

Brookfield Public Schools

Language Arts and English

**Curriculum
Framework
K-12**

January 2007

TABLE OF CONTENTS

	Page
Philosophy.....	3
Program Goals.....	3
Hallmarks of Best Instructional Practice.....	4
Essential Understandings.....	6
Essential Questions.....	6
K-12 Content Standards.....	7
Kindergarten.....	8-10
Grade 1.....	11-17
Grade 2.....	18-25
Grade 3.....	26-32
Grade 4.....	33-41
Grade 5.....	42-52
Grade 6.....	53-58
Grade 7.....	59-68
Grade 8.....	69-80
Grades 9-12.....	81-92

Philosophy

The Brookfield Public School System believes that a strong language arts program is essential to ensure that students develop the skills they need to comprehend and communicate effectively. The language arts are unique among the subjects because the underlying domains – reading, writing, speaking, listening and viewing – include skills and competencies that are applied to learning in all of the disciplines. These domains are the means by which we communicate, receive ideas, and acquire new information. The ability to communicate with others through these domains is essential for a productive life. Brookfield Public School System believes that the language arts contribute to children’s education and preparation for life in numerous ways. For example, the language arts program:

- provides a foundation for students’ success in all content areas and in future careers;
- enables students to obtain and communicate information;
- provides exposure to the lives of others and to worlds beyond their own through literary texts;
- allows students to think critically and to solve problems in everyday life; and
- provides students with the tools, technology, and motivation to continue their learning beyond school.

Program Goals

Students will:

- develop the skills to read, write, speak, listen and view texts to construct meaning;
- read with understanding and respond thoughtfully to a variety of texts;
- write in a variety of formats and apply the appropriate technology to express themselves;
- write and speak English proficiently to communicate ideas clearly;
- choose and apply strategies that enhance the fluent and proficient use of language arts;
- employ the language arts for lifelong learning, work, and enjoyment.

Hallmarks of Best Instructional Practice

Hallmarks of Best Instructional Practice are the observable, in-class characteristics and actions that denote a high quality program. The hallmarks are noted in instructional research and represent the best pedagogy to build student independence through the gradual release of responsibility from the teacher to the student.

Instruction focuses on:

- ***Teacher modeling*** the expected performance through:
 - Explicit instruction identifying effective strategies by working with high quality examples in various texts including those available through the use of technology (textbooks, primary sources, student work, and other literature)
 - Think-alouds
 - Meta-cognition strategies which contribute to students' comprehension
 - Demonstrations by teachers of their work as artists, writers, scientists, musicians, craftspeople, readers, mathematicians, hobbyists, poets, researchers, etc.
 - Mentors used as guides to develop student competencies (the works of artists, writers, scientists, mathematicians, poets, researchers, etc.)
 - Rubrics which define expectations

- ***Guided Practice*** through:
 - Activities that build on one another with increasing levels of complexity and decreasing levels of support
 - Multiple structures that meet the individual needs of students (differentiating instruction through a mix of whole class, small group and individual activities)
 - Strategies or criteria that are adjusted to accommodate differences in students' learning needs
 - Teacher as coach/facilitator providing feedback during activities
 - Active learning (exploring and learning by doing and discussing with peers)
 - Conferencing to engage students in the reflection process
 - The use of visual tools to track thinking by coding text and using post-its and graphic organizers
 - The use of rubrics to guide students' work

- ***Independent Practice*** through:
 - Activities that prompt students to apply new learning
 - Self-assessment tools such as rubrics, checklists, and reflective responses
 - Routines that cause students to analyze their own work and reflect on their growth as learners

- ***Application*** opportunities through:

- Activities or performance expectations that require students to apply skills, strategies, and new concepts in authentic tasks including the use of technology
- ***High levels of thinking*** are expected through:
 - Meta-cognitive strategies to learn about thinking structures
 - Anecdotal notes which capture student thinking
 - Activities which require discourse and inquiry versus procedural thinking
 - Conceptual understanding versus rote learning
 - Students making their thinking public by sharing with peers and other audiences
- ***Writing instruction focuses on:***
 - Developing writing through a flexible process
 - Using authors as mentors
 - Exploring and communicating ideas
 - Writing to an identified audience for a specific purpose using a variety of text structures
 - Explaining text
 - Interpreting and exploring meaning
 - Taking a critical stance and defending reasoning
 - Demonstrating conceptual understanding and learning
 - Exploring conventions and mechanics through the eyes of a writer
- ***Reading instruction focuses on:***
 - Ensuring a balanced and comprehensive approach to literacy
 - Developing comprehension strategies
 - Building conceptual understanding and learning
 - Responding to a variety of texts
 - Forming a general understanding
 - Developing an interpretation
 - Making reader-text connections
 - Examining the content and structure of a variety of texts
- ***Assessment practice focuses on:***
 - The continual assessment of student learning to guide instruction
 - Diagnostic assessment before instruction to guide the instructional learning process
 - Formative assessment during instruction to provide specific and frequent feedback to students and teachers and to make adjustments to refocus instruction
 - Summative assessments at the end of instruction to determine the level of attainment of the learning goals

Essential Understandings

1. Students read, comprehend and respond in individual, literal, critical and evaluative ways to literacy, informational and persuasive texts in both print and multimedia formats.
2. Students read and respond to classical and contemporary texts from many cultures and literary periods.
3. Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.
4. Students apply the conventions of standard English in oral and written communication.

Essential Questions

1. How do we understand what we read?
2. How does literature enrich our lives?
3. How do we write, speak and present effectively?
4. How do we use the English language appropriately to speak and write?

K-12 Content Standards

1. *Reading and Responding*

- 1.1 Students use appropriate strategies before, during and after reading to construct meaning.
- 1.2 Students interpret, analyze and evaluate text to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

2. *Exploring and Responding to Literature*

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

3. *Communication with Others*

- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

4. *English Language Conventions*

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

Grade K~Content Standard 1~Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: Reading and Responding-1.1 - Students use appropriate strategies before, during and after reading in order to construct meaning.	
Kindergarten Performance Expectations	
a. use <i>pre-reading</i> activities to activate prior knowledge and establish purpose	<ul style="list-style-type: none">• apply comprehension strategies, such as prediction, picture walk and making connections for meaning
b. identify points at which understanding breaks down and apply appropriate strategies to develop comprehension	<ul style="list-style-type: none">• notice when simple sentences fail to make sense• use the picture to aid in comprehension• use initial consonants to help students read the word and sentence• think about what would make sense in the sentence
c. organize information in proper sequence to use in a summary and retelling	<ul style="list-style-type: none">• retell grade-appropriate stories that have been heard several times using sequencing of main ideas including characters and setting
d. begin to recognize that there are different text structures	<ul style="list-style-type: none">• distinguish between fiction and non-fiction• identify characteristics and conventions of each text structure
e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	<ul style="list-style-type: none">• generate questions during reading• verbalize thoughts about the text• use prior knowledge and schema• with teacher prompt, refer to text for evidence to support thoughts and conclusions
f. begin to make and justify inferences from texts heard, read and viewed	<ul style="list-style-type: none">• use pictures to help gain meaning• use implicit information from the text to create meaning during and after reading• determine the meaning of the unknown word using text clues and picture clues, schema, re-reading and mental images• begin to form unique interpretations of text

Content Standard: Reading and Responding-1.2 - Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Kindergarten Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none">• generate questions before, during and after reading from a grade appropriate text read by the teacher
b. interpret information that is implied in a text	<ul style="list-style-type: none">• elaborate, draw conclusions and personalize what they've heard from a grade appropriate text read by the teacher
c. begin to distinguish between fact and opinion	<ul style="list-style-type: none">• understand that facts can be proven and that opinions are a personal response
d. make and support judgments about texts	<ul style="list-style-type: none">• use explicit information from the text read by the teacher to explain thinking
e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none">• make connections by using past experiences and prior knowledge to discuss and respond to texts
f. discuss the topic or main idea of texts	<ul style="list-style-type: none">• identify the topic or main idea using a simple statement
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none">• learn that readers read a variety of texts• select a variety of genres to read for personal enjoyment

Content Standard: Reading and Responding-1.3 - Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Kindergarten Performance Expectations

<p>a. develop phonological awareness and understanding of alphabetic principles</p>	<ul style="list-style-type: none"> • recognize and identify all uppercase and lowercase letters • demonstrate letter and sound correspondence for all single consonants • demonstrate a basic understanding that the letters in printed words represent sounds in spoken words • identify rhymes • generate rhymes • blend, segment, and delete syllables • identify spoken words with similar initial sounds • generate spoken words with similar initial sounds • orally identify spoken words with similar ending sounds • generate spoken words with similar ending sounds • blend up to three or four orally presented phonemes into a correct word • identify the individual phonemes within a word (up to 4) • recognize that printed words are composed of letters
<p>b. build sight word vocabulary</p>	<ul style="list-style-type: none"> • recognize sight words taught as part of the Kindergarten curriculum (list 1—white words) • identify sight words in context
<p>c. build reading ability</p>	<ul style="list-style-type: none"> • hold book and turn pages conventionally • recognize that printed words are separated by spaces and that print is read left to right and top to bottom • know that pictures in a book tell a story • understand that the printed words in a book convey the story • use one-to-one match of written and spoken words during emergent reading and writing activities • work towards reading a DRA level 3 book

Grade 1~Content Standard 1~Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: Reading and Responding-1.1 - Students use appropriate strategies before, during and after reading in order to construct meaning.	
First Grade Performance Expectations	
a. use <i>pre-reading</i> activities to activate prior knowledge and establish purpose	<ul style="list-style-type: none">• generate questions and predictions before reading• use title, illustrations and a “picture walk” to determine the context and purpose for reading
b. identify points at which understanding breaks down and apply appropriate strategies to develop comprehension	<ul style="list-style-type: none">• monitor reading and self-correct when an incorrectly identified word does not fit, using context, picture clues, phonics and structural analysis
c. organize information in proper sequence to use in a summary and/or retelling	<ul style="list-style-type: none">• provide a sequential retelling of a story including characters, setting, important events, problem and resolution, using grade appropriate stories read aloud by teacher or texts read by student at instructional level
d. recognize text structures	<ul style="list-style-type: none">• distinguish between fiction and non-fiction• identify characteristics and conventions of each text
e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	<ul style="list-style-type: none">• draw conclusions by re-reading, asking questions, looking for clues in the texts and inferring
f. make and justify inferences from texts heard, read and viewed	<ul style="list-style-type: none">• refer back to the text to find evidence that supports the inference made• answer inferential questions about grade-appropriate books read aloud by the teacher and about own reading in context

Content Standard: Reading and Responding-1.2 - Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

First Grade Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none"> • generate questions before, during, and after reading • answer literal and inferential questions about grade-appropriate books read by student at instructional level or read aloud by the teacher
b. interpret information that is implied in a text	<ul style="list-style-type: none"> • use prior knowledge and textual clues to draw conclusions and form unique interpretations
c. distinguish between fact and opinion	<ul style="list-style-type: none"> • determine fact and opinion given two simple statements
d. make and support judgments about texts	<ul style="list-style-type: none"> • begin to use evidence from the text to make and support judgments
e. discuss and respond to texts by making text-to-self and text-to-text connections	<ul style="list-style-type: none"> • make connections by using past experiences and prior knowledge to discuss and respond to texts
f. discuss the topic or main idea of texts	<ul style="list-style-type: none"> • identify the topic or main idea using a simple statement
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none"> • learn that readers read a variety of texts • select a variety of genres to read for personal enjoyment

Content Standard: Reading and Responding-1.3 - Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

First Grade Performance Expectations

a. apply knowledge of letter-sound correspondence, structural, syntactical and contextual clues to read and understand words	<ul style="list-style-type: none"> • use decoding strategies while reading such as finding chunks, sliding through the word, using the initial consonant sound, re-reading, skipping and going on and thinking if it sounds right, looks right, or makes sense • pass DRA level 18 assessment
b. build sight word vocabulary	<ul style="list-style-type: none"> • master all first grade sight word lists • identify sight words in context
c. recognize multiple meanings of words	<ul style="list-style-type: none"> • determine meaning based on context

<p>d. develop vocabulary through listening, speaking, reading and writing</p>	<ul style="list-style-type: none"> • identify unfamiliar words when encountered • discuss possible meanings • learn the meanings of words by inferring from the text or finding the definition from an outside source • retell grade-appropriate stories • use oral language to relate experiences and construct stories
<p>e. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)</p>	<ul style="list-style-type: none"> • use content vocabulary appropriately when speaking or writing

<p align="center">Content Standard: Reading and Responding-1.4 - Students communicate with others to create interpretations of written, oral and visual texts.</p>	
<p align="center">First Grade Performance Expectations</p>	
<p>a. listen to and respect the opinions of others about written, oral and visual texts</p>	<ul style="list-style-type: none"> • through teacher modeling and participation, discuss how to respect opinions
<p>b. share opinions and judgments based on texts heard, viewed or read</p>	<ul style="list-style-type: none"> • discuss opinions and judgments based on texts read • make connections between stories and own experiences or feelings

Grade 1~Content Standard 2~Exploring and Responding to Literature:

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: Exploring and Responding to Literature-2.1 - Students recognize how literary devices and conventions engage the reader.

First Grade Performance Expectations

a. begin to identify the elements of a genre and interact with text	<ul style="list-style-type: none">• identify elements of types of literature: fairy tale, fables, fantasy, realistic fiction, personal narrative• identify elements of non-fiction
b. distinguish between the structures of fiction and non-fiction	<ul style="list-style-type: none">• compare and contrast fiction and non-fiction
c. read or listen to a text and explain its appeal	<ul style="list-style-type: none">• identify why they like a text
d. discuss elements of an author's craft	<ul style="list-style-type: none">• identify and discusses qualities of good writing such as details, show-not-tell, repetition and descriptive language

Content Standard: Exploring and Responding to Literature-2.2 - Students explore multiple responses to literature.

