

Pre K – Kindergarten

Students will be able to:

- Handle book appropriately, holding right side up and turning pages one at a time.
- Recognize that English is written from left to right, top to bottom.
- Identify the title, author, and illustrator.
- Recognize that print conveys the message.
- Use prior knowledge to make story predictions.

1. *Demonstrate book knowledge.* (ELA 7.1)

- Recognize and name all upper and lower case letters.
- Recognize and produce rhyming words.
- Make the connection between letters and sounds.
- Distinguish between sounds.
- Recognize the difference between a letter and a word.
- Recognize that the sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle).
- Recognize that words are separated by spaces.
- Identify upper and lower case letters.
- Use letter-sound matches to identify and decode simple words.
- Recognize environmental print.

2. *Demonstrate print/sound knowledge.* (ELA 7.1, 7.2, 7.3, 14.1)

- Write own name (first and last).
- Write most letters when they are dictated.
- Independently write many upper and lower case letters.
- Explore and create letters through sensory experiences (trace letters made of sandpaper, rice, alphabet stamps, etc.).
- Print letters using a model with markers, pencil, crayons, etc.

3. *Print upper and lower case letters of the alphabet.* (ELA 22.1)

- Listen attentively to books teacher reads to the class.
- Observe print in everyday activities and routines including labels on objects and materials, nametags, lists, charts, etc.
- Retell a familiar book from memory or based on the illustrations.
- Track print when listening to familiar text being read or when rereading own writing.

Grade Pre K-Kindergarten (Continued)

- Use picture cues to confirm text.
- Recognize 25 high frequency words.
- Demonstrate the ability to read a simple sentence fluently.
- Demonstrate the ability to read a simple story fluently.

4. *Read emergently from controlled texts.* (ELA 7.7, 7.10)

- Make predictions based on illustrations or portions of sentences.
- Notice when simple sentences fail to make sense.
- Correctly answer questions about stories read aloud by teacher.
- Correctly answer questions about sentences/stories read independently at grade level.
- Retell, reenact, or dramatize stories or parts of stories.
- Sort common pictures or words into specific categories (e.g. colors, shapes, animals, etc.).
- Arrange illustrations from a story or activity in the correct sequence (first, next, last).
- Use prior knowledge, pictures and text to make story predictions (orally, in drawings, writing).
- Use prior knowledge to discuss important facts and ask questions in relation to plot, setting, and characters.
- Demonstrate familiarity with different types or genres of text (i.e., poems, fiction, non-fiction, everyday print such as signs and labels).

5. *Comprehend what is read.* (ELA 4.1, 4.2, 8.1, 8.2, 8.3, 8.4, 8.5, 10.1, 12.1, 16.2, 16.3)

- Freely play with language (e.g. invent nonsense words that rhyme).
- Imitate different voices for different characters from familiar stories (e.g. The Three Billy Goats Gruff, Three Little Pigs).
- Use new vocabulary and grammatical construction in own speech.

6. *Understand that the purpose of language is communication.* (ELA 6.1)

- Help formulate rules for group discussion. (e.g. listen to the speaker, look at the speaker, take turns, etc.).
- Speak in a complete sentence.
- Articulate connections of themes to personal experiences.
- Create drawings, paintings, or stories about their ideas and describe them to others.
- Describe a common object, identify it, and use specific words to describe it (e.g. color, shape, use).

Grade Pre K-Kindergarten (Continued)

- Describe common events using appropriate vocabulary for personal, social, and academic purposes while remaining on topic. (e.g. a birthday party, visit to grandma's house, etc.).
- 7. *Contribute knowledge or personal experiences and interests related to a topic while following rules for class discussion.* (ELA 2.1, 3.1, 3.2, 4.2)**
- Identify and use basic punctuation marks (i.e., period, question mark, exclamation point).
 - Write some words when they are dictated.
 - Draw pictures to express one's thoughts.
 - Dictate a story to build awareness that words can be put together to make a sentence.
 - Use letter-like symbols to approximate standard English.
 - Use phonemic awareness and letter knowledge to spell independently (invented spelling).
 - Use a word wall and labels in the classroom to write.
 - Use spaces between words.
 - Revise and edit writing by adding details to pictures, expanding a story, and forming ideas that make sense, using knowledge of standard English.
 - Use a variety of genres when writing for different purposes (letters, lists, notes, stories).
 - Begin a sentence with a capital letter.
 - Use simple rules of punctuation (end a sentence with a period).
- 8. *Write for a purpose to convey a message or idea.* (ELA 5.4, 19.1, 19.2, 19.3, 20.1, 21.2, 23.1, 23.2)**
- Make predictions about the context of a text using graphic features.
 - Locate information in picture books.
 - Locate information in big books.
 - Locate information in informative texts (e.g. books about science, transportation, clothing, colors, fruit, senses, zoo, numbers, shapes, etc.)
 - Locate information in picture dictionaries.
 - Locate information on charts.
 - Locate information from print in the classroom.
- 9. *Use a variety of sources to gather information.* (ELA 13.1, 13.3)**

Grade 1

Students will be able to:

- Contribute knowledge to class in exchanging ideas for class project.
- Follow agreed upon rules for discussion.
- Be an active member of a team.
- Participate in class discussions and role playing while remaining on a topic.
- Talk about personal experiences; describe common objects and events while attending to appropriate language and volume.
- Describe new information gained from text in own words.

1. Use agreed upon classroom rules for discussion, listen to the ideas of others, and contribute personal information. (ELA 1.1, 2.1)

- Recognize that the name of things can also be the names of actions (fish, dream, run).
- Use language to express spatial and temporal relationships (up, down, before, after, in, out).
- Identify and sort common words into conceptual categories (opposites, living things).
- Identify base words (i.e., play) and their inflectional forms (i.e., looks, looked, looking).
- Identify words that mean the opposite of one another (antonyms).
- Recognize words with the same or similar meaning (synonyms).

2. Demonstrate knowledge of the acquisition of new vocabulary by using it correctly in reading and writing assignments. (ELA 4.3, 4.4, 4.5, 4.16, 5.1, 5.2)

- Identify and use correct capitalization for names and places
- Identify and use appropriate end marks (periods, question marks, exclamation points).

3. Recognize and use basic standard English grammar and usage. (ELA 5.3, 5.4)

- Match symbols, pictures, and letters with words or ideas.
- Recognize that spoken words are represented in written English by sequences of letters.
- Know the order of the letters in the alphabet.
- Match oral words to printed words.
- Recognize common, irregular spelled words by sight (i.e., have, said, where, two)
- Use correct spelling of high frequency words, whether irregularly or regularly spelled.

4. Demonstrate knowledge of the relationship of letters and spelling patterns to the sounds of speech. (ELA 7.4, 7.6)

Grade 1 (Continued)

- Generate the sounds of all the letters.
- Generate the sounds of all letter patterns, including consonants blends, long and short vowel patterns, and onsets and rimes and combine these sounds into recognizable words.
- Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations to read words.
- Blend or segment the phonemes of most one-syllable words.

5. *Demonstrate orally that phonemes exist and can be isolated and manipulated.* (ELA 7.5)

- Use beginning consonants to decode unknown words.
- Use ending consonants to decode unknown words.
- Apply knowledge of letter patterns to identify syllables.
- Decode accurately phonetically regular one-syllable and multi-syllable real and nonsense words.
- Read accurately many irregularly spelled words, special vowel spellings, and common word endings.
- Apply independently the most common letter – sound correspondences including the sounds represented by single letters, consonant blends, consonant digraphs and vowel digraphs and diphthongs.
- Read words with several syllables.
- Solve new words using knowledge of sound/letter relationships and word parts.

6. *Use letter – sound correspondence knowledge to decode written English.* (ELA 7.6, 7.7)

- Use syntax (word order) to decode unknown words.
- Use semantics (word meaning) to decode words.
- Recognize 100 high frequency sight words.
- Monitor and self-correct own reading when an incorrectly identified word does not fit with cues provided by the context surrounding the word.
- Make transition from emergent to real reading.

7. *Read aloud with accuracy and comprehension grade and lexile appropriate texts.* (ELA 7.7)

- Retell the main idea or event from a story
- Locate details that support the main idea.
- Make predictions about what will happen next in a story using prior knowledge and text features (headings, table of contents, key words).
- Retell the beginning, middle and end of a story.

8. *Identify the basic facts and main ideas in a text.* (ELA 8.6, 8.7, 8.9 8.10)

Grade 1 (Continued)

- Make list of similarities noticed in several books by one author.
- Identify different interpretations of text by different illustrators (alphabet books, nursery rhymes, counting books).

9. Identify similarities and differences in texts by the same author/illustrator and in the same work by different illustrators. (ELA 9.1, 9.2)

- Identify difference among the common forms of literature: poetry, fiction, and non-fiction (informational and expository).
- Relate themes in fiction and non-fiction to personal experience.
- Identify a regular beat and similarities of sounds in words in responding to rhythm and rhyme in poetry.

10. Identify the characteristics of different genres. (ELA 10.1, 11.1)

- Identify the title and author of a book.
- Identify the elements of plot, character and setting in a favorite story.
- Identify common textual features (i.e., title, headings and table of contents).
- Identify and use knowledge of common graphic features (illustrations, type size).
- Make and confirm predictions about the content of text using prior knowledge and text and graphic features.
- Retell main ideas and important facts from a text heard or read.

11. Identify the elements of fiction and non-fiction or informational materials. (ELA 12.1, 13.1, 13.3, 13.5)

- Identify familiar forms of traditional literature (Mother Goose rhymes, fairy tales, lullabies) read aloud.
- Retell or dramatize traditional literature.
- Identify and predict recurring phrases (once upon a time) in traditional literature.

12. Identify characteristics of traditional literature. (ELA 16.1, 16.2, 16.3)

- Write short stories that have a beginning, middle and end.
- Write short poems.
- Write short accounts of personal experiences that follow logical order.
- Use appropriate language for different audiences (the students, parents) and purposes (thank you note, poems).
- Compose fairly readable first drafts using appropriate parts of the writing process (brainstorming, drafting, rereading, self-correction).

13. Write different types of compositions (i.e., stories, journal entries, descriptions) with a clear focus and coherent sentences that develop a main idea. (ELA 19.5, 19.6, 19.7, 20.1)

Grade 1 (Continued)

- Use a period at the end of a declarative sentence.
- Use a question mark at the end of an interrogative sentence.
- Use an exclamation point at the end of an exclamatory sentence.
- Capitalize the first word of a sentence.
- Capitalize the names of people.
- Capitalize the names of towns, cities, countries, and states.
- Capitalize the days of the week and months of the year.

14. Apply rules of punctuation and capitalization. (ELA 22.2)

- Print upper and lower case letters legibly to make words.
- Separate words with spaces.
- After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical or more expressive.
- Arrange events in order when writing or dictating.
- Arrange ideas in a way that makes sense.

15. Demonstrate knowledge of standard English conventions and sequential order in writing, revising and editing. (ELA 22.1, 22.2, 23.1, 23.2)

Grade 2

Students will be able to:

- Be an active member of a classroom discussion.
- Identify and follow classroom expectations and conventions (such as raising hand, taking turns.)
- Use appropriate words, phrases and expression to interact with peers and adults.
- Show evidence of expanding language repertoire, including increasing appropriate use of standard more formal language patterns.

1. Participate and contribute knowledge to class discussions while following classroom rules. (ELA 1.1, 2.1)

- Plan, rehearse, and orally present information about personal experiences or interests, using visual cues as needed.
- Plan, rehearse, and orally present information in a brief report, using visual cues.
- Maintain focus on a topic during an oral presentation.
- Respond to a speaker's presentation by contribution thoughtful remarks and questions.

2. Give oral presentations about personal experiences or interests using appropriate language. (ELA 3.1, 3.2)

- Recognize meanings of words.
- Recognize meaning of words from context.
- Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.
- Use knowledge of word meaning (semantics) and context to support word identification.
- Use context to identify the correct meaning of words with multiple meanings (saw/saw).
- Use knowledge of individual words to identify the meaning of unknown compound words.
- Identify common antonyms and synonyms.
- Recognize words that are spelled and pronounced alike (homonyms).
- Determine word meanings using a dictionary.
- Use prefixes and suffixes to determine word meaning.

