

# Virginia Board of Education Agenda Item



**Agenda Item:** B

**Date:** January 26, 2017

<b>Title</b>	Final Review of Proposed Revised 2017 <i>English Standards of Learning</i>		
<b>Presenter</b>	Ms. Tracy Fair Robertson, English Coordinator, Office of Humanities and Early Childhood, Division of Instruction		
<b>E-mail</b>	<a href="mailto:Tracy.Robertson@doe.virginia.gov">Tracy.Robertson@doe.virginia.gov</a>	<b>Phone</b>	(804) 371-7585

**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

Previous review and action. Specify date and action taken below:

Date: October 27, 2016

Action: First Review

Date: December 7, 2016

Action: Public Hearing

Date: December 14, 2016

Action: Public Hearing

**Action Requested:**

Final review: Action requested at this meeting.

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
X	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 1: The Board of Education’s comprehensive plan calls for a review of all Standards of Learning on a regular schedule.

The *Code of Virginia* also requires a review of Virginia’s Standards of Learning every seven years.

*Code of Virginia*, Section 22.1-253.13:1-B... “The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once

every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis...”

The *English Standards of Learning* were adopted in 2010 and are scheduled for review in 2017. The standards for English may be viewed online at [http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml).

Goal 2: In its [2012-2017 Comprehensive Plan](#), the Board of Education (BOE) commits to raising the bar on academic performance standards to ensure global competitiveness of Virginia’s graduates. “Building on the success of the Standards of Learning program, more rigorous and relevant expectations will continue to be implemented that meet or exceed national and international benchmarks for college and career readiness.” In the plan (page 22), the BOE has set the adoption of revised *English Standards of Learning* for 2017.

New academic content *Standards of Learning* for English were first developed in 1995. They were revised in 2002 and again in 2010. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The current English Standards of Learning were adopted in 2010 and are scheduled for review in 2017. As a result, on January 28, 2016, the Board received a plan to review these standards during the 2016-2017 academic year. The following list summarizes the actions involved in the review and revision process:

- Received online comments regarding the 2010 *English Standards of Learning* from stakeholders, including teachers, administrators, and parents
  - Received a total of 29 comments from individuals and groups on the 2010 English Standards of Learning in Kindergarten through Grade 12 during the 30-day public comment period from February 1, 2016 through March 1, 2016. Nineteen of the comments were concerning the SOL assessments.
- Convened a steering committee to review public comments and make recommendations for revisions to the standards
  - Comprised of six school division English supervisors, one English 11-12 Advanced Placement Teacher, one K-5 school division reading specialist that led grade-band and strand subgroups of the review committee
  - VDOE Instruction staff served by leading grade-band and strand subgroups of the review committee and in an advisory capacity
- Convened a review committee to review national documents, public comments and make recommendations for revisions to the standards
  - Comprised of 34 educators including 17 classroom teachers, 12 school division level English supervisors or coaches, and 5 reading specialists who represented all eight superintendent’s regions
- Met with the English SOL Revision Committee on July 18 – 21, 2016
- Developed a draft of the Proposed 2017 *English Standards of Learning*
- Received feedback from the Office of Career, Technical, and Adult Education, the Student Assessment Office, and The Office of Special Education Instructional Services, and Rolls-Royce, Center for Advanced Manufacturing;
- Facilitated the creation of a secure website allowing a committee of external stakeholders representing institutions of higher education, including the Virginia Conference of English Educators, and the Library of Virginia, to review and comment on the work of the SOL Revision Committee on the draft of Proposed English Standards
- Received public comments from stakeholders on the Proposed 2017 *English Standards of Learning*

### *Learning*

- Received 106 comments from educators and parents, summarized below
- Received comments October 28-November 28, 2016
- Held public hearings in Chesterfield County and Albemarle County
- Reviewed public comment and developed the Proposed 2017 *English Standards of Learning*

There were 106 public comments received; 62 public comments were received regarding the K-5 Standards.

Comments and Action/Explanation for K-5:

- Comment: Questions the use of main idea vs. theme in the fiction standard. Explanation: Theme is used in the Fiction Strand throughout for K-12 alignment.
- Comment: Questions the addition of a research strand in the primary grades. Action/Explanation: The Research Strand was added for K-12 alignment. Additional information and implementation suggestions will be provided in the Curriculum Framework.
- Comment: Questions why the terms Problem/Solution were substituted with Conflict/Resolution in the fiction standard. Explanation: Currently students are being taught problem/solution in K-5 and then switching to conflict/resolution in 6-12. Conflict/Resolution is used throughout for K-12 alignment.
- Comment: Questions why word reference materials list (dictionary, glossary, thesaurus) was removed. Action/Explanation: All lists and definitions are moving to the Curriculum Framework.
- Comment: Questions the removal of author's purpose from the Fiction Strand. Action/Explanation: Author's purpose is more than persuading, informing, and entertaining. There is now an emphasis on author's purpose in the Nonfiction Strand. Additional information will be provided in the Curriculum Framework.
- Comment: Move early oral literacy standard back to the Communication Strand. Action: The early oral literacy standards were moved back under the Communication Strand because it was a better fit.
- Comment: Several requests were made for Curriculum Framework support to identify genres to be taught, figurative language examples, text features, organizational structures, main idea and theme, and definition of multimodal literacies. Action: Additional information on all these topics will be provided in the Curriculum Framework.
- Comment: Ten of the comments questioned how something would be tested or the current assessment system. Action: Those comments were forwarded to the Office of Student Assessment.

44 public comments were received regarding the 6-12 Standards.

Comments and Action/Explanation for 6-12:

- Comment: Questions changing the term narrative nonfiction to literary nonfiction. Explanation: Literary nonfiction will be used to align with NCTE, ILA, and NAEP recommendations.
- Comment: Questions the placement and emphasis of narrative writing. Explanation: The Standards require explicit instruction in writing narratives through 6th grade. Beginning in 7th grade, students will write in a variety of forms including narrative, expository, persuasive, and reflective. Students will work their way into embedding narratives in other forms of writing in high school.
- Comment: Questions the inclusion of thesis statements in 6th grade writing. Explanation: Students will have mastered topic sentences in elementary grades and will be ready to learn the development and importance of a thesis in 6th grade.

- Comment: Questions regarding the emphasis on collaboration, group work, and the inclusion of college and workplace readiness skills. Explanation: Although these skills were present in the 2010 *English Standards of Learning*, there is a renewed emphasis to align with the Profile of a Virginia Graduate and the 5 Cs.
- Comment: Several comments questioned the inclusion of both MLA and APA documentation styles. Explanation: The Standards do not show a preference for either style. Teachers should feel free to use either type of standard documentation. The Curriculum Framework will address the importance of requiring students to use the most current format of documentation.
- Comment: Questions the inclusion of a closer analysis of figurative language and its impact on a reader. Action: Close reading requires an examination of language used in the text(s). Additional information and examples will be included in the Curriculum Framework.
- Comment: Several requests for Curriculum Framework support on organizational patterns/structure, figurative language, definitions of multimodal literacies and recursive writing. Action: Additional information on all these topics will be provided in the Curriculum Framework.
- Comment: Requests to add political cartoons to the 12<sup>th</sup> grade Standards to align with Government courses. Action: An analysis of political cartoons appears in both grade 9 and grade 12. The alignment with government courses will strengthen students understanding of this important concept and promote cross-curricular teaching.
- Comment: Request to add Internet research to the Research Strand. Action: Ethical use of the Internet has been added to the Research Strand beginning with grade 3. While the plagiarism standard was present in the Research Strand, adding this standard will promote explicit teaching of plagiarism, intellectual property, and documentation of all sources.
- Comment: Ten of the comments questioned how something would be tested or the current assessment system. Action: Those comments were forwarded to the Office of Student Assessment.
- Comment: Four comments were received on the BOE's suggested policy on sexually explicit materials. Action: Those comments were forwarded to the BOE liaison.
- Additional comments were received suggesting formatting and editing changes.
- Nine comments were blank or not related to the English Standards

### **Summary of Important Issues:**

The Proposed *English Standards of Learning* are the first standards to be revised using the guidelines of the Profile of a Virginia Graduate. The Profile, developed by the Board of Education, describes knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready.” The Profile is comprised of four overlapping areas considered to be essential for success beyond high school: content knowledge; workplace skills; community engagement and civic responsibility; career exploration. The goals of the *English Standards of Learning*, teaching students to read, write, research and communicate, align with the four components of the Profile of a Virginia Graduate and include the foundational skills of critical thinking, creative thinking, collaboration, communication, and citizenship. Students should be prepared to participate in society as literate citizens, equipped with the ability to think analytically, solve problems, communicate effectively, and collaborate with diverse groups in their communities, in the workplace, and in postsecondary education. Although the strands are developed separately, they are expected to be seamlessly integrated in the classroom. Without a required reading list for English, school divisions have always had the flexibility to design their local curricula to best meet the needs of their students including the exploration of career paths and using technical texts. Through the rigorous application of the English Standards of Learning, students become critical thinkers, effective contributors, and global citizens.

The attached draft of the proposed revised *English Standards of Learning* (Attachment A) consists of the following elements:

### **Introduction**

The goals of the English Standards of Learning are to teach students to read, write, research and communicate. Although the strands are developed separately, they are expected to be seamlessly integrated in the classroom. Through the rigorous application of the English Standards of Learning, students become critical thinkers, effective contributors, and global citizens.

The proposed revised *English Standards of Learning* were developed with the assistance of educators, academic experts, librarians, representatives from professional organizations, business leaders, and others with an interest in public education.

### **Strands**

The *English Standards of Learning* are grouped into the following strands that address related content and skills:

Communication and Multimodal Literacies, Reading, Writing, Research

### **Standards**

The *English Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

### **Summary of the Proposed Revised *English Standards of Learning***

The major elements of the attached proposed revised *English Standards of Learning* include:

- Alignment and inclusion of the 5Cs: Critical Thinking, Creative Thinking, Communication, Collaboration, and Citizenship;
- Alignment to the applicable skills within the Virginia Workplace Readiness Skills;
- Reorganization of the K-3 Standards to fully align with the 4-12 Standards and reflect a seamless alignment of the *English Standards of Learning* from kindergarten through Grade 12;
- Reorganization of the early literacy skills formerly under an Oral Language strand to the Reading strand ensuring that students receive the strong foundation of phonological and phonemic awareness to become fluent readers;
- Creation of a Communication strand in K-3, which will focus on the necessary skills to express needs, ask questions, work collaboratively, and present information;
- Creation of a Research strand in K-3, which previously began in Grade 4. At the primary level, students will begin to conduct research and use available resources to answer questions, solve problems, and organize information;
- Renaming the Communication: Speaking, Listening, and Media Literacy strand to Communication and Multimodal Literacies to reflect the integration of multiple forms of communication and expression, digital citizenship, and current best practices;
- Expansion of cursive writing standards in grades 2 and 3;
- Expansion of technical reading and writing in grades 9-12;
- Introduction of reflective writing in grades 6-12;
- Expansion of skills for collaboration, consensus-building, team-building, and working toward common goals;
- Creation of standards in reading requiring comparing/contrasting details in literary and informational nonfiction texts;

- Expansion of requirements for nonfiction/informational/technical reading in grades 4-12;
- Emphasis on ethical use of the Internet when gathering and using information;
- Introduction of a focus on a mode or modes of writing at each grade level, increasing in complexity and rigor as students progress through K-12; and
- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice.

Summary of Major Elements:

The attached drafts of the Proposed Revised 2017 *English Standards of Learning* include revisions since first review in response to public comment, as listed.

Proposed Revised 2017 English Standards of Learning

- Edits to introductory statements
- Edits to provide consistency and parallelism in language
- Edits to improve the progression of English skills for a stronger K-12 alignment All edits found in the proposed revised drafts have been tracked using the following system:
- a single underline (sample) indicates content added to the 2010 standards;
- a single strikethrough (sample) indicates content deleted from the 2010 standards;
- a double underline (sample) indicates content added to the 2010 standards subsequent to first review; and
- a double strikethrough (sample) indicates content deleted from the 2010 standards or subsequent to first review.

Comments have been included to provide school divisions assistance in revising local curricula and for schools and teachers to inform and revise instructional pacing and planning. A few examples follow:

Tracking Statement	Explanation
[Moved to 3.8g]	Content moved from this location to standard 3.8 sub-bullet g
[Moved to CF]	Content moved from this location to the Curriculum Framework
[Subsumed by K.7]	Content included/absorbed in standard K.7

**Impact on Fiscal and Human Resources:**

The Department of Education administers the state standards review process. The agency’s existing resources can absorb this responsibility at this time.

