterning and using other strategies for interpreting information
- Use multiple intelligences to produce multimedia presentations of information

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information
- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research e.g., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Use communication and group process skills to collaborate, process ideas, evaluate work and develop quality products with others
- Use cross-referencing while gathering information
- Explore and practice learning in different modalities

## Grade Five

### Reading

Students apply previously learned and recently acquired phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Apply previously learned and recently acquired decoding strategies to reading material

Students display evidence of a comprehensive reading vocabulary. Students will:

- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as figures of speech, rhyme and rhythm
- Explain multiple meanings of words
- Extend vocabulary through word meaning and word play
- Demonstrate and apply knowledge of a basic sight vocabulary
- Apply knowledge of signs and symbols
- Retell a story in sequence using beginning, middle and end
- Find the main idea of a selection
- Draw conclusions
- Dramatize stories and poems
- Restate/paraphrase material read
- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to materials read, heard or viewed
- Use content and technical vocabulary
- Explain author's choice of words
- Recognize and comprehend basic vocabulary in grade level materials
- Use contextual clues to understand words of increasing difficulty
- Increase personal vocabulary through reading experiences
- Explain meaning of abstract words such as "love," "peace," and "beauty"

Students apply a variety of strategies to comprehend printed material. Students will:

- Apply knowledge of signs and symbols
- Retell a story in sequence using beginning, middle and end
- Find the main idea in a selection
- Predict story outcomes
- Draw conclusions
- Restate/paraphrase material read
- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to material read, heard or viewed
- Dramatize stories and poems

- Read for details in a selection
- Recognize cause and effect in a selection
- Use punctuation clues for meaning in oral and silent reading
- Follow simple written directions
- Read orally with fluency and expression
- Explain material read at the literal level (sequence, details, following directions)
- Differentiate fact from opinion
- Form generalizations
- Use SQ3R strategy
- Set a purpose for reading

Students will engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Use classroom libraries and school information centers
- Use technology generated reading materials
- Share books with others
- Select and read multi-cultural literature
- Read books for enjoyment and information at home and school
- Select books from a variety of authors
- Select reading materials to learn about a topic of interest
- Participate in daily sustained silent reading
- Choose reading as a means of solving problems and expanding interest and knowledge, using a variety of texts, e.g., books, magazines, newspapers and visual media across the curriculum

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use pre-writing strategies when organizing information, e.g., webs and organizers
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding, and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences, and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts

- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Compose simple rhymes, poems, limericks, and jingles
- Write new endings for familiar stories
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle, and end
- Use telecommunications to increase audience and collaborative possibilities

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs, and/or journals
- Use resources such as thesaurus, dictionary, peers, adults, and technology
- Write on directed topics
- Demonstrate information gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Use note taking strategies
- Formulate hypotheses

Students use appropriate writing conventions. Students will:

- Create appropriate titles
- Write legibly in manuscript and cursive, as appropriate
- Show evidence of conventional use of spelling and use of vowel patterns
- Arrange thoughts clearly and logically ( paragraph form when appropriate)
- Refine the use of writing conventions, such as usage, structure, and mechanics
- Use appropriate telecommunications etiquette

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities

- Understand factual information received aurally
- Listen attentively and respond appropriately to stories, poems, directions
- Organize information received
- Make inferences, evaluations and judgments about information received
- Listen to others’ ideas expressed in discussions and conversations
- Recognize and understand words, phrases and acronyms which are included in the military and the local environments
- Listen with appropriate span of concentration
- Respond appropriately to questions within a range of situations
- Write responses to questions received aurally
- Understand dialectal elements of vocabulary, structure and pronunciation which differ from the learner’s own
- Receive and respond appropriately to a range of complex instructions when pursuing a task either individually or as a member of a group
- Discern fact, fiction and inference heard
- Give evidence of understanding the contribution that facial expressions, gestures and tone of voice can make to a speaker’s meaning

Students present and express information orally. Students will:

- Understand and use appropriate voice level for various activities
- Participate as speakers in group activities
- Describe an event, real or imagined, to adult or peer
- Discuss information/stories heard
- Convey a message accurately
- Paraphrase information
- Give precise instructions
- Give a detailed, well-organized oral account of an event
- Give a detailed, well-organized oral report on information learned
- Explain why a particular course of action was taken, giving specific reasons
- Ask appropriate questions within a range of situations
- Plan and participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Plan and present personal points of view on a complex subject, using technology as appropriate
- Discuss variations of vocabulary in different dialects, idioms and levels of usage
- Understand the contributions that facial expressions, gestures and tone of voice can make to a speaker’s meaning
- Recount story elements of television, video, radio and film productions
- Give other members of the group opportunities to speak

## Literature

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences or with other pieces of literature
- Recognize and respond to different genres, e.g., poetry, folktales, fables, legends, drama, myths and short stories
- Explain cultural differences of different types of literature
- Read/listen for enjoyment to foster an internal motivation for life-long reading
- Recognize a variety of works from authors and illustrators
- Select books/materials appropriately from classroom libraries, collections or school information centers
- Understand the parts of a book
- Understand that a single text may elicit a wide variety of responses
- Understand the characteristics of various genres

Students comprehend a wide range of literature. Students will:

- Recognize that print has meaning
- Retell familiar stories using props
- Predict outcomes
- Make comparisons in literature
- Begin to evaluate books
- Read to learn
- Activate prior knowledge and/or experiences to develop understanding of literature
- Recognize story themes
- Explain simple figurative language
- Provide an alternate ending to a selection
- Collaborate in creating meaning from literary text
- Identify characters, plot and setting
- Recall details of theme, characters, plot and setting
- Explain the author's purpose for writing
- Identify climax and resolution of a story
- Respond to increasingly complex literature
- Explain story themes
- Interpret figurative language, colorful expressions and colloquial speech
- Use specific aspects of literature to understand better own and others' thoughts
- Explain the aspects of cultural and historical periods on a piece of literature
- Identify universal themes

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject/verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication
- Adapt language to meet different social and situational needs

Students increase their vocabularies. Students will:

- Expand use of specific words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific
- Increase use of figurative language
- Analyze idioms and symbolic language

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Develop and use word processing skills e.g., create, edit, save and retrieve information
- Compose stories on computers using graphics to illustrate
- Use tools, procedures and language to organize and present information orally and visually using text, artistic elements, lists, diagrams, tables, graphs and maps
- Give credit for borrowed information by telling and/or listing sources

- Access human resources through telecommunications
- Access information from multimedia reference materials i.e., electronic atlas, dictionary, encyclopedia
- Develop an understanding of the ethical use of technology generated materials
- Use available technology to research and produce an end product that is accurately documented

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking, and viewing. Students will:

- Use simulation software that does not require one right answer
- Use simulation software to develop and practice problem-solving skills
- Use appropriate language when comparing, contrasting and/or explaining cause and effect
- Practice thinking and problem solving strategies
- Listen, view and ask questions for clarification
- Construct meaning by sorting, classifying, categorizing, patterning and using other strategies for interpreting information

- Use multiple intelligences to produce multimedia presentations of information

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information
- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research e.g., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Use communication and group process skills to collaborate, process ideas, evaluate work and develop quality products with others
- Use cross-referencing while gathering information
- Explore and practice learning in different modalities

## Grade Six

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### Reading

Students apply previously learned and recently acquired phonetic and structural analysis strategies to decode letter combinations and words in a variety of contexts. Students will:

- Apply previously learned and recently acquired decoding skills to reading material

Students display evidence of a comprehensive reading vocabulary. Students will:

- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as figures of speech, rhyme and rhythm
- Explain multiple meanings of words
- Extend vocabulary through word meaning and word play
- Demonstrate and apply knowledge of a basic sight vocabulary
- Apply knowledge of signs and symbols
- Retell a story in sequence using beginning, middle and end
- Find the main idea of a selection
- Draw conclusions
- Dramatize stories and poems
- Restate/paraphrase material read
- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to materials read, heard or viewed
- Use content and technical vocabulary

- Explain author's choice of words
- Recognize and comprehend basic vocabulary in grade level materials
- Use contextual clues to understand words of increasing difficulty
- Increase personal vocabulary through reading experiences
- Explain meaning of abstract words such as "love," "peace," and "beauty"
- Explain the meaning of foreign words and phrases commonly used in English

Students will apply a variety of strategies to comprehend printed material. Students will:

- Apply knowledge of signs and symbols
- Retell a story in sequence using beginning, middle and end
- Find the main idea in a selection
- Predict story outcomes
- Draw conclusions
- Restate/paraphrase material read
- Use visual and contextual clues
- Identify relationships within a selection
- Relate own experiences to material read, heard or viewed
- Dramatize stories and poems
- Read for details in a selection
- Recognize cause and effect in a selection
- Use punctuation clues for meaning in oral and silent reading
- Follow simple written directions

- Read orally with fluency and expression
- Explain material read at the literal level (sequence, details, following directions)
- Differentiate fact from opinion
- Form generalizations
- Use SQ3R strategy
- Set a purpose for reading
- Select literature from a variety of genres and authors
- Evaluate the effect of common stereotypes and propaganda techniques
- Identify author's purpose and point of view
- Cite evidence to support generalizations in all content areas
- Present oral interpretations of readings

Students will engage in self-initiated reading for a variety of purposes from a wide range of sources. Students will:

- Handle books with care
- Use classroom library and school information resource center
- Use technology generated reading materials
- Share books with others
- Select and read multi-cultural literature
- Read books for enjoyment and information at home and school
- Select books from a variety of authors
- Select reading materials to learn about a topic of interest
- Participate in daily sustained silent reading
- Choose reading as a means of solving problems and expanding interest and knowledge, using a variety of texts, e.g., books, magazines, newspapers and visual media across the curriculum

## Writing

Students engage in process writing. Students will:

- Engage in-group writing projects
- Use pre-writing strategies when organizing information, e.g., webs and organizers
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding, and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences, and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts

- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Compose simple rhymes, poems, limericks, and jingles
- Write new endings for familiar stories
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use "show", not "tell" writing
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle, and end
- Use telecommunications to increase audience and collaborative possibilities

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs, and/or journals
- Use resources such as thesaurus, dictionary, peers, adults, and technology
- Write on directed topics
- Demonstrate information-gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Use note-taking strategies
- Formulate hypotheses

Students use appropriate writing conventions. Students will:

- Create appropriate titles
- Write legibly in manuscript and/or cursive, as appropriate
- Show evidence of conventional use of spelling and use of vowel patterns
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Refine the use of writing conventions such as usage, structure, and mechanics
- Use appropriate telecommunications etiquette

## Listening, Speaking, and Viewing

Students receive and respond to information seen and heard. Students will:

- Engage in active listening
- Participate as courteous listeners in group activities

- Understand factual information received aurally
- Listen attentively and respond appropriately to stories, poems, directions
- Organize information received
- Make inferences, evaluations and judgments about information received
- Listen to others' ideas expressed in discussions and conversations
- Recognize and understand words, phrases and acronyms which are included in the military and the local environments
- Listen with appropriate span of concentration
- Respond appropriately to questions within a range of situations
- Write responses to questions received aurally
- Understand dialectal elements of vocabulary, structure and pronunciation which differ from the learner's own
- Receive and respond appropriately to a range of complex instructions when pursuing a task either individually or as a member of a group
- Discern fact, fiction and inference heard
- Give evidence of understanding the contribution that facial expressions, gestures and tone of voice can make to a speaker's meaning

Students present and express information orally. Students will:

- Understand and use appropriate voice level for various activities
- Participate as speakers in group activities
- Describe an event, real or imagined, to an adult or peer
- Discuss information/literature heard
- Convey a message accurately
- Paraphrase information
- Give precise instructions
- Give a detailed, well-organized oral account of an event
- Give a detailed, well-organized oral report of information learned
- Explain why a particular course of action was taken, giving specific reasons
- Ask appropriate questions within a range of situations
- Plan and participate in a multimedia presentation, such as a poem, story, dramatization or report of the outcome of a group activity
- Plan and present a personal point of view on a complex subject, using technology as appropriate
- Discuss variations of vocabulary in different dialects, idioms, and levels of usage
- Understand the contributions that facial expressions, gestures and tone of voice can make to a speaker's meaning
- Recount story elements of television, video, radio and film productions

- Give other members of the group opportunities to speak

## Literature

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Demonstrate an appreciation of literary forms
- Interpret plays, poems and stories through discussion or some form of art
- Describe qualities and emotions of characters
- Make connections to personal experiences or with other pieces of literature
- Recognize and respond to different genres .e.g., poetry, folktales, fables, legends, drama, myths and short stories
- Explain cultural differences of different types of literature
- Read/listen for enjoyment to foster an internal motivation for life long reading
- Recognize a variety of works from authors and illustrators
- Select books/materials appropriately from classroom libraries, collections or school information centers
- Understand the parts of a book
- Understand that a single text may elicit a wide variety of responses
- Explain the characteristics of various genres

Students comprehend a wide range of literature. Students will:

- Recognize that print has meaning
- Retell familiar stories using props
- Predict outcomes
- Make comparisons in literature
- Begin to evaluate books
- Read to learn
- Activate prior knowledge and/or experiences to develop meaning of literature
- Recognize story themes
- Explain simple figurative language
- Provide an alternate ending to a selection
- Collaborate in creating meaning from literary text
- Identify characters, plot and setting
- Recall details of theme, characters, plot and setting
- Explain the author's purpose for writing
- Identify climax and resolution of a story
- Respond to increasingly complex literature
- Explain story themes
- Interpret figurative language, colorful expressions and colloquial speech
- Use specific aspects of literature to understand better own and others' thoughts
- Explain the role of cultural and historical periods on a piece of literature
- Identify universal themes

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject/verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication
- Adapt language to meet different social and situational needs

Students increase their vocabularies. Students will:

- Expand use of specific words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific
- Increase use of figurative language
- Analyze idioms and symbolic language

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use parents and community members as resources for learning
- Use peers and/or cross-age tutors as resources for learning
- Develop and use word processing skills e.g., create, edit, save and retrieve information

- Compose stories on computers using graphics to illustrate
- Use tools, procedures, and language to organize and present information orally and visually using text, artistic elements, lists, diagrams, tables, graphs, and maps
- Give credit for borrowed information by telling and/or listing sources
- Access human resources through telecommunications
- Access information from multimedia reference materials e.g., electronic atlas, dictionary and encyclopedia
- Develop an understanding of the ethical use of technology generated materials
- Use available technology to research and produce an end product that is accurately documented

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Use simulation software that does not require one right answer
- Use simulation software to develop and practice problem-solving skills
- Use appropriate language when comparing, contrasting and/or explaining cause and effect
- Practice thinking and problem solving strategies
- Construct meaning by sorting, classifying, categorizing, patterning and using other strategies for interpreting information
- Use multiple intelligences to produce multimedia presentations of information

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information
- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research e.g., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Use communication and group process skills to collaborate, process ideas, evaluate work and develop quality products with others
- Use cross-referencing while gathering information
- Explore and practice learning in different modalities

## Grade Seven

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects

- Use prewriting strategies when organizing information
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle and end
- Use telecommunications to increase audience and collaborative possibilities
- Write in response to the following prompts: autobiographical incident, report of information, problem/solution, observation
- Develop a controlling idea that conveys a perspective on the subject
- Support arguments with detailed evidence, citing sources of information as appropriate
- Integrate primary and secondary sources of information into written reports and include proper documentation
- Create visual images through devices such as figurative language and sensory detail
- Demonstrate a sense of voice in writing

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs, and/or journals
- Use resources such as thesaurus, dictionary, peers, adults, and technology
- Write on directed topics

- Demonstrate information gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Practice simple note taking
- Formulate hypotheses
- Outline information

Students use appropriate writing conventions. Students will:

- Create appropriate titles
- Use conventional spelling
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Refine the use of writing conventions such as usage, structure, and mechanics
- Use appropriate telecommunications etiquette
- Use clear and legible handwriting

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Discriminate between fact and fiction
- Take part in group discussions actively and critically, showing an ability to summarize and evaluate arguments effectively
- Interpret alternative viewpoints with accuracy and discrimination
- Ask appropriate questions
- Listen critically to others’ points of view
- Paraphrase and summarize to facilitate understanding

Students present and express information orally. Students will:

- Recount the story elements of television, video, radio and film productions
- Use facial expressions, gestures and tone of voice to convey meaning
- Use language objectively and effectively in a variety of complex situations which involve a range of audiences
- Demonstrate the ability to use language appropriate to purpose, topic, and audience
- Take an active and positive part in group discussions
- Express a point of view cogently and clearly to a range of audiences
- Identify the intended messages of advertisements, entertainment programs, and news programs
- Identify common persuasive techniques
- Describe ways used to portray and comment on various cultures

## Literature

Students experience, comprehend, respond to, appreciate and self-select a wide range of literature. Students will:

- Use literary terminology to analyze literature
- Recognize and discuss the relationship between word play and meaning and some of the effects of the writer's choice of words and of other imaginative uses of English
- Recognize universal themes
- Explain the reasons for a character's actions, taking into account the situation and basic motivation of the character
- Identify recurring themes across works
- Identify stereotypical characters as opposed to fully developed characters
- Make inferences about context, events, characters, setting and theme
- Identify the effect of literary devices such as figurative language, allusion, diction, dialogue and description
- Interpret the impact of authors' decisions regarding word choice, content and literary elements
- Identify the characteristics of literary genres
- Identify point of view, and determine its effect
- Identify elements of the plot, e.g., exposition, complicating incident, climax, denouement, aftermath
- Identify famous authors and their works
- Distinguish between functional and non-functional settings
- Recall plot
- Identify and draw inferences about characters, motives and feelings
- Identify mood
- Identify moral dilemmas in a story

Students demonstrate an appreciation of literary forms.

Students will:

- Value a range of literature, explaining preferences by referring to specific criteria
- Support personal views by citing details in literary texts
- Determine literary merit
- Identify famous authors and their works

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view

- Use a variety of simple, compound, complex, and compound-complex sentences in speaking and writing
- Recognize subjects and predicates
- Recognize phrases
- Recognize independent and subordinate clauses
- Discriminate among sentences, sentence fragments, and run-on sentences
- Recognize subjects, objects, and complements
- Use a variety of sentence structures when composing
- Demonstrate an understanding and respect for the cultural diversities in our language

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject-verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication
- Adapt language to meet different social and situational needs

Mechanics -- Students will:

- Use commas correctly
- Use semicolons correctly
- Use colons correctly
- Use the apostrophe correctly
- Use end marks correctly
- Use indentation correctly
- Use capitalization correctly
- Use underlining correctly
- Use quotation marks correctly

Language Usage-- Students will:

- Use correctly the parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
- Use correct pronoun case
- Use correct regular and irregular verb forms
- Use correct subject-verb agreement
- Use correct pronoun/antecedent agreement
- Discriminate between transitive and intransitive verbs

Students increase their vocabularies. Students will:

- Expand use of specific words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific
- Increase use of figurative language
- Analyze idioms and symbolic language
- Discriminate between denotations and connotations of words.
- Trace the etymology of words
- Choose the definition of a word based upon its context
- Use an ever-expanding vocabulary

### **Accessing and Processing Information**

Students use media, technology and human resources as learning and communication tools. Students will:

- Use tools, procedures, and language to organize and present information orally and visually using text, artistic elements, lists, diagrams, tables, graphs, and maps
- Give credit for borrowed information by telling and/or listing sources
- Access human resources through telecommunications
- Access information from multimedia reference materials e.g., electronic atlas, dictionary and encyclopedia
- Apply an understanding of the ethical use of technology generated materials
- Use available technology to research and produce an end product that is accurately documented
- Compare and analyze the usefulness of print and electronic media for a specific purpose
- Select appropriate technologies to enhance efficiency and effectiveness of written and oral presentations
- Read and interpret consumer materials
- Use various technologies to investigate and enhance understanding of topics
- Use adults and peers as resources for learning
- Work individually and in teams to collect and share information and ideas
- Define roles and share responsibilities among team members for a given project