3. Identify meanings of level-appropriate vocabulary words. (ELA 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)

- Capitalize: the first word of a sentence, the pronoun "I", days of the week, names and places, titles, holidays, heading and salutation of letters.
- Use appropriate end punctuation of a sentence.
- Use commas appropriately, in a date, greeting of a letter, to show items in a series, after introductory words, and when using nouns of direct address.

Grade 2 (Continued)

- Use quotation marks appropriately.
- Use apostrophes in contractions and in singular possessives.
- Use periods in abbreviations and in titles before names.

4. *Understand and apply basic rules for capitalization and punctuation (ELA 5.3, 5.4)*

- Recognize that the first word of a sentence should be capitalized.
- Recognize correct end –of – sentence punctuation.
- Use a period to end declarative sentences.
- Use a question mark to end interrogative sentences.
- Identify correct usage of exclamation marks to end exclamatory sentences.
- Select a subject and predicate.
- Use indentation at the beginning of paragraphs.
- Identify the topic sentence of a paragraph.
- Determine details that support the main idea of a paragraph.

5. *Demonstrate understanding of the distinguishing features of a sentence, as well as a paragraph. (ELA 5.4, 7.4)*

- Identify and locate the title, author, and title page before reading a literary work.
- Identify and use a table of contents in a textbook.
- Recognize and use correct spellings of regularly and irregularly spelled high frequency words.
- Recognize common abbreviations (i.e., Mr., Mrs., St., Dr., Dec.).
- Use the correct spelling of plural nouns.
- Use correctly spelled contractions.

6. *Demonstrate knowledge of various features of written English and the relationship of letters and spelling patterns to the sounds of speech. (ELA 7.4, 7.6)*

- Decode familiar words in text.
- Match letters to sounds to decode simple unknown words.
- Decode unknown words using word patterns (onset/rime) or phonograms.
- Identify words with short vowel sounds.
- Identify words with the same long vowel sound.
- Identify words with r-controlled vowels.
- Use vowel digraphs to decode unknown words (i.e., aw, ea, eigh)
- Use phonetic and structural analysis, the syntactic structure, and/or the semantic context to decode words.
- Read many irregularly spelled words, special vowel spellings, and common word endings.

Grade 2 (Continued)

- Know and use difficult word families (-ought) and known words to decode unknown words.
- Apply knowledge of letter patterns to identify syllables.

7. *Apply, independently, knowledge of all letter-sound correspondences, including single letters, consonant blends, consonant digraphs, long and short vowels, vowel digraphs, and diphthongs to decode words. (ELA 7.5, 7.6, 7.7)*

- Use meaning, visual information, and language syntax to support word identification.
- Reread phrases to figure out words, self correct, or improve phrasing and expression.
- Apply letter/sound correspondence and high frequency words to reading text with fluency and appropriate intonation.
- Read with 100% comprehension and fluency at their independent level.
- Read with 80% comprehension and fluency at their instructional level.

8. *Read grade and lexile appropriate texts with comprehension, fluency and accuracy. (ELA 7.7)*

- Locate and restate the main idea of informational texts based on supporting details.
- Interpret chronological/sequential order of events in literary texts
- Distinguish cause from effect.
- Identify who is telling the story (point of view).
- Retell a story's beginning, middle, and end.

9. *Recall basic facts, details and main ideas in a text (ELA 8.7, 8.8, 8.10, 13.5)*

- Make, and confirm predictions in literary text using text features and content (e.g. titles, topic sentences, key words, table of contents).
- Make inferences in literary text to identify future events and explain whether they were confirmed or disconfirmed and why.
- Make inferences to identify: setting, qualities of characters, problem/resolution, and main events.
- Draw conclusions based on information in informational text.
- Summarize facts and details in literary text.

10. *Make and confirm predictions and draw conclusions using prior knowledge and text information. (ELA 8.6, 8.9, 13.1, 13.3, 13.4)*

Grade 2 (Continued)

- Ask clarifying questions about important characters, plot, settings, and events.
- Identify similarities and differences of different versions of the same story.
- Identify different interpretations of plot, setting, and character in the same work by different illustrators.

11. Compare and contrast similarities and differences in characters, plot, settings, and events presented by different authors. (ELA 9.1, 9.2)

- Recognize characteristics of fairy tales, folk tales, and fables.
- Relate themes in works of fiction and non-fiction to personal experience.
- Identify the elements of fiction (character, setting, and plot) in a story.
- Recognize characteristics of nonfiction texts.
- Interpret and use information from illustrations and text features to gain meaning from informational materials.
- Identify the use of rhythm, rhyme and alliteration in poetry
- Plan and perform stories, plays, and poems for an audience.

12. Identify, and recognize the characteristics of different forms of literature (poetry, fiction, non-fiction, folktales). (ELA 10.1, 11.1, 12.1, 13.1, 13.2, 14., 18.1)

- Recognize that sentences in a paragraph relate to one central idea.
- Arrange sentences sequentially and logically
- Brainstorm supporting details for topics.
- Use graphic organizers (story maps,/webs)as a prewriting strategy.
- Choose a topic sentence with supporting details

13. Write clear, coherent and well organized sentences and paragraphs that develop a central idea. (ELA 23.1, 23.2)

- Write stories that have a beginning, middle, and end.
- Write short poems.
- Write simple research questions.
- Adapt writing for different audiences (e.g., focus, organization, point of view).
- Write an account based on personal experience that has a focus and supporting detail.
- Write directions, instructions, or explanations with multiple sentences that provide information in a logical order.
- Write a brief response to a literary text or an explanation on an informational text, using evidence from the text as support.
- Write a friendly letter.

Write for different purposes and audiences, (personal experiences, poems, letters, directions, research, reports. (ELA 19.5, 19.6, 19.7, 19.8, 20.1)

Grade 2 (Continued)

- Arrange ideas/events in order when writing
- Select and use words to increase detail in writing.
- Vary expression by employing new words and phrases in writing.
- Employ a variety of sentence lengths in order to improve writing.
- Restate sentences correctly using varied word order (syntax).
- Edit for proper capitalization (e.g., pronoun “I”, proper nouns, beginning of sentences and punctuation).
- Correct spelling of misspelled words during editing by comparing words to a list or other source.
- Create readable documents with legible handwriting.
- Revise drafts to improve final products.

15. Revise writing to add detail, delete words, correct spelling, correct mechanics, correct grammar, and add words or phrases to make the message clearer, more logical, and more expressive. (ELA 21.1 22.2, 23.1, 23.2)

Grade 3

Students will be able to:

- Practice active listening.
 - Contribute to class discussion.
1. ***Follow agreed upon rules for class discussion to contribute knowledge to that discussion.***
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- Use recognizable organization.
 - Make informal oral presentations.
2. ***Give oral presentations to persuade, explain, or to seek information. (ELA 3.5)***
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- Identify root words/base words.
 - Identify roots of words, e.g. –graph, -new, etc.
 - Recognize that roots often come from Greek or Latin.
 - Recognize that words are made up of many parts and distinguish between letters, syllables, roots prefixes/suffixes, inflectional endings, etc.
 - Understand that prefixes can change the meanings of root words.
 - Use prefixes to find the meaning of words (e.g., pre-, mis-, in-, dis-, un-, re-).
3. ***Identify the meaning of common prefixes and roots to determine the meaning of unfamiliar words. (ELA 4.9, 4.10, 4.15, 4.16, 5.8)***
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- Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.
 - Use knowledge of word meaning (semantics) and context to support word identification.
 - Use context to identify the correct meaning of words with multiple meanings.
 - Recognize that word meaning may be literal or non-literal, idiomatic or playful.
 - Apply the meaning of terms antonym, synonym, homophone.
4. ***Determine the meaning of unknown words using their context. (ELA 4.11, 4.12, 4.13, 4.14)***
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- Identify common nouns in written compositions (singular and plural).
 - Identify proper nouns in written compositions.
 - Identify action verbs in written compositions.
 - Identify regular verbs in written compositions.
 - Identify adjectives in written compositions.
5. ***Identify 3 basic parts of speech (adjective, noun, and verb). (ELA 5.6)***

Grade 3 (Continued)

- Recognize correct usage of exclamation point at the end of exclamatory sentences.
- Recognize correct usage of period at the end of declarative sentences.
- Recognize correct usage of question marks at the end of interrogative sentences.
- Recognize the correct placement of commas to show items in a series.
- Recognize the correct placement of commas in dates.
- Recognize that the first word of a sentence should be capitalized.
- Recognize that proper nouns should be capitalized.
- Recognize that titles of people should be capitalized.
- Recognize that towns, cities, counties, states, and countries should be capitalized.
- Recognize that months of the year should be capitalized.
- Recognize that geographic locations should be capitalized.
- Recognize that schools, companies, and institutions should be capitalized.
- Recognize that names of languages and school subjects should be capitalized.
- Recognize that titles of books and stories should be capitalized.
- Recognize that the first word of direct quotations should be capitalized.
- Recognize that heading of letters, the salutation, and the mailing addresses should be capitalized.

6. *Identify correct mechanics including end marks, commas in series and dates, and capitalization.* (ELA 5.7)

- Distinguish between a statement and a question.
- Select a subject to complete a sentence.
- Select a predicate to complete a sentence.
- Distinguish between the subject and the predicate of a sentence.
- Write complete sentences in a composition.
- Use correct subject-verb agreement.
- Convert clauses, phrases, and sentence fragments into complete sentences.

7. *Analyze and apply the rules and conventions of standard English grammar and usage.* (ELA 5.4, 5.6)

- Locate stated main ideas in literary text.
- Locate details that support the main idea in literary text.
- Locate and summarize stated information in literary text.
- Make predictions, recognizing that foreshadowing clues are the part of the text that drives predictions.
- Retell the events of a story in sequence.
- Locate main idea using informational text.
- Locate supporting details using informational text.
- Analyze text to identify the theme of a literary text.
- Analyze literary text to identify a title representing the main idea.
- Distinguish cause from effect, fact from fiction.
- Draw conclusions in literary texts based upon basic facts, main ideas and supporting details.

Grade 3 (Continued)

- Interpret informational text to identify a title representing the main idea.
 - Interpret the main idea of informational texts based on supporting details.
- 8. *Read grade and lexile appropriate books with comprehension and fluency to understand text and cite evidence.* (ELA 8.11, 8.14, 8.15, 8.16, 8.17, 8.18, 13.10, 13.11, 13.12)**
- Recognize characteristics of fiction (problem, solution, character, setting, etc.).
 - Identify the narrator of a story.
 - Recognize dialect.
 - Recognize characteristics of nonfiction.
 - Distinguish between and analyze formal and informal English, e.g., in advertising.
 - Recognize characteristics of plays.
 - Recognize characteristics of poems.
 - Recognize characteristics of fables, fairy tales and American folk tales.
- 9. *Distinguish among forms (genres) of literature such as prose, poetry, fiction, non-fiction, and drama and apply this knowledge as a strategy for reading and writing.* (ELA 10.2, 12.2)**
- Recognize morals in fables.
 - Analyze viewpoint in literary text.
- 10. *Identify themes as lessons in stories, fables and poems.* (ELA 11.2)**
- Identify how the main problem or conflict of a plot is resolved using literal comprehension skills.
 - Identify characters in literary text using literal comprehension skills.
 - Analyze setting in literary text.
 - Analyze events important to plot development in literary text.
 - Analyze character development in literary text.
- 11. *Identify and analyze the structure and elements of plot, character and setting in the stories they read and write.* (ELA 12.2)**
- Locate information using text organizers in informational texts (e.g., index, glossary, appendix).
 - Make, confirm, and revise predictions in literary texts using content (e.g., titles, topic sentences, key words, foreshadowing clues).
 - Make, confirm, and revise predictions in informational texts using content (e.g., titles, topic sentences, key words).
 - Identify text organizers in informational texts (e.g., index, glossary, appendix).

Grade 3 (Continued)

12. Identify and use knowledge of common textual and graphic features (such as title, key words, paragraphs, table of contents, headings, glossary, captions, charts, graphs, maps and accompanying illustrations or photographs). (ELA 13.6, 13.7, 13.9)

- Recognize rhyme in poetry.
- Recognize rhythm in poetry.
- Recognize repetition in poetry.
- Recognize sensory images and terminology in poetry.
- Identify stanzas in poetry.
- Identify verses in poetry.
- Identify the speaker in a poem.