**Timetable for Further Review/Action:** Upon approval of the Proposed Revised 2017 *English Standards of Learning*, the Department of Education will begin work on the English Curriculum Framework.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the Proposed Revised 2017 *English Standards of Learning* and authorize the Department of Education to make clarifying and/or technical edits.

**Rationale:** The *Code of Virginia* requires a review of Virginia’s Standards of Learning every seven years.



# English Standards of Learning

for  
Virginia  
Public Schools



**Board of Education  
Commonwealth of Virginia**

**~~January 2010 October 2016~~ January 2017**



## Introduction

The goals of the *English Standards of Learning* are to teach students to read, write, research, and communicate. ~~They~~ Students should be prepared to participate in society as literate citizens, equipped with the ability to think analytically, solve problems, communicate effectively, and collaborate with diverse groups in their communities, ~~in the~~ workplace, and ~~in~~ postsecondary education. As students progress through the school years, they become active and involved ~~listeners~~ learners and develop a full command of the English language, evidenced by their use of Standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary genres, exemplify universal themes, and relate to all content areas subjects. Students in high school become familiar with a wide variety of authors, ~~and~~ nonfiction and fiction texts, and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. By engaging in critical and creative thinking, ~~s~~Students are able to solve problems and use language to further acquire the ability to make full and effective use of the written language in their future educational, career, ~~occupational~~, and personal endeavors.

## Organization of the English Standards of Learning

Standards for kindergarten through ~~third~~ twelfth grade are organized in ~~three~~ four related strands: Oral Language Communication and Multimodal Literacies, Reading, and Writing, and Research. ~~Standards for fourth through twelfth grades are organized in four related strands: Communication: Speaking, Listening, and Media Literacy; Reading; Writing; and Research.~~ Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The vertically aligned standards reflect a comprehensive instructional program and document a progression of expected achievement in ~~each of the strands~~. ~~This organization of standards also reflects the gradual progression in the development of skills.~~

~~Oral Language includes speaking and listening in kindergarten through third grade.~~ In the Communication Strand ~~early grades~~, students learn to participate in classroom discussion and collaborate with diverse groups to achieve a common goal. In grades three through twelve, students learn to prepare, deliver, and critique oral presentations. In grades four through twelve the Communication Oral Language strand includes a focus on experiencing and creating multimodal presentations. ~~changes to become Communication: Speaking, Listening, and Media Literacy.~~ Students ~~will~~ also analyze, develop and produce media messages. ~~However, s~~Students' home language and cultural literacies ~~languages~~ are the starting point for all language learning; competency in the use of Standard English is ~~a~~ the goal for all students. Therefore, daily speaking opportunities, both formal and informal, ~~should be~~ are a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to

study the structure of words and language and refine comprehension strategies throughout all grades. In the middle school and high school grades, students further analyze what they read and make comparisons across a wide variety of fiction, nonfiction, and cross-curricular texts. ~~apply that learning.~~ Both reading in other content areas and Students encounter new information and deepen their learning through reading of nonfiction texts ~~are essential for all students.~~ Students' appreciation for literary texts is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word. ~~The combination of teachers reading aloud and students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.~~

~~Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Students have the opportunity to explore writing in multiple forms, including narrative, expository, reflective, and persuasive/argumentative. Improvement~~ Proficiency in written communication is achieved through frequent opportunities to apply narrative, expository, and persuasive/argumentative skills for a variety of purposes and audiences. ~~Therefore, d~~Daily writing experiences are essential for all students.

Research ~~standards~~ skills are also developed across grade levels. ~~In kindergarten through third grade, research skills are incorporated in the reading and writing strands. In this strand, students first learn to create and investigate research questions and access information. In grades four through twelve, research is a separate strand where students learn to access information.~~ Later, students evaluate the validity of sources, appropriately credit document those sources, and synthesize that information into a research-based product. Research skills are the foundation of college and career readiness; by encouraging autonomous problem solving and the ability to critically evaluate and synthesize information, students are prepared to adapt to real world situations.

~~Technology enhances student learning and supports instruction in reading, writing, and research. In the writing process, technology enables students to compose, revise, edit, share, and publish their writing. Information technology is an integral part of student learning, assisting students to produce effective written and oral communication.~~

Although the strands are developed separately, they are expected to be seamlessly integrated in the classroom. Standards that incorporate rigor in English help students develop the expected performance competencies.

Proficiency in reading, writing, ~~listening, speaking, media literacy~~ communication, and research skills allows students to learn and ~~to~~ use knowledge to make meaningful connections between their lives and academic disciplines. ~~There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science.~~ Standards that incorporate rigor in English help students develop the expected performance competencies. Through the rigorous application of the *English Standards of Learning*, students become critical thinkers, effective contributors, and global citizens.

# Kindergarten

The kindergarten student will be immersed in a text print-rich environment to develop communication oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for reading literature. The exposure to reading of fiction and nonfiction texts will enable students to develop an awareness of print reading materials as sources of information and enjoyment. The kindergarten student will expand both listening and speaking vocabularies ~~have the opportunity to use words that describe people, places, and events~~. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing. The student will be introduced to the research process by asking questions, which will be used to solve problems. Research in kindergarten prepares students for more formalized research in subsequent grades.

## **Oral Language Communication and Multimodal Literacies**

K.1 K-3 The student will build oral communication skills.

- a) Listen actively and speak using agreed-upon rules for discussion.
- b) ~~a)~~ Express ideas in complete sentences and express needs through direct requests.
- c) ~~b)~~ Begin to Initiate conversations.
- d) ~~e)~~ Begin to Follow implicit rules for conversation, including taking turns and staying on topic.
- e) ~~d)~~ Listen and speak in informal conversations with peers and adults.
- f) ~~e)~~ Participate in group and partner Discussions about various texts and topics collaboratively and with partners.
- g) ~~f)~~ Begin to Use voice level, phrasing, and intonation appropriate for various language situations.
- h) ~~g)~~ Follow one- and two-step directions.
- i) ~~h)~~ Begin to Ask how and why questions: to seek help, get information, or clarify information.
- j) Work respectfully with others.

## **Reading [K.2 Moved to Communication Strand]**

K.2 K-1 The student will demonstrate growth in ~~the use of oral, language~~ early literacy skills. [~~Moved from Oral Language Strand~~]

- a) Listen and respond to a variety of text and media. ~~literary forms, including stories and poems.~~
- b) Participate in a variety of oral language activities including choral and echo speaking and recitation. ~~of short poems, rhymes, songs, and stories with repeated word order patterns.~~ [Moved to CF]
- c) ~~Participate in oral generation of language experience narratives.~~ Tell stories orally.
- d) Participate in creative dramatics.
- e) ~~Use complete sentences that include subject, verb, and object.~~ [Incorporated in K.3a]

## **Reading**

K.3 K-4 The student will orally identify, ~~say~~, segment, and blend various phonemes ~~units of speech sounds~~ to develop phonological and phonemic awareness. [Moved from Oral Language Strand]

- a) Begin to discriminate between spoken sentences, words, and syllables.
- b) Identify and produce words that rhyme.
- c) Blend and segment multisyllabic words at the syllable level.

- d) Blend and segment one-syllable words into ~~speech sound units~~ phonemes including beginning phoneme(s) (onset) and ending (rimes).
- e) Identify words according to shared beginning and/or ending sounds.
- f) Blend sounds to make one-syllable words. [Examples in CF]
- g) Segment one-syllable words into individual phonemes.

K.4 ~~K.5~~ The student will understand how print is organized and read.

- a) Hold print materials in the correct position.
- b) Identify the front cover, back cover, and title page of a book.
- c) Distinguish between print and pictures.
- d) Follow words from left to right and from top to bottom on a printed page.
- e) Match voice with print. (Concept of word) [~~Incorporated in K.6c~~]

K.5 ~~K.6~~ The student will demonstrate an understanding that print conveys meaning.

- a) Identify common signs and logos.
- b) Explain that printed materials provide information.
- c) Read and explain own writing and drawings.
- d) Read his/her name and ~~read fifteen meaningful, concrete words~~ commonly used high-frequency words.

K.6 ~~K.7~~ The student will develop an understanding of basic phonetic principles.

- a) Identify and name the ~~uppercase~~ capital and lowercase letters of the alphabet.
- b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.
- c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.
- d) Identify ~~beginning~~ initial consonant sounds in one-single -syllable words.
- e) Identify final consonant sounds in one-syllable words.

K.7 ~~K.2~~ The student will expand vocabulary understanding and use of word meanings.

- a) ~~Increase listening and speaking vocabularies. Discuss meanings of words.~~
- b) Increase vocabulary by listening to a variety of texts read aloud.
- c) ~~g)~~ Use vocabulary from other content areas.
- d) ~~f)~~ Ask about words not understood.
- e) ~~b)~~ Use number words.
- f) e) Use words nouns to identify describe/ and name people, places, and things.
- g) ~~d)~~ Use words adjectives to describe/~~name~~ location, size, color, and shape.
- h) e) Use words verbs to identify describe/name actions.

~~K.8~~ The student will expand vocabulary. [Subsumed by K.7]

- a) ~~Discuss meanings of words. [Moved to K.7a]~~
- b) ~~Develop vocabulary by listening to a variety of texts read aloud. [Incorporated to K.7b]~~

K.8 ~~K.9~~ The student will demonstrate comprehension of fictional texts.

- a) ~~Identify what an author does and what an illustrator does. Identify the role of an author and an illustrator.~~
- b) Relate previous experiences to what is read.
- c) Use pictures to make predictions.
- d) ~~Begin to ask~~ Ask and answer questions about what is read.
- e) ~~Use story language in discussions and retellings.~~ Use story elements of characters, settings, and events

to retell stories sequentially using beginning, middle, and end.

~~f) Retell familiar stories, using beginning, middle, and end. [Incorporated in K.8e]~~

~~g) Discuss characters, setting, and events. [Incorporated in K.8e]~~

~~K.9-K.10~~ The student will demonstrate comprehension of nonfiction texts.

~~a) Use pictures to identify topic and make predictions.~~

~~b) Identify text features specific to the topic, such as titles, headings, and pictures.~~

~~c) Begin to ask Ask and answer questions about what is read.~~

## **Writing**

~~K.10-K.11~~ The student will print in manuscript.

~~a) Print uppercase capital and lowercase letters of the alphabet independently.~~

~~b) Print his/her first and last names.~~

~~K.11 K.12~~ The student will write in a variety of forms ~~to communicate ideas for a variety of purposes to include narrative and descriptive.~~

~~a) Differentiate pictures from writing.~~

~~b) Draw pictures and/or use letters and phonetically spelled words to write about experiences Use prewriting activities to generate ideas including drawing pictures.~~

~~c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences. Use letters to phonetically spell words that describe pictures or experiences.~~

~~d) Write left to right and top to bottom.~~

~~e) Compose simple sentences.~~

~~f) Begin each sentence with a capital letter and use ending punctuation.~~

~~g) Share writing with others.~~

## **Research**

~~K.12 K.13~~ ~~The student will use available technology for reading and writing.~~ The student will conduct research to answer questions or solve problems using available resources.