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Use simulation software that does not require one right answer
- Use simulation software to develop and practice problem-solving skills
- Use appropriate language when comparing, contrasting and explaining cause and effect
- Practice thinking and problem solving strategies
- Construct meaning by sorting, classifying, categorizing, patterning and using other strategies for interpreting information
- Use multiple intelligences to produce multimedia presentations of information

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information
- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research e.g., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Use communication and group process skills to collaborate, process ideas, evaluate work and develop quality products with others
- Use cross-referencing while gathering information
- Explore and practice learning in different modalities
- Take notes from printed, oral and electronic sources
- Use various technologies to investigate and enhance understanding of topics
- Use available technology to access available information.
- Document sources of information
- Produce a fully documented product
- Organize notes into outline form
- Present research material in oral and written form

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## **Grade Eight**

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### **Writing**

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)

- Use collaborative processes for sharing, responding and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle and end
- Use telecommunications to increase audience and collaborative possibilities
- Demonstrate proficiency in response to the following prompts: autobiographical incident, report of information, problem/solution, observation
- Develop a controlling idea that conveys a perspective on the subject
- Support arguments with detailed evidence, citing sources of information as appropriate
- Integrate primary and secondary sources of information into written reports and include proper documentation
- Create visual images through devices such as figurative language and sensory detail
- Demonstrate a sense of voice in writing

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs and/or journals
- Use resources such as thesaurus, dictionary, peers, adults and technology
- Write on directed topics
- Demonstrate information gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Practice simple note taking
- Formulate hypotheses
- Outline information

Students use appropriate writing conventions. Students will:

- Create appropriate titles
- Use conventional spelling
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Refine the use of writing conventions such as usage, structure, and mechanics
- Use appropriate telecommunications etiquette
- Use clear and legible handwriting

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Discriminate between fact and fiction
- Take part in group discussions actively and critically showing an ability to summarize and evaluate arguments effectively
- Interpret alternative viewpoints with accuracy and discrimination
- Ask appropriate questions
- Listen critically to others’ points of view
- Paraphrase and summarize to facilitate understanding

Students present and express information orally. Students will:

- Recount the story elements of television, video, radio and film productions
- Use facial expressions, gestures and tone of voice to convey meaning
- Use language objectively and effectively in a variety of complex situations which involve a range of audiences
- Demonstrate the ability to use language appropriate to purpose, topic, and audience
- Take an active and positive part in group discussions
- Express a point of view cogently and clearly to a range of audiences
- Identify the intended messages of advertisements, entertainment programs, and news programs
- Identify common persuasive techniques
- Describe ways used to portray and comment on various cultures

### **Literature**

Students experience, respond to, appreciate and self-select a wide range of literature. Students will:

- Use literary terminology to analyze literature
- Recognize and discuss the relationship between word play and meaning and some of the effects of the writer’s choice of words and of other imaginative uses of English
- Recognize universal themes
- Explain the reasons for a character’s actions, taking into account the situation and basic motivation of the character
- Identify recurring themes across works

- Identify stereotypical characters as opposed to fully developed characters
- Make inferences about context, events, characters, setting and theme
- Identify the effect of literary devices such as figurative language, allusion, diction, dialogue and description
- Interpret the impact of authors' decisions regarding word choice, content and literary elements
- Identify the characteristics of literary genres
- Identify point of view, and determine its effect
- Identify elements of the plot, e.g., exposition, complicating incident, climax, denouement, aftermath
- Identify famous authors and their works
- Distinguish between functional and non-functional settings
- Recall plot
- Identify and draw inferences about characters, motives, and feelings
- Identify mood
- Identify moral dilemmas in a story

Students demonstrate an appreciation of literary forms.

Students will:

- Value a range of literature, explaining preferences by referring to specific criteria
- Support personal views by citing details in literary texts
- Determine literary merit
- Identify famous authors and their works

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view
- Use a variety of simple, compound, complex, and compound-complex sentences in speaking and writing
- Recognize subjects and predicates
- Recognize phrases
- Recognize independent and subordinate clauses
- Discriminate among sentences, sentence fragments, and run-on sentences
- Recognize subjects, objects, and complements
- Use a variety of sentence structures when composing
- Demonstrate an understanding and respect for the cultural diversities in our language

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject-verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication
- Adapt language to meet different social and situational needs

Mechanics -- Students will:

- Use commas correctly
- Use semicolons correctly
- Use colons correctly
- Use the apostrophe correctly
- Use end marks correctly
- Use indentation correctly
- Use capitalization correctly
- Use underlining correctly
- Use quotation marks correctly

Language Usage -- Students will:

- Use correctly the parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
- Use correct pronoun case
- Use correct regular and irregular verb forms
- Use correct subject-verb agreement
- Use correct pronoun/antecedent agreement
- Discriminate between transitive and intransitive verbs
- Students increase their vocabularies . Students will:
- Expand use of specific words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific
- Increase use of figurative language
- Analyze idioms and symbolic language
- Discriminate between denotations and connotations of words.
- Trace the etymology of words
- Choose the definition of a word based upon its context
- Use an ever-expanding vocabulary

## Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

- Use tools, procedures, and language to organize and present information orally and visually using text, artistic elements, lists, diagrams, tables, graphs, and maps
- Give credit for borrowed information by telling and/or listing sources
- Access human resources through telecommunications
- Access information from multimedia reference materials e.g., electronic atlas, dictionary and encyclopedia
- Apply an understanding of the ethical use of technology generated materials
- Use available technology to research and produce an end product that is accurately documented
- Compare and analyze the usefulness of print and electronic media for a specific purpose
- Select appropriate technologies to enhance efficiency and effectiveness of written and oral presentations
- Read and interpret consumer materials
- Use various technologies to investigate and enhance understanding of topics
  - Use adults and peers as resources for learning
  - Work individually and in teams to collect and share information and ideas
  - Define roles and share responsibilities among team members for a given project

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Use simulation software that does not require one right answer
- Use simulation software to develop and practice problem-solving skills

- Use appropriate language when comparing, contrasting and explaining cause and effect
- Practice thinking and problem solving strategies
- Construct meaning by sorting, classifying, categorizing, patterning and using other strategies for interpreting information
- Use multiple intelligences to produce multimedia presentations of information