13. Recognize examples of poetry and identify poetic elements. (ELA 14.2)

- Examine the author's use of language in literary text (e.g., description, sounds of poetry, sensory language, direct comparisons, imagery).

14. Discuss examples of an author's use of words appealing to the senses. (ELA 14.2, 15.2)

- Recognize characteristics of myths.
- Describe well-known characters in mythology and traditional literature.
- Identify natural events explained in origin myths and traditional literature.

15. Recognize, identify and analyze myths and other traditional literature. (ELA 16.4, 16.5)

- Recognize examples of dialogue in scripts.
- Interpret character's motivation based on the characters' words and actions.
- Identify the plots in scripts.

16. Identify and analyze elements of plot and characters presented through dialogue in scripts that are read, viewed, listened to or performed. (ELA 17.2)

- Identify a beginning, middle, and end in literature.
- Create a web with a beginning, middle, and end as a pre-write.
- Create a story map with characters, setting, problem, and solution as a pre-write.

17. Write stories that have a beginning, middle and end, and contain details of setting. (ELA 19.9, 23.3, 23.4, 23.5)

- Identify sensory details in poems.
- Create a web with sensory details as a pre-write.

18. Write short poems that contain simple sensory details. (ELA 14.2, 15.2, 19.10)

Grade 3 (Continued)

- Use appropriate word choice relative to audience.
- Evaluate writing to determine appropriate style for a given sentence.
- Use writing elements appropriate to audience (e.g., style, structure, language).
- Assess language to determine which is most appropriate for a given purpose.
- Identify writing appropriate to purpose (to inform, entertain).

19. Use appropriate language for different audiences and purposes and organize the ideas so that they make sense. (ELA 20.2)

- Describe and use the writing process to revise.
- Describe the process of revision.
- Restate sentences correctly using varied word order (syntax).
- Apply appropriate revisions.

20. Revise writing to improve word choice and level of detail after determining what could be added or deleted. (ELA 21.2)

- Proofread compositions.
- Write legibly in cursive with appropriate spacing.
- Edit composition for proper grammar.
- Edit for proper capitalization (e.g., pronoun, “I”, proper nouns, beginning of sentence).
- Use a period to end declarative and imperative sentences.
- End exclamatory sentences with an exclamation point.
- Use a question mark to end interrogative sentences.

21. Apply knowledge of correct mechanics, usage, and sentence structure when writing and editing. (ELA 22.3, 22.4)

- Apply spelling rules to written work.
- Edit for conventional spelling.

22. Apply knowledge to monitor and correct spelling. (ELA 22.5, 22.6)

- Identify and articulate the steps of the research process.
- Define the need for information.
- Brainstorm a plan to gather information.
- Gather resources.
- Locate and paraphrase information.

23. Write brief summaries of information gathered through research. (24.2)

Grade 4

Students will be able to:

- Formulate rules for effective class discussions that promote self-discipline and respect for others.
 - Understand clearly defined roles and demonstrate their use.
1. ***Utilize agreed-upon rules for informal and formal discussions in small and large groups. (ELA 1.2)***
 - Adapt language to persuade, to explain or to seek information.
 - Use eye contact, proper place, adequate volume and clear pronunciation.
 - Make informal presentations that have a recognizable organization.
 2. ***Give oral presentations to persuade, explain, or to seek information. (ELA 3.3, 3.4, 3.5)***
 - Identify root words, prefixes and suffixes.
 - Use prefixes and suffixes to find the meaning of words.
 3. ***Identify the meaning of common prefixes and root words as a tool to vocabulary and concept development. (ELA 4.9, 4.10)***
 - Recognize and use words with multiple meanings and be able to determine which meaning is intended in the context of the sentence.
 - Interpret the use of metaphors, similes, personification and alliteration.
 4. ***Identify the meaning of common idioms and figurative phrases as well as multiple meanings of words. (ELA 4.11, 4.12, 4.14)***
 - Recognize and recall the meanings of level-appropriate vocabulary words.
 - Use knowledge of syntax, semantics and context to support word identification and confirm word meaning.
 - Determine the meaning of unknown words using their context.
 - Determine the meanings of the terms homonym, homograph and homophone.
 - Identify and use homonyms, homographs and homophones, synonyms and antonyms.
 - Use dictionary and thesaurus to determine word meanings and alternate word choices.
 - Identify words and word parts that have come from other languages.
 5. ***Use knowledge of word origins, synonyms, antonyms and homophones, etc. determine the meaning of words. (ELA 4.11, 4.13, 4.14, 4.15, 4.16)***

Grade 4 (Continued)

- Identify the subject and predicate of a sentence.
- Select the correct subject and predicate to complete a sentence.

6. *Recognize the subject-predicate relationship in sentences.* (ELA 5.4)

- Apply the rules of capitalization to titles, names, days of the week, months, holidays, geographic locations, nationalities, historical periods and events, the first word of direct quotations, within divided quotations and heading of a letter.
- Use periods for initials, abbreviations and titles.
- *Use question marks to end interrogative sentences.*
- Use exclamation marks to end exclamatory sentences and interjections.
- Analyze sentences for correct end punctuation.
- Recognize and appropriately use commas in the closing of a letter, listing items in a series, in personal greetings, in punctuation of locations, and in dates.
- Recognize and appropriately use apostrophes in contractions and possessives.
- Use quotation marks to punctuate dialogue.
- Recognize use of italics in titles.
- Use parentheses to add information or make an idea clearer.
- Identify the four types of sentences (declarative, interrogative, exclamatory, imperative).
- Identify and use simple sentences.
- Identify a sentence as complete or incomplete.
- Create compound sentences, using conjunctions.

7. *Analyze and apply correct mechanics, correct usage and correct sentence structure.* (ELA 5.4, 5.6, 5.7, 5.8)

- Label the parts of speech found in simple sentences.
- Recognize and use nouns correctly in written compositions.
- Identify and use proper nouns.
- Identify and use irregular nouns appropriately in written compositions.
- Determine and use the correct form of regular and irregular verbs.
- Determine the correct usage of verbs in present, past and future tense forms.
- Use helping verbs and linking verbs correctly.
- Identify and use correct subject-verb agreement.
- Use adjectives in written compositions to describe a specific noun.
- Use the comparative and superlative forms of adjectives in written compositions.
- Identify adverbs in text.
- Identify and use comparative and superlative adverbs in written compositions.
- Apply the appropriate pronoun to replace a noun in written compositions.
- Locate and use pronouns that agree in number, person and gender with their antecedent.
- Use possessive pronouns in written compositions.

Grade 4 (Continued)

- Identify and use conjunctions and prepositions in written phrases and compositions.
 - Recognize the incorrect usage of double negatives in written compositions.
- 8. *Identify the 4 basic parts of speech (adjective, noun verb, adverb) and use correctly in writing. (ELA 5.6)***
- Plan and perform readings of selected texts for an audience.
 - Retell or summarize the text accurately.
- 9. *Read aloud grade level literary and expository text with comprehension, fluency and accuracy using intonation, timing and expression. (ELA 7.10)***
- Form questions and locate answers in the text.
 - Locate stated information.
 - Locate and paraphrase information in text.
 - Locate the main idea and supporting details.
 - Analyze informational text to identify a title representing the main idea.
 - Draw conclusions from content.
 - Make inferences based on content.
 - Summarize informational text.
 - Distinguish and differentiate between fact and opinion.
 - Determine cause and effect.
 - Analyze and assess the cause and effect.
 - Identify and use organizational structures, e.g. chronological order to understand text.
 - Analyze text using compare and contrast.
 - Identify text organizers in informational text (index, glossary, appendix).
 - Locate information using text organizers in informational text (table of contents, charts, glossary).
 - Recognize characteristics of magazines, editorials, news stories, biographies, adventure stories, historical documents, advertisements, periodicals, bus routes, technical directions, business letters, procedures, directions, catalogues, text books.
 - Differentiate among the various forms of informational text.
- 10. *Read informational/expository texts to locate facts, summarize main idea and supporting details, and distinguish fact from opinion and cause from effect for purpose of interpreting text. (ELA 8.15, 8.16, 8.17, 8.18, 13.6, 13.7, 13.8, 13.9, 13.10, 13.11, 13.12)***
- Analyze techniques used by an author to inform or to entertain.
 - Recognize comparisons, e.g. similes, vivid language.

Grade 4 (Continued)

- Recognize examples of alliteration and onomatopoeia, sensory details, figurative language, exaggeration.
- Identify foreshadowing (hints that indicate what is to come).
- Identify flashbacks (interruptions that indicate something that has previously happened).

11. Read imaginative/literary texts to identify and show the relevance of foreshadowing clues, identify sensory details and figurative language, and identify how an author crafts a text with style, language, word order, sentence length, punctuation, etc. (ELA 14.2, 15.2)

- Predict future events using inference.
- Make inferences about events and setting.
- Make inferences about characters based on their responses to other characters, their appearances and their actions.
- Make inferences to identify feelings and perspectives of characters, tone/mood, symbolism.

12. Make inferences about plot, setting, events, characters, perspective, mood, etc. and support with evidence, even when un-stated in text. (ELA 8.14)

- Recognize characteristics of essays, poems, historical fiction, biographies, autobiographies, science fiction, adventure stories, plays and historical documents.
- Identify the characteristics of expository text.
- Determine effective organization and appropriate format for expository writing.

13. Distinguish among genres such as prose, poetry, fiction, non-fiction, and drama and apply this knowledge as a strategy for reading and writing. (ELA 10.2)

- Identify settings.
- Identify sequence of events in plot.
- Identify the problem/conflict.
- Recognize the use of cause and effect relationship in plot.
- Analyze the conflict and resolution in plot.
- Analyze events important to the development of plot.
- Analyze character development.
- Identify the similarities and differences between the characters and events in a literary work and those in an author's life.

14. Identify and analyze the elements of fiction, plot, conflict, setting, character development and literary techniques and support with evidence. (ELA 9.3, 12.2)

Grade 4 (Continued)

- Identify poetic structures, e.g. rhyme, verse, stanza.
- Identify the speaker in a poem.
- Identify and analyze poetic elements: rhyme, rhythm, similes, repetition and sensory images as literary devices and provide evidence from the poem.
- Understand the playfulness of language in a poem.
- Identify the theme in a poem and give evidence.
- Write short poems.

15. Identify and analyze poetic structure and elements and apply to the writing of short poems. (ELA 14.2, 15.2)

- Identify literary text as folktale, fable or myth.
- Identify folktales, fables and myths as having a lesson, and that the lesson is called the theme.
- Identify the adventures and exploits of a character type in traditional literature.
- Identify phenomena explained in origin myths.
- Acquire knowledge of culturally significant characters and events in Greek mythology.

16. Identify, analyze and apply knowledge of themes, structure and elements of myths, traditional narratives and classical literature. (ELA 16.4, 16.5, 16.6)

- Identify literary text as a play.
- Identify and analyze the structural elements of a play such as scenes, acts, cast of characters and stage direction.
- Recognize examples of dialogue in text.
- Identify elements of plot and character as presented through dialogue in scripts.
- Explain how dialogue can develop the plot or characters of a play using specific examples.
- Perform scripts.

17. Identify and analyze the elements of plays. (ELA 17.2)

- Develop a topic.
- Identify appropriate organization for the type of writing.
- Organize ideas in a way that makes sense, e.g. sequential or logical order.
- Use note-taking and graphic organizers as a pre writing strategy.
- Identify topic, topic sentence and supporting details for each paragraph.
- Use consistent point of view within paragraphs.
- Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support.
- Write an account based on personal experience that has a clear focus and supporting detail.
- Identify examples of narrative writing.

Grade 4 (Continued)

- Use clear transitional words and phrases.
- Expand ideas through elaboration.
- Write strong conclusions.

18. *Write for a variety of purposes with clear focus, coherent organization and sufficient detail.* (ELA 19.9, 19.12, 23.3, 23.4, 23.5)

- Identify writing appropriate to purpose (to persuade, to entertain, to inform).
- Recognize descriptive words that convey ideas in writing.
- Recognize the appropriate word choice relative to tone, mood or purpose.
- Use appropriate word choice relative to the audience.
- Analyze appropriate language for a given purpose.
- Recognize the purpose of various personal writing formats, e.g. friendly letter.