First Grade Performance Expectations

a. develop and discuss multiple responses while reading, listening or viewing texts	<ul style="list-style-type: none">• respond to a text by making connections, inferring and asking questions
b. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">• identify the theme of a text and use evidence from the text that supports thinking

Content Standard: Exploring and Responding to Literature-2.3 - Students recognize and appreciate that contemporary and classical literature has shaped human thought.

First Grade Performance Expectations

a. make connections between characters' lives and the real world	<ul style="list-style-type: none">• make text-to-self and text-to-text connections
b. listen to, read and respond to stories about and from many cultures and times	<ul style="list-style-type: none">• discuss stories about and from different cultures and times
c. compare and respond to texts about multicultural experiences	<ul style="list-style-type: none">• make connections between various multi-cultural experiences found in texts

Content Standard: Exploring and Responding to Literature-2.4 - Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

First Grade Performance Expectations

a. recognize values and beliefs included in a text	<ul style="list-style-type: none">• discuss values and beliefs in texts
b. discuss how the experiences of an author influence the interpretation of a text	<ul style="list-style-type: none">• discuss possible experiences an author may have had in order to write the text
c. describe how the experiences of a reader influence the interpretation of a text	<ul style="list-style-type: none">• discuss how prior knowledge influences the interpretation of a text
d. discuss topics and connections that cross cultures	<ul style="list-style-type: none">• participate in discussions about different cultures• make connections to stories of our culture
e. begin to discuss the influence of culture, history and ethnicity on themes and issues in literature	<ul style="list-style-type: none">• identify a theme and discuss cultural and historical influences in literature
f. discuss how an author, illustrator or filmmaker expresses his or her ideas in a text	<ul style="list-style-type: none">• identify the idea that an author uses words and an illustrator uses pictures to express ideas

Grade 1~Content Standard 3~Communicating with Others:

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard: Communicating with Others-3.1 - Students use descriptive, narrative, expository, persuasive, and poetic modes.	
First Grade Performance Expectations	
a. use oral language with clarity and voice to communicate a message	<ul style="list-style-type: none"> • use vocabulary to convey details, including nouns, verbs and adjectives in a series of complete sentences
b. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none"> • examine a variety of genres • use authors as models for their writing
c. write and tell stories using organizational patterns appropriate to the mode of writing	<ul style="list-style-type: none"> • write for different purposes and to a specific audience • compose pieces with attention to planning and organization specific to the mode of writing
d. write to delight in the imagination	<ul style="list-style-type: none"> • use descriptive words in writing

Content Standard: Communicating with Others -3.2 - Students prepare, publish, and/or present work appropriate to audience, purpose and task.	
First Grade Performance Expectations	
a. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format	<ul style="list-style-type: none"> • identify different points of view
b. use strategies to generate and develop ideas for speaking, writing and visual activities	<ul style="list-style-type: none"> • use illustrations and graphic organizers to aid in the development of ideas
c. revise texts for organization and elaboration	<ul style="list-style-type: none"> • re-read to confirm sequential order and add descriptive details
d. research information from multiple sources for a specific purpose	<ul style="list-style-type: none"> • use a variety of resources to acquire knowledge on a specific topic
e. publish and/or present final products in a myriad of ways including the use the arts and technology	<ul style="list-style-type: none"> • use a variety of media to present final products

Grade 1~Content Standard 4~English Language Conventions:

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

Content Standard: English Language Conventions-4.1 - Students use knowledge of their language and culture to improve competency in English.

First Grade Performance Expectations

- | | |
|--|--|
| a. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used | <ul style="list-style-type: none">• participate in discussions• compare and contrast similarities and differences between their own culture and the story |
| b. recognize and understand variations between language patterns | <ul style="list-style-type: none">• participate in discussions• notice interesting word patterns in stories |

Content Standard: English Language Conventions-4.2 - Students speak and write using standard language structures and diction appropriate to audience and task.

First Grade Performance Expectations

- | | |
|--|--|
| a. use sentence patterns typical of spoken and written language to produce text | <ul style="list-style-type: none">• use proper sentence structure when writing |
| b. use appropriate language as related to audience | <ul style="list-style-type: none">• use appropriate tone and vocabulary given the situation, audience and assignment |

Content Standard: English Language Conventions -4.3 - Students use Standard English for composing and revising written text.

First Grade Performance Expectations

- | | |
|--|--|
| a. recognize the difference between standard and nonstandard English and use language appropriately | |
| b. demonstrate uses of capitalization, punctuation and spelling skills | <ul style="list-style-type: none">• write a complete sentence with proper beginning capitalization and the use of a period• correctly spell words taught as part of the first grade spelling curriculum, including high frequency words, words with “tion” and er, ir, ur words |
| c. begin to use resources for proofreading and editing | <ul style="list-style-type: none">• use word walls, student dictionaries and environmental print to aid in proofreading and editing |

Grade 2~Content Standard 1: Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: Reading and Responding- 1.1 -Students use appropriate strategies before, during and after reading in order to construct meaning.	
Second Grade Performance Expectations	
a. use <i>pre-reading</i> activities to activate prior knowledge and establish purpose	<ul style="list-style-type: none">• generate questions before, during and after reading• use title, illustrations and a “picture walk” to determine the content and purpose for reading fiction and non-fiction
b. identify points at which understanding breaks down and apply appropriate strategies to develop comprehension	<ul style="list-style-type: none">• monitor comprehension while reading in context and self-correct contextually inappropriate errors using Cloze• effectively apply appropriate comprehension strategies such as connecting, questioning, visualizing, inferring, synthesizing and determining importance
c. organize information in proper sequence to use in a summary and/or retelling	<ul style="list-style-type: none">• apply the comprehension strategies of summarizing, retelling and synthesis to grade-appropriate stories read aloud by teacher and to own reading at instructional level in context
d. recognize text structures	<ul style="list-style-type: none">• demonstrate understanding of setting and characters in narratives• use titles, table of contents, and chapter headings to locate information in non-fiction texts
e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	<ul style="list-style-type: none">• answer literal questions about grade-appropriate books read aloud by the teacher and about own reading in context• apply comprehension strategies, such as summarization and prediction, to grade-appropriate stories read aloud by the teacher and to own reading at instructional level in context• discuss similarities in characters and events across narratives• connect and compare information across nonfiction selections

<p>f. make and justify inferences from texts heard, read and viewed</p>	<ul style="list-style-type: none"> • answer inferential questions about grade-appropriate books read aloud by the teacher and about own reading in context
--	---

Content Standard: Reading and Responding- 1.2- Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Second Grade Performance Expectations

<p>a. generate and respond to questions</p>	<ul style="list-style-type: none"> • generate questions before, during and after reading • answer literal and inferential questions about grade-appropriate books read aloud by the teacher and about own reading in context • refer to text to create reasonable responses • make reasonable judgments about what to include in response to text • respond in complete sentences
<p>b. interpret information that is implied in a text</p>	<ul style="list-style-type: none"> • accumulate evidence to make appropriate inferences • complete cloze activities independently
<p>c. distinguish between fact and opinion</p>	<ul style="list-style-type: none"> • identify common words that imply opinion (ex. best, nicest)
<p>d. make and support judgments about texts</p>	<ul style="list-style-type: none"> • express personal opinion regarding text and support it with evidence
<p>e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections</p>	<ul style="list-style-type: none"> • make and explain connections between text and outside experiences and knowledge
<p>f. identify and discuss the topic or main idea in texts</p>	<ul style="list-style-type: none"> • effectively apply the comprehension strategies of synthesis and determining importance
<p>g. choose a variety of genres to read for personal enjoyment</p>	<ul style="list-style-type: none"> • read voluntarily for interest and own purposes • demonstrate understanding of the process of selecting “just right” text • read independently for a sustained amount of time from book of choice

Content Standard: Reading and Responding-1.3- Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Second Grade Performance Expectations

<p>a. use phonetic, structural, syntactical and contextual clues to read and understand words</p>	<ul style="list-style-type: none"> • implement decoding strategies such as re-reading, using picture clues and looking
--	---

	for a familiar chunk
b. build sight word vocabulary	<ul style="list-style-type: none"> • master second grade sight vocabulary list
c. explain multiple meanings of words	<ul style="list-style-type: none"> • recognize and use simple homophones • recognize and use simple homographs • recognize that words can be different parts of speech (noun, verb, adjective)
d. develop vocabulary through listening, speaking, reading and writing	<ul style="list-style-type: none"> • use language arts activities to enhance vocabulary
e. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	<ul style="list-style-type: none"> • use appropriate terminology through discussion and/or written application

Content Standard: Reading and Responding-1.4- Students communicate with others to create interpretations of written, oral and visual texts.

Second Grade Performance Expectations

a. listen to and respect the opinions of others about written, oral and visual texts	<ul style="list-style-type: none"> • participate in peer conferences or student and teacher conferences to respond to text
b. share opinions and judgments based on texts heard, viewed or read	<ul style="list-style-type: none"> • participate in peer conferences or student and teacher conferences to respond to text

Grade 2~Content Standard 2: Exploring and Responding to Literature:

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: Exploring and Responding to Literature-2.1-Students recognize how literary devices and conventions engage the reader.

Second Grade Performance Expectations

a. identify the elements of a genre and interact with text	<ul style="list-style-type: none">• demonstrate an awareness of elements in the various types of literature such as fairy tales, realistic fiction, fables, and mysteries• use titles, table of contents and chapter headings to locate information in non-fiction
b. distinguish between the structures of fiction and non-fiction	<ul style="list-style-type: none">• demonstrate understanding of setting, characters, beginning, middle, end, problem and solution in narratives• read non-fiction materials for answers to specific questions or for specific purposes
c. read or listen to a text and explain its appeal	<ul style="list-style-type: none">• express personal opinion of text and support with evidence
d. identify and discuss elements of author’s craft	<ul style="list-style-type: none">• find examples of author’s craft in a text such as language choice and recurring patterns

Content Standard: Exploring and Responding to Literature-2.2- Students explore multiple responses to literature.

Second Grade Performance Expectations

a. develop and discuss multiple responses while reading, listening or viewing texts	<ul style="list-style-type: none">• apply and share the comprehension strategies of connecting, questioning, visualizing, inferring, synthesizing and determining importance
b. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">• make a prediction based on what is read• recognize the relevant information to use when responding to or extending a written work• evaluate explicit and implicit information and themes• develop an awareness of values, customs, ethics and beliefs in written work

Content Standard: Exploring and Responding to Literature-2.3- Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Second Grade Performance Expectations

<p>a. make connections between characters’ lives and the real world</p>	<ul style="list-style-type: none"> • make and explain connections between a text and outside experiences and knowledge
<p>b. listen to, read and respond to texts about and from many cultures and times</p>	<ul style="list-style-type: none"> • compare cultures and times using varied types of texts
<p>c. compare and respond to text about multicultural experiences</p>	

Content Standard: Exploring and Responding to Literature-2.4- Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Second Grade Performance Expectations

<p>a. recognize values and beliefs included in a text</p>	
<p>b. discuss how the experiences of an author might influence the text</p>	<ul style="list-style-type: none"> • discuss autobiographical features in books written by different authors
<p>c. describe how the experiences of a reader influence the interpretation of a text</p>	<ul style="list-style-type: none"> • make text-to-self connections
<p>d. discuss topics and connections that cross cultures</p>	<ul style="list-style-type: none"> • read books representing a variety of cultures and discuss similarities
<p>e. discuss the influence of culture, history and ethnicity on themes and issues in literature</p>	
<p>f. discuss how an author, illustrator or film maker expresses his or her ideas in a text</p>	

Grade 2~Content Standard 3: Communicating with Others:

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard: Communicating with Others-3.1- Students use descriptive, narrative, expository, persuasive, and poetic modes.	
Second Grade Performance Expectations	
a. use oral language with clarity and voice to communicate a message	<ul style="list-style-type: none"> participate in oral discussions with partners, small groups and the whole class
b. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none"> listen to a model text prior to a written assignment (e.g., poetry, personal narrative, fictional narrative)
c. use the appropriate features of narrative, expository or poetic writing	<ul style="list-style-type: none"> make reasonable judgments about what to include in written products
d. write to delight in the imagination	<ul style="list-style-type: none"> write for pleasure

Content Standard: Communicating with Others-3.2- Students prepare, publish, and/or present work appropriate to audience, purpose and task.	
Second Grade Performance Expectations	
a. determine purpose, point of view and audience and choose an appropriate written, oral or visual format	<ul style="list-style-type: none"> make reasonable judgments about what to include in written products
b. use strategies to generate and develop ideas for speaking, writing and visual activities	<ul style="list-style-type: none"> effectively use pre-writing materials, such as story webs, maps and other graphic organizers and diagrams
c. begin to revise texts for organization, elaboration, fluency and clarity	<ul style="list-style-type: none"> begin to add to, delete from and change written work
d. research information from multiple sources for a specific purpose	<ul style="list-style-type: none"> get information from non-fiction books, educational websites, dictionaries and other resource books
e. begin to examine sources of information and determine validity	<ul style="list-style-type: none"> begin to understand that not all information you read is true and valid
f. publish and/or present final products in a myriad of ways including the use the arts and technology	

Grade 2~Content Standard 4: English Language Conventions:

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

Content Standard: English Language Conventions-4.1- Students use knowledge of their language and culture to improve competency in English

Second Grade Performance Expectations

- | | |
|---|---|
| a. read, listen to and tell stories from a variety of cultures and identify the similarities and differences in the way language is used | <ul style="list-style-type: none">• read books representing a variety of cultures and discuss similarities and differences in the use of language, such as pronunciation, grammar or vocabulary |
| b. recognize and understand variations between language patterns | |

Content Standard: English Language Conventions-4.2- Students speak and write using standard language structures and diction appropriate to audience and task.