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Use a variety of skills, strategies and technology to gather, retrieve, record and communicate information
- Use multimedia technology as a tool for self-assessment e.g., video portfolios, videos and audio recordings
- Use electronic research e.g., CD ROMs, Internet and World Wide Web
- Use organizational features of printed text e.g., page numbering, alphabetizing, glossaries, chapter headings, tables of contents, indexes and captions
- Use communication and group process skills to collaborate, process ideas, evaluate work and develop quality products with others
- Use cross-referencing while gathering information
- Explore and practice learning in different modalities
- Take notes from printed, oral and electronic sources
- Use various technologies to investigate and enhance understanding of topics
- Use available technology to access available information.
- Document sources of information
- Produces a fully documented product
- Organize notes into outline form.
- Present research material in oral and written form

## Grade Nine

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### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify self as author and illustrator
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle and end
- Use telecommunications to increase audience and collaborative possibilities
- Demonstrate proficiency in response to the following prompts: autobiographical incident, report of information, problem/solution, observation
- Develop a controlling idea that conveys a perspective on the subject
- Support arguments with detailed evidence, citing sources of information as appropriate
- Integrate primary and secondary sources of information into written reports and include proper documentation

- Create visual images through devices such as figurative language and sensory detail
- Demonstrate a sense of voice in writing
- Write functional documents (e.g., set of instructions, recommendation, summary of a meeting, brochure, proposal)
- Prepare appropriate products ( e.g., portfolios, job applications, college applications, public documents)
- Refine writing styles focusing on word choice, sentence structure and figurative language

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs and/or journals
- Use resources such as thesaurus, dictionary, peers, adults and technology
- Write on directed topics
- Demonstrate information gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Practice simple note taking
- Formulate hypotheses
- Outline information

Students use appropriate writing conventions. Students will:

- Create appropriate titles
- Use conventional spelling
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Refine the use of writing conventions such as usage, structure, and mechanics
- Use appropriate telecommunications etiquette
- Use clear and legible handwriting
- Use and apply practical conventions such as varying fonts, gridding, and bulleting information
- Use MLA, APA, or other standard style sheet for citing research sources

### Listening, Speaking, and Viewing

Students receive and respond to information seen and heard. Students will:

- Demonstrate good listening skills
- Analyze and evaluate persuasive presentations
- Identify phrases or statements which qualify as propaganda
- Evaluate visual and auditory information
- Follow oral directions
- Make informed judgments
- Recognize appropriateness of literary and stylistic devices

Students present and express information orally. Students will:

- Take active and responsible roles in group discussions
- Use language to clarify ideas, solve problems, make decisions, debate issues and extend understandings
- Make formal and informal presentations, using appropriate language and speech conventions and selected media
- Use appropriate delivery, body language, eye contact, pacing and voice quality
- Read aloud with fluency and expression
- Ask appropriate questions
- Respond appropriately to the questions of others
- Support and defend ideas in public forums
- Give other members of the group opportunities to speak
- Adjust delivery, gestures, pace, word choice and media to suit a variety of audiences (peers, adults, younger students) for a variety of purposes
- Show awareness of an audience by adjusting to its reaction
- Paraphrase and summarize to increase understanding
- Articulate appropriate responses to complex spoken and media messages

## Literature

Students will derive meaning and make connections in literature. Students will:

- Make thematic connections among literary texts, public discourse and media
- Relate themes in literature to concerns, events and issues in one's life
- Identify universal themes prevalent in the literature of all cultures
- Explain similarities and differences of structures and images as represented in the classical and contemporary literature of different cultures
- Recognize recurring motifs, archetypal characters and themes in literature

Students will examine a piece of literature from several critical perspectives. Students will:

- Explain the characteristics of a wide variety of literary forms and genres
- Explain the influence of cultural and historical periods on a piece of literature
- Interpret the effect of literary devices, such as figurative language, allusion, diction, dialogue, descriptions and symbolism
- Interpret ambiguities, subtleties, contradictions, ironies, and nuances
- Respond critically to a variety of types of literature, formulate opinions and support those opinions from the text
- Analyze character roles, emotional reactions and motives of characters

## The English Language

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view
- Use a variety of simple, compound, complex, and compound-complex sentences in speaking and writing
- Recognize subjects and predicates
- Recognize phrases
- Recognize independent and subordinate clauses
- Discriminate among sentences, sentence fragments, and run-on sentences
- Recognize subjects, objects, and complements
- Use a variety of sentence structures when composing
- Demonstrate an understanding and respect for the cultural diversities in our language
- Recognize and use appropriate sentence structure
- Use standard sentence formation, eliminating comma splices, fragments, and other non-standard forms of sentences, unless used purposefully for a specific effect
- Vary sentence structure in writing and speaking
- Use appropriate technology to check language usage and syntax
- Explain how new words enter languages and how meanings evolve over time
- Understand the derivation of groups of words across a variety of languages
- Use understanding of the origin and structure of languages to evaluate language
- Use understanding of diversity in dialects to be more perceptive communicators
- Use understanding of languages to appreciate differences in cultures
- Understand how languages change, develop, and influence each other
- Analyze, apply, and value the sensory power of language
- Identify acceptable language usage, which varies in different situations

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject-verb agreement
- Know and use correct modifiers

- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonics rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication
- Adapt language to meet different social and situational needs

Mechanics -- Students will:

- Use commas correctly
- Use semicolons correctly
- Use colons correctly
- Use the apostrophe correctly
- Use end marks correctly
- Use indentation correctly
- Use capitalization correctly
- Use underlining correctly
- Use quotation marks correctly

Language Usage -- Students will:

- Use correctly the parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
- Use correct pronoun case
- Use correct regular and irregular verb forms
- Use correct subject-verb agreement
- Use correct pronoun/antecedent agreement
- Discriminate between transitive and intransitive verbs
- Understand the characteristic sounds and rhythms of language
- Understand simple figurative language
- Use correct usage and conventions of English to convey a specific message
- Edit writing for mechanics, usage, sentence structure, and spelling
- Use pronoun references correctly
- Use phrases and clauses for purposes of modification and parallel structure in speaking and writing
- Use correct subject-verb agreement.
- Avoid archaic, obsolete, offensive, and non-standard language except when used purposely for a specific effect
- Use standard spelling

Students increase their vocabularies. Students will:

- Expand use of specific words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific
- Increase use of figurative language

- Analyze idioms and symbolic language
- Discriminate between denotations and connotations of words.
- Trace the etymology of words
- Choose the definition of a word based upon its context
- Use an ever-expanding vocabulary
- Use precise and appropriate vocabulary in conversation and writing
- Use resources such as thesaurus, dictionary, peers and adult helpers for vocabulary expansion
- Maintain a personal log for recording new words
- Recognize the meaning of new words, using contextual clues