~~a) Generate topics of interest.~~

~~b) Generate questions to gather information.~~

~~c) Identify pictures, texts, or people as sources of information.~~

~~d) Find information from provided sources.~~

# Grade One

~~Developing literacy skills is a priority in the first grade. Reading is the priority in first grade.~~ The student will be immersed in a ~~text print~~-rich environment to develop ~~communication oral language~~ skills, ~~phonological awareness~~, phonetic skills, vocabulary, comprehension, and ~~an awareness of use reading print~~ materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency, ~~accuracy~~, and expression. The student will continue to develop an understanding of ~~character, setting, main idea, and story sequence in a variety of fiction and nonfiction~~ texts. The student will increase vocabulary and comprehension strategies by ~~cross-content reading across the curriculum~~, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student ~~will also demonstrate comprehension of fiction and nonfiction texts through classroom discussion and will write in a variety of forms begin~~ to communicate ideas ~~in writing~~. ~~The student will continue to research to answer questions and solve problems by using available resources.~~

## **Oral Language Communication and Multimodal Literacies**

~~1.1 1.3~~ The student will ~~develop oral communication skills. adapt or change oral language to fit the situation.~~[Moved to 1.1c]

a) ~~Listen actively and speak using agreed-upon rules for discussion.~~

b) ~~Initiate conversation with peers and adults.~~

c) ~~Adapt or change oral language to fit the situation.~~

d) ~~Use appropriate voice level, phrasing, and intonation. appropriate for various language situations.~~

e) ~~Participate in collaborative and partner discussions about various texts and topics.~~

f) ~~Follow rules for conversation using appropriate voice level in small-group settings.~~

g) ~~Ask and respond to questions to seek help, get information, or clarify information.~~

h) ~~Restate and follow simple two-step oral directions.~~

i) ~~Give simple two-step oral directions.~~

j) ~~1.1e~~ Express ideas orally in complete sentences.

k) ~~Work respectfully with others.~~

l) ~~Increase listening and speaking vocabularies.~~

## **Reading [1.2 Moved to Communication Strand]**

~~1.2 1.1~~ The student will ~~continue to demonstrate growth in the use of oral language early literacy skills.~~  
~~[Moved from Oral Language Strand]~~

a) ~~Listen and respond to a variety of electronic print and media and other age-appropriate materials.~~

b) ~~Tell and retell stories and events in logical sequential order.~~

c) ~~Participate in a variety of oral language activities, including choral speaking and recitation. reciting short poems, rhymes, songs, and stories with repeated patterns.~~[Moved to CF]

d) ~~Participate in creative dramatics.~~

e) ~~Express ideas orally in complete sentences.~~[Moved to 1.1j]

## Reading

1.3 1-4 The student will orally identify, produce, and manipulate various phonemes ~~units of speech sounds~~ within words to develop phonological and phonemic awareness.

- a) Create rhyming words.
- b) Count phonemes (sounds) in one-syllable words.
- c) Blend sounds to make one-syllable words.
- d) Segment one-syllable words into individual ~~speech sounds~~ phonemes.
- e) Add or delete phonemes (~~sounds~~) to make new words.
- f) Blend and segment multisyllabic words at the syllable level.

1.4 1-5 The student will apply knowledge of how print is organized and read.

- a) Read from left to right and from top to bottom.
- b) Match spoken words with print.
- c) Identify letters, words, sentences, and ending punctuation.
- d) ~~Read his/her own writing.~~ [Incorporated in 1.12 h]

1.5 1-6 The student will apply phonetic principles to read and spell.

- a) Use ~~beginning~~ initial and ~~ending~~ final consonants to decode and spell ~~one-single~~ -syllable words.
- b) Use two-letter consonant blends to decode and spell ~~one-single~~ -syllable words.
- c) Use ~~beginning~~ consonant digraphs to decode and spell ~~one-single~~ -syllable words.
- d) Use short vowel sounds to decode and spell ~~one-single~~ -syllable words.
- e) Blend ~~beginning, middle, and ending~~ initial, medial, and final sounds to recognize and read words.
- f) Use word patterns to decode unfamiliar words.
- g) Read and spell simple two-syllable compound words.
- h) Read and spell commonly used sight words.

~~1.2 The student will expand understanding and use of word meanings.~~ [Incorporated in 1.7]

- a) ~~Increase listening and speaking vocabularies.~~ [Moved to 1.11]
- b) ~~Begin to ask for clarification and explanation of words and ideas.~~ [Subsumed by 1.7c]
- e) ~~Use common singular and plural nouns.~~ [Moved to 1.7f]
- d) ~~Use vocabulary from other content areas.~~ [Subsumed by 1.7e]

1.6 1-7 The student will use semantic clues and syntax for support ~~to expand vocabulary~~ when reading.

- a) Use words, phrases, and sentences.
- b) Use titles and pictures.
- c) Use information in the story to read words.
- d) Use knowledge of sentence structure.
- e) ~~Use knowledge of story structure.~~ f) Reread and self-correct.

1.7 1-8 The student will expand vocabulary and use of word meanings.

- a) Discuss meanings of words in context.
- b) Develop vocabulary by listening to and reading a variety of texts.
- c) Ask for the meaning of unknown words and make connections to familiar words.
- d) Use text clues such as words or pictures to discern meanings of unknown words.
- e) Use vocabulary from other content areas.
- f) Use singular and plural nouns.
- g) Use adjectives to describe nouns.

h) Use verbs to identify actions.

1.8 1-11 The student will use simple reference materials.

- a) Use knowledge of alphabetical order by first letter.
- b) Use a picture dictionary to find meanings of unfamiliar words.

1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

- a) Preview the selection.
- b) Set a purpose for reading.
- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- e) Ask and answer who, what, when, where, why, and how questions about what is read.
- f) Identify characters, setting, and important events.
- g) Retell stories and events, using beginning, middle, and end in a sequential order.
- h) Identify ~~the main idea or~~ theme.
- i) Read and reread familiar stories, and poems, ~~and~~ passages with fluency, accuracy, and meaningful expression.

1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Preview the selection.
- b) Use prior and background knowledge as context for new learning.
- c) Set a purpose for reading.
- d) Identify text features such as pictures, ~~and~~ headings, charts, and captions.
- e) Make and confirm predictions.
- f) Ask and answer who, what, where, when, why, and how questions about what is read.
- g) Identify the main idea.
- h) Read and reread familiar texts ~~passages~~ with fluency, accuracy, and meaningful expression.

## Writing

1.11 1-12 The student will print legibly in manuscript.

- a) Form letters accurately.
- b) Space words within sentences.
- e) ~~Use the alphabetic code to write unknown words phonetically.~~ [Moved to 1.12g]

1.12 1-13 ~~The student will write to communicate ideas for a variety of purposes.~~

The student will write in a variety of forms to include narrative, descriptive, and opinion.

- a) ~~Generate ideas~~ [Incorporated in 1.12b] Identify audience and purpose.
- b) Use prewriting activities to generate ideas.
- c) ~~b)~~ Focus on one topic.
- d) ~~Use complete sentences in final copies.~~ [Moved to 1.13a] Organize writing to suit purpose.
- e) ~~Begin each sentence with a capital letter and use ending punctuation in final copies.~~ [Moved to 1.13b]
- e) ~~Revise by adding descriptive words when writing about people, place, things, and events.~~
- f) ~~Use correct spelling for commonly used sight words and phonetically regular words in final copies.~~ [Moved to 1.13c]
- f) Write to express an opinion and give a reason.
- g) Use letters to phonetically spell words.
- h) ~~g)~~ Share writing with others.



1.13 1.14 The student will use available technology for reading and writing. The student will edit writing for capitalization, punctuation, and spelling.

a) ~~d~~ Use complete sentences in final copies.

b) ~~e~~ Begin each sentence with a capital letter and use ending punctuation in final copies.

c) ~~f~~ Use correct spelling for commonly used sight words and phonetically regular words in final copies.

## **Research**

1.14 The student will conduct research to answer questions or solve problems using available resources.

a) Generate topics of interest.

b) Generate questions to gather information.

c) Identify pictures, texts, or people as sources of information.

d) Find information from provided sources.

e) Record information.

# Grade Two

~~Developing literacy skills continues to be a priority in the second grade. Reading continues to be a priority in second grade.~~ The student will be immersed in an environment filled with fiction and nonfiction texts, which relate to all areas of the curriculum and content areas and personal interests. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read familiar selections with fluency, accuracy, and expression. ~~The student will learn comprehension strategies for fiction and nonfiction texts.~~ The student will be asked to demonstrate comprehension skills by identifying main ideas, to making and confirming predictions, questioning, summarizing, and drawing conclusions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. Students will begin to make the transition to cursive handwriting. The student will understand writing as a process and will write in a variety of forms. The student will research using available resources to complete a research product, write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

## **Oral Language Communication and Multimodal Literacies**

2.1 2.3 The student will use oral communication skills.

a) Listen actively and speak using appropriate discussion rules.

b) a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.

c) Speak audibly with appropriate voice level, phrasing, and intonation.

d) b) Share stories or information orally with appropriate facts and relevant details with an audience.

e) Use increasingly complex sentence structures in oral communication.

f) Begin to self-correct errors in language use.

g) e) Participate as a contributor and leader a facilitator in a group in collaborative and partner discussions.

h) Ask and answer questions to seek help, get information, or clarify information.

i) d) Retell information shared by others.

j) e) Restate and Follow multi-step three and four-step directions.

k) f) Give three and four-step multi-step directions.

l) Work respectfully with others and show value for individual contributions.

m) Create a simple presentation using multimodal tools.

## **Reading [2.2 moved to Communication Strand]**

2.2-2.4 The student will demonstrate an understanding of oral language structure. early literacy skills.  
[Moved from Oral Language Strand]

a) Create oral stories to share with others.

b) Create and participate in oral dramatic activities.

c) Use correct verb tenses in oral communication. Participate in a variety of oral language activities, including choral speaking and recitation.

d) Use increasingly complex sentence structures in oral communication.

e) Begin to self-correct errors in language use. [Moved to 2.1f]

## Reading

2.3 ~~2.4~~ The student will orally identify, produce, and manipulate various ~~units of speech sounds~~ phonemes within words to develop phonemic awareness.

- a) Count phonemes (~~sounds~~) within one-syllable words.
- b) Blend sounds to make one-syllable words.
- c) Segment one-syllable words into ~~individual speech sounds~~ (phonemes).
- d) Add or delete phonemes (~~sounds~~) to make words.
- e) Blend and segment multisyllabic words at the syllable level.

2.4 ~~2.5~~ The student will use phonetic strategies when reading and spelling.

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
- c) Decode regular multisyllabic words. [Examples in CF]
- d) Apply decoding strategies to confirm or correct while reading.

2.5 ~~2.6~~ The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use information and context clues in the story to read words.
- b) Use knowledge of sentence structure to determine the meaning of unknown words.
- c) ~~Use knowledge of story structure and sequence.~~ [Incorporated in 2.7]

~~2.2 The student will expand understanding and use of word meanings.~~ [Subsumed by 2.1 and 2.6]

- a) ~~Increase listening and speaking vocabularies.~~
- b) ~~Use words that reflect a growing range of interests and knowledge.~~
- c) ~~Clarify and explain words and ideas orally.~~
- d) ~~Identify and use synonyms and antonyms.~~
- e) ~~Use vocabulary from other content areas.~~
- d) ~~Reread and self-correct.~~ [Moved to 2.4]

2.6 ~~2.7~~ The student will expand vocabulary and use of word meanings ~~when reading.~~

- a) Use knowledge of homophones.
- b) Use knowledge of prefixes and suffixes.
- c) Use knowledge of antonyms and synonyms.
- d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- e) Use word-reference materials including dictionaries, glossaries and indices.
- f) ~~e) Use vocabulary from other content areas.~~

~~2.10 The student will demonstrate comprehension of information in reference materials.~~ [Subsumed by 2.8]

- a) ~~Use table of contents.~~ [Moved to 2.8a]
- b) ~~Use pictures, captions, and charts.~~ [Moved to 2.8a]
- e) ~~Use dictionaries, glossaries, and indices.~~ [Moved to 2.6e]
- d) ~~Use online resources.~~

2.7 ~~2.8~~ The student will read and demonstrate comprehension of fictional texts.

- a) Make and confirm predictions.

- b) ~~Connect~~ Relate previous experiences to ~~the main idea~~ new texts.
- c) Ask and answer questions ~~about what is read~~ using the text for support.
- d) ~~Locate information to answer questions.~~
- d) ~~e)~~ Describe characters, setting, and plot ~~important~~ events in fiction and poetry.
- e) ~~f)~~ Identify the ~~problem and solution~~ conflict and resolution.
- f) ~~g)~~ Identify the theme ~~main idea~~.
- g) ~~h)~~ Summarize stories and events with beginning, middle, and end in the correct sequence.
- h) ~~i)~~ Draw conclusions based on the text.
- i) ~~j)~~ Read and reread familiar stories, and poems, ~~and~~ passages with fluency, accuracy, and meaningful expression.

2.8 2.9 The student will read and demonstrate comprehension of nonfiction texts.

- a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps.
- b) Make and confirm predictions. ~~about the main idea~~.
- c) Use prior and background knowledge as context for new learning.
- d) Set purpose for reading.
- e) Ask and answer questions using the text as support ~~about what is read~~.
- f) ~~Locate information to answer question.~~ [Subsumed by 2.8e] g) Identify the main idea.
- g) ~~h)~~ Draw conclusions based on the text.
- h) Read and reread familiar texts ~~passages~~ with fluency, accuracy, and meaningful expression.

## Writing

2.9 2.11 The student will maintain legible printing and begin to make the transition to cursive.

- a) Begin to write capital and lowercase letters of the alphabet.
- b) Begin to sign his/her first and last names.