Second Grade Performance Expectations

- | | |
|--|---|
| a. use sentence patterns typical of spoken and written language to produce text | <ul style="list-style-type: none">• begin to use formal language patterns in place of informal or conversational language patterns in own writing such as proper verb forms |
| b. use appropriate language as related to audience | |

Content Standard: English Language Conventions-4.3- Students use Standard English for composing and revising written text.

Second Grade Performance Expectations

- | | |
|--|---|
| a. recognize the difference between standard and nonstandard English and use language appropriately | <ul style="list-style-type: none">• begin to use formal language patterns in place of informal or conversational language patterns in own writing such as proper verb forms |
|--|---|

<p>b. demonstrate proficient use of proper mechanics, usage and spelling skills</p>	<ul style="list-style-type: none"> • use basic mechanics of writing correctly: apostrophe in a contraction; commas in a series, in the date, between the name of a town and state and in salutation and closing of a letter; capital letters in names of days, months and holidays and salutation and closing of a letter • apply knowledge of spelling in every day writing activities • write in complete sentences
<p>c. use resources for proofreading and editing</p>	<ul style="list-style-type: none"> • use dictionary, word journal, and configuration boxes for misspelled words • use self-editing and peer conferencing to proofread and edit work

Grade 3~Content Standard 1: Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, using both print and multi-media.

Essential Understanding: How do we understand what we read?

Content Standard: Reading and Responding-1.1- Students use appropriate strategies before, during and after reading in order to construct meaning.

Third Grade Performance Expectations

a. use <i>pre-reading</i> activities to activate prior knowledge and establish purpose	<ul style="list-style-type: none">• generate questions and predictions• determine context and purpose using titles, table of contents, illustrations and chapter headings
b. monitor comprehension and apply appropriate strategies when understanding breaks down	<ul style="list-style-type: none">• re-read to check comprehension strategies• self-correct errors
c. recognize and organize relevant information in proper sequence to use in a summary	<ul style="list-style-type: none">• determine the most important information in the text• sequence the important points/ideas on a graphic organizer• summarize major points from both fiction and nonfiction texts
d. identify, use and explain text structures	<ul style="list-style-type: none">• identify, use and explain the structures of narrative, expository and informational text
e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	<ul style="list-style-type: none">• answer literal and inferential questions about grade appropriate books read aloud by the teacher and about a student's own reading in context at an instructional level• highlight evidence from the text to support answers
f. make and justify inferences from texts heard, read and viewed	<ul style="list-style-type: none">• infer important characters, problems, settings, events, and details• highlight evidence from the text to support answers

Content Standard: Reading and Responding-1.2- Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Third Grade Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none">• develop student and teacher generated questions and respond both orally and in written form• refer to text to support answers
b. interpret information that is implied in a text	<ul style="list-style-type: none">• use implied evidence from the text to draw and support a conclusion
c. distinguish between fact and opinion	<ul style="list-style-type: none">• interpret non-fiction by distinguishing fact and opinion
d. make and support judgments about texts	<ul style="list-style-type: none">• express personal opinion of text and support evidence, including author's craft
e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none">• make connections between the text and outside experiences and knowledge• select, synthesize and use relevant information within the text to write a personal response to the text
f. identify and discuss the topic or main idea of texts	<ul style="list-style-type: none">• determine the main idea, in non-fiction, or theme, in fiction, within the text
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none">• select a variety of genres such as traditional fiction, fantasy, science fiction, realistic fiction, historical fiction, informational biography, autobiography, memoir

Content Standard: Reading and Responding-1.3- Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Third Grade Performance Expectations

<p>a. use phonetic, structural, syntactical and contextual clues to read and understand words</p>	<ul style="list-style-type: none"> • infer word meaning from taught roots, prefixes and suffixes • infer word meaning from context. • explain common homophones and homographs • use letter-sound correspondence and structural analysis to decode multi-syllable words
<p>b. build sight word vocabulary</p>	<ul style="list-style-type: none"> • recognize grade appropriate vocabulary • increase sight words through reading
<p>c. analyze the meaning of words and phrases in context</p>	<ul style="list-style-type: none"> • explain grade appropriate vocabulary
<p>d. develop vocabulary through listening, speaking, reading and writing</p>	
<p>e. use content vocabulary appropriately and accurately in math, music, science, social studies and other subject areas</p>	<ul style="list-style-type: none"> • read grade level content material

Content Standard: Reading and Responding-1.4- Students communicate with others to create interpretations of written, oral and visual texts.

Third Grade Performance Expectations

<p>a. elicit, discuss and respect the opinions of others about written, oral and visual texts</p>	<ul style="list-style-type: none"> • perform these activities in a pair or small group setting
<p>b. share opinions and judgments based on texts heard, viewed or read</p>	<ul style="list-style-type: none"> • use a discussion group, book club, or literature circle

Grade 3~Content Standard 2: Exploring and Responding to Literature:

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: Exploring and Responding to Literature-2.1-Students recognize how literary devices and conventions engage the reader.

Third Grade Performance Expectations

a. identify the elements of a genre and interact with the text	<ul style="list-style-type: none">identify the elements of literature in a variety of genres such as traditional fiction, fantasy, science fiction, realistic fiction, historical fiction, informational text, biography, autobiography, memoir
b. identify the differences between the structures of fiction and nonfiction	<ul style="list-style-type: none">use a Venn diagram to compare and contrast the setting, character and plot in fiction and expository and informational nonfiction texts
c. read or listen to a text and explain its appeal	<ul style="list-style-type: none">form a positive opinion based on the text and explain it
d. identify, find examples and discuss elements of author's craft	<ul style="list-style-type: none">analyze and evaluate the author's craft, including use of literary devices and textual elements

Content Standard: Exploring and Responding to Literature-2.2- Students explore multiple responses to literature.

Third Grade Performance Expectations

a. develop and discuss multiple responses while reading, listening or viewing texts	<ul style="list-style-type: none">select, synthesize, and use relevant information within the text to write a personal response to the text
b. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">use relevant information in responding to, or extending a written work

Content Standard: Exploring and Responding to Literature-2.3- Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Third Grade Performance Expectations

a. make connections between characters' lives and the real world	<ul style="list-style-type: none">make connections between the text and outside experiences and knowledge
b. listen to, read and respond to texts about and from many cultures and times	<ul style="list-style-type: none">demonstrate an understanding of different cultures and times using evidence from the text
c. compare and respond to text about multicultural experiences	<ul style="list-style-type: none">use a Venn diagram to compare different multicultural experiences

Content Standard: Exploring and Responding to Literature-2.4- Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Third Grade Performance Expectations

a. recognize values, ethics and beliefs included in a text	<ul style="list-style-type: none">• demonstrate an awareness of an author's or character's values, customs and beliefs included in the text
b. discuss how the experiences of an author might influence the text	<ul style="list-style-type: none">• investigate authors' autobiographies or biographies and relate the information to their published works
c. discuss how the experiences of a reader influence the interpretation of a text	<ul style="list-style-type: none">• make a connection between the text and personal experiences.
d. discuss topics and connections that cross cultures	<ul style="list-style-type: none">• examine a common theme that may occur in different cultures
e. discuss the influence of culture, history and ethnicity on themes and issues in literature	<ul style="list-style-type: none">• investigate how literature is affected by culture, history and ethnicity
f. identify and discuss the choices an author, illustrator or film maker makes to express his or her ideas in a text	<ul style="list-style-type: none">• participate in author study

Grade 3~Content Standard 3: Communicating with Others:

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard: Communicating with Others-3.1- Students use descriptive, narrative, expository, persuasive, and poetic modes.	
Third Grade Performance Expectations	
a. use oral language with clarity, voice and fluency to communicate a message	<ul style="list-style-type: none"> communicate a message through work with partners, small groups and whole class discussions
b. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none"> use mentor text to generate ideas listen to and read poetry, personal narratives, historical fiction, realistic fiction, etc.
c. use the appropriate features of narrative, expository or poetic writing	<ul style="list-style-type: none"> use plot, character, setting, problem, solution, beginning, middle, end, correct sequencing and figurative speech
d. write for pleasure using elements of the writing process	<ul style="list-style-type: none"> use writing rubrics

Content Standard: Communicating with Others-3.2- Students prepare, publish, and/or present work appropriate to audience, purpose and task.	
Third Grade Performance Expectations	
a. determine purpose, point of view and audience and choose an appropriate written, oral or visual format	<ul style="list-style-type: none"> use a variety of situations: whole class, partners, small group, instruction, publishing parties and author celebrations
b. use strategies to generate and develop ideas for speaking, writing and visual activities	<ul style="list-style-type: none"> use questioning, visualizing and research
c. revise texts for organization, elaboration, fluency and clarity	<ul style="list-style-type: none"> reread and examine text for sequencing, detail and lucidity
d. research information from multiple sources for a specific purpose	<ul style="list-style-type: none"> use the dictionary, thesaurus, encyclopedia and specified websites
e. examine sources of information and determine validity	<ul style="list-style-type: none"> continue to develop an understanding that sources vary in accuracy
f. publish and/or present final products in a myriad of ways including the use the arts and technology	<ul style="list-style-type: none"> display products in bulletin board displays, final project demonstrations, posters, PowerPoint, and Microsoft Word templates

Grade 3~Content Standard 4: English Language Conventions:

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

Content Standard: English Language Conventions-4.1- Students use knowledge of their language and culture to improve competency in English

Third Grade Performance Expectations

- | | |
|--|--|
| a. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used | <ul style="list-style-type: none">• compare and contrast themes and vocabulary• examine a variety of genres |
| b. recognize and understand variations between language patterns | <ul style="list-style-type: none">• compare and contrast language and vocabulary• analyze literary devices |

Content Standard: English Language Conventions-4.2- Students speak and write using standard language structures and diction appropriate to audience and task.

Third Grade Performance Expectations

- | | |
|--|---|
| a. use sentence patterns typical of spoken and written language to produce text | <ul style="list-style-type: none">• continue to develop formal language patterns and uses of correct writing conventions |
| b. use appropriate language as related to audience. | <ul style="list-style-type: none">• know when to use formal and informal English• understand appropriate language through teacher modeling and text modeling |

Content Standard: English Language Conventions-4.3- Students use Standard English for composing and revising written text.

Third Grade Performance Expectations

- | | |
|---|--|
| a. recognize the difference between standard and nonstandard English and use language appropriately. | <ul style="list-style-type: none">• continue to demonstrate correct conventions of writing |
| b. demonstrate proficient use of proper mechanics, usage and spelling skills. | <ul style="list-style-type: none">• use correct punctuation, capitalization and spelling skills appropriate to grade level |
| c. use resources for proofreading and editing | <ul style="list-style-type: none">• use the dictionary and thesaurus correctly |

Grade 4~Content Standard 1: Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, using both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: Reading and Responding-1.1- Students use appropriate strategies before, during and after reading in order to construct meaning.

Fourth Grade Performance Expectations

a. activate prior knowledge and establish purpose for reading	<ul style="list-style-type: none">● generate deep thinking questions about fiction and non-fiction texts● make predictions based on title and pictures● explain a text-to-text, text-to-self, or text – to-world connection● use pre-reading graphic organizers
b. monitor comprehension and apply appropriate strategies when understanding breaks down	<ul style="list-style-type: none">● use the strategies of questioning, connecting, visualizing, inferring, determining importance and synthesizing
c. organize relevant information from text to summarize	<ul style="list-style-type: none">● confirm or revise predictions● determine main ideas of a text● identify key elements in a text
d. identify, use and explain text structures	<ul style="list-style-type: none">● recognize the different elements of a text: pictures, graphs, tables, charts, and illustrations● locate and utilize a table of contents, glossary, chapter headings and index
e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	<ul style="list-style-type: none">● take a critical stance and use evidence from the text to support opinions● identify key themes within text● recognize the author’s purpose
f. make and justify inferences from explicit and/or implicit information	<ul style="list-style-type: none">● use the text to support conclusions● infer important characters, problems, and settings from the text

Content Standard: Reading and Responding-1.2- Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Fourth Grade Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none">• generate deep thinking questions about fiction and nonfiction texts• refer to text to support response to questions
b. interpret information that is implied in a text	<ul style="list-style-type: none">• use prior knowledge to draw conclusions• develop an awareness of author's purpose and craft to draw conclusions• analyze characters, plot, theme, and settings
c. distinguish between fact and opinion	<ul style="list-style-type: none">• use text to identify provable information versus judgment words
d. make and support judgments about texts	<ul style="list-style-type: none">• use evidence from the text to support opinions
e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none">• use graphic organizers to make meaningful connections: Venn diagram, t-chart, web, 2 column notes
f. identify and discuss the topic or main idea in texts and begin to understand the theme in texts	<ul style="list-style-type: none">• use the strategies of inference, synthesis, and determining importance• use evidence from the text to support opinion
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none">• select fiction and nonfiction texts

Content Standard: Reading and Responding-1.3- Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Fourth Grade Performance Expectations

a. use phonetic, structural, syntactical and contextual clues to read and understand words	<ul style="list-style-type: none"> • infer word meaning from roots, prefixes, and suffixes • use the Sitton spelling program
b. NA	<ul style="list-style-type: none"> •
c. analyze the meaning of words and phrases in context	<ul style="list-style-type: none"> • use context clues, synonyms, antonyms, key words and main idea to identify and understand unknown word
d. develop vocabulary through listening, speaking, reading and writing	<ul style="list-style-type: none"> • use glossary, dictionary and thesaurus to determine the meaning and understanding of words • read aloud with accuracy and fluency
e. use content vocabulary appropriately and accurately in math, music, science, social studies and other subject areas	<ul style="list-style-type: none"> • utilize antonyms, synonyms, and homonyms when appropriate

Content Standard: Reading and Responding-1.4- Students communicate with others to create interpretations of written, oral and visual texts.