19. *Use appropriate language for different audiences and purposes and organize ideas in a way that makes sense for their purpose.* (ELA 20.2)

- Describe and use the writing process to revise.
- Use literary devices, e.g. figurative language, sensory detail, playful language.
- Determine descriptive words, vivid verbs and vocabulary.
- Use dictionary and thesaurus to revise writing.
- Vary sentence length and structure.
- Improve organization where needed.

20. *Revise writing to improve organization, word choice, level of detail and sentence structure, and to determine what could be added or deleted.* (ELA 21.2, 21.3)

- Use correct capitalization, punctuation, usage and sentence structure in writing and revision.
- Use correct spelling in writing and revising.
- Use homophones correctly in writing and revising.

21. *Apply knowledge of mechanics, spelling, including most commonly used homophones, grammar and usage to edit writing.* (ELA 22.4, 22.5, 22.6)

- Identify and articulate the steps of the research process.
- Define the need for information.
- Brainstorm a plan to gather information.
- Gather resources.
- Locate and paraphrase information.
- Communicate the information.

22. *Write brief summaries of information gathered through research.* (ELA 24.2)

Grade 5

Students will be able to:

- Utilize rules for effective group discussions that promote self-discipline and respect for others.
 - Facilitate discussion in small groups.
1. ***Use agreed upon rules for eliciting and considering suggestions in small and large groups. (ELA 1.3)***
 - Show appropriate changes in delivering the presentation (gestures, pace, pictures).
 - Present the topic with details, examples and explanations.
 - Use teacher-developed rubrics to prepare presentations.
 2. ***Give Oral presentation for various purpose using teacher-developed criteria. (ELA 3.8, 3.9)***
 - Use reference materials to determine meaning, pronunciation of words (e.g. glossary, dictionary, thesauruses) and parts of speech.
 - Use context to identify the correct meaning of words with multiple meanings.
 - Use knowledge of syntax and context to support word identification
 - Identify root words.
 - Use prefixes and suffixes to find the meaning of words.
 3. ***Use context clues, reference materials, knowledge of Greek and Latin roots, suffixes and prefixes to analyze the meanings of words. (ELA 4.17, 4.18, 4.19)***
 - Label the eight basic parts of speech found in simple sentences.
 - Identify and use proper nouns in written composition.
 - Identify pronouns that agree in number (singular or plural) with their antecedent.
 - Identify and use conjunctions and prepositions.
 - Recognize word functions according to their usage and position in a sentence.
 - Identify verb tenses and verb phrases.
 4. ***Identify the eight basic parts of speech, (noun, verb, pronoun, adjective, preposition, adverb, conjunction and interjection.) verb phrases and verb tenses. (ELA 5.9, 5.11,5.12)***
 - Write stories using a mix of formal and informal language.
 - Identify differences between oral and written language patterns.
 5. ***Demonstrate appropriate use of formal and informal language. (ELA 6.5, 6.6)***

Grade 5 (Continued)

- Locate stated main ideas in literary texts.
 - Connect theme to main idea.
 - Determine cause and effect relationships.
 - Locate supporting details in informational passages.
 - Distinguish between fact and opinion.
 - Analyze comparisons and contrasts in informational text.
 - Compare and contrast characters, setting, plot and concepts/ideas in literary text.
 - Identify the author's use of dialogue and description.
6. ***Identify main ideas, cause and effect, supporting ideas and details, fact and opinion, and compare and contrast.*** (ELA 8.21, 8.22, 13.17))
- Understand the structure and the conventions of different genres.
 - Compare characteristics of a variety of literary forms and genres (i.e., novel, poetry, biography, short story, dramatic literature, fiction).
 - Identify the elements of fiction: characterization, plot and setting.
 - Identify elements of common textual features: paragraphs, topic sentences, concluding sentences, glossary, and index.
 - Locate information using text organizers in informational text (i.e., charts, maps, diagrams, captions, illustrations).
 - Determine meaning of figurative language including similes, personification, metaphor, and hyperbole.
 - Identify onomatopoeia in literary texts.
 - Interprets the use of alliteration in literary texts.
 - Understand and recognize the theme as the moral or meaning of a selection.
 - Compare traditional narrative from different cultures.
 - Analyze major themes in American literature used to make connections across literary works and genres.
7. ***Identify and analyze the distinguishing characteristics of various genres: poetry, fiction, non-fiction, short story and traditional narrative.*** (ELA 10.3, 12.3, 13.13, 13.14, 14.3, 16.7)
- Write stories or scripts containing the basic elements of fiction.
 - Write poems using poetic technique.
 - Write essays that contain an introduction, supporting evidence, and a conclusion.
 - Develop a topic, important ideas, or events in chronological order.
 - Write and identify appropriate organization for formal and friendly letters.
8. ***Write coherent stories, short essays, and poems with a clear focus, supporting details and conclusion.*** (ELA 19.14, 19.15, 19.16, 19.17, 19.18).

Grade 5 (Continued)

- Identify places where more descriptive detail is needed when revising writing.
- Use dictionaries to identify alternative word choices and meaning

9. *Revise writing to improve level of detail and precision of language.* (ELA 21.4, 21.5)

- Analyze sentences for correct capitalization and end punctuation.
- Spell contractions, syllable constructions, and commonly used homophones correctly when editing.
- Use knowledge of correct mechanics (i.e., apostrophe, quotation marks, commas, paragraph indentations) when writing and editing.
- Recognize correct usage of quotation marks to punctuate dialogue.

10. *Apply knowledge of correct mechanics, sentence structure, and standard English spelling when editing writing.* (ELA 22.7)

- Follow established criteria when evaluating writing.

11. *Use scoring rubric to evaluate written material.* (ELA 24.3)

Grade 6

Students will be able to:

- Apply rules for effective group discussions that promote self-discipline and respect for others.
- Facilitate discussion groups and practice cooperative learning techniques to improve team cooperation goals.
- Engage in active listening, consider and respond to the ideas of others.

1. Apply understanding of agreed upon rules for informal and formal discussions in small and large groups. (ELA 1.3)

- Apply rules for effective group discussions that promote self-discipline and respect for others.
- Use visual aides to support presentation.
- Deliver informative presentations exhibiting careful understanding and insight.
- Use teacher-developed assessment criteria to prepare presentations.

2. Deliver oral presentations that demonstrate understanding of purpose, audience, and content. (ELA 3.8, 3.9)

- Use context to identify the correct meaning of words with multiple meanings.
- Use prefixes to find the meaning of words.
- Use suffixes to find the meaning of words.
- Use structural analysis, knowledge of common Latin and Greek roots, affixes and context clues.
- Identify the meanings, pronunciations, syllabication and parts of speech by using a variety of reference materials including dictionaries, glossaries, and thesauruses.

3. Apply knowledge of word analysis and word parts to determine meaning of unfamiliar words. (ELA 4.17, 4.18, 4.19)

- Identify the eight basic parts of speech in the context of a sentence.
- Recognize word functions according to their usage and position in a sentence.
- Identify varied sentence structures as they affect meaning (i.e. simple, compound, complex).
- Use verb phrases and correct verb tenses (regular, irregular) in written compositions.
- Recognize the incorrect usage of double negatives in written compositions.
- Identify correct mechanics (i.e. apostrophes, quotation marks, comma use, paragraph indentations).

4. Apply knowledge of the eight basic parts of speech (noun, verb, pronoun, adjective, preposition, adverb, conjunction and interjection) and sentence structure to determine the meaning of text. (ELA 5.9, 5.11, 5.12, 5.13)

Grade 6 (Continued)

- Rephrase ideas and thoughts to express meaning.
 - Select appropriate word choice for a given audience.
 - Identify appropriate writing for a given purpose.
 - Respond to and use idioms appropriate to purpose and effect desired.
 - Expand or reduce sentences for oral and written responses.
- 5. *Demonstrate knowledge of the appropriate use of formal and informal language in reading, writing and oral language.* (ELA 5.10, 6.5, 6.6)**
- Analyze how details impact descriptions in literary texts.
 - Evaluate author's use of language to convey meaning in text (e.g., description, imagery, sounds of poetry).
 - Interpret the use of metaphors in literary text.
 - Interpret the use of similes, personification, and alliteration in literary text.
- 6. *Identify and analyze sensory details and figurative language, as well as author's use of dialogue and description.* (ELA 8.19, 8.20, 8.22)**
- Identify forms of informational/expository texts (i.e., essays, biographies, text book chapters, newspaper articles, formal letters, memoirs, reports).
 - Identify and use knowledge of common characteristics of a variety of informational text (i.e., title, headings, captions, glossary, table of contents).
 - Identify and use knowledge common structural characteristics of a variety of informational/expository texts (i.e., paragraphs, topic sentences, concluding sentences).
 - Identify and analyze main idea and supporting details.
 - Analyze text to identify the theme (main idea) of a literary text.
- 7. *Demonstrate and apply knowledge of the organizational structures and elements of non-fiction or informational/expository texts.* (ELA 10.3, 11.3, 13.13, 13.14, 13.17)**
- Identify and analyze the elements of character, setting and plot, including conflict, in literary texts.
 - Assess character development in literary texts.
 - Recognize the complex components of plot.
 - Recognize and describe how literary elements are used to develop character using literal comprehension skills.
- 8. *Identify, analyze and apply knowledge of the elements of fiction: characterization, plot and setting.* (ELA 12.3)**

Grade 6 (Continued)

- Interpret the use of figurative language (i.e., personification, metaphor, simile, hyperbole).
- Analyze the effects of alliteration, onomatopoeia, and rhyme scheme.
- Examine the author's use of graphics (i.e. capital letters, line length).

9. *Identify and analyze the effects of sound, figurative language and graphics in order to uncover meaning in poetry. (ELA 14.3)*

- Analyze author's use of language to convey meaning in text (i.e., description, imagery, sounds of poetry).
- Understand and explain the importance of shades of meaning in determining word choice in a piece of literature.

10. *Identify imagery and figurative language, rhythm or flow when responding to literature. (ELA 15.3, 15.4)*

- Compare similarities and differences when evaluate traditional literature from different cultures.
- Identify common structures (i.e., magic helper, rule of three, transformation) in traditional literature.
- Identify and interpret the use of stylistic elements (i.e., hyperbole, refrain, simile).

11. *Identify and analyze common structures and stylistic elements in traditional literature. (ELA 16.7, 16.8)*

- Produce writing in different forms and genres, making distinctions among fiction, non-fiction, drama and poetry.
- Write communications including messages, formal and friendly letters for authentic purposes.
- Organize ideas into a coherent paragraph with a topic sentence, supporting detail, and a concluding sentence.
- Coordinate paragraphs in a way that makes sense by organizing information into a coherent essay or report with an introduction, transition sentences, linking paragraphs, and a concluding paragraph.
- Write poems using poetic techniques, figurative language, and graphic elements.

12. *Write brief research reports, poems, stories, or scripts with a clear focus, supporting details and conclusion. (ELA 19.14, 19.15, 19.16, 19.17, 19.18, 23.7, 23.8)*

- Revise writing to improve level of organization, make ideas clearer, add details, and polish final work.
- Use dictionaries to improve word choice.

13. *Revise draft to add details, strengthen word choice, clarify main idea, and rearrange text. (ELA 21.4, 21.5)*

Grade 6 (Continued)

- Edit and proofread compositions for clarity.
- Spell commonly misspelled homophones correctly (it's, its, their, they're, there).
- Use knowledge of mechanics (i.e., apostrophes, colon, quotation mark, semicolon, hyphen, dash, ellipses, parentheses paragraph indentations, etc.) when editing.
- Use correct form of regular and irregular verbs.

14. Edit writing for correct use of mechanics (apostrophes, quotation marks, comma use in compound sentences, paragraph indentation), grammar (subject-verb agreement, verb tense, irregular verbs), and spelling. (ELA 22.7)

- Use established criteria for evaluating written material.