2.10 2.12 The student will write ~~stories, letters, and simple explanations~~ in a variety of forms to include narrative, descriptive, opinion, and expository.

- a) ~~Generate ideas before writing.~~ [Moved to 2.10c] Understand writing as a process.
- b) Identify audience and purpose.
- c) ~~Expand writing to include descriptive detail~~ [Moved to 2.10h] Use prewriting strategies to generate ideas before writing.
- d) ~~Revise writing for clarity.~~ [Moved to 2.10i] Use strategies for organization according to the type of writing.
- e) ~~b)~~ Organize writing to include a beginning, middle, and end ~~for narrative and expository writing~~.
- f) Write facts about a subject to support a main idea.
- g) Write to express an opinion and provide a reason for support.
- h) ~~e)~~ Expand writing to include descriptive detail.
- i) ~~d)~~ Revise writing for clarity.

2.11 2.13 The student will edit writing for ~~correct grammar~~, capitalization, punctuation, ~~and~~ spelling and Standard English.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word I.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions and possessives.

- f) Use contractions and singular possessives.
- g) Use knowledge of simple abbreviations. [Examples in CF]
- h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
- i) Use commas in salutation and closing of a letter.
- j) Use past and present verbs. ~~and adjectives correctly in sentences.~~
- k) Use adjectives correctly.

## **Research**

~~2.14 The student will use available technology for reading and writing.~~

2.12 The student will conduct research by using available resources to gather information and answer questions to complete a research product.

a) Generate topics of interest.

b) Generate questions to gather information.

c) Identify pictures, texts, people, or media as sources of information.

d) Find information from provided sources.

e) Organize information in writing or a visual display.

f) Describe difference between plagiarism and using own words.

# Grade Three

Developing literacy skills continues to be a priority in the third grade. Reading continues to be a priority in third grade. Students will expand their vocabularies while reading by using word analysis skills. Emphasis is on learning about words, reading texts with fluency, accuracy, and meaningful expression. and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction texts, which relate to all content areas and personal interests areas of the curriculum. The student will use effective communication skills to participate in collaborative group activities and will give present brief oral presentations reports. Reading Students will continue to use comprehension strategies to compare and contrast story elements and differentiate between fiction and nonfiction. will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will use the writing process to will plan, draft, revise, and edit writing in a variety of forms. stories, simple explanations, and short reports. In addition, the student will gather and use information from print and electronic sources. The student also will write legibly in cursive. Students will continue to identify and use appropriate resources to complete a research product. Students will understand plagiarism and will organize report information using their own words.

## **Oral Language Communication and Multimodal Literacies**

3.1 The student will use effective communication skills in ~~group activities.~~ a variety of settings.

- a) Use active listening strategies Listen attentively by including but not limited to making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Present accurate directions to individuals and small groups.
- c) ~~b)~~ Ask and respond to questions from teachers and other group members.
- d) ~~e)~~ Explain what has been learned Orally summarize information expressing ideas clearly.
- e) ~~d)~~ Use language appropriate for context and audience.
- f) ~~e)~~ Increase listening and speaking vocabularies.
- g) Participate in collaborative discussions.
- h) Work respectfully with others in pairs, diverse groups, and whole class settings.

3.2 The student will ~~give present brief oral presentations. reports using visual media.~~

- a) Speak clearly using appropriate volume.
- b) ~~Use appropriate volume and pitch.~~ [Subsumed by 3.2a]
- b) ~~e)~~ Speak at an understandable rate.
- c) Make eye contact with the audience.
- d) Organize ideas sequentially or around major points of information using appropriate facts and relevant details.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.
- f) Use multimodal tools to create presentations and enhance communication.

## **Reading**

3.3 The student will apply word-analysis skills when reading.

- a) Use knowledge of regular and irregular vowel patterns.
- b) Decode regular multisyllabic words.

3.4 The student will expand vocabulary when reading.

- a) Use knowledge of homophones.
- b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
- c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
- f) Use vocabulary from other content areas.
- g) Use word-reference resources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.

- a) Set a purpose for reading.
- b) Make connections between ~~previous experiences and~~ reading selections.
- c) Make, confirm, ~~or~~ and revise predictions.
- d) Compare and contrast settings, characters, and plot events.
- e) ~~Identify the author's purpose. Summarize plot events.~~
- f) Identify the narrator of a story.
- g) ~~h)~~ Ask and answer questions about what is read.
- h) ~~g)~~ Draw conclusions about using the text for support.
- i) ~~h)~~ Identify the problem and solution conflict and resolution.
- j) ~~Identify the supporting details.~~ i) ~~Identify the main idea.~~ theme.
- k) Use reading strategies to monitor comprehension throughout the reading process.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency, ~~and~~ accuracy and meaningful expression.

3.6 The student will ~~continue to~~ read and demonstrate comprehension of nonfiction texts.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
- d) Ask and answer questions about what is read using the text for support.
- e) Draw conclusions ~~based using the or~~ using the text for support.
- f) Summarize ~~major points~~ information found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) ~~Compare and contrast the characteristics of biographies and autobiographies.~~ j) Use reading strategies to monitor comprehension throughout the reading process.
- k) ~~Identify new information gained from reading.~~
- j) ~~h)~~ Read with fluency, ~~and~~ accuracy, and meaningful expression.

~~3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.~~ [Subsumed by 3.10]

- a) ~~Use encyclopedias and other reference books, including online reference materials.~~
- b) ~~Use table of contents, indices, and charts.~~ [Moved to 3.6c]

## Writing

3.7 ~~3.8~~ The student will write legibly in cursive.

- a) Write capital and lowercase letters of the alphabet.
- b) Sign his/her first and last names.

3.8 3.9 The student will write for in a variety of forms purposes to include narrative, descriptive, opinion, and expository.

- a) Engage in writing as a process.
- b)-a) Identify the intended audience and purpose.
- c) b) Use a variety of prewriting strategies.
- d) e) Use strategies for organization of information and elaboration according to the type of writing. Use organizational strategies to structure writing according to type.
- e) e) Write a clear topic sentence focusing on main idea.
- f) Include details that elaborate the main idea Elaborate writing by including supporting details.
- g) Use transition words to vary sentence structure.
- h) Express an opinion about a topic and provide fact-based reasons for support.
- i)-d) Write a well-developed paragraph on the same topic focusing on the main idea.
- j) g) Revise writing for clarity of content using specific vocabulary and information.

3.9 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling and Standard English.

- a) Use complete sentences.
- b)-Use transition words to vary sentence structure. [Moved to 3.8g]-e) Use the word I in compound subjects.
- c)-d) Use past and present verb tense.
- d) Use adjectives correctly.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- i) Use the articles a, an, and the correctly.
- j) Use correct spelling for frequently used sight words, including irregular plurals.
- k) Indicate paragraphing by indenting or skipping a line.

## **Research**

3.10 3.11 The student will write a short report. The student will demonstrate comprehension of information resources to research a topic and complete a research product.

- a) Construct questions about the topic.
- b) Access Identify appropriate resources.
- c) Collect and organize information about the topic. into a short report.
- d) Evaluate the relevance of the information.
- e) d) Understand the difference between Avoid plagiarism and using use own words.
- f) Demonstrate ethical use of the Internet.

3.12 The student will use available technology for reading and writing



# Grade Four

In fourth grade, there is an increased emphasis on reading comprehension by comparing fiction and nonfiction texts, identifying cause and effect relationships, and differentiating between fact and opinion. The student will expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones, and writing skills support an increased emphasis on content area learning and utilization of a variety of resources to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication and collaboration skills in both large and small group settings by working in diverse teams as both a facilitator and a contributor. Students will deliver multimodal presentations and begin to examine media messages. The introduction of media revise, and edit narratives and explanations. The student will routinely use word references while writing. The student will demonstrate comprehension of information resources to research a topic the research process by evaluating the relevance and reliability of information collected to create a research product. Additionally students will continue to understand the difference between plagiarism and using his/her own words.

## **Communication: Speaking, Listening, and Media Literacy and Multimodal Literacies**

4.1 The student will use effective oral communication skills in a variety of settings.

- a) Listen actively and speak using appropriate discussion rules. ~~Present accurate directions to individuals and small groups.~~[Moved to 4.1b]
- b) Contribute to group discussions across content areas.
- c) Orally summarize information expressing ideas clearly.
- d) ~~e) Seek-Ask specific questions to gather ideas and opinions of from others.~~
- e) ~~d) Use evidence to support opinions and conclusions.~~
- f) ~~Communicate new ideas to others.~~ [Incorporated in 4.1d]Connect comments to the remarks of others.
- g) ~~e) Use grammatically correct language and specific vocabulary to communicate ideas.~~
- h) ~~Demonstrate the ability to work independently~~ [Subsumed by 4.1g] ~~g) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.~~
- i) Work respectfully with others, and show value for individual contributions.

4.2 The student will ~~make~~ create and deliver multimodal, interactive and listen to oral presentations and reports.

- a) ~~Use subject related information and vocabulary.~~[Incorporated in 4.4e] Locate, organize, and analyze information from a variety of multimodal texts.
- b) ~~Listen to and record information.~~ [Incorporated in 4.2a] Speak audibly with appropriate pacing.
- c) ~~Organize information for clarity.~~ [Incorporated in 4.2a] ~~d) Use language and style appropriate to the audience, topic, and purpose.~~
- d) Make eye contact with the audience.
- e) Ask and answer questions to gather or clarify information presented orally.

4.3 The student will learn how media messages are constructed and for what purposes.

- a) Differentiate between auditory, visual, and written media messages and their purposes.
- b) ~~Identify the characteristics of various media messages.~~ [Subsumed by 4.3a]

b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.

## Reading

4.4 The student will expand vocabulary when reading.

- a) Use context to clarify meanings of unfamiliar words.
- b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- c) Use word-reference materials. ~~Including the glossary, dictionary, and thesaurus.~~
- d) ~~Develop vocabulary by listening to and reading a variety of texts.~~ E) Use vocabulary from other content areas.
- e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

4.5 The student will read and demonstrate comprehension of fictional texts, ~~narrative~~ literary nonfiction texts, and poetry.

- a) ~~Explain the author's purpose. Summarize the story's events and characters.~~
- a) b) Describe how the choice of language, setting, and characters, and information contributes to the development of plot. author's purpose.
- b) e) Identify the main idea. Identify the theme(s).
- c) d) Summarize supporting details events in the plot.
- d) e) Identify genres. [Types in CF]
- e) f) Describe the relationship between text and previously read materials. Identify the narrator of a story and the speaker of a poem.
- f) g) e) Identify the problem and solution conflict and resolution.
- g) Identify sensory words.
- h) ~~Make, confirm, or revise predictions.~~ h) Draw conclusions/make inferences about text using the text as support.
- i) j) Compare/contrast details in literary and informational nonfiction texts.
- j) k) j) Identify cause and effect relationships.
- k) l) k) Use reading strategies throughout the reading process to monitor comprehension.
- l) m) l) Read with fluency, and accuracy, and meaningful expression.

4.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text structures, features such as type, headings, and graphics, to predict and categorize information ~~in both print and digital texts.~~
- b) ~~Formulate questions that might be answered in the selection.~~ e) Explain the author's purpose.
- c) d) Identify the main idea.
- d) e) Summarize supporting details.
- e) f) Draw conclusions and make simple inferences using textual information as support.
- f) g) Distinguish between cause and effect.
- g) h) Distinguish between fact and opinion.
- i) Use prior knowledge and build additional background knowledge as context for new learning.
- j) Identify new information gained from reading.
- h) k) Use reading strategies throughout the reading process to monitor comprehension.
- i) l) Read with fluency, and accuracy, and meaningful expression.

## Writing

4.7 The student will write ~~cohesively for~~ in a variety of ~~purposes~~ forms to include narrative, descriptive, opinion, and expository.

a) Engage in writing as a process.

b) a) Select Identify intended audience and purpose.

c) b) Narrow Focus on one aspect of a the topic.

d) e) Use a variety of prewriting strategies.

e) Recognize different ~~modes~~ forms of writing have different patterns of organization. [~~Moved to 5.7f~~]  
~~Use organizational strategies to structure writing according to type.~~

f) d) Organize writing to convey a central idea.

g) f) Write a clear topic sentence focusing on the main idea.

h) g) Write two or more related paragraphs on the same topic.

i) Elaborate writing by including details to support the purpose.

j) Express an opinion about a topic and provide fact-based reasons for support.

k) h) Use transition words and prepositional phrases for sentence variety.

l) i) Utilize elements of style, including word choice and sentence variation.

m) j) Revise writing for clarity of content using specific vocabulary and information.

k) ~~Include supporting details that elaborate the main idea.~~ [Included in 4.7i]

4.8 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, spelling, punctuation, sentence structure, ~~and~~ paragraphing, and Standard English.

a) Use subject-verb agreement.

b) ~~Include prepositional phrases.~~ [Moved to 4.7k] e) Eliminate double negatives.

c) d) Use noun-pronoun agreement.

d) e) Use commas in series, dates, and addresses.

e) f) ~~Incorporate~~ Correctly use adjectives and adverbs.

f) Use quotation marks with dialogue.

g) Use correct spelling for frequently used words including common homophones.

h) Use singular possessives.