Fourth Grade Performance Expectations

a. elicit, discuss and respect the opinions of others about written, oral and visual texts	<ul style="list-style-type: none"> • participate in whole class, guided reading groups, literature circles and peer discussions
b. share opinions and judgments based on texts heard, viewed or read	<ul style="list-style-type: none"> • confer using reading journal • participate in whole class discussion to respond to text

Grade 4~Content Standard 2: Exploring and Responding to Literature:

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: Exploring and Responding to Literature-2.1- Students recognize how literary devices and conventions engage the reader.

Fourth Grade Performance Expectations

a. discuss multiple genres and explain the differences in the effects of their conventions	<ul style="list-style-type: none">• draw conclusions about the author’s purpose for choosing a genre or for including /omitting specific details in text• identify the elements of various genres
b. identify and analyze the differences between the structures of fiction and non-fiction	<ul style="list-style-type: none">• identify or infer the author’s use of structure and organizational patterns• determine the main idea for non-fiction or genre for fiction within a text
c. read or listen to a text and explain its appeal	<ul style="list-style-type: none">• make connections from text-to-self, world, and other texts• explain how and why literacy conventions of pictures, cover, humor, description and word choice contribute to appeal
d. identify literary techniques that an author uses that contribute to the meaning and appeal of texts	<ul style="list-style-type: none">• analyze how an author uses literary devices• identify the elements of an author’s craft including the use of literary devices• analyze point of view and the effect it has on meaning

Content Standard: Exploring and Responding to Literature-2.2- Students explore multiple responses to literature.

Fourth Grade Performance Expectations

a. develop and defend multiple responses to literature using individual connections and relevant text references	<ul style="list-style-type: none">• select, synthesize, and use relevant information within the text to write a personal response to the text
b. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">• utilize the text to support an opinion

Content Standard: Exploring and Responding to Literature-2.3- Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Fourth Grade Performance Expectations

<p>a. discuss and analyze how characters deal with the diversity of human experience and conflict and relate these to real-life situations</p>	<ul style="list-style-type: none"> • make connections from text-to-self, world, and other texts
<p>b. identify ideas, themes and/or issues across classical and contemporary texts</p>	
<p>c. compare and respond to text about multicultural experiences</p>	<ul style="list-style-type: none"> • use a Venn diagram to compare different cultures.

Content Standard: Exploring and Responding to Literature-2.4- Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Fourth Grade Performance Expectations

<p>a. recognize and discuss an author’s values, ethics and beliefs included in many texts</p>	<ul style="list-style-type: none"> • demonstrate an understanding of author’s purpose • participate in author studies.
<p>b. discuss how the experiences of an author influence the text</p>	<ul style="list-style-type: none"> • analyze an author’s background and its relevance to the text • participate in author studies
<p>c. discuss how the experiences of a reader influence the interpretation of a text</p>	<ul style="list-style-type: none"> • make text-to-self connections
<p>d. discuss themes and connections that cross cultures</p>	<ul style="list-style-type: none"> • make text-to-self and text-to-world connections
<p>e. discuss the influence of culture, history and ethnicity on themes and issues in literature</p>	<ul style="list-style-type: none"> • explore the connection between literature and culture, history, and ethnicity
<p>f. identify and discuss the choices an author, illustrator or filmmaker makes to convey his or her ideas</p>	<ul style="list-style-type: none"> • discuss the author’s purpose and values as they are conveyed in the work

Grade 4~Content Standard 3: Communicating with Others:

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard: Communicating with Others-3.1- Students use descriptive, narrative, expository, persuasive, and poetic modes.

Fourth Grade Performance Expectations

a. use oral language with clarity, voice and fluency to communicate a message	<ul style="list-style-type: none">• use whole class, pair and small group discussions to communicate a message
b. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none">• use mentor texts to generate ideas
c. use the appropriate features of persuasive, narrative, expository or poetic writing	<ul style="list-style-type: none">• use knowledge of text structure in writing and vary structure depending on purpose and audience
d. write to delight in the imagination	<ul style="list-style-type: none">• use specific details to elaborate on student's own work• write in complete sentences and varied structures• use a variety of descriptive vocabulary• use words and phrases that create lingering images• use figurative language

Content Standard: Communicating with Others-3.2- Students prepare, publish, and/or present work appropriate to audience, purpose and task.

Fourth Grade Performance Expectations

a. determine purpose, point of view and audience and choose an appropriate written, oral or visual format	<ul style="list-style-type: none">• use knowledge of text structure in own writing and vary structure depending on purpose and audience
b. use strategies to generate and develop ideas for speaking, writing and visual activities	<ul style="list-style-type: none">• generate writing topics in writer's notebook• demonstrate an understanding of organization for topic• utilize graphic organizers to plan writing
c. revise texts for organization, elaboration, fluency and clarity	<ul style="list-style-type: none">• write in complete sentences and varied structures• use a variety of descriptive vocabulary

<p>d. research information from multiple sources for a specific purpose</p>	<ul style="list-style-type: none"> ● use the internet, reference materials, non-fiction texts and periodicals to gather information ● evaluate explicit and implicit information within a written work to include in a response
<p>e. examine sources of information and determine validity</p>	<ul style="list-style-type: none"> ● understand that sources vary in accuracy ● understand that accuracy is related to a copyright date
<p>f. publish and/or present final products in a myriad of ways including the use the arts and technology</p>	<ul style="list-style-type: none"> ● use collected information to present final projects demonstrating an understanding of the topic and an organization of thought

Grade 4~Content Standard 4: English Language Conventions:

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

Content Standard: English Language Conventions-4.1- Students use knowledge of their language and culture to improve competency in English

Fourth Grade Performance Expectations

- | | |
|--|--|
| a. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used | <ul style="list-style-type: none">• expose students to fiction, nonfiction, short stories, poetry, myths, fables, legends, folk tales• compare vocabulary usage in different genres |
| b. recognize and understand variations between language patterns | <ul style="list-style-type: none">• analyze and evaluate the author’s craft including the use of literary devices and textual elements |

Content Standard: English Language Conventions-4.2- Students speak and write using standard language structures and diction appropriate to audience and task.

Fourth Grade Performance Expectations

- | | |
|--|---|
| a. use sentence patterns typical of spoken and written language to produce text | <ul style="list-style-type: none">• use spelling, punctuation, grammar, capitalization and usage correctly in writing |
| b. use appropriate language as related to audience | <ul style="list-style-type: none">• vary structure depending on purpose and audience |

Content Standard: English Language Conventions-4.3- Students use Standard English for composing and revising written text.

Fourth Grade Performance Expectations

- | | |
|--|---|
| a. recognize the differences between standard and nonstandard English and use language appropriately. | <ul style="list-style-type: none">• use spelling, punctuation, grammar, capitalization and usage correctly in writing |
|--|---|

<p>b. demonstrate proficient use of proper mechanics, usage and spelling skills.</p>	<ul style="list-style-type: none"> • effectively apply topic sentences, supporting details and logical order • effectively apply sentence syntax: no run-ons, no awkward construction, no fragment sentences • effectively apply revision: redundancy, generality/ specificity • effectively apply lower case in common nouns and upper case in proper nouns • effectively apply periods, question marks and commas in a date, series, after a letter closing, and city state and apostrophe in contractions and quotation marks
<p>c. use resources for proofreading and editing</p>	<ul style="list-style-type: none"> • use priority words to proofread spelling • use <u>Writer's Express</u> to edit and revise written work • use rubrics and checklists

Grade 5~Content Standard 1: Reading and Responding

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.	
Fifth Grade Performance Expectations	
<p>a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading</p>	<ul style="list-style-type: none"> • introduce the elements of the genre • make predictions about text • make text-to-text, text-to-self and text-to-world connections • utilize anticipation guides, KWL charts and other pre-reading graphic organizers
<p>b. monitor comprehension and apply appropriate strategies when understanding breaks down</p>	<ul style="list-style-type: none"> • use various fix-up strategies of sequencing, connecting, visualizing, inferring, questioning, summarizing, re-reading, using context clues, determining important information, understanding text structure and think-alouds during reading • apply all strategies to new learning by synthesizing
<p>c. select and organize relevant information from text to summarize</p>	<ul style="list-style-type: none"> • confirm or revise predictions • use a variety of graphic organizers to determine main ideas & key elements in text (plot line, 5 W's and H, double journal entry, T-charts and other related graphic organizers) • create story maps
<p>d. identify, use and explain text structures</p>	<ul style="list-style-type: none"> • analyze and apply text structures within genres through written responses • recognize different elements of a text: pictures, graphs, tables, charts and illustrations • locate and utilize the table of contents, glossary, chapter headings and index
<p>e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed</p>	<ul style="list-style-type: none"> • take a critical stance and use evidence from the text to support opinions • recognize an author's purpose • identify key themes within a text • respond to literature that includes text details, student inferences and connections

f. make and justify inferences from explicit and/or implicit information	<ul style="list-style-type: none"> • use text to support conclusions • infer important characters, problems and setting • identify explicit and implicit information in the text to justify an inference made when reading through conferences or by highlighting important information in the text
---	--

Content Standard: 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Fifth Grade Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none"> • generate questions and respond to literature through literature circles, think marks, post-it notes, and response to literature • refer to text to support response to questions
b. interpret information that is implied in a text	<ul style="list-style-type: none"> • analyze characters, plot, theme, and setting through response to literature by using reader’s theater, souvenir bags, character maps and research projects • use prior knowledge to draw conclusions • recognize and determine the author’s purpose
c. distinguish between fact and opinion	<ul style="list-style-type: none"> • analyze and evaluate the author’s craft including the use of provable information versus judgment words
d. make and support judgments about texts	<ul style="list-style-type: none"> • take a critical stance, make and support judgments through the use of think marks, post-it notes, response to literature, group discourse in literature circles and other small group settings • generate ideas on chart paper in a whole group setting • use evidence from the text to support judgments
e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none"> • make text-to-self, text-to-text and text-to-world connections when responding to literature using graphic organizers, literature circles and group discussions
f. identify and discuss the underlying theme or main idea in texts	<ul style="list-style-type: none"> • use response to literature, literature circles and small group or whole class discussions

	<ul style="list-style-type: none"> • use strategies such as inference, synthesis, and determining importance • incorporate evidence from the text to support opinion
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none"> • provide exposure to elements of genres through mini-lessons • establish purpose for reading different texts • share good examples of genres through read-alouds, book shares, shared reading, and guided reading

Content Standard: 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Fifth Grade Performance Expectations

a. use phonetic, structural, syntactical and contextual clues to read and understand words	<ul style="list-style-type: none"> • application of the Sitton spelling program • teach mini-lessons that build on phonemic awareness skills • analyze word meanings and structures (root words, prefixes, and suffixes)
b. NA	
c. analyze the meaning of words and phrases in context	<ul style="list-style-type: none"> • analyze the author's craft and the author's use of literary devices • use context clues • teach mini-lessons that focus on synonyms, antonyms, prefixes, suffixes and other word skills
d. develop vocabulary through listening, speaking, reading and writing	<ul style="list-style-type: none"> • incorporate literature circles and discussions • use vocabulary preview strategies • analyze words in context • discuss text through partner-reads, shared-reading, and small group discourse • build dictionary and thesaurus skills
e. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	<ul style="list-style-type: none"> • categorize words based on genre and make words available to students on chart paper, white boards and personal word lists

Content Standard: 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Fifth Grade Performance Expectations

a. respond to the ideas of others and recognize the validity of differing views	<ul style="list-style-type: none">• respond to literature through the use of literature circles and small or whole group discourse• read persuasive literature• confer with peers and teacher
b. persuade listeners about judgments and opinions of works read, written and viewed	<ul style="list-style-type: none">• utilize literature reviews, book clubs and peer or teacher conferences

Grade 5~Content Standard 2: Exploring and Responding to Literature

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: 2.1 Students recognize how literary devices and conventions engage the reader.	
Fifth Grade Performance Expectations	
a. discuss multiple genres and explain the differences in the effect of their conventions	<ul style="list-style-type: none">• compare and contrast use of the author’s craft within various genres• draw conclusions about an author’s purpose for choosing a genre and for including or omitting specific details in text
b. identify and analyze the differences between the structures of fiction and nonfiction	<ul style="list-style-type: none">• compare and contrast text structures of various genres
c. discuss what makes a text engaging and appealing to a reader	<ul style="list-style-type: none">• provide mini-lessons centered on text structure, book walks and previewing text• generate personal interests and connections• build knowledge of the genres• discuss and explain how various literary techniques and author’s craft contribute to the appeal of a text
d. identify literary techniques that an author uses that contribute to the meaning and appeal of texts	<ul style="list-style-type: none">• provide examples or mini-lessons of texts that include humor, point of view, simile, metaphor, personification, imagery, word choice, onomatopoeia and style

Content Standard: 2.2 Students explore multiple responses to literature.	
Fifth Grade Performance Expectations	
a. develop and defend multiple responses to literature using individual connections and relevant text references	<ul style="list-style-type: none">• provide a variety of ways to respond to literature• select, synthesize, and use relevant information within text to write a personal response to text
b. develop a critical stance and cite evidence to support the stance.	<ul style="list-style-type: none">• use explicit and implicit information from text to draw and support a conclusion in a response to literature

Content Standard: 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Fifth Grade Performance Expectations

a. discuss and analyze how characters deal with the diversity of human experience and conflict and relate these to real-life situations	<ul style="list-style-type: none"> • make text connections in literature circles and in written responses to literature • use character maps
b. compare and contrast ideas, themes and issues across classical and contemporary texts	<ul style="list-style-type: none"> • teach through genre studies • use Venn diagrams and other graphic organizers to compare themes • respond to literature
c. compare, respond to and interpret texts that represent many multicultural experiences	<ul style="list-style-type: none"> • analyze multicultural characters using character maps and Venn diagrams • integrate genre studies that incorporate various cultures