### **Accessing and Processing Information**

Students use media, technology and human resources as learning and communication tools. Students will:

- Use tools, procedures, and language to organize and present information orally and visually using text, artistic elements, lists, diagrams, tables, graphs, and maps
- Give credit for borrowed information by telling and/or listing sources
- Access human resources through telecommunications
- Access information from multimedia reference materials e.g., electronic atlas, dictionary and encyclopedia
- Apply an understanding of the ethical use of technology generated materials
- Use available technology to research and produce an end product that is accurately documented
- Compare and analyze the usefulness of print and electronic media for a specific purpose
- Select appropriate technologies to enhance efficiency and effectiveness of written and oral presentations
- Read and interpret consumer materials
- Use various technologies to investigate and enhance understanding of topics
- Use adults and peers as resources for learning
- Work individually and in teams to collect and share information and ideas
- Define roles and share responsibilities among team members for a given project

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Synthesize ideas in a coherent essay
- Evaluate the hidden messages and purposes of information presented in the media
- Analyze a problem, propose and implement solutions, and evaluate the outcome
- Frame questions so that causes and effects can be distinguished

- Justify a conclusion that is interpretive, analytic or reflective

Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:

- Internalize a continuous, self-adjusting learning system
- Apply a study process to manage information. (notetaking, graphic organizers, study skills)
- Use writing as a tool for learning across the curriculum
- Use prescribed criteria to evaluate own oral, written and visual work

- Establish and apply personal standards to reflect upon and assess performance
- Use multimedia technology as a tool for self-assessment, e.g., videos, portfolios and audio recordings
- Document sources of information using a style sheet format such as MLA or APA
- Employ a variety of skills, learning strategies and technology together to retrieve, record and communicate information

## Grade Ten

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/ or technology
- Use a variety of lead sentences, sentence patterns, audiences and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing
- Enhance writing through descriptive words and phrases
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle and end

- Use telecommunications to increase audience and collaborative possibilities
- Demonstrate proficiency in response to the following prompts: autobiographical incident, report of information, problem/solution, observation
- Develop a controlling idea that conveys a perspective on the subject
- Support arguments with detailed evidence, citing sources of information as appropriate
- Integrate primary and secondary sources of information into written reports and include proper documentation
- Create visual images through devices such as figurative language and sensory detail
- Demonstrate a sense of voice in writing
- Write functional documents (e.g., set of instructions, recommendation, summary of a meeting, brochure, proposal)
- Prepare appropriate products ( e.g., portfolios, job applications, college applications, public documents)
- Refine writing styles focusing on word choice, sentence structure and figurative language

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs and/or journals
- Use resources such as thesaurus, dictionary, peers, adults and technology
- Write on directed topics
- Demonstrate information gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Practice simple note taking
- Formulate hypotheses
- Outline information

Students use appropriate writing conventions. Students will:

- Create appropriate titles

- Use conventional spelling
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Refine the use of writing conventions such as usage, structure, and mechanics
- Use appropriate telecommunications etiquette
- Use clear and legible handwriting
- Use and apply practical conventions such as varying fonts, gridding, and bulleting information
- Use MLA, APA, or other standard style sheet for citing research sources

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Demonstrate good listening skills
- Analyze and evaluate persuasive presentations
- Identify phrases or statements which qualify as propaganda
- Evaluate visual and auditory information
- Follow oral directions
- Make informed judgments
- Recognize appropriateness of literary and stylistic devices

Students present and express information orally. Students will:

- Take active and responsible roles in group discussions
- Use language to clarify ideas, solve problems, make decisions, debate issues and extend understandings
- Make formal and informal presentations, using appropriate language and speech conventions and selected media
- Use appropriate delivery, body language, eye contact, pacing and voice quality
- Read aloud with fluency and expression
- Ask appropriate questions
- Respond to the questions of others
- Support and defend ideas in public forums
- Give other members of the group opportunities to speak
- Adjust delivery, gestures, pace, word choice and media to suit a variety of audiences (peers, adults, younger students) for a variety of purposes
- Show awareness of an audience by adjusting to its reaction
- Paraphrase and summarize to increase understanding
- Articulate appropriate responses to complex spoken and media messages

### **Literature**

Students will derive meaning and make connections in literature. Students will:

- Make thematic connections among literary texts, public discourse and media

- Relate themes in literature to concerns, events and issues in one's life
- Identify universal themes prevalent in the literature of all cultures
- Explain similarities and differences of structures and images as represented in the classical and contemporary literature of different cultures
- Recognize recurring motifs, archetypal characters and themes in literature

Students will examine a piece of literature from several critical perspectives. Students will:

- Explain the characteristics of a wide variety of literary forms and genres
- Explain the influence of cultural and historical periods on a piece of literature
- Interpret the effect of literary devices, such as figurative language, allusion, diction, dialogue, descriptions and symbolism
- Interpret ambiguities, subtleties, contradictions, ironies and nuances
- Respond critically to a variety of types of literature, formulate opinions and support those opinions from the text
- Analyze character roles, emotional reactions and motives of characters

### **The English Language**

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language
- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view
- Use a variety of simple, compound, complex, and compound-complex sentences in speaking and writing
- Recognize subjects and predicates
- Recognize phrases
- Recognize independent and subordinate clauses
- Discriminate among sentences, sentence fragments, and run-on sentences
- Recognize subjects, objects, and complements
- Use a variety of sentence structures when composing
- Demonstrate an understanding and respect for the cultural diversities in our language
- Recognize and use appropriate sentence structure
- Use standard sentence formation, eliminating comma splices, fragments, and other non-standard forms of sentences, unless used purposefully for a specific effect
- Vary sentence structure in writing and speaking
- Use appropriate technology to check language usage and syntax

- Explain how new words enter languages and how meanings evolve over time
- Understand the derivation of groups of words across a variety of languages
- Use understanding of the origin and structure of languages to evaluate language
- Use understanding of diversity in dialects to be more perceptive communicators
- Use understanding of languages to appreciate differences in cultures
- Understand how languages change, develop, and influence each other
- Analyze, apply, and value the sensory power of language
- Identify acceptable language usage, which varies in different situations

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject-verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonics rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication
- Adapt language to meet different social and situational needs

Mechanics -- Students will:

- Use commas correctly
- Use semicolons correctly
- Use colons correctly
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- Use end marks correctly
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- Use correct pronoun case
- Use correct regular and irregular verb forms
- Use correct subject-verb agreement

- Use correct pronoun/antecedent agreement
- Discriminate between transitive and intransitive verbs
- Understand the characteristic sounds and rhythms of languages
- Understand simple figurative language
- Use correct usage and conventions of English to convey a specific message
- Edit writing for mechanics, usage, sentence structure, and spelling
- Use pronoun references correctly
- Use phrases and clauses for purposes of modification and parallel structure in speaking and writing
- Use correct subject-verb agreement.
- Avoid archaic, obsolete, offensive, and non-standard language except when used purposely for a specific effect
- Use standard spelling