## **Research**

4.9 The student will demonstrate comprehension of information resources ~~to research a topic to create a~~ research product.

a) Construct questions about a topic.

b) Collect and organize information from multiple resources. including online, print, and media.

c) ~~Use technology as a tool to organize,~~ Evaluate the relevance and reliability of ~~and communicate~~ information.

d) Give credit to sources used in research.

e) ~~Understand the difference between~~ Avoid plagiarism and using use own words.

f) Demonstrate ethical use of the Internet.

# Grade Five

In fifth grade, there is an emphasis on reading comprehension by comparing fiction and nonfiction texts, and writing skills continue to support an increased emphasis on content area learning and utilization of a variety of resources to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project using online, print, and media resources. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, to explain, and to persuade. In fiction texts, students will explain plot development and conflict resolution and differentiate between first and third person points of view. Fifth grade students will have an increased emphasis on nonfiction reading by identifying authors' organizational patterns, and using the text to support opinions and conclusions. The student will continue to expand vocabulary using knowledge of roots, affixes, synonyms, antonyms, and homophones. Students will use the writing process to write in a variety of forms including narrative, descriptive, expository, and persuasive. Students will demonstrate the ability to collaborate with diverse teams working respectfully with others, using active listening skills, and showing value for individual contributions. Students will deliver multimodal presentations and compare/contrast a variety of techniques used in media messages. The student will demonstrate comprehension of the research process by evaluating the relevance, reliability, and credibility of information collected to create a research product. The student will define the meaning and consequences of plagiarism.

## **Communication: Speaking, Listening, Media Literacy and Multimodal Literacies**

5.1 ~~The student will listen, draw conclusions, and share responses in subject-related group learning activities. use effective oral communication skills in a variety of settings.~~

- a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- b) ~~Organize information to present in reports of group activities.~~ a) Participate in and contribute to discussions across content areas.
- c) Summarize information gathered in group activities.
- d) Orally express ideas clearly in pairs, diverse groups, and whole class settings.
- e) ~~f) Demonstrate the ability to work independently. Use evidence to support opinions and conclusions.~~
- f) ~~d) Communicate new ideas to others. Summarize the main points a speaker makes, and connect comments to the remarks of others.~~
- g) ~~e) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.~~
- h) Work respectfully with others and show value for individual contributions.

5.2 ~~The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations. The student will create multimodal presentations that effectively communicate ideas.~~

- a) Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal interactive presentations.
- b) ~~Use gestures to support, accentuate, and dramatize verbal message.~~ a) Maintain eye contact with listeners.

- ~~e) Use facial expressions to support and dramatize verbal message. [Moved to CF]~~
- ~~d) Use posture appropriate for communication setting. [Moved to CF]~~
- ~~e) Determine appropriate content for audience. [Incorporated in 5.2e]~~
- ~~c) f) Organize content sequentially around major ideas.~~
- ~~g) Summarize main points as they relate to main idea or supporting details. [Subsumed by 5.2c]~~
- ~~h) Incorporate visual media to support the presentation. [Incorporated in 5.2]~~
- ~~d) i) Use language and style appropriate to the audience, topic, and purpose.~~
- ~~e) Ask and answer questions to gather or clarify information presented orally.~~

5.3 The student will learn how media messages are constructed and for what purposes.

- ~~a) Differentiate between auditory, visual, and written media messages. Identify the purpose and audience of auditory, visual, and written media messages.~~
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Compare and contrast techniques used in a variety of media messages.

## Reading

5.4 The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.
- d) Identify an author's use of figurative language. [Types in CF]
- e) Use ~~dictionary, glossary, thesaurus, and other~~ word-reference materials.
- ~~f) Develop vocabulary by listening to and reading a variety of texts.~~
- ~~g) Study word meanings across content areas. [Incorporated in 5.4f]~~
- f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.

5.5 The student will read and demonstrate comprehension of fictional texts, ~~narrative~~ literary nonfiction, and poetry.

- ~~a) Describe the relationship between text and previously read materials.~~ h) Summarize plot events ~~from using supporting details~~ from text.
- b) Discuss the impact of setting on plot development.
- ~~c) b) Describe character development.~~
- d) g) Identify main idea theme(s).
- ~~e) e) Describe the development of plot and Explain the resolution of conflict(s).~~
- f) Identify genres. [Types in CF]
- g) Differentiate between first and third person point-of-view.
- ~~h) d) Describe the characteristics Differentiate of between free verse, and rhymed, poetry, and patterned poetry.~~
- i) e) Explain how an author's choice of vocabulary contributes to the author's style.
- ~~f) Identify and ask questions that clarify various points of view.~~
- j) i) Draw conclusions and make inferences with support from the text.
- k) j) Identify cause and effect relationships.
- l) Compare/contrast details in literary and informational nonfiction texts.
- ~~k) Make, confirm, and revise predictions.~~
- m) i) Use reading strategies throughout the reading process to monitor comprehension.

~~m) Read with fluency and accuracy.~~

5.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text ~~organizers~~, features such as type, headings, and graphics, to predict and categorize information ~~in both print and digital texts.~~
- b) ~~Use prior knowledge and build additional background knowledge as context for new learning.~~ e) Skim materials to develop a general overview of content and to locate specific information.
- ~~c) d) Identify the main idea of nonfiction texts.~~
- ~~d) e) Summarize supporting details in nonfiction texts.~~
- ~~e) f) Identify the organizational pattern(s). structural patterns found in nonfiction.~~
- ~~f) Identify transitional words and phrases that signal an author's organizational pattern.~~
- g) Locate information from the text to support opinions, inferences, ~~predictions~~, and conclusions.
- h) Identify cause and effect relationships. ~~following transition words signaling the pattern.~~
- i) Differentiate between fact and opinion.
- ~~j) Identify, compare and contrast relationships~~ Compare and contrast details and ideas within and between texts.
- ~~k) Identify new information gained from reading.~~ l) Use reading strategies throughout the reading process to monitor comprehension.
- m) ~~Read with fluency and accuracy~~

## Writing

5.7 The student will write for in a variety of purposes: forms to include describe, to inform, to entertain, to explain, and to persuade. narrative, descriptive, expository, and persuasive,

- a) Engage in writing as a process.
- ~~b) a) Select Identify intended audience and purpose.~~
- ~~c) b) Use a variety of prewriting strategies.~~
- ~~d) Introduce and develop a topic, incorporating evidence and supporting details.~~
- e) e) Organize information to convey a central idea.
- ~~f) Recognize different modes of writing have different patterns of organization including story structure for narrative writing.~~
- ~~g) d) Write a clear topic sentence focusing on the main idea.~~
- ~~h) Clearly state a position including supporting reasons and evidence to persuade the intended audience.~~
- ~~i) e) Write multiparagraph compositions.~~
- ~~j) f) Use precise and descriptive vocabulary to create tone and voice.~~
- ~~k) g) Vary sentence structure by using transition words and prepositional phrases.~~
- ~~l) h) Revise writing for clarity of content using specific vocabulary and information.~~
- ~~i) Include supporting details that elaborate the main idea. [Incorporated in 5.7d]~~

5.8 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, spelling, punctuation, sentence structure, ~~and~~ paragraphing, and Standard English.

- a) Use plural possessives.
- b) Use adjective and adverb comparisons.
- ~~c) Identify and u~~Use interjections.
- ~~d) Use apostrophes in contractions and possessives. [Addressed beginning in grade two]~~ Use prepositional phrases.
- e) Use quotation marks with dialogue.
- f) Use commas to indicate interrupters, items in a series, and to indicate direct address.

- g) Use a hyphen to divide words at the end of a line.
- h) Edit for fragments and run-on sentences.
- i) Eliminate double negatives.
- j) Use correct spelling of commonly used words.
- k) ~~Identify and~~ Use coordinating conjunctions.

## Research

5.9 The student will find, evaluate, and select appropriate resources to create ~~for~~ a research product.

- a) Construct questions about a topic.
- b) Collect and organize information from multiple resources ~~including online, print, and media~~.
- c) ~~Use technology as a tool to research, organize, evaluate, and communicate information.~~ Evaluate the relevance, reliability, and credibility of information.
- d) ~~Organize information presented on charts, maps, and graphs.~~
- e) ~~Develop notes that include important concepts, summaries, and identification of information sources.~~
- f) Give credit to sources used in research.
- ~~f) g) Define the meaning and consequences of plagiarism. Avoid plagiarism and use own words.~~
- g) Demonstrate ethical use of the Internet.

# Grade Six

In sixth grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify elements of narrative structure including identifying theme and analyzing figurative language. In sixth grade, there is an increased emphasis on nonfiction reading by creating objective summaries and drawing inferences using textual evidence.

~~The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on narrative and reflective writing. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats, narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, technology will be used as a tool to research, organize, and communicate information.~~

The student will find, evaluate, and select appropriate resources for a research product and cite both primary and secondary sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

## **Communication: Speaking, Listening, and Media Literacy and Multimodal Literacies**

~~6.1 The student will participate in and contribute to small-group activities.~~ use effective oral communication skills in a variety of settings.

a) Listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.

~~b) a) Communicate~~ Participate as a facilitator leader and a contributor in a group.

c) Participate in collaborative discussions with partners building on others' ideas.

d) Ask questions to clarify the speaker's purpose and perspective.

e) Summarize the main points a speaker makes.

~~f) e)~~ Summarize and evaluate group activities.

~~g) d)~~ Analyze the effectiveness of participant interactions.

~~h) b)~~ Evaluate own contributions to discussions.

i) Demonstrate the ability to collaborate with diverse teams.

j) Work respectfully with others and show value for individual contributions.

~~6.2 The student will present, listen critically, and express opinions in oral presentations. The student will create multimodal presentations that effectively communicate ideas.~~

a) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.

~~b) e)~~ Use language and vocabulary appropriate to audience, topic, and purpose.

c) Give collaborative and individual formal and informal interactive presentations.

~~a) Distinguish between fact and opinion. [Moved to 7.3d]~~



- ~~b) Compare and contrast viewpoints.~~ [Moved to 7.3c]
- ~~e) Present a convincing argument.~~
- d) Paraphrase and summarize ~~what is heard~~ key ideas of a presentation.

6.3 ~~The student will understand the elements of media literacy.~~ The student will determine the purpose of media messages and examine how they are constructed.

- a) ~~Compare and contrast auditory, visual, and written media messages.~~ Compare and contrast techniques used in a variety of media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Interpret information presented in diverse media ~~and~~ formats and explain how it contributes to the topic.
- d) e) Craft and publish audience-specific media messages.

## Reading

6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts.

- a) Identify word origins and derivations.
- b) Use roots, ~~eognates~~, affixes, synonyms, and antonyms to expand vocabulary.
- c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- d) Identify and analyze the construction and impact of figurative language.
- e) Use word-reference materials.
- f) Extend general and ~~specialized~~ cross-curricular vocabulary through speaking, listening, reading, and writing.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, ~~narrative~~ literary nonfiction, and poetry.

- a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
- b) ~~d) Describe cause and effect relationships and their impact on plot.~~
- c) ~~g) Explain how an author uses character and plot development are used in a selection to drive support a central conflict and resolution or story line.~~
- d) b) ~~Make, confirm, and revise predictions. Differentiate between first and third person point-of-view.~~
- e) ~~Use prior and background knowledge as context for new learning.~~ e) Describe how word choice and imagery contribute to the meaning of a text.
- f) ~~Use information in the text to~~ Draw conclusions and make inferences using the text for support.
- g) h) ~~Identify the main idea.~~ Identify the characteristics of a variety of genres.
- h) j) Identify and analyze the author's use of figurative language. [Add types to CF]
- i) ~~Identify and summarize supporting details.~~ Compare/contrast details in literary and informational nonfiction texts.
- j) k) Identify transitional words and phrases that signal an author's organizational pattern.
- k) l) Use reading strategies to monitor comprehension throughout the reading process.