15. Evaluate their written material using rubrics. (ELA 24.3)

Grade 7

Students will be able to:

- Generate questions to address in presentation.
 - Organize and communicate information in presentation format.
1. ***Demonstrate knowledge via written or oral presentations in various genres using grade appropriate language.*** (ELA 3.12)
 - Use context clues to recognize the correct meaning of words, especially words with multiple meanings.
 - Identify and understand prefixes, suffixes and Greek and Latin roots.
 - Identify root words.
 - Identify and use synonyms, antonyms, homonyms, homographs and homophones.
 - Explain all parts of a dictionary entry, including definition, part of speech, and word origin.
 - Know the difference between how a dictionary and thesaurus are used.
 - Recognize cognates and influences of other languages on English.
 2. ***Determine the meaning of words by employing a variety of strategies.*** (ELA 4.20, 4.21, 4.22, 5.22)
 - Identify and analyze the characteristics of various genres (fiction, nonfiction, short story, drama) as forms chosen by an author to accomplish a purpose.
 - Locate and summarize expository and literary text.
 - Locate main ideas and supporting details in expository and literary text.
 - Locate and summarize information found in a table of contents, index, glossary, chart, legend.
 - Make predictions based on prior knowledge, background information, and illustrations.
 - Revise predictions based on new information while reading.
 - Make inferences in regards to events, characters, setting, tone and mood, and problem/resolution in literary text.
 - Make inferences about the motives of characters based on their dialogue and actions in literary text.
 - Identify the language style of characters.
 - Make inferences and draw conclusions from content in expository text.
 - Determine cause and effect relationships in literary and expository text.
 - Analyze and evaluate examples of bias, propaganda, validity of evidence and assumptions in literary, informational and expository text.
 - Analyze the validity of information and how it supports the expository text.
 - Distinguish between fact and opinion.
 - Compare and contrast characters, setting, plot, and concepts in literary text.
 - Compare and contrast information within literary and expository texts.
 3. ***Comprehend text on literal, interpretive and evaluative levels.*** (ELA 8.23, 8.24, 8.25, 8.26, 8.27)

Grade 7 (Continued)

- Find and state the theme in a text and give supporting evidence from the text.
 - Recognize characteristics of nonfiction literary forms including magazines, editorials, news stories, essays, biographies, and autobiographies.
 - Identify pattern of organization (cause-effect, chronological order, logical order, compare-contrast).
 - Locate and cite evidence used to support an argument.
 - Recognize introduction, “lead” transitional words and phrases, conclusion.
 - Use and interpret textual and graphic features to understand a text.
 - Identify, analyze and apply knowledge of the purposes, structure and elements of nonfiction or informational materials.
- 4. *Identify, analyze and apply knowledge of the theme, structure and elements of formational and expository text for the purpose of interpretation.* (ELA 8.27, 8.28, 11.4, 13.18, 13.19, 13.20, 13.21, 13.22)**
- Identify theme in a poem and give supporting evidence.
 - Recognize different forms of poetry, e.g. haiku, epic, sonnet, stanza, free verse.
 - Recognize elements of sound, e.g. onomatopoeia, rhyme schemes, alliteration.
 - Recognize various types of figurative language, e.g. personification, metaphor, simile, hyperbole.
 - Recognize visual elements, e.g. capital letters, line length, word position.
- 5. *Identify, analyze and apply knowledge of the theme, structure and elements of poetry for the purpose of interpretation.* (ELA 11.3, 14.4, 15.5, 15.6)**
- Find and state the theme in a text and give supporting evidence from the text.
 - Analyze how elements of fiction (plot, setting, character development, conflict, problem/solution, theme) connect with each other in a piece of literature.
 - Analyze the elements of plot (exposition, conflict, rising action, falling action).
 - Evaluate a literary character’s motivations, change and development and support with evidence from the text.
 - Recognize characteristics of fiction-based literary forms including fables, folk tales, fantasy, historical fiction, adventure, mystery and science fiction.
 - Identify literary text as drama.
 - Compare and contrast treatment of universal themes in myths from different cultures, e.g. afterlife, heroes, gods, etc.
 - Identify the typical elements of epic tales and other classical literature.
 - Identify and evaluate devices used by an author including foreshadowing, dialogue, and flashbacks within literary text.
 - Analyze literary text to determine how mood is achieved by the author’s use of words.
 - Analyze literary text to determine how suspense is achieved.
 - Analyze how details impact descriptions in literary text.

Grade 7 (Continued)

- Assess character development, events important to the development of plot and the main conflict and resolution within literary text, and analyze how these differ in texts, plays and films.
 - Infer author's viewpoint or attitude in literary text.
 - Analyze persuasive techniques used by an author in literary text.
 - Analyze and determine the author's purpose either to persuade or to inform.
- 6. *Identify, analyze and apply knowledge of the theme, structure and elements of literature for the purpose of interpretation.* (ELA 8.27, 8.28, 10.4, 11.4, 12.4, 13.20, 13.21, 13.22, 16.9, 16.10, 17.5, 17.6)**

- Identify and use the nominative and objective case of a noun in written compositions.
 - Identify and use the possessive case of a noun in written compositions.
 - Recognize and apply the use of nouns in written compositions including singular, plural, proper, common, abstract, irregular.
 - Recognize and apply the use of pronouns in written compositions including subjective, objective, personal, reflexive, intensive, third person, relative.
 - Identify and use pronouns that agree in number, person, and gender with their antecedent.
- 7. *Identify and use the correct forms of nouns and pronouns.* (ELA 5.15, 5.19)**

- Identify and use the correct form of regular and irregular verbs in written compositions.
 - Identify and apply correct subject-verb agreement.
 - Identify and apply the correct verb tense (past, present, future) in written compositions.
 - Distinguish between active and passive voice in writing.
 - Identify participles and participial phrases.
- 8. *Identify and use the correct forms of verbs.* (ELA 5.15, 5.21)**

- Use adjectives in written compositions to describe a specific noun.
 - Identify and use comparative adjectives in written compositions.
 - Identify and use irregular comparative and superlative forms of adjectives in written compositions.
- 9. *Identify and use the correct forms of adjectives.* (ELA 5.20, 5.21)**

- Identify and use adverbs (superlative and comparative) in written compositions to describe verbs, adjectives and other adverbs.
- 10. *Identify and use the correct forms of adverbs.* (ELA 5.20, 5.21)**

Grade 7 (Continued)

- Identify and use verb phrases in written compositions.
- Identify and use prepositional phrases in written compositions.
- Identify and use adverb clauses in written compositions.
- Distinguish phrases from clauses.
- Use conjunctions to create compound sentences.
- Identify and use simple, compound, and complex sentences.

11. Identify and use phrases, clauses and sentences correctly. (ELA 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21)

- Analyze and apply correct end punctuation in sentences.
- Analyze and apply the correct placement of commas in sentences.
- Analyze and apply correct usage of apostrophes, colons, semicolons, quotation marks and hyphens.
- Analyze and apply correct usage of parentheses.
- Analyze and apply the correct rules of capitalization.
- Analyze and use standard English spelling.

12. Analyze and apply the rules of standard English conventions. (ELA 5.20, 22.7, 22.8)

Prewriting

- Recognize and apply the process of brainstorming for ideas through the use of graphic organizers.
- Utilize outline forms in order to organize supporting details.

Drafting

- Develop a central idea.
- Organize details into a coherent fashion with a clear beginning, middle and end.
- Organize ideas for a comparison-contrast essay or report.
- Use consistent point of view within paragraphs.
- Use descriptive words, sensory and figurative language to enhance writing.
- Develop topic.
- Elaborate.

Revising

- Describe and use the writing process to revise.
- Check for clarity, details and order.
- Examine for variety of sentence structure.
- Add, remove, change or move parts.
- Enhance word choice.

Editing

- Proofread compositions for clarity.
- Use format consistent with the writing purpose and style of writing.
- Examine and edit variety of sentence structure, word usage and mechanics including grammar, punctuation and conventional spelling.

13. Write with a clear focus, organization and sufficient detail. (ELA 23.10, 23.11, 21.6, 21.7)

Grade 7 (Continued)

- Use writing elements appropriate to audience including language, style, and structure.
- Use language and tone appropriate for specific writing genres.
- Develop characters, setting, dialogue and action by using descriptive details.
- Recognize and apply a variety of personal writing formats including reflections, personal journals and memoirs.

14. Write with attention to audience and purpose for creative writing including: narrative, stories, scripts, poetry. (ELA 20.4)

- Organize information into a coherent essay or report including an introduction with a thesis statement, transition sentences to link paragraphs, and a conclusion.
- Apply steps for obtaining, organizing and documenting information from a variety of sources and present research.

15. Write with attention to audience and purpose for expository writing including research, topic statements, evidence, facts, summary. (ELA 23.10, 24.4)

Grade 8

Students will be able to:

- Use appropriate gestures, pace, charts and other visuals.
- Create and assess presentations with scoring guides.
- 1. ***Demonstrate knowledge via written or oral presentations in various genres using grade appropriate language. (ELA 3.12, 3.13)***
 - Use context clues to recognize the correct meaning of words, especially words with multiple meanings.
 - Identify and understand prefixes, suffixes and Greek and Latin roots.
 - Identify root words and word origins.
 - Identify and use synonyms, antonyms, homonyms, homographs and homophones.
 - Explain all parts of a dictionary entry, including definition, part of speech, and word origin, and use dictionary and thesaurus regularly.
 - Recognize cognates and influences of other languages on English.
- 2. ***Determine the pronunciation, meaning and etymology of words. (ELA 4.20, 4.21, 4.22, 5.22)***
 - Identify and analyze the characteristics of various genres (fiction, nonfiction, short story, drama) as forms chosen by an author to accomplish a purpose.
 - Locate and summarize expository and literary text.
 - Locate main ideas and supporting details in expository and literary text.
 - Discern the main idea of informational text based on supporting details.
 - Locate and summarize information found in a table of contents, index, glossary, chart, legend.
 - Make predictions based on prior knowledge, background information, and illustrations.
 - Revise predictions based on new information while reading.
 - Make inferences in regards to events, characters, setting, tone and mood, and problem/resolution in literary text.
 - Make inferences about the motives of characters based on their dialogue and actions in literary text.
 - Identify the language style of characters.
 - Make inferences and draw conclusions from content in expository text.
 - Determine cause and effect relationships in literary and expository text.
 - Recognize writing that is written to analyze, persuade, entertain, reflect and inform.
 - Analyze and evaluate examples of bias, propaganda, validity of evidence and assumptions in literary, informational and expository text (either/or, bandwagon, broad generalizations, etc.).
 - Analyze the validity of information and how it supports the expository text.
 - Distinguish between fact and opinion.

Grade 8 (Continued)

- Compare and contrast characters, setting, plot, mood, tone and concepts in literary text and across texts.
 - Compare and contrast information within literary and expository texts.
3. ***Comprehend text on literal, interpretive and evaluative levels.*** (ELA 8.23, 8.24, 8.25, 8.26, 8.27)
- Find and state the theme in a text and give supporting evidence from the text.
 - Recognize characteristics of nonfiction literary forms including magazines, editorials, news stories, essays, biographies, and autobiographies.
 - Identify and analyze pattern of organization (cause-effect, chronological order, logical order, compare-contrast) and determine why the pattern was selected for the work.
 - Locate, cite and evaluate evidence used to support an argument.
 - Recognize introduction, “lead”, transitional words and phrases, conclusion.
 - Use and interpret textual and graphic features to understand a text.
 - Identify, analyze and apply knowledge of the purposes, structure and elements of nonfiction or informational materials.
4. ***Identify, analyze and apply knowledge of the theme, structure and elements of informational and expository text for the purpose of interpretation.*** (ELA 8.27, 8.28, 11.4, 13.18, 13.19, 13.20, 13.21, 13.22)
- Identify theme in a poem and give supporting evidence.
 - Recognize different forms of poetry, e.g. haiku, epic, sonnet, stanza, free verse.
 - Recognize elements of sound, e.g. onomatopoeia, rhyme schemes, alliteration.
 - Recognize various types of figurative language, e.g. personification, metaphor, simile, hyperbole.
 - Recognize visual elements, e.g. capital letters, line length, word position.
5. ***Identify, analyze and apply knowledge of the theme, structure and elements of poetry for the purpose of interpretation.*** (ELA 11.3, 14.4, 15.5, 15.6)
- Find and state the theme in a text and give supporting evidence from the text.
 - Analyze how elements of fiction (plot, setting, character development, conflict, problem/solution, theme) connect with each other in a piece of literature.
 - Analyze the elements of plot (exposition, conflict, rising action, falling action).
 - Evaluate a literary character’s motivations, change and development and support with evidence from the text.
 - Recognize characteristics of fiction-based literary forms including fables, folk tales, fantasy, historical fiction, adventure, mystery and science fiction.
 - Identify common characteristics of drama.
 - Compare and contrast treatment of universal themes in myths from different cultures, e.g. afterlife, heroes, gods, the quest, mythical monsters.