Students increase their vocabularies. Students will:

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- Use resources such as thesaurus, dictionary, peers, and adult helpers for vocabulary expansion
- Maintain a personal log for recording new words
- Recognize the meaning of new words, using context clues

### Accessing and Processing Information

Students use media, technology and human resources as learning and communication tools. Students will:

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Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

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- Internalize a continuous, self-adjusting learning system

- Apply a study process to manage information. (notetaking, graphic organizers, study skills)
- Use writing as a tool for learning across the curriculum
- Use prescribed criteria to evaluate own oral, written and visual work
- Establish and apply personal standards to reflect upon and assess performance
- Use multimedia technology as a tool for self-assessment, e.g., videos, portfolios, and audio recordings
- Document sources of information using a style sheet format such as MLA or APA
- Employ a variety of skills, learning strategies and technology together to retrieve, record and communicate information

## Grade Eleven

---

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences and purposes in creating first draft

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- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Develop main idea and supporting details

- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
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- Develop an idea into a complete piece with a distinct beginning, middle and end
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- Support arguments with detailed evidence, citing sources of information as appropriate
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- Write functional documents ( e.g., set of instructions, recommendation, summary of a meeting, brochure, proposal)
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### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

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- Make informed judgments
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Students present and express information orally. Students will:

- Take active and responsible roles in group discussions
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- Use appropriate delivery, body language, eye contact, pacing and voice quality
- Read aloud with fluency and expression
- Ask appropriate questions
- Respond to the questions of others
- Support and defend ideas in public forums
- Give other members of the group opportunities to speak

- Adjust delivery, gestures, pace, word choice and media to suit a variety of audiences (peers, adults, younger students) for a variety of purposes
- Show awareness of an audience by adjusting to its reaction
- Paraphrase and summarize to increase understanding
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### **Literature**

Students will derive meaning and make connections in literature. Students will:

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### **The English Language**

Students explore the history, structure, and diversity of the English language. Students will:

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- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view
- Use a variety of simple, compound, complex, and compound-complex sentences in speaking and writing
- Recognize subjects and predicates
- Recognize phrases
- Recognize independent and subordinate clauses

- Discriminate among sentences, sentence fragments, and run-on sentences
- Recognize subjects, objects, and complements
- Use a variety of sentence structures when composing
- Demonstrate an understanding and respect for the cultural diversities in our language
- Recognize and use appropriate sentence structure
- Use standard sentence formation, eliminating comma splices, fragments, and other non-standard forms of sentences. unless when used purposefully for a specific effect
- Vary sentence structure in writing and speaking
- Use appropriate technology to check language usage and syntax
- Explain how new words enter languages and how meanings evolve over time
- Understand the derivation of groups of words across a variety of languages
- Use understanding of the origin and structure of languages to evaluate language
- Use understanding of diversity in dialects to be more perceptive communicators
- Use understanding of languages to appreciate differences in cultures
- Understand how languages change, develop, and influence each other
- Analyze, apply, and value the sensory power of language
- Identify acceptable language usage, which varies in different situations

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

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- Adapt language to meet different social and situational needs
- Know and use subject-verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonics rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, and adjectives
- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
- Use simple sentences
- Use correct language usage and syntax to convey a specific message
- Use quotations, similes, and metaphors to enhance communication
- Adapt language to meet different social and situational needs

Mechanics -- Students will:

- Use commas correctly
- Use semicolons correctly
- Use colons correctly

- Use the apostrophe correctly
- Use end marks correctly
- Use indentation correctly
- Use capitalization correctly
- Use underlining correctly
- Use quotation marks correctly

Language Usage -- Students will:

- Use correctly the parts of speech: nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions, and interjections
- Use correct pronoun case
- Use correct regular and irregular verb forms
- Use correct subject-verb agreement
- Use correct pronoun/antecedent agreement
- Discriminate between transitive and intransitive verbs
- Understand the characteristic sounds and rhythms of languages
- Understand simple figurative language
- Use correct usage and conventions of English to convey a specific message
- Edit writing for mechanics, usage, sentence structure, and spelling
- Use pronoun references correctly
- Use phrases and clauses for purposes of modification and parallel structure in speaking and writing
- Use correct subject-verb agreement.
- Avoid archaic, obsolete, offensive, and non-standard language except when used purposely for a specific effect
- Use standard spelling

Students increase their vocabularies. Students will:

- Expand use of specific words
- Develop specific vocabulary to suit different purposes, i.e., scientific, technological, content specific
- Increase use of figurative language
- Analyze idioms and symbolic language
- Discriminate between denotations and connotations of words.
- Trace the etymology of words
- Choose the definition of a word based upon its context
- Use an ever-expanding vocabulary
- Use precise and appropriate vocabulary in conversation and writing
- Use resources such as thesaurus, dictionary, peers, and adult helpers for vocabulary expansion
- Maintain a personal log for recording new words
- Recognize the meaning of new words, using context clues

### **Accessing and Processing Information**

Students use media, technology and human resources as learning and communication tools. Students will:

- Compare and analyze the usefulness of print and electronic media for a specific purpose
- Select appropriate technologies to enhance efficiency and effectiveness of written and oral presentations
- Read and interpret consumer materials
- Use various technologies to investigate and enhance understanding of topics
- Access human resources through telecommunications
- Use adults and peers as resources for learning
- Work individually and in teams to collect and share information and ideas
- Define roles and share responsibilities among team members for a given project

Students use language and technology to apply higher order thinking skills when reading, writing, listening, speaking and viewing. Students will:

- Synthesize ideas in a coherent essay.
- Evaluate the hidden messages and purposes of information presented in the media
- Analyze a problem, propose and implement solutions and evaluate the outcome
- Frame questions so that causes and effects can be distinguished

- Justify a conclusion that is interpretive, analytic, or reflective
- Students apply a variety of study skills and self-assessment techniques to facilitate learning. Students will:
- Internalize a continuous, self-adjusting learning system
  - Apply a study process to manage information. (notetaking, graphic organizers, study skills)
  - Use writing as a tool for learning across the curriculum
  - Use prescribed criteria to evaluate own oral, written and visual work
  - Establish and apply personal standards to reflect upon and assess performance
  - Use multimedia technology as a tool for self-assessment, e.g., videos, portfolios, and audio recordings
  - Document sources of information using a style sheet format such as MLA or APA
  - Employ a variety of skills, learning strategies and technology together to retrieve, record and communicate information