6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- a) Skim materials using ~~Use text structures features~~ such as type, headings, and graphics to predict and categorize information ~~in both print and digital texts.~~
- b) ~~Use prior knowledge and build additional background knowledge as context for new learning.~~ g) Identify main idea.

- ~~c) Identify questions to be answered.~~ h) Summarize supporting details.
- d) ~~Make, confirm, or revise predictions.~~ Create an objective summary including main idea and supporting details.
- e) Draw conclusions and make inferences based on explicit and implied information.
- f) ~~Identify the author's organizational pattern(s).~~ [Add to CF- compare/contrast, problem/solution, chronological, cause-effect]
- g) Identify transitional words and phrases that signal an author's organizational pattern.
- h) ~~Identify~~ Differentiate between fact and opinion.
- i) ~~Identify~~ Identify cause and effect relationships.
- j) ~~Compare and contrast information about one topic, which may be contained in different selections.~~ Analyze ideas within and between selections providing textual evidence.
- k) ~~Use reading strategies to monitor comprehension throughout the reading process.~~

## Writing

6.7 The student will write ~~narration, description, exposition, and persuasion~~ in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing.

- a) Engage in writing as a recursive process.
- b) ~~Choose~~ Identify audience and purpose.
- c) ~~Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.~~
- d) Organize writing to fit mode or topic.
- e) Write narratives to include characters, plot, setting, and point of view.
- f) ~~Establish a central idea and organization.~~ incorporating evidence and maintaining an organized structure.
- g) ~~Compose a topic sentence or thesis statement if appropriate for expository and persuasive writing.~~
- h) ~~Write~~ Write multiparagraph compositions with elaboration and unity.
- i) Use transition words and phrases.
- j) ~~Select~~ Select vocabulary and information to enhance the central idea, tone, and voice.
- k) ~~Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.~~
- l) ~~Revise sentences writing for clarity of content including specific vocabulary and information.~~
- j) ~~Use computer technology to plan, draft, revise, edit, and publish writing.~~

6.8 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, punctuation, spelling, sentence structure, ~~and~~ paragraphing, and Standard English.

- a) ~~Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.~~
- a) ~~Use~~ Use subject-verb agreement with intervening phrases and clauses.
- b) ~~Use~~ Use pronoun-antecedent agreement to include indefinite pronouns.
- c) ~~Maintain~~ Maintain consistent verb tense across paragraphs.
- d) ~~Eliminate~~ Eliminate double negatives.
- e) ~~Use~~ Use quotation marks with dialogue.
- f) ~~Choose~~ Choose adverbs to describe verbs, adjectives, and other adverbs.
- g) ~~Use~~ Use correct spelling for frequently used words.
- h) Use subordinating and coordinating conjunctions.

## Research

6.9 The student will find, evaluate, and select appropriate resources to create for a research product.

a) Formulate and revise questions about a research topic.

~~b) a) Collect and organize information from multiple sources. ~~including online, print, and media.~~~~

~~c) b) Evaluate and analyze the validity and credibility of sources. ~~authenticity~~ of texts.~~

~~e) Use technology as a tool to research, organize, evaluate, and communicate information.~~

d) Cite primary and secondary sources.

~~e) Define the meaning and consequences of plagiarism Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.~~

f) Demonstrate ethical use of the Internet.

# Grade Seven

In seventh grade, students continue to build upon skills previously taught in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will identify conventional elements of a variety of genres while focusing on an author's style. In seventh grade, there is an increased emphasis on nonfiction reading, and students will identify the source, point-of-view, and purpose of texts. The student will continue the study of word origins and roots and begin identifying connotations. The student will also plan, draft, revise, and edit writing in a variety of forms with an emphasis on expository and persuasive writing. Students will write to develop and modify a central idea, tone, and voice to fit the audience and purpose. Students will continue to deliver multimodal presentations individually and in collaborative groups. Students will also interpret information presented in diverse media formats. Students share responsibility for collaborative work, as both a contributor and a facilitator, while working for consensus to accomplish goals. ~~The seventh grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills. The student will continue vocabulary development through a study of figurative language and continuing study of roots, affixes, and cognates. Knowledge of the informative/persuasive techniques of media messages will be studied. The student will apply research techniques to quote, summarize, and paraphrase research findings while gather, organize, and communicate information, properly citing sources. As in earlier grades, the meaning and consequences of plagiarism will be stressed. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.~~

## **Communication: Speaking, Listening, and Media Literacy and Multimodal Literacies**

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

a) Use a variety of strategies to listen actively and speak using agreed upon discussion rules with awareness of verbal and nonverbal cues.

b) a) Clearly Communicate ideas and information orally in an organized and succinct manner.

c) b) Ask probing questions to seek elaboration and clarification of ideas.

d) Participate in collaborative discussions with partners building on others' ideas.

e) Use a variety of strategies to listen actively.[Incorporated in 7.1a] e) Make statements to communicate agreement or tactful disagreement with others' ideas.

f) d) Use language and style appropriate to audience, topic, and purpose.

g) Give formal and informal presentations in a group or individually, providing evidence to support a main idea.

h) Work effectively and respectfully within diverse groups.

i) Exhibit willingness to make necessary compromises to accomplish a goal.

j) Share responsibility for collaborative work.

~~7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal~~

~~messages.~~ The student will create multimodal presentations both individually and in a group that effectively communicate ideas.

a) ~~Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice, appropriate for the intended audience.~~ Select, organize, and create content to complement and extend meaning for a selected topic.

b) ~~Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.~~ Use effective verbal and nonverbal communication skills to deliver multimodal presentations.

c) ~~Compare/contrast a speaker's verbal and nonverbal messages.~~ [Incorporated in 7.2b] Use language and vocabulary appropriate to audience, topic, and purpose.

d) Paraphrase and summarize a speaker's key ideas.

7.3 The student will ~~understand~~ examine the elements of media literacy.

a) Identify persuasive/informative techniques used in ~~nonprint media including television, radio, video, and Internet.~~

b) Distinguish between fact and opinion, and between evidence and inference.

c) Describe how word choice, ~~and visual and auditory~~ images, and sound convey a viewpoint.

d) Compare and contrast the effectiveness of techniques in auditory, visual, and written media messages.

e) Craft and publish audience-specific media messages.

## Reading

7.4 The student will read and to determine the meanings ~~and pronunciations~~ of unfamiliar words and phrases within authentic texts.

a) Identify word origins and derivations.

b) Use roots, ~~cognates~~, affixes, synonyms, and antonyms to expand vocabulary.

c) Identify and analyze the construction and impact of figurative language.

d) Identify connotations.

e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.

f) Use word-reference materials to determine meanings and etymology.

~~g) f)~~ Extend general and ~~specialized~~ cross-curricular vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, ~~narrative literary nonfiction, and poetry, and drama.~~

a) Describe the elements of narrative structure including setting, character development, plot ~~structure~~, theme, and conflict and how they influence each other.

~~b) h)~~ Identify and explain the ~~main idea~~ theme(s).

~~c) k)~~ Identify cause and effect relationships and their impact on plot.

d) Differentiate between first and third person point-of-view.

~~e) Make, confirm, and revise predictions.~~ e) Identify ~~conventional~~ elements and characteristics of a variety of genres.

f) ~~Use prior and background knowledge as a context for new learning.~~ b) Compare and contrast various forms and genres of fictional text.

~~g) d)~~ Describe the impact of word choice, imagery, and literary devices including figurative language in an author's style.

h) Compare/contrast details in literary and informational nonfiction texts.

- ~~i) Summarize text relating supporting details.~~ g) Make inferences and draw conclusions based on the text.
- ~~j) Identify the author's organizational pattern.~~ l) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- ~~a) Use prior and background knowledge as a context for new learning.~~ b) Skim materials using Use text structures features including type, headings, and graphics to predict and categorize information to aid comprehension.
- ~~b) e) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.~~
- ~~c) d) Draw conclusions and make inferences on explicit and implied textual evidence information. Make inferences and draw logical conclusions using explicit and implied textual evidence.~~
- ~~d) e) Differentiate between fact and opinion.~~
- ~~e) f) Identify the source, viewpoint, and purpose of texts.~~
- ~~f) g) Describe how word choice and language structure convey an author's viewpoint.~~
- ~~g) h) Identify the main idea.~~
- ~~h) i) Summarize text identifying supporting details.~~
- ~~i) Create an objective summary including main idea and supporting details.~~
- ~~j) Identify cause and effect relationships.~~
- ~~k) Organize and synthesize information for use in written and other formats.~~
- ~~l) Analyze ideas within and between selections providing textual evidence.~~
- ~~m) h) Use reading strategies to monitor comprehension throughout the reading process.~~

## Writing

7.7 The student will write in a variety of forms ~~with an emphasis on exposition, narration, and persuasion.~~ to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- ~~a) Engage in writing as a recursive process.~~
- ~~b) a) Choose Identify intended audience and purpose.~~
- ~~c) b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.~~
- ~~d) Establish a central idea and organization.[Incorporated in 7.7e] e) Organize writing structure to fit mode form or topic.~~
- ~~e) Compose a topic sentence or thesis statement-[Incorporated in 7.7f] Establish a central idea incorporating evidence, while maintaining an organized structure and a formal style.~~
- ~~f) Compose a thesis statement for persuasive writing that includes a position.~~
- ~~g) Clearly state a position and organize reasons and evidence, using credible sources.~~
- ~~h) Distinguish between fact and opinion to support a position.~~
- ~~i) f) Write multiparagraph compositions with elaboration and unity elaborating the central idea.~~
- ~~j) Use transition words and phrases within and between paragraphs.~~
- ~~k) g) Select vocabulary and information to enhance Develop and modify the central idea, tone, and voice to fit the audience and purpose.~~
- ~~l) h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.~~
- ~~m) i) Use clauses and phrases for sentence variety.~~
- ~~n) j) Revise sentences writing for clarity of content including specific vocabulary and information.~~
- ~~k) Use computer technology to plan, draft, revise, edit, and publish writing.~~

7.8 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, punctuation, spelling, sentence structure, ~~and~~ paragraphing, and Standard English.

~~a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.~~[Moved to CF]

~~a) b)~~ Choose appropriate adjectives and adverbs to enhance writing.

~~b) e)~~ Use pronoun-antecedent agreement to include indefinite pronouns.

~~c) d)~~ Use subject-verb agreement with intervening phrases and clauses.

~~d) e)~~ Edit for verb tense consistency and point of view.

~~f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.~~

~~e) g)~~ Use quotation marks with dialogue and direct quotations.

~~f) h)~~ Use correct spelling for commonly used words.

## Research

7.9 ~~The student will apply knowledge of appropriate reference materials to produce a research product.~~  
The student will find, evaluate, and select appropriate resources to create a research product.

a) Formulate and revise questions about a research topic.

~~b) a)~~ Collect, ~~and organize,~~ and synthesize information from multiple sources ~~including online, print and media.~~

~~c) Use technology as a tool to research, organize, evaluate, and communicate information.~~ ~~b)~~ Analyze and ~~E~~evaluate the validity and credibility authenticity of ~~sources~~ resources.

~~d) Quote, summarize, and paraphrase information from~~ Cite primary and secondary sources- using proper citations.

~~e) Define the meaning and consequences of~~ Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.

f) Demonstrate ethical use of the Internet.

# Grade Eight

In eighth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will explain the development of theme(s), and compare/contrast authors' styles. In eighth grade, there will be an increased emphasis on nonfiction reading, and students will analyze authors' qualifications, point-of-view, and style. The student will continue the study of word origins, roots, and connotations, and an examination of denotations. The student will also plan, draft, revise, and edit while writing in a variety of modes/forms with an emphasis on expository and persuasive writing. Students will ~~including composing~~ compose a thesis statement and ~~defending~~ a position with reasons and evidence.

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop, and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. The student will continue to develop an appreciation for literary genres through a study of a wide variety of selections. The student will describe themes, make inferences, interpret cause and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of texts. Students will create multimodal presentations that include different points-of-view, and collaborate with others to exchange ideas, make decisions, and solve problems. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions and possible bias. Students will also cite primary and secondary sources using either MLA or APA style sheet. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

## **Communication: Speaking, Listening, Media Literacy and Multimodal Literacies**

8.1 The student will use interviewing techniques to gain information.

- a) Prepare and ask relevant questions for the interview.
- b) Make notes of responses.
- e) Compile, accurately report, and publish responses.
- d) Evaluate the effectiveness of the interview.