Content Standard: 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Fifth Grade Performance Expectations

a. recognize and discuss an author's values, ethics and beliefs included in many texts	<ul style="list-style-type: none"> • build knowledge of the author's craft and purpose through author studies
b. discuss how the experiences of an author influence the text	<ul style="list-style-type: none"> • build knowledge of the author's craft and purpose through author studies • analyze the author's background and its relevance to text
c. discuss how the experiences of a reader influence the interpretation of a text	<ul style="list-style-type: none"> • make connections • build background knowledge of subject matter
d. discuss themes and connections that cross cultures	<ul style="list-style-type: none"> • connect through genre studies, literature circles and discussions • generate personal connections
e. interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature	<ul style="list-style-type: none"> • incorporate genre studies and literature circles and discussions • build on background knowledge of the culture with guest speakers and by conducting research
f. analyze how authors, illustrators and film makers express political and social issues	<ul style="list-style-type: none"> • incorporate current events using newspapers and non-fiction magazines • build connections through discussions of current political and social issues • discuss the author's purpose and values and how these relate to the work

Grade 5~Content Standard 3: Communicating with Others

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard 3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.	
Fifth Grade Performance Expectations	
a. use oral language with clarity, voice and fluency to communicate a message	<ul style="list-style-type: none"> • share text through oral presentations • use an author’s chair
b. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none"> • incorporate read-alouds and mentor texts • use shared-reading
c. use the appropriate features of persuasive, narrative, expository or poetic writing	<ul style="list-style-type: none"> • use writer’s workshop to produce a variety of texts • analyze and evaluate author’s craft and text structures to develop writing skills
d. write to delight in the imagination	<ul style="list-style-type: none"> • produce a variety of creative writing pieces using 6+1 traits • integrate descriptive language, vivid images, figurative language, and elaborative details

Content Standard: 3.2 Students prepare, publish, and present work appropriate to audience, purpose and task.	
Fifth Grade Performance Standards	
a. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format	<ul style="list-style-type: none"> • produce writing pieces that include a specific purpose for a specific audience • incorporate knowledge of different text structures depending on audience and purpose • develop a response that is fully elaborated, exhibits strong organization, is fluent, uses sophisticated transitional language, and shows a heightened awareness of audience
b. choose from a range of strategies to generate and develop ideas for a variety of writing, speaking and visual activities	<ul style="list-style-type: none"> • generate a list of topics through a variety of graphic organizers and brainstorming • demonstrate an understanding of organization and tone using topic sentence, supporting details, chronological order and logical order

<p>c. revise texts for organization, elaboration, fluency and clarity</p>	<ul style="list-style-type: none"> • confer with peers and teacher • self-revise and edit • demonstrate an understanding of the revision process for syntax including on and on, run-on, awkward construction, fragment, sentence combining, redundancy of ideas and extraneous material • demonstrate an understanding of the revision process for word choice including redundancy of word and phrases, transition words, generality and specificity
<p>d. research information from multiple sources for a specific purpose</p>	<ul style="list-style-type: none"> • use the internet, trade books, newspapers, the news, interviews, and magazines
<p>e. examine sources of information and determine validity</p>	<ul style="list-style-type: none"> • demonstrate an awareness of validity and accuracy through mini-lessons • analyze primary and secondary source documents
<p>f. publish and/or present final products in a myriad of ways, including the use of the arts and technology</p>	<ul style="list-style-type: none"> • integrate writer’s workshop using 6+1 traits of writing • create visual aides to accompany writing • demonstrate the following: <ul style="list-style-type: none"> ○ content, organization, tone, topic sentence, supporting details, extraneous material, chronological order, logical order, tone and redundancy of ideas ○ revision of syntax (run-on, awkward construction, fragment and sentence combining revisions), and word choice (redundancy of words and phrases, transition words, generality and specificity)

Grade 5~Content Standard 4: English Language Conventions

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

Content Standard: 4.1 Students use knowledge of their language and culture to improve competency in English.

Fifth Grade Performance Expectations

a. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used	<ul style="list-style-type: none">• explore events, characters, themes, settings, plots, actions, and the language of literary work by reading novels, short stories, poems, and various forms of non-fiction• analyze and evaluate the author’s craft, including the use of literary devices and text features
b. recognize and understand variations between language patterns	<ul style="list-style-type: none">• demonstrate awareness of dialogue in text• incorporate a variety of author’s craft techniques

Content Standard: 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

Fifth Grade Performance Expectations

a. use sentence patterns typical of spoken and written language to produce text.	<ul style="list-style-type: none">• demonstrate the following:<ul style="list-style-type: none">○ subject and verb agreement (singular and plural subjects) verb tense (present, past and future)○ pronoun reference○ comparative and superlative○ special problems in usage (a, an; they’re, their, there; to, too, two; good, well; its, it’s; I, me; know, no; then, than; your, you’re; whose, who’s; hear, here; who, whom; were, we’re)
---	--

4.3 Students use Standard English for composing and revising written text.

Fifth Grade Performance Expectations

<p>a. recognize the difference between standard and nonstandard English and use language appropriately</p>	<ul style="list-style-type: none">• demonstrate the following:<ul style="list-style-type: none">○ subject and verb agreement (singular and plural subject)○ verb tense (present, past and future)○ pronoun reference○ comparative and superlative○ special problems in usage (a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; who, whom; were, we're)
<p>b. demonstrate proficient use of proper mechanics, usage and spelling skills</p>	<ul style="list-style-type: none">• demonstrate the following:<ul style="list-style-type: none">○ subject and verb agreement (singular and plural subject)○ verb tense (present, past and future)○ pronoun reference○ comparative and superlative○ special problems in usage (a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; who, whom; were, we're)○ spelling grade appropriate words

<p>c. use resources for proofreading and editing</p>	<ul style="list-style-type: none"> • demonstrate the following usage skills: <ul style="list-style-type: none"> ○ revise for syntax including on and on, run-on, awkward construction, fragment and sentence combining ○ revise for word choice including redundancy of words and phrases, transition words, generality, specificity and misplaced modifiers ○ revise for content, organization, and tone including topic sentence, supporting details, extraneous material, chronological order, logical order, tone and redundancy of ideas ○ subject and verb agreement (singular and plural subject) ○ verb tense (present, past and future) ○ pronoun reference ○ comparative and superlative ○ special problems in usage (a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; who, whom; were, we're) ○ spelling grade appropriate words
--	---

Grade 6~Content Standard 1: Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

Sixth Grade Performance Expectations

a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading	<ul style="list-style-type: none">• preview text, use anticipation guides, KWL charts, quick writes and other pre-reading graphic organizers• generate discourse• make predictions about text• explore the elements of a genre• explore possible connections between the text and outside experiences and knowledge
b. monitor comprehension and apply appropriate strategies when understanding breaks down	<ul style="list-style-type: none">• apply reading comprehension strategies (make connections, visualize, determine important information, infer, question, and synthesize,• apply fix-up strategies: context clues, text structures and features (headings, captions, chapter titles), make connections, re-read, read ahead to clarify meaning, think-aloud, partner reading and shared reading
c. select and organize relevant information from text to summarize	<ul style="list-style-type: none">• use plot line and who, what, when, where, and why to sequence important events• teach and use note taking strategies• confirm and revise predictions• use graphic organizers to determine main ideas and key elements in text
d. identify, use and explain text structures	<ul style="list-style-type: none">• analyze text structures within narrative, informational, and persuasive genres• recognize different elements of a text: pictures, graphs, tables, charts, & illustrations• locate and utilize table of contents, glossary, chapter headings, and index
e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	<ul style="list-style-type: none">• use facts and inferences from the text to make meaning• recognize an author's purpose• identify key themes within a text• respond to literature that includes text details, student inferences, and connections

f. make and justify inferences from explicit and implicit information	<ul style="list-style-type: none"> • use stated or implied evidence from the text to draw and support a conclusion • evaluate explicit and implicit information to include in a response to text • recognize author’s purpose and important text elements (character, plot, and setting)
--	---

Content Standard: 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Sixth Grade Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none"> • generate discussion questions using think marks, anecdotal margin notes and post-its • respond to literature by writing personal responses and participating in discussions
b. interpret information that is implied in a text	<ul style="list-style-type: none"> • take a critical stance by analyzing and confirming understanding of story elements through the use of implied text evidence • use prior knowledge to draw conclusions • recognize and determine an author’s purpose
c. distinguish between fact and opinion	<ul style="list-style-type: none"> • analyze and evaluate the author’s craft including the use of provable information versus judgment words
d. make and support judgments about texts	<ul style="list-style-type: none"> • evaluate, analyze, and make judgments about the author’s message, author’s craft, accuracy, integrity, and authenticity of non-fiction text by using explicit and implicit information • demonstrate an awareness of an author’s or character’s point of view • use evidence from text to support judgments
e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none"> • make connections between the text and outside experiences and knowledge
f. identify and discuss underlying theme or main idea in texts	<ul style="list-style-type: none"> • determine the main idea of non-fiction or the theme of fiction • use strategies such as inferencing, synthesis, and determining importance to support your response
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none"> • determine the context and purpose for reading different genres (literary experience, reading for information, and reading to perform a task) • provide an exposure to a variety of genres and

	<p>authors</p> <ul style="list-style-type: none"> • share exemplar texts through read-alouds, book shares, shared reading, and guided reading
--	--

Content Standard: 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Sixth Grade Performance Expectations

a. use phonetic, structural, syntactical and contextual clues to read and understand words	<ul style="list-style-type: none"> • analyze words through affixes and root words, context clues, and syntax • use the Sitton Spelling program
b. NA	
c. analyze the meaning of words and phrases in context	<ul style="list-style-type: none"> • use context clues to determine meanings of unknown, multiple meaning words or figurative language
d. develop vocabulary through listening, speaking, reading and writing	<ul style="list-style-type: none"> • identify important vocabulary prior to reading text using word splash and knowledge rating guides • actively identify unknown words while reading text; use context clues, dictionary definitions, thesauruses, peer discourse and examples to determine meaning
e. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	<ul style="list-style-type: none"> • use specific features of text structures (i.e. victim and suspect in mystery genre) to build prior understanding of important vocabulary • chart content words on white boards and chart paper

Content Standard: 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Sixth Grade Performance Expectations

a. respond to the ideas of others and recognize the validity of differing views	<ul style="list-style-type: none"> • respond to literature through book groups, whole class discourse, shared-reading and partner reading • read persuasive literature
b. persuade listeners about judgments and opinions of works read, written and viewed	<ul style="list-style-type: none"> • code text and write personal responses to make inferences and explain interpretations

Grade 6~Content Standard: 2. Exploring and Responding to Literature:

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: 2.1 Students recognize how literary devices and conventions engage the reader.

Sixth Grade Performance Expectations

<p>a. discuss the impact of literary conventions on meaning</p>	<ul style="list-style-type: none">• identify, analyze, and evaluate use of literary devices such as humor, point of view, simile, metaphor, personification, imagery, word choice, voice, onomatopoeia and style• compare and contrast use of author’s craft within and across genres• draw conclusions about an author’s purpose for choosing a genre or for including or omitting specific details in text
<p>b. identify and analyze the differences between the structures of fiction and nonfiction</p>	<ul style="list-style-type: none">• identify text structure or organizational pattern:<ul style="list-style-type: none">○ characters, plot, setting, theme, point of view for narrative literature○ figurative language, illustrations, style and design for poetry○ description, sequence, compare and contrast, cause/effect, problem/solution, and memoir for non-fiction• use graphic organizers• determine the author’s purpose for using a particular text structure and organizational pattern• determine the main idea for non-fiction or the theme for fiction within a text
<p>c. discuss what makes a text engaging and appealing to a reader</p>	<ul style="list-style-type: none">• analyze voice, word choice, style, and the author’s craft and discuss how they contribute to the appeal of text• generate personal interests and connections to text• build knowledge of various genres and text options
<p>d. identify literary techniques that an author uses that contribute to the meaning and appeal of texts</p>	<ul style="list-style-type: none">• identify literary devices such as humor, point of view, simile, metaphor, personification, imagery, word choice, voice, onomatopoeia, symbolism and style

Content Standard: 2.2 Students explore multiple responses to literature.