Grade 8 (Continued)

- Identify the typical elements of epic tales and other classical literature.
 - Identify the common characteristics of American, British, world and ancient literature.
 - Recognize and apply types of figurative language, e.g. personification, metaphor, simile, hyperbole, onomatopoeia, alliteration.
 - Identify and evaluate devices used by an author including foreshadowing, dialogue, flashbacks, symbolism and irony.
 - Analyze literary text to determine how mood is achieved by the author's use of words.
 - Analyze literary text to determine how suspense is achieved.
 - Analyze how details impact descriptions in literary text.
 - Assess character development, events important to the development of plot and the main conflict and resolution within literary text, and analyze how these differ in texts, plays and films.
 - Evaluate the effectiveness of techniques used to convey the author's viewpoint in literary text.
 - Analyze and evaluate persuasive techniques used by an author in literary text.
- 6. *Identify, analyze and apply knowledge of the theme, structure and elements of literature genres (fiction, nonfiction, short story, drama) for the purpose of interpretation of the text and of the author's purpose in selecting the genre.*** (ELA 8.27, 8.28, 10.4, 11.4, 12.4, 13.20, 13.21, 13.22, 16.9, 16.10, 17.5, 17.6)
- Identify and use the nominative and objective case of a noun in written compositions.
 - Identify and use the possessive case of a noun in written compositions.
 - Recognize and apply the use of nouns in written compositions including singular, plural, proper, common, abstract, irregular.
 - Recognize and apply the use of pronouns in written compositions including subjective, objective, personal, reflexive, intensive, third person, relative.
 - Identify and use pronouns that agree in number, person, and gender with their antecedent.
- 7. *Identify and use the correct forms of nouns and pronouns.*** (ELA 5.15, 5.19)
- Identify and use the correct form of regular and irregular verbs in written compositions.
 - Identify and apply correct subject-verb agreement.
 - Identify and apply the correct verb tense (past, present, future) in written compositions.
 - Distinguish between active and passive voice in writing.
 - Identify participles and participial phrases.
- 8. *Identify and use the correct forms of verbs.*** (ELA 5.15, 5.21)

Grade 8 (Continued)

- Use adjectives in written compositions to describe a specific noun.
- Identify and use comparative adjectives in written compositions.
- Identify and use irregular comparative and superlative forms of adjectives in written compositions.

9. *Identify and use the correct forms of adjectives.* (ELA 5.20, 5.21)

- Identify and use adverbs (superlative and comparative) in written compositions to describe verbs, adjectives and other adverbs.

10. *Identify and use the correct forms of adverbs.* (ELA 5.20, 5.21)

- Identify and use verb phrases in written compositions.
- Identify and use prepositional phrases in written compositions.
- Identify and use adverb clauses in written compositions.
- Distinguish phrases from clauses.
- Use conjunctions to create compound sentences.
- Identify and use simple, compound, and complex sentences.

11. *Identify and use phrases, clauses and sentences correctly.* (ELA 5.15, 5.16, 5.17, 5.18, 5.19, 5.20, 5.21)

- Analyze and apply correct end punctuation in sentences.
- Analyze and apply the correct placement of commas in sentences.
- Analyze and apply correct usage of apostrophes, colons, semicolons, quotation marks and hyphens.
- Analyze and apply correct usage of parentheses.
- Analyze and apply the correct rules of capitalization.
- Analyze and use standard English spelling.

12. *Analyze and apply the rules of standard English conventions.* (ELA 5.20, 22.7, 22.8)

Prewriting

- Recognize and apply the process of brainstorming for ideas through the use of graphic organizers.
- Utilize outline forms in order to organize supporting details.

Drafting

- Develop a central idea.
- Organize details into a coherent fashion with a clear beginning, middle and end.
- Use format consistent with the writing purpose, audience and style of writing.
- Use consistent point of view within paragraphs.
- Use clear transitions.
- Use descriptive words, sensory and figurative language to enhance writing.

Grade 8 (Continued)

- Develop topic.
- Elaborate.
- Evaluate techniques used to convey personal style and voice.

Revising

- Describe and use the writing process to revise.
- Check for clarity, details, organization and order.
- Examine for variety of sentence length and structure.
- Add, remove, change or move parts.
- Enhance word choice.
- Evaluate syntax of all sentences.

Editing

- Proofread compositions for clarity.
- Examine and edit variety of sentence structure, word usage and mechanics including grammar, punctuation and conventional spelling.

13. Write multi-paragraph compositions and personal interpretations that exhibit clear focus, organization and sufficient detail. (ELA 23.10, 23.11, 21.6, 21.7)

- Use writing elements appropriate to audience including language, style, and structure.
- Use language and tone appropriate for specific writing genres.
- Develop characters, setting, dialogue and action by using descriptive details.
- Recognize and apply a variety of personal writing formats including reflections, personal journals and memoirs.

14. Write with attention to audience and purpose for creative writing including: narrative, stories, scripts, poetry. (ELA 20.4)

- Organize information into a coherent essay or report including an introduction with a thesis statement, transition sentences to link paragraphs, and a conclusion.
- Apply steps for obtaining, organizing and documenting information from a variety of sources and present research.

15. Write with attention to audience and purpose for expository writing including research, topic statements, evidence, facts, summary. (ELA 23.10, 24.4)

Grade 9

Students will be able to:

- Use agreed-upon rules for informal and formal discussions in small and large groups.
- Summarize in a coherent and organized way information and ideas learned from a focused discussion.
- Distinguish between relevant and irrelevant information.

1. Summarize or recap data, facts, and ideas gained from a presentation or a focused discussion. (ELA 1.5, 2.5, 3.14)

- Use appropriate voice, intonation and clear enunciation when speaking.
- Organize and deliver information in a clear and concise manner.
- Identify and use content-specific vocabulary, terminology or jargon unique to a particular social or professional group.

2. Present an informal speech on a selected literary topic. (ELA 3.14)

- Identify and label the parts of speech used in simple, complex, compound and compound-complex sentences.
- Identify and construct correctly simple, complex, compound and compound-complex sentences.
- Identify nominalized, adjectival, and adverbial clauses.
- Recognize the functions of verbals: participial, gerunds, and infinitives.
- Analyze the structure of a sentence.
- Recognize and apply rules for correct punctuation when writing and editing.
- Describe the origins and meanings of common and foreign words or phrases used frequently in written English.
- Identify words with a relationship to historical events.

3. Understand and analyze the structure of the English language. (ELA 5.23, 5.24, 5.25, 5.26)

- Use reference materials to determine the meaning and pronunciation of words (e.g., dictionary, thesaurus, technology).
- Identify the characteristics of and uses periodicals, professional journals and public documents for research.
- Recognize and use text organizers in informational text (e.g., text guides, maps, tables) informational texts.

4. Use reference materials, such as general or specialized dictionaries, thesaurus, to gain knowledge of new words and improve word choice. (ELA 4.25)

Grade 9 (Continued)

- Use multiple cueing systems (e.g., phonetic and structural analysis, syntactic structure, semantic context) to discern the meaning of new words.
 - Identify and apply knowledge of idioms, cognates, literal and figurative meaning, and patterns of words changes with different meanings and functions.
- 5. *Acquire and use correctly new words from grade level vocabulary lists, literature, and academic content.* (ELA 6.8, 14.23)**
- Identify common characteristics of plays and drama.
 - Identify common characteristics of American literature.
 - Identify and analyze the characteristics of the different genres.
- 6. *Distinguish among a variety of literary genres (fiction, nonfiction, historical fiction, short story, novel, drama, and poetic forms.)* (ELA 12.5)**
- Distinguish among common characteristics of nonfiction.
 - Identify and analyze the author's choice of organizational pattern.
 - Examine techniques that convey the author's point of view in informational text.
 - Evaluate the effectiveness of techniques used to convey the author's viewpoint/assertion(s) in informational text.
 - Summarize complex passages in literary and informational texts.
 - Locate and evaluate information from a variety of informational texts to prove or disprove a thesis (e.g., textbooks, encyclopedias, journals).
 - Assess and analyze the main idea of informational texts based on supporting details.
- 7. *Analyze the structure and elements of nonfiction works and the author's logic and use of evidence in presenting an argument.* (ELA 8.31, 13.24, 13.25)**
- Identify and distinguish between points of view in literary text (*first person, second person, third person, omniscient points of view*).
 - Recognize and describe how literary elements are used to develop character in literary text.
 - Analyze and evaluate comparisons and contrasts between the similarities and differences in literary text of setting, character, plot, concepts, mood, and tone.
 - Use inference to identify and analyze elements of plot and characterization in a literary work.
- 8. *Identify and analyze elements in fiction (plot, climax, setting, characterization, conflict, resolution, and point of view).* (ELA 12.5)**

Grade 9 (Continued)

- Analyze and evaluate how the author's use of varied sentence structure enhances the purpose, and overall effectiveness of a work.

9. Identify and analyze literary techniques (mood, tone, imagery, figurative language, foreshadowing, irony and symbolism). (ELA 8.29, 12.5, 4.23, 15.7, 15.8)

- Identify and analyze the form of poetry (ballad, sonnet, heroic couplet, etc.)
- Identify and analyze the sound, figurative language, and dramatic structure in poetry.

10. Analyze and interpret the elements of poetry. (ELA 14.23)

- Analyze literary texts to identify primary and secondary themes and supportive details.
- Analyze major themes in American literature used to make connections across literary works and genres.
- Apply knowledge that theme is a view or comment on life and provide evidence from the text for identified themes.

11. Identify the theme(s) in literary works and provide supportive evidence from the text. (ELA 8.30, 10.5, 11.5)

- Determine effective organization and appropriate format for expository writing.
- Apply a variety of pre-writing strategies to improve organization and development in writing.
- Organize ideas for a critical essay about literature with well-constructed paragraphs, effective arguments, effective transitional sentences, and a conclusion.
- Create rubrics for evaluating literary essays.

12. Write well-organized personal, persuasive or literary essays with a clear focus, logical development, effective use of detail, variety in sentence structure, and appropriate formality, style and tone for the specific audience. (ELA 20.5, 23.12, 23.13)

- Write stories that integrate the elements of fiction effectively to stress theme and tone.

13. Write well-organized scripts or stories with a theme and details that contribute to a definite mood or tone. (ELA 19.24)

- Write poems in a variety of forms (e.g., sonnet, heroic couplet, ballad, etc.).
- Use figurative language in writing (e.g., similes, metaphors, personification).

Grade 9 (Continued)

- Use literary devices and figurative language to enhance writing.

14. Write poems using a variety of poetic techniques, forms and figurative language.
(ELA 19.25)

- Proofread compositions for clarity, word choice, purpose and English language conventions.
- Apply knowledge of correct punctuation.
- Apply knowledge of clauses, verbals, mechanics, usage, sentence structure and standard English spelling when writing and editing.

15. Edit writing for sentence structure and variety, grammar and usage, and mechanics.
(ELA 5.23, 5.34, 5.25, 5.26, 5.27, 5.28, 21.8, 22.9)

- Analyze and evaluate writing for a given purpose (persuasive, literary, narrative).
- Evaluate writing for consistency in point of view, voice, style and mood conveyed.
- Analyze and evaluate writing elements for appropriateness to audience (e.g., language, style, structure).
- Evaluate the syntax (word order and form) of sentences for appropriateness to purpose when writing and revising.

16. Revise for different purposes (e.g., to improve organization, to develop topic, to improve word choice, to paraphrase, to clarify). (ELA 21.8)

Grade 10

Students will be able to:

- Identify and analyze the features of effective speeches.
 - Analyze the characteristics of speech made for different purposes.
 - Create an appropriate scoring guide to prepare, improve and assess oral presentations.
- 1. *Apply the features of effective speeches when giving formal presentations to various audiences. (ELA 3.15)***

- Distinguish between relevant details and content appropriate for the specific audience.
- Organize and present information in an effective and interesting manner.
- Identify and apply the features of effective public speaking (voice, tone, diction, syntax).