## Grade Twelve

### Writing

Students engage in process writing. Students will:

- Engage in group writing projects
- Use prewriting strategies when organizing information
- Recognize not all writing proceeds through the entire writing process
- Identify and practice writing as a process (pre-writing, drafting, revising, editing and publishing)
- Use collaborative processes for sharing, responding and assessing during various stages
- Use technological aids throughout the process, as appropriate
- Employ various means for publishing final pieces, including appropriate handwriting and/or technology
- Use a variety of lead sentences, sentence patterns, audiences and purposes in creating first draft

Students compose as a means of communication. Students will:

- Write from personal experiences
- Identify themselves as authors and illustrators
- Use pictures and symbols to convey thoughts
- Generate and expand ideas through a collaborative process
- Use technological aids for communicating ideas
- Use a variety of sentence types or patterns
- Use literature as a springboard to writing

- Enhance writing through descriptive words and phrases
- Recognize audience when selecting topics for various purposes
- Write frequently for practical and academic purposes
- Use “show”, not “tell” writing
- Develop main idea and supporting details
- Write in a variety of modes for specific purposes: narrative, descriptive, expository, persuasive
- Write stories with well-developed characters, setting, plot and resolution
- Develop an idea into a complete piece with a distinct beginning, middle and end
- Use telecommunications to increase audience and collaborative possibilities
- Demonstrate proficiency in response to the following prompts: autobiographical incident, report of information, problem/solution, and observation
- Develop a controlling idea that conveys a perspective on the subject
- Support arguments with detailed evidence, citing sources of information as appropriate
- Integrate primary and secondary sources of information into written reports and include proper documentation
- Create visual images through devices such as figurative language and sensory detail
- Demonstrate a sense of voice in writing

- Write functional documents (e.g., set of instructions, recommendation, summary of a meeting, brochure, proposal)
- Prepares appropriate products (e.g., portfolios, job applications, college applications, public documents)
- Refine writing style focusing on word choice, sentence structure, and figurative language

Students employ writing as a learning tool. Students will:

- Maintain portfolios, learning logs and/or journals
- Use resources such as thesaurus, dictionary, peers, adults, and technology
- Write on directed topics
- Demonstrate information-gathering skills
- Write to clarify thoughts and information in all subjects
- Write to review personal experiences and to reflect on ideas
- Write to summarize
- Write to activate prior learning
- Write from different points of view
- Practice simple note taking
- Formulate hypotheses
- Outline information

Students use appropriate writing conventions. Students will:

- Create appropriate titles
- Use conventional spelling
- Arrange thoughts clearly and logically (paragraph form when appropriate)
- Refine the use of writing conventions such as usage, structure, and mechanics
- Use appropriate telecommunications etiquette
- Use clear and legible handwriting
- Use and apply practical conventions such as varying fonts, gridding and bulleting information
- Use MLA, APA, or other standard style sheet for citing research sources

### **Listening, Speaking, and Viewing**

Students receive and respond to information seen and heard. Students will:

- Demonstrate good listening skills
- Analyze and evaluate persuasive presentations
- Identify phrases or statements which qualify as propaganda
- Evaluate visual and auditory information
- Follow oral directions
- Make informed judgments
- Recognize appropriateness of literary and stylistic devices

Students present and express information orally. Students will:

- Take active and responsible roles in group discussions
- Use language to clarify ideas, solve problems, make decisions, debate issues and extend understandings

- Make formal and informal presentations using appropriate language and speech conventions and selected media
- Use appropriate delivery, body language, eye contact, pacing and voice quality
- Read aloud with fluency and expression
- Ask appropriate questions
- Respond to the questions of others
- Support and defend ideas in public forums
- Give other members of the group opportunities to speak
- Adjust delivery, gestures, pace, word choice and media to suit a variety of audiences (peers, adults, younger students) for a variety of purposes
- Show awareness of an audience by adjusting to its reaction
- Paraphrase and summarize to increase understanding
- Articulate appropriate responses to complex spoken and media messages

### **Literature**

Students will derive meaning and make connections in literature. Students will:

- Make thematic connections among literary texts, public discourse and media
- Relate themes in literature to concerns, events and issues in one's life
- Identify universal themes prevalent in the literature of all cultures
- Explain similarities and differences of structures and images as represented in the classical and contemporary literature of different cultures
- Explain recurring motifs, archetypal characters and themes in literature

Students will examine a piece of literature from several critical perspectives. Students will:

- Analyze the characteristics of a wide variety of literary forms and genres
- Analyze the ways in which specific pieces of literature have been influenced by the culture and time period
- Interpret the effect of literary devices, such as figurative language, allusion, diction, dialogue, descriptions and symbolism
- Interpret ambiguities, subtleties, contradictions, ironies and nuances
- Respond critically to a variety of types of literature, formulate opinions and support those opinions from the text
- Analyze character roles, emotional reactions and motives of characters

### **The English Language**

Students explore the history, structure, and diversity of the English language. Students will:

- Understand and respect the cultural diversities in our language

- Explain the history of selected words
- Identify specific ways in which language varies
- Read stories which illustrate different dialects to compare language changes
- Understand that language, both written and spoken, reflects a point of view
- Use a variety of simple, compound, complex, and compound-complex sentences in speaking and writing
- Recognize subjects and predicates
- Recognize phrases
- Recognize independent and subordinate clauses
- Discriminate among sentences, sentence fragments, and run-on sentences
- Recognize subjects, objects, and complements
- Use a variety of sentence structures when composing
- Demonstrate an understanding and respect for the cultural diversities in our language
- Recognize and use appropriate sentence structure
- Use standard sentence formation, eliminating comma splices, fragments, and other non-standard forms of sentences, unless when used purposefully for a specific effect
- Vary sentence structure in writing and speaking
- Use appropriate technology to check language usage and syntax
- Explain how new words enter languages and how meanings evolve over time
- Understand the derivation of groups of words across a variety of languages
- Use understanding of the origin and structure of languages to evaluate language
- Use understanding of diversity in dialects to be more perceptive communicators
- Use understanding of languages to appreciate differences in cultures
- Understand how languages change, develop, and influence each other
- Analyze, apply, and value the sensory power of language
- Identify acceptable language usage, which varies in different situations

Students demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing. Students will:

- Use invented spelling in writing when appropriate
- Adapt language to meet different social and situational needs
- Know and use subject-verb agreement
- Know and use correct modifiers
- Know and use correct capitalization, punctuation, and abbreviations
- Show evidence of mastery of conventional spelling, using phonics rules and exceptions
- Identify and apply parts of speech, i.e., nouns, verbs, pronouns, adjectives

- Use resources (i.e., spell checkers, dictionaries, and charts) to monitor spelling accuracy
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