Sixth Grade Performance Expectations

a. develop and defend multiple responses to literature using individual connections and relevant text references	<ul style="list-style-type: none">• respond to literature by selecting and using relevant information from the text to construct meaning• synthesize relevant information within text to write a personal response to text
b. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">• formulate an opinion of the text and support it with text evidence

Content Standard: 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Sixth Grade Performance Expectations

a. discuss and analyze how characters deal with the diversity of human experience and conflict	<ul style="list-style-type: none">• identify internal vs. external conflict as well as man vs. man, man vs. self, and man vs. nature• make text connections
b. compare and contrast ideas, themes and/or issues across classical and contemporary texts	<ul style="list-style-type: none">• discuss text through whole-group discourse, book groups, and response to literature• use graphic organizers
c. compare, respond to and interpret texts that represent many multicultural experiences	<ul style="list-style-type: none">• demonstrate an awareness of a character's customs and beliefs included in text• analyze multicultural characters and texts

Content Standard: 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Sixth Grade Performance Expectations

a. analyze an author's values, ethics and beliefs included in many texts	<ul style="list-style-type: none">• build understanding of an author's background, values, beliefs and experiences prior to reading
b. discuss how the experiences of an author influence the text	<ul style="list-style-type: none">• demonstrate an awareness of how an author's background impacts the writing using text support
c. discuss how the experiences of a reader influence the interpretation of a text	<ul style="list-style-type: none">• make connections between the text using personal experiences and prior knowledge
d. analyze themes and connections that cross cultures	<ul style="list-style-type: none">• identify and evaluate both unique and universal themes within text• compare and contrast personal cultural experiences with characters in text
e. interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and	<ul style="list-style-type: none">• conduct historical research to build understanding of race, religion, and other

issues in literature	influences on issues presented in text
f. analyze how authors, illustrators and film makers express political and social issues	<ul style="list-style-type: none"> • discuss and interpret political and social issues presented in text • discuss connections with current political and social issues • identify the author's purpose and values and discuss how these relate to the text

Grade 7~Content Standard 1: Reading and Responding

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.	
Seventh Grade Performance Expectations	
<p>a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading</p>	<ul style="list-style-type: none"> • incorporate K (what you KNOW) of KWL lists, quick writes, think-alouds and whole-group discussions • determine the purpose for reading; literary pleasure, information or to perform a task • make a prediction about what will be read and why the author selected a particular text format • explore possible connections between the text and outside experience and knowledge • provide book, chapter and text tours
<p>b. monitor comprehension and apply appropriate strategies when understanding breaks down</p>	<ul style="list-style-type: none"> • apply reading comprehension strategies (make connections, visualize, determine important information, infer, question, synthesize and apply fix-up strategies) • use context clues to determine meanings of words or figurative language • determine the main idea in non-fiction or the theme in fiction within a text • make connections between the text and outside experiences and knowledge • stop and reread, recall, summarize, and engage in a whole-class discussion about texts to check for and confirm understanding
<p>c. select and organize relevant information from text to summarize</p>	<ul style="list-style-type: none"> • select and use relevant information to summarize text events and ideas
<p>d. identify, use and analyze text structure</p>	<ul style="list-style-type: none"> • analyze and critique the author’s use of structure and organizational patterns • draw conclusions about the author’s purpose for utilizing specific structures • analyze and critique the author’s craft and techniques
<p>e. draw conclusions and use evidence to substantiate them by using texts heard, read</p>	<ul style="list-style-type: none"> • draw conclusions about the author’s reason for using a genre and for including or

and viewed	<ul style="list-style-type: none"> omitting specific details use stated evidence from the text to draw and support a conclusion
f. make and justify inferences from explicit and implicit information	<ul style="list-style-type: none"> use stated or implied evidence from the text to draw and support a conclusion based upon implicit (inferential) understandings evaluate and respond to text using implicit (inferential) understandings of its message (response to literature) integrate whole-class discussion of themes and message

Content Standard: 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Seventh Grade Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none"> use relevant information within a text to write and defend a personal response to literature have student-generated review sessions, quizzes, discussions, responses, etc...
b. interpret information that is implied in a text	<ul style="list-style-type: none"> identify the specific words that produce the understanding a reader has of the text use journals and whole-class discussions to explore meanings and message use stated or implied evidence from a text to support a conclusion (cite page and line number of text)
c. distinguish between fact and opinion	<ul style="list-style-type: none"> identify words that signal opinion and judgment identify information that can be proven
d. make and support judgments about text	<ul style="list-style-type: none"> evaluate the merits of the text select relevant information within a text to support a conclusion
e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none"> make connections between the text and personal experiences, other texts and the world respond in writing to literature
f. identify and discuss the underlying theme or main idea in texts	<ul style="list-style-type: none"> determine the main idea in non-fiction or the theme in fiction
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none"> explore ways of recognizing genre by identifying various story components select texts based on personal choices

Content Standard: 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Seventh Grade Performance Expectations

a. use phonetic, structural, syntactical and contextual clues to read and understand words	<ul style="list-style-type: none"> • use context clues to determine meanings of words, phrases, hypothetical questions, sarcastic expressions, clichés and idioms
b. N/A	
c. analyze the meaning of words and phrases in context	<ul style="list-style-type: none"> • study and recognize homophones, prefixes and suffixes • use strategies to determine meanings of figurative language and other literary devices
d. develop vocabulary through listening, speaking, reading and writing	<ul style="list-style-type: none"> • use context clues to determine meanings of new words through cloze exercises and word study
e. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	<ul style="list-style-type: none"> • use context clues to determine meanings of unknown words or those with multiple meanings

Content Standard: 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Seventh Grade Performance Expectations

a. respond to the ideas of others and recognize the validity of differing views	<ul style="list-style-type: none"> • use book groups, shared reading, partner reading, text sharing, whole-group discussions, student modeling, seminars, text-based debates, persuasive essays, journal writing and sharing of ideas
b. persuade listeners about judgments and opinions of works read, written and viewed	<ul style="list-style-type: none"> • use book groups, shared reading, partner reading, text sharing, whole-group discussions, text-based debates, student modeling, seminars, persuasive essays, journal writing and sharing of ideas

Content Standard: 2. Exploring and Responding to Literature

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: 2.1 Students recognize how literary devices and conventions engage the reader.	
Seventh Grade Performance Expectations	
a. explain how and why literary conventions and techniques contribute to their understanding of and experience with the text	<ul style="list-style-type: none">• learn and identify literary conventions such as word choice, tone, voice, style, point of view, imagery, author’s bias, humor, flashback, similes, metaphors, personification and onomatopoeia• analyze and evaluate an author’s use of the above conventions
b. identify and analyze the differences between the structures of fiction and non-fiction	<ul style="list-style-type: none">• identify the text structure and organizational patterns• determine the author’s purpose for using a particular text structure or organizational pattern<ul style="list-style-type: none">○ fiction (narrative – character, setting, point of view, plot and theme)○ poetry (figurative language, style and design)○ non-fiction (description, sequence and chronology, compare and contrast, cause and effect, problem and solution, memoir and biography)• determine the main idea in non-fiction or the theme in fiction within a text
c. discuss what makes a text engaging and appealing to a reader	<ul style="list-style-type: none">• analyze voice, word choice, style and craft choices
d. identify and analyze literary techniques that an author uses that contribute to the meaning and appeal of texts	<ul style="list-style-type: none">• learn and identify literary conventions such as word choice, tone, voice, style, point of view, imagery, author’s bias, humor, flashback, similes, metaphors, personification and onomatopoeia• analyze and evaluate an author’s use of the above conventions

Content Standard: 2.2 Students explore multiple responses to literature.

Seventh Grade Performance Expectations

a. develop and defend multiple responses to literature using individual connections and relevant text references	<ul style="list-style-type: none">• select and use relevant information from the text to construct meaning by responding to literature
b. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">• formulate an opinion of the text and support it with textual evidence

Content Standard: 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Seventh Grade Performance Expectations

a. discuss and analyze how characters deal with the diversity of human experience and conflict	<ul style="list-style-type: none">• identify internal versus external conflict (man vs. nature, man vs. man, man vs. society, and man vs. others)
b. compare/contrast and evaluate ideas, themes and/or issues across classical and contemporary texts	<ul style="list-style-type: none">• explore themes in a text via response to literature, journal writing, and discussion• use graphic organizers
c. compare, respond to and interpret stories that represent many multicultural experiences	<ul style="list-style-type: none">• demonstrate an awareness of a character's customs and beliefs included in a text

Content Standard: 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Seventh Grade Performance Expectations

a. evaluate an author's values, ethics and beliefs included in many texts	<ul style="list-style-type: none">• explore and analyze how an author demonstrates personal beliefs in text• use textual support to validate a reader's conclusions about an author's biases
b. discuss how the experiences of an author influence the text	<ul style="list-style-type: none">• demonstrate an awareness of an author's background and use text to support
c. discuss how the experiences of a reader influence the interpretation of a text	<ul style="list-style-type: none">• make connections between text and personal experiences and knowledge of the world
d. analyze and evaluate themes and connections that cross cultures	<ul style="list-style-type: none">• demonstrate an awareness of world cultures through literature
e. interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature	<ul style="list-style-type: none">• decide upon and defend the existence of race, religion and historical influences on issues in text
f. evaluate how authors, illustrators and film makers express political and social issues	<ul style="list-style-type: none">• demonstrate understanding of and classify how authors and illustrators express political and social issues

Content Standard: 3. Communicating with Others

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard: 3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.	
Seventh Grade Performance Expectations	
a. use oral language with clarity, voice and fluency to communicate a message	<ul style="list-style-type: none"> communicate effectively with others through book talks, debates, read-alouds and presentations
b. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none"> listen to texts read aloud to discover and learn new styles or approaches to writing
c. use the appropriate features of persuasive, narrative, expository or poetic writing	<ul style="list-style-type: none"> learn and utilize a variety of essay formats such as persuasive, diary writing, biography reports and written response to literature analyze and imitate authors' models
d. write to delight in the imagination	<ul style="list-style-type: none"> develop a narrative, expository, and fictional persuasive response that demonstrates the use of 6+1 Writing Traits (ideas, organization, voice, word choice, sentence fluency and conventions)

Content Standard: 3.2 Students prepare, publish, and/or present work appropriate to audience, purpose and task.	
Seventh Grade Performance Expectations	
a. determine purpose, point of view and audience and choose an appropriate written, oral or visual format	<ul style="list-style-type: none"> develop a written or oral response that fits the audience, has a consistent point of view and is engaging to readers and viewers
b. apply the most effective processes to create and present a written, oral or visual piece	<ul style="list-style-type: none"> demonstrate an understanding of the writing process: note taking, webbing, first draft, revising, editing and publishing
c. revise texts for organization, elaboration, fluency and clarity	<ul style="list-style-type: none"> use of writing workshop demonstrate an understanding of the revision process including, but not limited to: <ul style="list-style-type: none"> ○ syntax (run-on, awkward construction, fragment and sentence combining), elaboration, redundancy of ideas and extraneous material ○ word choice (redundancy of word and phrase, transition words, generality, specificity and misplaced modifiers)

<p>d. research information from multiple sources for a specific purpose</p>	<ul style="list-style-type: none"> • gain information to understand the world as presented in the text by reading materials such as magazines, newspapers, textbooks, essays and speeches
<p>e. evaluate the validity and authenticity of primary and secondary sources of information</p>	<ul style="list-style-type: none"> • evaluate primary and secondary sources and weigh the value of each as contributing components of a final product
<p>f. publish and present final products in a myriad of ways including the use of the arts and technology</p>	<ul style="list-style-type: none"> • publish and present final products such as biography reports, debates, Power Point presentations, 3-D images, models, Microsoft Publisher brochures and portfolios

Content Standard: 4. English Language Conventions

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

4.1 Students use knowledge of their language and culture to improve competency in English.

Seventh Grade Performance Expectations

a. read, listen to and tell stories from a variety of cultures and identify the similarities and differences in the way language is used	<ul style="list-style-type: none">• explore events, characters, themes, settings, plots, actions, and the language of literary works by reading novels, short stories, poems, legends, biographies, fables and folk tales• analyze word choice and author style to deliver a message
b. recognize and understand variations between language patterns	<ul style="list-style-type: none">• define, recognize and analyze how an author uses language to develop characters and bring to life a setting

Content Standard: 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

Seventh Grade Performance Expectations

a. use sentence patterns typical of spoken and written language to produce text	<ul style="list-style-type: none">• demonstrate the following:<ul style="list-style-type: none">○ usage - subject/verb agreement○ usage - verb tense-time○ usage - pronoun reference○ usage - comparative/superlative○ usage - special problems in usage (a, an; they're, their, there; to, too, two; good/well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; were, we're)
b. evaluate the impact of language as related to audience and purpose	<ul style="list-style-type: none">• demonstrate an understanding of the appropriate language based upon awareness of audience and purpose

Content Standard: 4.3 Students use Standard English for composing and revising written text.

Seventh Grade Performance Expectations

<p>a. recognize the difference between standard and nonstandard English and use language appropriately</p>	<ul style="list-style-type: none">● demonstrate knowledge of the following:<ul style="list-style-type: none">○ usage – subject and verb agreement○ usage - verb tense (present, past and future)○ usage - pronoun reference○ usage – comparative and superlative○ usage - special problems in usage (a, an; they're, their, there; to, too, two; good well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; who, whom; were, we're)
<p>b. demonstrate proficient use of proper mechanics, usage and spelling skills</p>	<ul style="list-style-type: none">● demonstrate knowledge of the following:<ul style="list-style-type: none">○ usage – subject and verb agreement for singular and plural subjects○ usage - verb tense (present, past and future)○ usage - pronoun reference○ usage – comparative and superlative○ usage - special problems in usage (a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; who, whom; were, we're)○ spelling grade appropriate words○ capitalization – lower case for common nouns; capital I pronoun; names of people, places, months, groups, days, and holidays; first word in dialogues; titles of people; names of organizations, nationalities, buildings, and historical events; and opening and closing of a letter○ punctuation end marks, comma, quotation marks, apostrophes, semi-colons and colons in a series

c. use resources for proofreading and editing

- use personal text and classroom resources to demonstrate the following:
 - syntax revisions: on and on, run-on, awkward construction, fragment and sentence combining
 - word choice revisions: redundancy of word and phrase, transition words, generality, specificity and misplaced modifiers
 - content, organization, and tone: topic sentence, supporting details, extraneous material, logical order, tone and redundancy of ideas
 - usage – subject and verb agreement for singular and plural subjects
 - usage - verb tense (present, past, future)
 - usage - pronoun reference
 - usage – comparative and superlative
 - usage - special problems in usage (a, an; they’re, their, there; to, too two; good, well; its, it’s; I, me; know, no; then, than; your, you’re; whose, who’s; hear, here; who, whom; were we’re)
 - spelling grade appropriate words
 - capitalization
 - punctuation

Grade 8~Content Standard: I. Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.	
Eighth Grade Performance Expectations	
a. activate prior knowledge, establish purposes for reading and adjust the purposes while reading	<ul style="list-style-type: none">• incorporate KWL chart, discussion groups, quick writes, and think-alouds to build prior knowledge• generate predictions, connections and questions about what will be read
b. monitor comprehension and apply appropriate strategies when understanding breaks down	<ul style="list-style-type: none">• apply comprehension strategies (make connections, visualize, determine important information, infer, question, synthesize and apply fix-up strategies)• utilize partner reading, shared-reading, and whole group discussion to scaffold learning• generate questions• identify and apply new vocabulary
c. select and organize relevant information from text to summarize	<ul style="list-style-type: none">• identify main idea• organize ideas by importance• synthesize ideas
d. identify, use and analyze text structures	<ul style="list-style-type: none">• preview text structures and organizational patterns• analyze title• discuss purpose and audience
e. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed	<ul style="list-style-type: none">• summarize information• make predictions• make connections• compare and contrast information• answer literal questions• support and substantiate conclusions with text references
f. make and justify inferences from explicit and/or implicit information	<ul style="list-style-type: none">• use text references and evidence• make predictions• use stated or implied evidence from the text to draw and support a conclusion based upon implicit (inferential) understandings from the text