2. *Present a formal speech on a selected literary topic. (ELA 3.14)*

- Describe the origins and meanings of common and foreign words or phrases used frequently in written English.
- Identify words with a relationship to historical events.

3. *Understand and analyze the structure and origins of the English language. (ELA 5.27, 5.29)*

- Distinguish between content-specific vocabulary, terminology or jargon unique to specific social or professional groups.
- Identify differences between voice, tone, diction or syntax used in media presentations and these elements in informal speech.

4. *Distinguish among the different forms of English. (ELA 6.8, 6.9)*

- Use knowledge of idioms, cognates, roots, structure and context to uncover word meanings.
- Use knowledge of Greek mythology to understand the origin and meaning of common words and phrases in English.
- Use knowledge of the Bible and other major works to understand the origin and meaning of common words and phrases in English.
- Use knowledge of historical events to understand the origin and meaning of common words and phrases in English.

Grade 10 (Continued)

- Use multiple cueing systems (e.g., phonetic and structural analysis, syntactic structure, semantic context) to discern the meaning of new words.
 - Identify and apply knowledge of idioms, cognates, literal and figurative meaning, and patterns of words changes with different meanings and functions.
- 5. *Acquire and use correctly new words from grade level vocabulary lists, literature, and academic content.* (ELA 4.23, 6.8, 14.23)**

- Identify common characteristics of British literature.
 - Identify common characteristics of world and ancient literature.
 - Identify and analyze elements of literature (plot, characterization, theme, conflict, resolution, point of view) in classical literature.
- 6. *Analyze the characters, structure, and themes of classical literature and epic poems.* (ELA 16.11)**

- Identify and analyze dramatic forms (tragedy, comedy, melodrama).
 - Identify and analyze dramatic conventions (stage directions, asides, act, scene, narrator, monologue, dialogue, soliloquy) that enhance and support drama.
- 7. *Analyze and interpret the elements of drama.* (ELA 15.7)**

- Identify common themes found in literature.
 - Identify how a theme is developed in a given genre.
 - Compare how the message in the overall theme can vary across genres.
- 8. *Compare and contrast a theme or topic across genres to explain how the genre shapes the message.* (ELA 9.5)**

- Identify and use appropriately periodicals and professional journals, public documents and reference materials to locate information.
 - Use reference materials, such as journals, literary reviews, primary source or historical documents to relate literary works to historical periods.
- 9. *Interpret literary works as they relate to a literary period or historical setting.* (ELA 9.6)**

- Distinguish among common characteristics of nonfiction.
- Identify and analyze the author's choice of organizational pattern.
- Examine techniques that convey the author's point of view in informational text.
- Evaluate the effectiveness of techniques used to convey the author's viewpoint/assertion(s) in informational text.
- Analyze informational text to determine the validity, purpose and perspective of the content in informational text.

Grade 10 (Continued)

- Summarize complex passages in literary and informational texts.
- Locate and evaluate information from a variety of informational texts to prove or disprove a thesis (e.g., textbooks, encyclopedias, journals).
- Assess and analyze the main idea of informational texts based on supporting details.

10. *Analyze the structure and elements of nonfiction works and the author's logic and use of evidence in presenting an argument.* (ELA 8.31, 13.24, 13.25)

- Organize ideas effectively for a critical essay or a report.
- Write critical essay or report with well-constructed paragraphs, effective arguments, transitional sentences, and a conclusion.
- Create rubrics for evaluating persuasive, literary or personal essays.

11. *Write well-organized persuasive, literary or critical essays in response to literature.* (ELA 19.24)

- Identify bibliographic resources in research.
- Recognize appropriate style for citing sources.
- Formulate research questions to explore a topic of interest and apply steps for evaluating information from a variety of sources.

12. *Write a well-organized research paper that proves a thesis statement using logical organization, supporting evidence and variety in sentence structure.* (ELA 19.27)

- Identify and apply knowledge of simple, complex, compound and compound-complex sentences when writing and proofreading.
- Apply knowledge of sentence structure when proofreading and editing writing.
- Apply knowledge of correct grammar, usage and mechanics when proofreading and editing writing.
- Develop editing checklist to improve proofreading and editing.

13. *Edit writing for sentence structure and variety, grammar and usage, and mechanics.* (ELA 5.23, 5.24, 5.25, 5.26, 5.27, 5.28, 21.8, 22.9)

- Revise writing to improve sentence structure.
- Identify the importance of sentence variety in effective literary and expository works and apply the knowledge when writing.
- Revise writing to improve idea development.
- Revise writing to improve organization of details, language and style.

14. *Revise writing for topic/idea development, organization, levels of details, formality and language or style.* (ELA 19.24, 20.5, 21.8, 22.9)

Grade 11

Students will be able to:

- Read and discuss examples of observer narration in American literature.
 - Read and discuss examples of single character point of view.
 - Read and discuss examples of multiple character point of view.
 - Summarize conclusions about how the author's choices of literary narrator made a difference in their responses as readers.
 - Present their conclusions about the above to the class.
- 1. *Analyze differences in responses to focused group discussions in an organized manner.* (ELA 1.6, 2.6, 8.32, 8.34, 12.6, 13.27, 19.30, 23.14)**
- Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone and vocabulary.
 - Create a rubric to evaluate final presentations.
- 2. *Make oral presentations with appropriate consideration for audience, purpose, and information to be delivered and evaluate their effectiveness.* (ELA 3.17, 3.18, 25.6)**
- Use context to determine meanings of words.
 - Choose words from literature and study their synonyms for shades of meaning.
 - Discuss authors' possible reasons for choosing particular words.
 - Analyze quotations using reference materials.
- 3. *Identify and use correctly new words acquired through literature and use dictionaries, thesauruses, books of quotations and other related references as needed.* (ELA 4.23, 4.26, 4.27, 6.8, 14.23)**
- Apply all conventions of standard English.
 - Describe historical changes in conventions for grammar and usage.
 - Analyze and be able to explain the development of the English language and the influence of other languages in its development as well as its influence on other languages, cultures and literature.
- 4. *Analyze standard English grammar and usage and recognize the influence of other languages in its development.* (5.30, 5.31, 5.33, 22.10)**
- Analyze the role and place of standard American English in speech, writing and literature.
 - Identify content specific vocabulary or jargon unique to a particular social or professional group.

Grade 11 (Continued)

- Identify and analyze the differences between the voice, tone, diction, and syntax used in formal presentations, media and in informal speech.
5. ***Analyze and use appropriate formal and informal English.*** (ELA 14.5, 14.6, 22.9, 26.6)
- Identify and analyze point of view in a literary work.
 - Analyze patterns of imagery or symbolism and how they support the constructs of a literary work.
6. ***Analyze imaginative/literary texts.*** (ELA 8.32, 8.33)
- Recognize organizational structures, such as chronological order, logical order, cause and effect, etc.
 - Using two different pieces of writing/ literature, identify the authors' main arguments and then discuss the strengths and weaknesses of the arguments and cite the author's best evidence as set forth in their writings.
7. ***Analyze and evaluate the logic and use of evidence in an author's argument.*** (ELA 8.26, 8.34)
- Read a piece of literature from a specific time in American history and relate what has been learned from other sources and from works in other genres to events, characters and themes in the original piece of literature.
 - Use the above to write an interpretive essay demonstrating understanding of the times and their effects on literature.
8. ***Relate a literary work to primary source documents of its literary period and to the seminal ideas of its time.*** (ELA 9.6, 9.7)
- Read and analyze the specific genre characteristics of poetry, fiction, nonfiction, short story, dramatic literature, and essays.
 - Discuss the authors' purpose in selecting genre.
9. ***Identify and analyze the characteristics of various genres as forms chosen by an author to accomplish a purpose.*** (ELA 10.5, 10.6)
- Identify and analyze satire, parody, and allegory in American literature.
 - Discuss and then write an essay evaluating a particular genre as effective based on the criteria provided.
10. ***Identify and analyze characteristics of genre that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay and editorial.*** (10.6)

Grade 11 (Continued)

- Identify multiple themes within the same text.
- Analyze and compare selections from American literature as variations on a theme.

11. *Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life and provide support from the text for identified themes. (ELA 11.6)*

- Compare pieces of literature as cross-cultural examples of a similar theme.
- Identify a theme as universal.
- Locate evidence in the text that support the theme as universal.

12. *Analyze and compare texts that express a universal theme and locate support in the text for the identified theme. (11.7)*

- Analyze a work of fiction for such elements as point of view, foreshadowing, and irony and present evidence supporting these elements to the class.
- Analyze events, point of view and characterization in a piece of literature that has been critiqued professionally and conduct a class debate on the validity of the criticism.

13. *Analyze, evaluate and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes. (ELA 12.5, 12.6)*

- Analyze the structure and elements of a nonfiction work and compose autobiographies or biographies.
- Analyze the structure and elements of nonfiction and apply this understanding in a piece of nonfiction writing.

14. *Analyze and explain the structure and elements of nonfiction works. (ELA 13.26, 13.27)*

- Evaluate the devices an author uses to develop an argument.
- Analyze several essays and evaluate how these authors choose their language and organize their writing to help the reader understand the concepts they present.
- Apply understanding of language choices and organization in an essay to be presented to the class.
- Create a rubric to evaluate the level of understanding of the concepts of language choice and organization.

15. *Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes. (ELA 13.27)*

Grade 11 (Continued)

- Respond to, analyze and compare a variety of poems that exemplify the range of a poet's dramatic power.
- Explore ways in which poets use sound, form, figurative language and dramatic structure in their writing.

16. Respond to and analyze the effects of sound, form, figurative language, graphics and dramatic structure in poetry. (ELA 14.5)

- Examine poems to explore the relationship between the literal and the figurative.
- Report findings of the above to the class, compare observations, and set guidelines for further study.
- Identify and understand diction, imagery, figurative language, understatement, overstatement, irony and paradox.
- Analyze and evaluate the above for their effectiveness in a poem.
- Discuss the effect of extended metaphor on the reader or listener of a poem.
- Write a poem using the extended metaphor.
- Create a rubric to evaluate student constructed poems.

17. Analyze and evaluate the appropriateness and effectiveness of diction, imagery and figurative language in poetry. (ELA 14.5, 14.6)

- Analyze and compare figurative language in a variety of essays (American literature).
- Compose essays that analyze and compare figurative language in a variety of selections from American literature.

18. Analyze and compare style and language in a variety of selections from American literature. (ELA 15.9, 15.10)

- Identify and analyze setting (place, historical period, time of day) in dramatic literature.
- Identify and analyze plot (exposition, conflict, rising action, and falling action).
- Identify and analyze characterization (character motivations, actions, thoughts, development).
- Read a comedy and discuss the elements and techniques the playwright used to create humor.
- Read a tragedy and discuss the elements and techniques the playwright used to create a tragic play.

19. Identify and analyze types of dramatic literature. (ELA 17.8, 17.9)

Grade 11 (Continued)

- Analyze the purpose and effects of monologues and soliloquies in a play.
- Analyze the purpose and effect of the chorus in a play.
- Analyze the purpose and effect of an aside in a play.
- Analyze the purpose of dramatic irony in a play.
- Recite a monologue or a soliloquy from a play.
- Discuss interpretation of the chosen monologue or soliloquy with the class.
- Create a rubric to evaluate the effectiveness of the delivery of the monologue or the soliloquy.

20. Identify and analyze dramatic conventions. (ELA 17.9)

- Stage and enact a scene from American literature that includes dramatic readings and recitations.
- Create rubrics for teachers to evaluate performances.
- Create rubrics for self-evaluation of the performance.
- Create rubrics for student evaluations of other students' performances.

21. Develop, communicate and sustain consistent characters in improvisational, formal and informal productions and create rubrics for assessment of performances. (ELA 18.5)

- Create characters, plot, dialogue, settings, and costumes for a play.
- Perform the play for an audience.
- Participate in a post-performance discussion of the play.

22. Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play. (ELA 18.6)

- Write poems using alliteration and onomatopoeia.
- Write poems using similes and metaphors, and personification.
- Write poems using varied line lengths and word positions.
- Write poems using varied rhyme schemes.
- Write sonnets and ballads.

23. Write poems using a range of forms, figurative language, sound techniques, mood and tone. (ELA 19.29)

- Write persuasive essays that develop and defend a position.
- Write analytical essays of literary criticism.