8.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks and share responsibility for collaborative work within diverse teams.
- b) Exhibit willingness to make necessary compromises to accomplish a goal.
- c) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- d) Include all group members, and value individual contributions made by each group member.
- e) Make statements to communicate agreement or tactful disagreement with others' ideas.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.



8.2 The student will develop and deliver ~~oral presentations~~ multimodal, interactive presentations collaboratively in groups and individually.

a) ~~Choose topic and purpose appropriate to the audience.~~ Select, organize, and create multimodal content that encompasses opposing points of view.

b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.

c) ~~Use appropriate verbal and nonverbal presentation skills.~~ Use effective verbal and nonverbal communication skills to deliver multimodal presentations.

d) Cite information sources.

e) ~~Respond to audience questions and comments.~~

f) ~~Differentiate between Standard English and informal language.~~

g) ~~Assume shared responsibility for collaborative work.~~ [Incorporated in 8.1] f) ~~Critique~~ Evaluate oral presentations.

h) ~~Use a variety of strategies to listen actively.~~ [ Incorporated in 8.1]

8.3 The student will analyze, develop, and produce creative or informational media messages.

a) ~~Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.~~ Analyze the purpose of information and persuasive techniques used in diverse media formats.

b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

c) Use media and visual literacy skills to create products ~~that~~ to express new understandings.

d) Evaluate sources for relationships between intent and factual content.

e) Utilize multimedia to clarify information and emphasize differing points of view.

f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

g) Demonstrate the ethical use of the Internet when evaluating or producing creative or informational media messages.

## Reading

8.4 The student will apply knowledge of word origins, ~~analogies~~, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze the construction and impact of an author's use of figurative language.

b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.

c) Use roots, affixes, ~~cognates~~, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary.

d) ~~Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.~~ [Incorporated in 8.4e] Identify the meaning of common idioms.

e) Use word-reference materials to determine meanings and etymology.

f) ~~Discriminate between connotative and denotative meanings and interpret the connotation.~~

g) ~~Extend general and specialized~~ cross-curricular vocabulary through speaking, listening, reading, and writing.

8.5 The student will read and analyze a variety of fictional texts, ~~narrative~~ literary nonfiction, ~~and~~ poetry, and drama.

a) e) Analyze ~~Explain~~ ~~how an authors~~ use development of characters, conflict, point of view, voice, and tone ~~to create~~ convey meaning.

- b) ~~k)~~ Identify cause and effect relationships and their impact on plot.
- c) ~~h)~~ Explain the development of the Identify the main idea, theme(s).
- d) ~~a)~~ Explain the use of symbols and figurative language.
- e) ~~b)~~ Make inferences and draw conclusions based on explicit and implied information using evidence from text as references to the text for support.
- f) ~~Compare and contrast authors' styles.~~[Subsumed by 8.5g] ~~e)~~ Identify and analyze ~~Understand the author's use of conventional elements and~~ characteristics within a variety of genres.
- g) ~~Identify and ask questions that clarify various viewpoints.~~[Subsumed by 8.5c] Compare/contrast details in literary and informational nonfiction texts.
- h) ~~e)~~ Compare and contrast the author's authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- i) ~~Summarize text relating supporting details.~~ Compare and contrast authors' styles.
- j) ~~Identify an author's organizational pattern/ using textual clues, such as transitional words and phrases.~~
- ~~m)~~ Use reading strategies to monitor comprehension throughout the reading process.
- ~~l)~~ Use prior and background knowledge as a context for new learning.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- a) ~~i)~~ Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
- b) ~~a)~~ ~~Draw on background knowledge and~~ Apply knowledge of text ~~structure~~ features and organizational patterns to ~~understand~~ analyze selections.
- c) Skim materials to develop an overview or locate information.
- d) ~~b)~~ Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- e) ~~d)~~ ~~Analyze the author's use of text structure and word choice.~~[Subsumed by 8.6b] ~~e)~~ Analyze the author's qualifications, viewpoint, word choice, and impact.
- f) ~~e)~~ Analyze details for relevance and accuracy.
- g) ~~f)~~ Differentiate between fact and opinion.
- h) ~~g)~~ Identify the main idea.
- i) ~~h)~~ Summarize the text identifying supporting details.
- j) Identify cause and effect relationships.
- k) Evaluate, organize, and synthesize information for use in written and ~~oral~~ other formats.
- l) Analyze ideas within and between selections providing textual evidence.
- m) ~~l)~~ Use reading strategies to monitor comprehension throughout the reading process.

## Writing

8.7 The student will write in a variety of forms, ~~including narration, exposition, persuasion, and informational~~ to include narrative, expository, persuasive, and reflective with an emphasis on expository and persuasive writing.

- a) Engage in writing as a recursive process.
- b) ~~a)~~ Choose ~~Identify~~ intended audience and purpose.
- c) ~~Distinguish between a thesis statement and a topic sentence.~~[Incorporated into 8.7f] ~~b)~~ Use prewriting strategies to generate and organize ideas.
- d) Organize writing structure to fit ~~mode form~~ or topic.
- e) Establish a central idea incorporating evidence, maintaining an organized structure and formal style.
- f) Use interview quotations as evidence. Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position with reasons and evidence, from credible sources.

- h) ~~Use computer technology to plan, draft, revise, edit, and publish writing.~~ Identify a counterclaim and provide a counter - argument.
- i) Distinguish between fact and opinion to support a position.
- j) ~~d) Organize details information to provide elaborate elaboration and the central idea and provide unity.~~
- k) ~~e) Select specific vocabulary and information for~~ Develop and modify the central idea, tone, and voice to fit the audience and purpose.
- l) ~~g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.~~

8.8 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing, and Standard English.

- a) ~~Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.~~ [Moved to CF] b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
- b) ~~e) Correctly use pronouns in prepositional phrases with compound subjects objects. Choose the correct case and number for pronouns in prepositional phrases with compound objects.~~
- c) Use a variety of sentence structures to infuse sentence variety in writing.
- d) Maintain consistent verb tense across paragraphs.
- e) Use comparative and superlative degrees in adverbs and adjectives.
- f) Use quotation marks with dialogue and direct quotations.
- g) Use correct spelling for frequently used words.

## Research

8.9 The student will ~~apply knowledge of appropriate reference materials~~ find, evaluate, select, and synthesize appropriate resources to produce a research product.

- a) Formulate and revise questions about a research topic.
- b) ~~a) Collect and synthesize information from multiple sources. including online, print and media.~~
- c) ~~Use technology as a tool to research, organize, evaluate, and communicate information.~~ b) Evaluate and analyze the validity and credibility authenticity of texts resources.
- d) ~~Make sense of~~ Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
- e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
- f) Quote, summarize and paraphrase research findings.
- g) ~~h) Publish findings and respond to feedback.~~
- h) ~~g) Define the meaning and consequences of~~ Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.

# Grade Nine

In ninth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. In ninth grade there will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence. The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words.

The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on analysis and persuasion while defending a position using counterclaims, reasons and evidence from credible sources. Students will analyze and interpret the social, commercial, and/or political motives behind media messages. Students will use multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions, and possible bias citing both quoted and paraphrased information using either MLA or APA style. Students will continue to work in collaborative groups assisting with setting rules and working toward consensus.

~~The ninth grade student will make planned oral presentations independently and in small groups. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable sources of information. Writing will encompass narrative, expository, and persuasive forms for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.~~

## **Communication: Speaking, Listening, Media Literacy and Multimodal Literacies**

9.1 The student will participate in, collaborate in, and make planned oral-multimodal presentations both independently and in small groups.

~~a) Include definitions to increase clarity. Make strategic use of multimodal tools.~~

~~b) Use relevant details to support main ideas. g) Credit information sources.~~

~~c) d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.~~

~~d) e) Illustrate main ideas through anecdotes and examples. Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.~~

~~e) Assume responsibility for specific group tasks.~~

~~f) e) Use verbal and nonverbal techniques for presentation. Share responsibility for collaborative work.~~

~~g) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.~~

~~h) Give impromptu responses to questions about presentation. Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.~~

~~i) Give and follow spoken directions to perform specific tasks, answer questions, or solve~~

~~problems.~~ Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

- ~~j) Use a variety of strategies to listen actively.~~ f) Evaluate impact, and purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).
- k) ~~Summarize and evaluate information presented orally by others.~~ Use self-reflection to evaluate one's own role in preparation and participation in small-group activities.
- ~~l) Assume shared responsibility for collaborative work.~~ [Incorporated in 9.1h]

9.2 The student will produce, analyze, and evaluate ~~auditory, visual, and written~~ media messages.

- a) Analyze and interpret special effects used in media messages ~~including television, film, and Internet.~~
- b) Determine the purpose of the media message and its effect on the audience.
- c) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- d) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- e) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- f) e) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- g) d) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- h) e) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

## Reading

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms ~~and cognates~~ to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Identify the meaning of common idioms.
- e) Explain the meaning of ~~Identify~~ literary and classical allusions and figurative language in text.
- f) Extend general and ~~specialized~~ cross-curricular vocabulary through speaking, listening, reading, and writing.
- g) ~~Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.~~

9.4 The student will read, comprehend, and analyze a variety of ~~literary~~ fictional texts including narratives, ~~narrative~~ literary nonfiction, poetry, and drama.

- a) ~~Identify author's main idea and purpose.~~ e) Identify the characteristics that distinguish literary forms.
- b) ~~Summarize text relating supporting details.~~ e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
- c) Interpret how themes are connected across texts.
- d) ~~Use literary terms in describing and analyzing selections.~~ f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
- e) g) Analyze the cultural or social function of a literary text.
- f) h) Explain the relationship between the author's style and literary effect.

- g) ~~i)~~ Explain the influence of historical context on the form, style, and point of view of a written work.
- h) ~~j)~~ Compare and contrast ~~author's~~ authors' use of literary elements within a variety of genres.
- i) ~~k)~~ Analyze how ~~an~~ the author's specific word choices and syntax ~~achieve special effects and impact~~ support the author's purpose.
- j) ~~l)~~ Make ~~predictions;~~ inferences; ~~and~~ draw conclusions; ~~and connect prior knowledge to support~~ reading comprehension using references from the text(s) for support.
- k) Compare/contrast details in literary and informational nonfiction texts.
- l) ~~m)~~ Use reading strategies to monitor comprehension throughout the reading process.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Apply knowledge of text ~~structure~~ features and organizational patterns to understand, analyze, and gain meaning from texts.
- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts. Analyze the author's qualifications, viewpoint, and impact.
- d) ~~a)~~ Recognize an author's intended purpose for writing and identify the main idea.
- e) ~~b)~~ Summarize text relating supporting details. Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- f) ~~d)~~ Identify characteristics of expository, technical, and persuasive texts.
- g) ~~e)~~ Identify a position/argument to be confirmed, disproved, or modified.
- h) ~~f)~~ Evaluate clarity and accuracy of information.
- i) ~~g)~~ Analyze, organize, and synthesize information in order to solve problems, answer questions, ~~or~~ complete a task, or create a product.
- j) ~~h)~~ Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- k) ~~i)~~ Differentiate between fact and opinion and evaluate their impact.
- l) Organize and synthesize information from sources for use in written and oral presentations.  
[Subsumed by 9.5i]
- m) ~~j)~~ Analyze ideas within and between selections providing textual evidence.
- n) ~~k)~~ Use the reading strategies to monitor comprehension throughout the reading process.

## Writing

9.6 The student will write in a variety of forms to include ~~develop~~ narrative, expository, and persuasive, reflective, and analytic writings for a variety of audiences and purposes with an emphasis on persuasion and analysis.

- a) Generate, gather, and organize ideas for writing. Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose. Plan, organize, and write for a variety of audiences and purposes.
- c) ~~d)~~ Write clear, varied sentences using specific vocabulary and information. Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- d) ~~e)~~ Elaborate ideas clearly through word choice and vivid description. Blend multiple ~~modes~~ forms of writing including embedding a narrative to produce effective essays.
- e) ~~e)~~ Communicate clearly the purpose of the writing using a thesis statement ~~where appropriate.~~
- f) Compose a thesis for persuasive writing that advocates a position.
- g) Use transitions between paragraphs and ideas. [Subsumed by 9.6k] Clearly state and defend a position using reasons and evidence from credible sources as support.

h) Identify counterclaims and provide counter-arguments.

~~i) Use computer technology to plan, draft, revise, edit, and publish writing. Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.~~

j) Use textual evidence to compare and contrast multiple texts.