Content Standard: 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Eighth Grade Performance Expectations

a. generate and respond to questions	<ul style="list-style-type: none"> • use textual information to substantiate questions and responses • infer pertinent information from the text
b. interpret information that is implied in a text	<ul style="list-style-type: none"> • use text structure to gather relevant information • make inferences
c. distinguish between fact and opinion	<ul style="list-style-type: none"> • identify words that signal opinion • identify information that can be proven
d. make and support judgments about texts	<ul style="list-style-type: none"> • make connections • support and substantiate judgments with text references
e. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none"> • discuss and connect to personal experiences • discuss and relate prior knowledge • discuss and relate to other literature
f. identify and discuss the underlying theme or main idea in texts	<ul style="list-style-type: none"> • determine the moral of the literature • identify the meaning of the literature • provide text support to substantiate theme and main ideas
g. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none"> • discuss different genres • select reading material appropriate to grade level and interest • read independently

Content Standard: 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

Eighth Grade Performance Expectations

a. use phonetic, structural, syntactical and contextual clues to read and understand words	<ul style="list-style-type: none"> • re-read words • use sight vocabulary • use context clues • refer to prior knowledge of word origins
b. NA	
c. analyze the meaning of words and phrases in context	<ul style="list-style-type: none"> • use context clues • use syntax to determine meaning of words and phrases
d. develop vocabulary through listening, speaking, reading and writing	<ul style="list-style-type: none"> • determine meanings of unknown or multiple meaning words • use formalized program to expand knowledge

	<ul style="list-style-type: none"> of unknown vocabulary words make personal connections to the vocabulary words
<p>e. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)</p>	<ul style="list-style-type: none"> define content vocabulary accurately use content vocabulary appropriately

Content Standard: 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

Eighth Grade Performance Expectations

<p>a. respond to the ideas of others and recognize the validity of differing views</p>	<ul style="list-style-type: none"> engage in peer discussion focusing on respectful listening skills
<p>b. persuade listeners about judgments and opinions of works read, written and viewed</p>	<ul style="list-style-type: none"> engage in peer discussion and book groups write a response to literature

Content Standard: II. Exploring and Responding to Literature:

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

Content Standard: 2.1 Students recognize how literary devices and conventions engage the reader.

Eighth Grade Performance Expectations

<p>a. explain how and why literary conventions and techniques contribute to their understanding of and experience with the text</p>	<ul style="list-style-type: none">• define literary terms and conventions; including humor, flashback, point of view, simile, metaphor, personification, imagery, hyperbole, word choice, onomatopoeia, tone, style, bias, voice, irony and satire.• analyze and evaluate an author’s use of literary terms.
<p>b. identify and analyze the differences between the structures of fiction and non-fiction</p>	<ul style="list-style-type: none">• identify the text structure and organizational patterns including:<ul style="list-style-type: none">▪ fiction (narrative – character, setting, point of view, plot, and theme)▪ poetry (figurative language, style, and design)▪ non-fiction (description, sequence/chronology, compare/contrast, cause/effect, and problem/solution, memoir and biography)• determine the author’s purpose for using a particular text structure• use graphic organizers• determine character, setting, point of view, literary devices and theme.
<p>c. discuss what makes a text engaging and appealing to a reader</p>	<ul style="list-style-type: none">• express and support personal opinion• analyze voice, word choice, style, and craft choices; discuss how these impact the enjoyment of a text
<p>d. identify and analyze literary techniques that an author uses that contribute to the meaning and appeal of texts</p>	<ul style="list-style-type: none">• learn and identify examples of author’s craft including humor, flashback, point of view, figurative language, imagery, word choice, onomatopoeia, voice, tone, style, bias, irony, and satire.• analyze and evaluate the author’s use of the above conventions

Content Standard: 2.2 Students explore multiple responses to literature.

Eighth Grade Performance Expectations

a. develop and defend multiple responses to literature using individual connections and relevant text references	<ul style="list-style-type: none">• make connections to support reader’s response to literature• share and justify responses to literature
b. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">• evaluate literature• support stance with evidence• consider themes, values and morals

Content Standard: 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Eighth Grade Performance Expectations

a. discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict	<ul style="list-style-type: none">• make and explain personal connections• identify internal versus external conflict (man vs. nature, man vs. man, man vs. society and man vs. others)
b. compare, contrast and evaluate ideas, themes and issues across classical and contemporary texts	<ul style="list-style-type: none">• make and explain personal connections in peer discussion groups and in written responses to literature
c. analyze texts that represent many multicultural experiences	<ul style="list-style-type: none">• identify unique customs, practices, and perspectives of different cultures

Content Standard: 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Eighth Grade Performance Expectations

a. evaluate an author’s values, ethics and beliefs included in many texts	<ul style="list-style-type: none">• research an author’s background• demonstrate awareness of an author’s background using textual support• develop and justify perspective
b. discuss how the experiences of an author influence the text	<ul style="list-style-type: none">• make personal connections to an author’s experiences (text-to-text)• demonstrate an awareness of how an author’s background influences the text
c. discuss how the experiences of a reader influence the interpretation of a text	<ul style="list-style-type: none">• make connections between the text and another piece of literature (text-to-self)
d. analyze and evaluate themes and connections that cross cultures	<ul style="list-style-type: none">• make connections between the text and different cultures (text-to-world)• demonstrate an awareness of world cultures

through literature	
<p>e. interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature</p>	<ul style="list-style-type: none"> • read different literary genres that explore themes and issues of culture, history and ethnicity • make text-to-text, text-to-self, and text-to-world connections
<p>f. evaluate the effectiveness of the choices that authors, illustrators and film makers make to express political and social issues</p>	<ul style="list-style-type: none"> • read and analyze literature • discuss varying opinions • support and defend a stance • demonstrate an understanding and classify how authors, illustrators, etc. address political and social issues

Content Standard: III. Communicating with Others:

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard: 3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Eighth Grade Performance Expectations

a. use oral language with clarity, voice and fluency to communicate a message	<ul style="list-style-type: none">• express and support an opinion• read poetry• discuss and analyze poetry• incorporate vocabulary from a formalized program• communicate with others through read-alouds, book talks and other oral presentations
b. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none">• include author studies within short stories, short stories with a twist, poetry, and historical fiction with an emphasis on war themes
c. use the appropriate features of persuasive, narrative, expository or poetic writing	<ul style="list-style-type: none">• take a stance and defend it• create original poems incorporating pertinent poetic elements• create a narrative text that highlights the elements of a story
d. write to delight in the imagination	<ul style="list-style-type: none">• write narrative, expository, persuasive or poetic responses that demonstrate the use of study and the 6 + 1 Traits of Writing (ideas, organization, voice, word choice, sentence fluency and conventions)

Content Standard: 3.2 Students prepare, publish, and/or present work appropriate to audience, purpose and task.

Eighth Grade Performance Expectations

a. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format	<ul style="list-style-type: none">• identify purpose for speaking or writing to a specific audience• select or respond to a given presentation style
b. apply the most effective processes to create and present a written, oral or visual piece	<ul style="list-style-type: none">• utilize the 6+1 Traits of Writing
c. revise texts for organization, elaboration, fluency and clarity	<ul style="list-style-type: none">• use the writing process to demonstrate an understanding of the revision process

	<ul style="list-style-type: none"> ○ syntax (run-on, awkward construction, fragment, sentence combining, redundancy of ideas and extraneous material) ○ word choice (redundancy of word and phrase, transition words, generality, specificity and misplaced modifiers)
d. research information from multiple sources for a specific purpose	<ul style="list-style-type: none"> ● use technology, media center, and classroom resources as appropriate to research from multiple sources
e. evaluate the validity and authenticity of primary and secondary sources of information	<ul style="list-style-type: none"> ● determine the origin of a source (primary and secondary sources) ● assess the accuracy and legitimacy of a source
f. publish and present final products in a myriad of ways, including the use of the arts and technology	<ul style="list-style-type: none"> ● create a literacy portfolio including a variety of original written pieces ● orally present written pieces

Content Standard: IV. English Language Conventions:

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

Content Standard: 4.1 Students use knowledge of their language and culture to improve competency in English.

Eighth Grade Performance Expectations

- | | |
|---|--|
| a. read, listen to and tell stories from a variety of cultures and identify the similarities and differences in the way language is used | <ul style="list-style-type: none">• participate in peer discussions• make text-to-text, text-to-self and text-to-world connections• explore events, characters, themes, settings, plots, actions, and the language of literary works by reading novels, short stories, poems, legends, biographies, fables, and folk tales• analyze word choice and style used to deliver an author’s message |
| b. recognize and understand variations between language patterns | <ul style="list-style-type: none">• participate in peer discussions• make text-to-text, text-to-self and text-to-world connections• define, recognize, and analyze how an author uses language to develop characters and bring to life a setting |

Content Standard: 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

Eighth Grade Performance Expectations

- | | |
|--|--|
| a. use sentence patterns typical of spoken and written language to produce text | <ul style="list-style-type: none">• demonstrate the following:<ul style="list-style-type: none">○ usage - subject/verb agreement (singular and plural subject)○ usage - verb tense (present, past, future)○ usage - pronoun reference○ usage – comparative and superlative○ usage - special problems in usage (a/an; they’re, their, there; to, too, two; good/well; its, it’s; I/me; know/no; then/than; your/you’re; whose/who’s; hear/here; who/whom; were/we’re) |
|--|--|

- b. evaluate the impact of language as related to audience and purpose
 - demonstrate the following:
 - revision: syntax; on and on, run-on, awkward construction, fragment, sentence combining
 - revisions: word choice; redundancy of word and phrase, transition words generality/specificity, misplaced modifiers.
 - usage - subject/verb agreement (singular and plural subject)
 - usage - verb tense (present, past, future)
 - usage - pronoun reference
 - usage – comparative and superlative
 - usage - special problems in usage (a, an; they’re, their, there; to, too, two; good, well; its, it’s; I, me; know, no; then, than; your, you’re; whose, who’s; hear, here; who, whom; were, we’re)

Content Standard: 4.3 Students use standard English for composing and revising written text.

Eighth Grade Performance Expectations

- a. recognize the difference between standard and nonstandard English and use language appropriately
 - demonstrate the following:
 - usage – subject and verb agreement (singular and plural subject)
 - usage - verb tense (present, past, future)
 - usage - pronoun reference
 - usage – comparative and superlative
 - usage - special problems in usage (a, an; they’re, their, there; to, too, two; good, well; its, it’s; I, me; know, no; then, than; your, you’re; whose, who’s; hear, here; who, whom; were, we’re)

b. demonstrate proficient use of proper mechanics, usage and spelling skills

- demonstrate the following:
 - punctuation (end marks: period and question mark; commas: after letter closing, in a series, in a date, with an appositive, with parenthetical expression, with participial phrase, with quotation marks, with city and state; quotation marks; apostrophes with contractions and possessives; semi-colons; colons)
 - capitalization including lower case for common nouns; upper case for proper nouns including names of people, places, groups, months, days, holidays organizations, nationalities, buildings, historical events., first words in dialogue, and openings and closings of letters.
 - usage – subject and verb agreement (singular and plural subject)
 - usage - verb tense (past, future)
 - usage - pronoun reference
 - usage - comparative/superlative
 - usage - special problems in usage (a, an; they're, their, there; to, too, two; good, well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; who, whom; were, we're)
 - spelling grade appropriate words.

- c. Use resources for proofreading and editing.
- use personal text and classroom resources to demonstrate the following:
 - revision: syntax; on and on, run-on, awkward construction, fragment, sentence combining.
 - revisions: word choice; redundancy of word and phrase, transition words, generality, specificity and misplaced modifiers.
 - content, organization, and tone; topic sentence, supporting details, extraneous material, chronological, logical order, tone, redundancy of ideas.
 - usage – subject and verb agreement (singular and plural subject)
 - usage - verb tense (present, past, future)
 - usage - pronoun reference
 - usage – comparative and superlative
 - usage - special problems in usage (a, an; they're, their, there; to, too two; good, well; its, it's; I, me; know, no; then, than; your, you're; whose, who's; hear, here; who, whom; were, we're)
 - spelling grade appropriate words
 - punctuation and capitalization

Grades 9-12~Content Standard: I. Reading and Responding:

Essential Understanding: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts, both print and multi-media.

Essential Question: How do we understand what we read?