24. Write well-organized essays that have a clear focus, logical development, effective use of detail, and variety of sentence structure. (ELA 19.26, 19.30)

Grade 11 (Continued)

- Read an author's observation of American life.
- Write an essay based on the reading examining whether the author's characterization of American life is applicable today.

25. *Write coherent compositions with a clear focus objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation. (ELA 20.6)*

- Write short, personal essays on a variety of topics.
- Decide on an audience and purpose.
- Discuss possible variations in topics, formality of language, and presentation that may be dictated by different audiences.
- Send the published work to the appropriate audience.

26. *Use different levels of formality, style, and tone when composing for different audiences. (ELA 20.4, 20.5, 20.6)*

- Write essays/speeches that persuade the audience in a particular direction.
- Write essays based on literary analyses.
- Write essays/speeches that demonstrate understanding of the power of expressive language.

27. *Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments. (ELA 20.6)*

- Choose a piece of writing and examine it for topic/idea development, organization and level of detail.
- Use the same piece of writing and examine language/style, sentence structure, grammar and usage and mechanics.
- Examine the piece of writing for effective style and tone.

28. *Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed. (ELA 21.8)*

Grade 11 (Continued)

- Use simple, compound, complex, and compound-complex sentences in writing.
- Use complete sentences, properly placed modifiers, and standard English spelling when writing.
- Use main and subordinate clauses, gerunds, infinitives, participles, tense consistency, and parallel structure when writing and editing.
- Use correct mechanics when writing.

29. *Use all conventions, usage and grammar of standard English when writing and editing. (ELA 22.10)*

- Write an essay about literature or a research report using the deductive approach, describing an incident and then explaining the causes.
- Write an essay about literature or a research report using the inductive approach, explaining the causes and then describing the incident.
- Select a method of giving emphasis when writing, such as most important information first or last.
- Use one of five methods (comparison and contrast, illustration, classification, definition, analysis) of organizing ideas in exposition as determined by the needs of the topic.

30. *Organize ideas for emphasis in a way that suits the purpose of the writer. (ELA 23.14, 23.15)*

- Formulate a thesis statement.
- Examine present and past information to support the thesis.
- Use primary sources whenever possible.
- Evaluate the quality of the sources.
- Use supporting evidence from a variety of sources to support the thesis.
- Analyze the difference between open-ended research questions and biased or loaded questions.
- Evaluate the quality of the sources.
- Document all sources.
- Create a rubric to assess the quality of the research.

31. *Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources. (ELA 24.6, 25.6)*

- Compare how newspapers, radio, television and the Internet cover the same story.
- Analyze how words, sounds, and still or moving images are used in each medium.
- Write about how the medium of communication affects the story.

- Access web sites that are visual and nonlinear in nature.
- Evaluate the effectiveness of the visual design.
- Evaluate the accuracy and organization of the text and visual information.

32. *Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them. (ELA 27.6, 27.7)*

Grade 12

Students will be able to:

- Read and discuss examples of observer narration in Greek and British literature.
 - Read and discuss examples of single character point of view.
 - Read and discuss examples of multiple character point of view.
 - Summarize conclusions about how the author's choices of literary narrator made a difference in their responses as readers.
 - Present their conclusions about the above to the class.
1. **Analyze differences in responses to focused group discussions in an organized manner.** (ELA 1.6, 2.6, 8.32, 8.34, 12.6, 13.27, 19.30, 23.14)
 - Deliver formal presentations for particular audiences using clear enunciation and appropriate organization, gestures, tone and vocabulary.
 - Create a rubric to evaluate final presentations.
 2. **Make oral presentations with appropriate consideration for audience, purpose, and information to be delivered and evaluate their effectiveness.** (ELA 3.17, 3.18, 25.6)
 - Use context to determine meanings of words.
 - Choose words from literature and study their synonyms for shades of meaning.
 - Discuss authors' possible reasons for choosing particular words.
 - Use reference materials to find and analyze quotations.
 3. **Identify and use correctly new words acquired through literature and use dictionaries, thesauruses, books of quotations and other related references as needed.** (ELA 4.23, 4.26, 4.27, 6.8, 14.23)
 - Apply all conventions of standard English.
 - Describe historical changes in conventions for grammar and usage.
 - Analyze and be able to explain the development of the English language and the influence of other languages in its development and the influence of English on other languages, cultures and literature.
 4. **Analyze standard English grammar and usage and recognize the influence of other languages in its development.** (ELA 5.30, 5.31, 5.33, 22.10)

Grade 12 (Continued)

- Analyze the role and place of standard American English in speech, writing and literature.
 - Identify content specific vocabulary or jargon unique to a particular social or professional group.
 - Identify and analyze the differences between the voice, tone, diction, and syntax used in formal presentations, media and in informal speech.
5. ***Analyze and use appropriate formal and informal English.*** (ELA 14.5, 14.6, 22.9, 26.6)
- Identify and analyze point of view in a literary work.
 - Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.
6. ***Analyze imaginative/literary texts.*** (ELA 8.32, 8.33)
- Recognize organizational structures, such as chronological order, logical order, cause and effect, etc.
 - Using two different pieces of writing/ literature, identify the authors' main arguments and then discuss the strengths and weaknesses of the arguments and cite the author's best evidence as set forth in their writings.
7. ***Analyze and evaluate the logic and use of evidence in an author's argument.*** (ELA 8.26, 8.34)
- Read a piece of literature from a specific time in Greek or British history and then read related materials from other genres. Relate what has been learned from other sources to events, characters and themes in the original piece of literature.
 - Use the above to write an interpretive essay demonstrating understanding of the times and their effects on literature.
8. ***Relate a literary work to primary source documents of its literary period and to the seminal ideas of its time.*** (ELA 9.7)
- Read and analyze poetry, fiction, nonfiction, short story, dramatic literature, and essays.
 - Discuss the authors' purpose for writing in one of the above genres.
9. ***Identify and analyze the characteristics of various genres as forms chosen by an author to accomplish a purpose.*** (ELA 10.5, 10.6)

Grade 12 (Continued)

- Identify and analyze satire, parody, and allegory in Greek and British literature.
- Discuss and then write an essay evaluating a particular genre as effective based on the criteria provided.

10. *Identify and analyze characteristics of genre that overlap or cut across the lines of genre classifications such as poetry, prose, drama, short story, essay and editorial.* (ELA 10.6)

- Analyze and compare selections from Greek and British literature as variations on a theme.
- Explain that a single text may have multiple themes.
- Compare pieces of literature as cross-cultural examples of a similar theme and locate words or passages that support the understanding of universality.
- Apply concept of theme, multiple themes and universal themes.

11. *Analyze and compare texts that express a universal theme and support with evidence from the text.* (ELA 11.6, 11.7)

- Analyze a work of fiction for such elements as point of view, foreshadowing, and irony and present evidence supporting these elements to the class.
- Analyze events, point of view and characterization in a piece of literature that has been critiqued professionally and conduct a class debate on the validity of the criticism.

12. *Analyze, evaluate and apply knowledge of how authors use techniques and elements in fiction for rhetorical and aesthetic purposes.* (ELA 12.5, 12.6)

- Analyze the structure and elements of a nonfiction work and compose autobiographies or biographies.
- Analyze the structure and elements of nonfiction and apply this understanding in a piece of nonfiction writing.

13. *Analyze and explain the structure and elements of nonfiction works.* (ELA 13.26, 13.27)

- Analyze several essays and evaluate how these authors choose their language and organize their writing to help the reader understand the concepts they present.
- Apply understanding of language choices and organization in an essay to be presented to the class.
- Create a rubric to evaluate the level of understanding of the concepts of language choice and organization.

14. *Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.* (ELA 13.27)

Grade 12 (Continued)

- Respond to, analyze and compare a variety of poems that exemplify the range of a poet's dramatic power.
- Explore ways in which poets use sound, form, figurative language and dramatic structure in their writing.

15. Respond to and analyze the effects of sound, form, figurative language, graphics and dramatic structure in poetry. (ELA 14.5)

- Examine poems to explore the relationship between the literal and the figurative.
- Report findings of the above to the class, compare observations, and set guidelines for further study.
- Identify and understand diction, imagery, figurative language, understatement, overstatement, irony and paradox.
- Analyze and evaluate the above for their effectiveness in a poem.
- Discuss the effect of extended metaphor on the reader or listener of a poem.
- Write a poem using the extended metaphor.
- Create a rubric to evaluate student constructed poems.

16. Analyze and evaluate the diction, imagery and figurative language for their effectiveness. (ELA 14.5, 14.6)

- Analyze and compare figurative language in a variety of works from Greek and British literature.
- Compose essays that analyze and compare figurative language in a variety of selections from Greek and British literature.

17. Analyze and compare style and language in a variety of selections from Greek and British literature. (ELA 15.9, 15.10)

- Read and analyze the tragic elements in by Sophocles' ANTIGONE.
- Discuss the conflict between Creon and Antigone as a manifestation of the eternal struggle between human and divine law.

18. Analyze the characters, structure, and themes of classical Greek drama and epic poetry. (ELA 16.11)

- Compare a classic Greek or British story to a modern version.
- View a modern day version of a classic piece of literature.

19. Analyze the influences of mythic, traditional, or classical literature on later literature and film. (ELA 16.12)

Grade 12 (Continued)

- Identify and analyze setting (place, historical period, time of day) in dramatic literature.
- Identify and analyze plot (exposition, conflict, rising action, and falling action).
- Identify and analyze characterization (character motivations, actions, thoughts, development).
- Read a comedy and discuss the elements and techniques the playwright used to create humor.
- Read a tragedy and discuss the elements and techniques the playwright used to create a tragic play.

20. Identify and analyze types of dramatic literature. (ELA 17.8, 17.9)

- Analyze the purpose and effects of monologues and soliloquies in a play.
- Analyze the purpose and effect of the chorus in a play.
- Analyze the purpose and effect of an aside in a play.
- Analyze the purpose of dramatic irony in a play.
- Recite a monologue or a soliloquy from *Macbeth*.
- Discuss interpretation of the chosen monologue or soliloquy with the class.
- Create a rubric to evaluate the effectiveness of the delivery of the monologue or the soliloquy.

21. Identify and analyze dramatic conventions. (ELA 17.9)

- Stage and enact a scene from Greek or British literature that includes dramatic readings and recitations.
- Create rubrics for teachers to evaluate performances.
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- Participate in a post-performance discussion of the play.

23. Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play. (ELA 18.6)

Grade 12 (Continued)

- Write poems using alliteration and onomatopoeia.
- Write poems using similes and metaphors, and personification.
- Write poems using varied line lengths and word positions.
- Write poems using varied rhyme schemes.
- Write sonnets and ballads.

24. Write poems using poetic techniques, forms, figurative language and graphic elements. (ELA 19.29)

- Write persuasive, personal and literary essays.
- Use a variety of sentence structure to enhance the development of the essay.
- Read an author's observation of Greek or British life.
- Write an essay based on the reading examining whether the author's characterization of Greek or British life is applicable today.

25. Write coherent compositions and essays with a clear focus objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation. (ELA 19.26, 19.30)

- Write short, personal essays on a variety of topics.
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Grade 12 (Continued)

- Use the same piece of writing and examine language/style, sentence structure, grammar and usage and mechanics.
- Examine the piece of writing for effective style and tone.

28. *Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.* (ELA 21.8)

- Use simple, compound, complex, and compound-complex sentences in writing.
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- Formulate a thesis statement.
- Examine present and past information to support the thesis.
- Use primary sources whenever possible.
- Evaluate the quality of the sources.
- Use supporting evidence from a variety of sources to support the thesis.

Grade 12 (Continued)

- Analyze the difference between open-ended research questions and biased or loaded questions.
- Evaluate the quality of the sources.
- Document all sources.
- Create a rubric to assess the quality of the research.

31. *Formulate original, open-ended questions to explore a topic of interest, design and carry out research, and evaluate the quality of the research paper in terms of the adequacy of its questions, materials, approach, and documentation of sources. (ELA 24.6, 25.6)*

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- Write about how the medium of communication affects the story.
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- Evaluate the effectiveness of the visual design.
- Evaluate the accuracy and organization of the text and visual information.

32. *Identify the aesthetic effects of a media presentation and identify and evaluate the techniques used to create them. (ELA 27.6, 27.7)*