Content Standard: 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.	
High School Performance Expectations	
<p>g. activate prior knowledge, establish purposes for reading and adjust the purposes while reading</p>	<ul style="list-style-type: none"> • determine the context for reading; literary experience, reading for information, reading to perform a task • use information from the text to make a prediction about what was read • use context clues to determine meanings of unknown, multiple meaning words or figurative language • make connections between the text and outside experiences and knowledge
<p>h. monitor comprehension and apply appropriate strategies when understanding breaks down</p>	<ul style="list-style-type: none"> • use context clues to determine meanings of unknown or multiple meaning words or figurative language • determine the main idea (non-fiction) or the theme (fiction) within a text • identify or infer the author’s use of structure/organizational patterns • make connections between the text and outside experiences and knowledge
<p>i. select and organize relevant information from text to summarize</p>	<ul style="list-style-type: none"> • select and use relevant information from a written work in order to summarize events and/or ideas in the text
<p>j. identify, use and analyze text structures</p>	<ul style="list-style-type: none"> • identify or infer the author’s use of structure and organizational patterns • draw conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in text
<p>k. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed</p>	<ul style="list-style-type: none"> • draw conclusions about the author’s purpose for choosing a genre, or for including or omitting specific details in text • use stated or implied evidence from the text to draw and/or support a conclusion
<p>l. make and justify inferences from explicit and/or implicit information</p>	<ul style="list-style-type: none"> • use stated or implied evidence from the text to draw and/or support a conclusion

- evaluate explicit and implicit information within a written work to include in a response to the text

Content Standard: 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

High School Performance Expectations

h. generate and respond to questions	<ul style="list-style-type: none"> • select, synthesize and use relevant information within a written work to write a personal response
i. interpret information that is implied in a text	<ul style="list-style-type: none"> • use stated or implied evidence from a text to support a conclusion
j. distinguish between fact and opinion	<ul style="list-style-type: none"> • identify or infer the author’s use of structure and organizational patterns • analyze and evaluate the author’s craft including the use of literary devices and textual elements
k. make, support, and defend judgments about texts	<ul style="list-style-type: none"> • select, synthesize and use relevant information within a written work to extend or evaluate the work • evaluate explicit and implicit information within a written work to include in a response to the text • demonstrate an awareness of an author’s or character’s customs and beliefs included in text
l. discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections	<ul style="list-style-type: none"> • make connections between the text and outside experiences and knowledge • select, synthesize, and use relevant information within a written work to write a personal response to the text
m. identify and discuss the underlying theme or main idea in texts	<ul style="list-style-type: none"> • determine the main idea (non-fiction) or the theme (fiction) within a text • identify or infer the author’s use of structure and organizational patterns
n. choose a variety of genres to read for personal enjoyment	<ul style="list-style-type: none"> • determine the context for reading; literary experience, reading for information and reading to perform a task

- make connections between the text and outside experiences and knowledge

Content Standard: 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.

High School Performance Expectations

f. use phonetic, structural, syntactical and contextual clues to read and understand words	<ul style="list-style-type: none"> • use context clues to determine meanings of unknown, multiple meaning words or figurative language
g. NA	
h. analyze the meaning of words and phrases in context	<ul style="list-style-type: none"> • use context clues to determine meanings of unknown, multiple meaning words or figurative language
i. develop vocabulary through listening, speaking, reading and writing	<ul style="list-style-type: none"> • use context clues to determine meanings of unknown, multiple meaning words or figurative language
j. use content vocabulary appropriately and accurately (math, music, science, social studies, etc.)	<ul style="list-style-type: none"> • use context clues to determine meanings of unknown, multiple meaning words or figurative language

Content Standard: 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

High School Performance Expectations

c. respond to the ideas of others and recognize the validity of differing views	<ul style="list-style-type: none"> • select, synthesize and use relevant information within a written work to extend or evaluate the work • demonstrate an awareness of an author's or character's customs and beliefs included in the text
d. persuade listeners about understandings and judgments of works read, written and viewed	<ul style="list-style-type: none"> • demonstrate an awareness of an author's or character's customs and beliefs included in the text • evaluate explicit and implicit information within a written work to include in a response

to text

- select, synthesize, and use relevant information within a written work to extend or evaluate the work

Content Standard: II. Exploring and Responding to Literature:

Essential Understanding: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: How does literature enrich our lives?

2.1 Students recognize how literary devices and conventions engage the reader.	
High School Performance Expectations	
e. identify the various conventions within a genre and apply this understanding to the evaluation of text	<ul style="list-style-type: none">analyze and evaluate the author’s craft including the use of literary devices and text elementsdraw conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in the text
f. identify and analyze the differences between the structures of fiction and non-fiction	<ul style="list-style-type: none">identify or infer the author’s use of structure and organizational patternsdetermine the main idea (non-fiction) or the theme (fiction) within a text
g. discuss what makes a text engaging and appealing to a reader	<ul style="list-style-type: none">analyze and evaluate the author’s craft, including the use of literary devices and text elementsmake connections between the text, outside experiences and knowledge
h. identify and analyze literary techniques that an author uses that contribute to the meaning and appeal of texts	<ul style="list-style-type: none">analyze and evaluate the author’s craft, including the use of literary devices and text elementsdraw conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in the text

Content Standard: 2.2 Students explore multiple responses to literature.	
High School Performance Expectations	
c. develop and defend multiple responses to literature using individual connections and relevant text references	<ul style="list-style-type: none">select and use relevant information from the text in order to summarize events and ideas in text
d. develop a critical stance and cite evidence to support the stance	<ul style="list-style-type: none">select, synthesize and use relevant information within a written work to write a personal response to the textuse stated or implied evidence from a text to draw and support a conclusion

- select, synthesize, and use relevant information within a written work to extend or evaluate the work

Content Standard: 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

High School Performance Expectations

<p>d. discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict</p>	<ul style="list-style-type: none"> • evaluate explicit and implicit information within a written work to include in a response to text • make connections between the text, outside experiences and knowledge
<p>e. compare, contrast and evaluate ideas, themes and issues across classical and contemporary texts</p>	<ul style="list-style-type: none"> • draw conclusions about the author’s purpose for choosing a genre or for including or omitting specific details in a text • evaluate explicit and implicit information within a written work to include in a response to text • demonstrate an awareness of an author’s or character’s customs and beliefs included in the text
<p>f. compare, respond to and analyze texts that represent many multicultural experiences</p>	<ul style="list-style-type: none"> • demonstrate an awareness of an author’s or character’s customs and beliefs included in text • evaluate explicit and implicit information within a written work to include in a response to text

Content Standard: 2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

High School Performance Expectations

<p>g. evaluate an author’s values, ethics and beliefs included in many texts</p>	<ul style="list-style-type: none"> • demonstrate an awareness of an author’s or character’s customs and beliefs included in the text • select and synthesize, and use relevant information within a written work to extend or evaluate the work
<p>h. discuss how the experiences of an author influence the text</p>	<ul style="list-style-type: none"> • demonstrate an awareness of an author’s or character’s customs and beliefs included in the text
<p>i. discuss how the experiences of a reader influence the interpretation of a text</p>	<ul style="list-style-type: none"> • make connections between the text, outside experiences and knowledge

	<ul style="list-style-type: none"> • select, synthesize, and use relevant information within a written work to write a personal response to the text
j. analyze and evaluate themes and connections that cross cultures	<ul style="list-style-type: none"> • select, synthesize and use relevant information within a written work to extend or evaluate the work • demonstrate an awareness of an author's or character's customs and beliefs included in the text
k. interpret, analyze, and evaluate the influence of culture, history and ethnicity on themes and issues in literature	<ul style="list-style-type: none"> • demonstrate an awareness of an author's or character's customs and beliefs included in the text • select, synthesize and use relevant information within a written work to extend or evaluate the work
l. evaluate the effectiveness of the choices that authors, illustrators and film makers make to express political and social issues	<ul style="list-style-type: none"> • demonstrate an awareness of an author's or character's customs and beliefs included in the text • analyze and evaluate the author's craft, including the use of literary devices and text elements • select, synthesize and use relevant information within a written work to extend or evaluate the work

Content Standard: III. Communicating with Others:

Essential Understanding: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: How do we write, speak, and make presentations effectively?

Content Standard: 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.	
High School Performance Expectations	
e. use oral language with clarity, voice and fluency to communicate a message	<ul style="list-style-type: none"> produce texts, oral responses and presentations that demonstrate organizational strategies and sequencing
f. listen to or read a variety of genres to use as models for writing in different modes	<ul style="list-style-type: none"> analyze and evaluate the author’s craft including the use of literary devices and text elements
g. use the appropriate features of persuasive, narrative, expository or poetic writing	<ul style="list-style-type: none"> produce texts that show sensitivity to text structure analyze and evaluate the author’s craft including the use of literary devices and text elements to develop writing skills
h. write to delight in the imagination	<ul style="list-style-type: none"> develop a narrative, expository, persuasive or poetic response that is fully elaborated with specific details, shows strong organizational strategy and is fluent

Content Standard: 3.2 Students prepare, publish, and present work appropriate to audience, purpose and task.	
High School Performance Expectations	
g. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format	<ul style="list-style-type: none"> develop a response that is fully elaborated, exhibits strong organization, is fluent, uses sophisticated transitional language and demonstrates an awareness of audience
h. apply the most effective processes to create and present a written, oral or visual piece	<ul style="list-style-type: none"> demonstrate an understanding of organization and tone using topic sentences, supporting details and chronological order and logical order
i. revise texts for organization, elaboration, fluency and clarity	<ul style="list-style-type: none"> demonstrate an understanding of the revision process including: <ul style="list-style-type: none"> o syntax; on and on, run-on, awkward construction, fragment, sentence combining, redundancy of ideas and extraneous material

	<ul style="list-style-type: none"> ○ word choice; redundancy of word and phrase, transition words, generality, specificity and misplaced modifiers
<p>j. research information from multiple sources for a specific purpose</p>	<ul style="list-style-type: none"> ● demonstrate an awareness of an author’s or character’s customs and beliefs included in the text ● gain information to understand the world as presented in the text by reading materials such as magazines, newspapers, textbooks, essays and speeches
<p>k. evaluate the validity and authenticity of primary and secondary sources of information</p>	<ul style="list-style-type: none"> ● gain information to understand the world as presented in the text by reading materials such as magazines, newspapers, textbooks, essays and speeches ● evaluate explicit and implicit information within a written work to include in a response to text
<p>l. publish and/or present final products in a myriad of ways including the use of the arts and technology</p>	<ul style="list-style-type: none"> ● demonstrate the following: <ul style="list-style-type: none"> ▪ content, organization, and tone; topic sentence, supporting details, extraneous material, chronological order and logical order, tone and redundancy of ideas ▪ revision: syntax; on and on, run-on, awkward construction, fragment and sentence combining ▪ revisions: word choice; redundancy of word and phrase, transition words, generality, specificity and misplaced modifiers

Content Standard: IV. English Language Conventions:

Essential Understanding: Students apply the conventions of Standard English in oral and written communication.

Essential Question: How do we use the English language appropriately to speak and write?

Content Standard: 4.1 Students use knowledge of their language and culture to improve competency in English.

High School Performance Expectations

- | | |
|---|--|
| <p>c. read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used</p> | <ul style="list-style-type: none">• explore events, characters, themes, settings, plots, actions, and the language of literary works by reading novels, short stories, poems, legends, biographies, myths, fables, and folk tales• analyze and evaluate the author’s craft including the use of literary devices and text elements• select, synthesize and use relevant information within the text to evaluate the work |
| <p>d. recognize and understand variations between language patterns</p> | <ul style="list-style-type: none">• analyze and evaluate the author’s craft including the use of literary devices and text elements |

Content Standard: 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.

High School Performance Expectations

- | | |
|---|--|
| <p>c. use sentence patterns typical of spoken and written language to produce text</p> | <ul style="list-style-type: none">• demonstrate the following:<ul style="list-style-type: none">○ usage - subject/verb agreement (singular and plural subject)○ usage - verb tense (present, past and future)○ usage - pronoun reference○ usage – comparative and superlative○ usage - special problems in usage (a/an; they’re, their, there; to, too two; good/well; its, it’s; I/me; know/no; then/than; your/you’re; whose/who’s; hear/here; who/whom; were/we’re) |
| <p>d. evaluate the impact of language as related to audience and purpose</p> | <ul style="list-style-type: none">• demonstrate the following:<ul style="list-style-type: none">○ revision: syntax; on and on, run-on, awkward construction, fragment, sentence combining |

- revisions: word choice; redundancy of word and phrase, transition words generality, specificity and misplaced modifiers.
- usage - subject/verb agreement (singular and plural subject)
- usage - verb tense (present, past and future)
- usage - pronoun reference
- usage – comparative and superlative
- usage - special problems in usage (a/an; they’re, their, there; to, too, two; good/well; its, it’s; I/me; know/no; then/than; your/you’re; whose/who’s; hear/here; who/whom; were/we’re)

Content Standard: 4.3 Students use standard English for composing and revising written text.

High School Performance Expectations

- d.** recognize the difference between standard and nonstandard English and use language appropriately
- demonstrate the following:
 - usage - subject/verb agreement (singular and plural subject)
 - usage - verb tense (present, past, future)
 - usage - pronoun reference
 - usage – comparative and superlative
 - usage - special problems in usage (a/an; they’re, their, there; to, too, two; good/well; its, it’s; I/me; know/no; then/than; your/you’re; whose/who’s; hear/here; who/whom; were/we’re)

<p>e. demonstrate proficient use of proper mechanics, usage and spelling skills</p>	<ul style="list-style-type: none"> • demonstrate the following: <ul style="list-style-type: none"> ▪ usage - subject/verb agreement (singular and plural subject) ▪ usage - verb tense (present, past, future) ▪ usage - pronoun reference ▪ usage – comparative and superlative ▪ usage - special problems in usage (a/an; they’re, their, there; to, too, two; good/well; its, it’s; I/me; know/no; then/than; your/you’re; whose/who’s; hear/here; who/whom; were/we’re) ▪ spelling grade appropriate words
<p>f. use resources for proofreading and editing</p>	<ul style="list-style-type: none"> • demonstrate the following: <ul style="list-style-type: none"> ▪ revision: syntax; on and on, run-on, awkward construction, fragment, sentence combining ▪ revisions: word choice; redundancy of word and phrase, transition words, generality, specificity and misplaced modifiers ▪ content, organization and tone; topic sentence, supporting details, extraneous material, chronological order, logical order, tone and redundancy of ideas. ▪ usage - subject/verb agreement (singular and plural subject) ▪ usage - verb tense (present, past, future) ▪ usage - pronoun reference ▪ usage – comparative and superlative ▪ usage - special problems in usage (a/an; they’re, their, there; to, too, two; good/well; its, it’s; I/me; know/no; then/than; your/you’re; whose/who’s; hear/here; who/whom; were/we’re) ▪ spelling grade appropriate words