~~k) Arrange paragraphs into a logical progression, using transitions between paragraphs and ideas.~~

~~l) Revise writing for clarity of content, accuracy, and depth of information.~~

9.7 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, punctuation, spelling, sentence structure, and paragraphing, and Standard English.

~~a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions. b) Use parallel structure across sentences and paragraphs.~~

~~b) Use appositives, main clauses, and subordinate clauses.~~

~~c) Use commas and semicolons to distinguish and divide main and subordinate clauses.~~

~~d) Distinguish between active and passive voice.~~

e) Use a variety of sentence structures to infuse sentence variety in writing.

~~f) Proofread and edit writing for intended audience and purpose~~

## Research

9.8 The student will ~~use print, electronic databases, online resources, and other media to access information~~ find, evaluate, and select credible resources to create a research product.

~~a) Use technology as a tool for research to organize, evaluate, and communicate information. d) Verify the validity and accuracy of all information.~~

~~b) Narrow the focus of a search. e) Make sense of~~ Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

~~c) Find, evaluate, and select appropriate sources to access information and answer questions. [Subsumed by 9.8]~~ Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.

~~f) Credit the sources of quoted, paraphrased, and summarized ideas. [Subsumed by 9.8c]~~

~~d) Cite sources~~ for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

~~e) Define the meaning and consequences of~~ Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.

f) Demonstrate ethical use of the Internet.

# Grade Ten

In tenth grade, students continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures. Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The student will continue to use the writing process to write/compose with an emphasis on persuasion and analysis while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will continue to use multimodal tools to create presentations both independently and in small groups. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working toward common goals.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*

~~The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze, and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and analyze literary texts from a variety of eras and cultures. Attention will be given to the analysis of nonfiction texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.~~

~~\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*~~

## **Communication: Speaking, Listening, Media Literacy and Multimodal Literacies**

~~10.1 The student will participate in, collaborate in, and report on small-group learning activities. The student will make planned multimodal, interactive presentations collaboratively and individually.~~

~~a) Make strategic use of multimodal tools.~~

~~b) Collaborate in the preparation or summary of the group activity. Credit information sources.~~

~~c) Include all group members in oral presentation. [Incorporated in 10.1e] Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.~~

~~d) a) Assume responsibility for specific group tasks.~~

~~f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.~~

~~e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.~~

~~[Incorporated in 10.1c] Include all group members and value individual contributions made by each group member.~~

~~f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. i) Use a variety of strategies to listen actively and speak using appropriate discussion rules~~



with awareness of verbal and nonverbal cues.

g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.

h) ~~d~~) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

i) ~~g~~) Access, critically evaluate, and use information accurately to solve problems. [VA Workforce Readiness Skills]

j) ~~h~~) Evaluate one's own role in preparation and delivery of oral reports. Use reflection to evaluate one's own role and the group process in small-group activities.

k) ~~j~~) Analyze and interpret other's presentations. Evaluate a speaker's point of view, reasoning, use of evidence, ~~and~~ rhetoric, ~~and~~ identifying any faulty reasoning.

k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.2 The student will examine, analyze, and produce, and examine, similarities and differences between visual, and verbal media messages.

a) Create media messages Use media, visual literacy, and technology skills to create products for diverse audiences.

b) Credit information sources.

c) ~~Determine the author's purpose and intended effect on the audience for media messages.~~ b) Evaluate sources including advertisements, editorials, blogs, web sites, and other media for relationships between intent, factual content, and opinion. [Moved to CF]

d) ~~Identify the tools and techniques used to achieve the intended focus.~~ Analyze the impact of selected media ~~and~~ formats on meaning.

e) Analyze the purpose of information and persuasive techniques used in diverse media formats.

f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).

g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.

h) Monitor, analyze, and use multiple streams of simultaneous information.

i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

## Reading

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

a) Use structural analysis of roots, affixes, synonyms, and antonyms, ~~and cognates~~ to understand complex words.

b) Use context, structure, and connotations to determine meanings of words and phrases.

c) Discriminate between connotative and denotative meanings and interpret the connotation.

d) ~~Identify~~ Explain the meaning of common idioms.

e) ~~Identify~~ Explain the meaning of literary and classical allusions and figurative language in text.

f) Extend general and ~~specialized~~ cross-curricular vocabulary through speaking, listening, reading, and writing.

g) Use knowledge of evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

10.4 The student will read, comprehend, and analyze literary ~~fictional~~ texts of different cultures and eras.

a) ~~Identify main and supporting ideas.~~ b) Make predictions, draw inferences, and draw conclusions, and connect prior knowledge to support reading comprehension using references from the text(s) for support.

- b) ~~e) Explain~~ Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) ~~d) Analyze~~ Interpret the cultural or social function of world and ethnic literature.
- d) ~~e) Identify~~ Analyze universal themes prevalent in the literature of different cultures.
- e) ~~f) Examine~~ a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) ~~g) Explain~~ the influence of historical context on the form, style, and point of view of a literary text(s).
- i) ~~Compare and contrast literature from different cultures and eras.~~[Subsumed by 10.4b] ~~h) Evaluate~~ how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text; ~~achieve specific effects and support the author's purpose.~~
- j) Compare/contrast details in literary and informational nonfiction texts. Distinguish between a critique and a summary [Subsumed by 10.4b]
- k) Compare and contrast how ~~rhyme, rhythm, sound, imagery, style, form, and other~~ literary devices convey a message and elicit a reader's emotions. [Moved to CF]
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) ~~Identify text organization and structure. Evaluate~~ Analyze text features and organizational patterns to analyze evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim ~~manuals or informational sources~~ materials to develop an overview and to locate information.
- d) Compare and contrast informational texts for intent and content.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) ~~Use reading strategies throughout the reading process to monitor comprehension.~~ [Moved to 10.5j] Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

## Writing

10.6 The student will write in a variety of forms to include develop a variety of writing to persuade, ~~interpret, analyze, and evaluate~~ persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. Engage in writing as a recursive process.
- b) ~~Synthesize information to support the thesis.~~ Plan and organize writing to address a specific audience and purpose.
- c) ~~Elaborate ideas clearly through word choice and vivid description.~~ [Moved to 10.6k] Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) ~~Write clear and varied sentences, clarifying ideas with precise and relevant evidence.~~ Communicate

clearly the purpose of the writing using a thesis statement.

e) ~~Organize ideas into a logical sequence using transitions.~~ Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.

f) Compose a thesis statement for persuasive writing that advocates a position.

g) ~~Use computer technology to plan, draft, revise, edit, and publish writing.~~ Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.

h) Identify counterclaims and provide counter - arguments.

~~i) Provide sufficient evidence to develop balanced arguments, using credible sources.~~

i) ~~✎~~ Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.

j) ~~✎~~ Blend multiple ~~modes~~ forms of writing including embedding a narrative to produce effective essays.

k) ~~✎~~ Elaborate ideas clearly through word choice.

l) ~~✎~~ Use textual evidence to compare and contrast multiple texts.

m) ~~✎~~ ✎ Revise writing for clarity of content, accuracy, and depth of information.

n) ~~✎~~ ✎ Write and revise to a standard acceptable both in the workplace and in postsecondary education.

10.7 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, punctuation, spelling, sentence structure, ~~and~~ paragraphing, and Standard English.

a) Use parallel structure across sentences and paragraphs.

b) Use complex sentence structure to infuse sentence variety in writing.

c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. a) Distinguish between active and passive voice.

d) ~~Differentiate between in-text citations and works cited on the bibliography page.~~ b) Apply rules governing Use of the colons correctly.

e) Analyze the writing of others and suggest how writing might be improved.

f) ~~Describe how the author accomplishes the intended purpose of a piece of writing.~~

g) ~~Suggest how writing might be improved.~~ [Incorporated in 10.7e]

h) ~~Proofread and edit final product for intended audience and purpose.~~

## Research

10.8 The student will find, evaluate, and select credible resources ~~collect, evaluate, organize, and present information~~ to create a research product.

a) ~~Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.~~ e) Verify the accuracy, validity, and usefulness of information.

b) ~~Develop the central idea or focus.~~ d) Make sense of information Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.

c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

d) e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e) f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information .

f) Demonstrate ethical use of the Internet.



# Grade Eleven

In eleventh grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The students will examine and analyze fiction texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-eleven student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive multimodal presentations that address alternative perspectives. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The eleventh-grade student continues to build communication skills working both independently and in collaborative groups. Students will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working toward common goals.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*

~~The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive writings by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines.~~

~~\* The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*~~

## **Communication: Speaking, Listening, Media Literacy and Multimodal Literacies**

~~11.1 The student will make informative and persuasive presentations~~ The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.

~~a) Gather and organize evidence to support a position. Select and effectively use multimodal tools to design and develop presentation content.~~

~~b) Present evidence clearly and convincingly. Credit information sources.~~

~~c) Address counterclaims. Demonstrate the ability to work collaboratively with diverse teams.~~

~~d) Support and defend ideas in public forums. Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.~~

~~e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.~~

- f) ~~e) Anticipate and address alternative or opposing perspectives and counterclaims.~~
- f) Monitor listening and use a variety of active listening strategies to make evaluations. Evaluate the various techniques used to construct arguments in multimodal presentations.
- g) ~~Use presentation technology. [Subsumed by 11.1a]~~ e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- h) ~~Collaborate and report on small-group learning activities. [Subsumed by 11.1c]~~ Evaluate effectiveness of multimodal presentations.

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) ~~Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.~~ Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- b) ~~Use media, visual literacy, and technology skills to create products.~~ Create media messages with a specific point of view.
- c) ~~Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.~~ Evaluate media sources for relationships between intent and content.
- d) Analyze the impact of selected media ~~and~~ formats on meaning.
- e) ~~d) Determine the author's purpose and intended effect on the audience for media messages.~~
- f) Manage, analyze, and synthesize multiple streams of simultaneous information.
- g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

## Reading

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, ~~and cognates~~ to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) ~~Identify~~ Explain the meaning of common idioms.
- e) ~~Identify~~ Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and ~~specialized~~ cross-curricular vocabulary through speaking, listening, reading, and writing.
- g) ~~Use knowledge of evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.~~

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) ~~Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.~~ Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Interpret ~~Analyze~~ the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.

- ~~f) g) Explain how imagery and figures of speech appeal to the reader's senses and experience.~~[Subsumed by 11.4h]Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
- ~~g) f) Explain~~ Interpret how the sound and imagery of a poem poetry (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) support the subject, mood, and theme, and appeal to the reader's senses.[Moved to CF]
- h) Evaluate ~~Explain~~ how an author's specific word choices, syntax, tone, and voice support the author's purpose.
- i) ~~Read and analyze a variety of American dramatic selections.~~[Subsumed by 11.4c] j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.[ Moved to CF]
- j) ~~k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). before, during, and after reading texts.~~
- k) Compare/contrast literary and informational nonfiction texts.

11.5 The student will read, ~~and analyze~~ interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

- a) Apply Use information from texts to clarify understanding of concepts.
- b) Read and correctly interpret ~~follow directions to complete an application for employment, workplace documents, or an application for college admission, for a scholarship, or for employment.~~
- c) ~~Generalize ideas from selections to make predictions about other texts.~~ Analyze technical writing for clarity.
- d) Paraphrase and synthesize ideas within and between texts.
- e) ~~d) Draw conclusions and make inferences on explicit and implied information using textual support.~~
- f) ~~e) Analyze multiple texts two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.~~
- g) ~~f) Identify~~ Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
- h) ~~g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.~~
- i) ~~h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). before, during, and after reading texts.~~

## Writing

11.6 The student will write in a variety of forms, ~~with an emphasis on persuasion to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.~~

- a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing ~~Generate, gather, plan, and organize ideas for writing~~ to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize ideas claims, counterclaims, and evidence in a sustained and logical ~~manner~~ sequence.
- d) ~~Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.~~[Subsumed by 11.6b] e) Adapt content evidence, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
- f) ~~g) Use computer technology to plan, draft, revise, edit, and publish writing.~~ Blend multiple modes forms of writing including embedding narratives to produce effective essays.

- g) ~~h~~ Revise writing for clarity of content, accuracy and depth of information.
- h) Write and revise ~~correspondence~~ to a standard acceptable both in the workplace and in postsecondary education.

11.7 The student will self- and peer-edit writing for ~~correct grammar~~, capitalization, punctuation, spelling, sentence structure, ~~and~~ paragraphing, and Standard English.

- a) ~~Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for punctuation and formatting of direct quotations.~~ Use complex sentence structure to infuse sentence variety in writing.
- b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.
- d) ~~Differentiate between in-text citations and works cited on the bibliography page.~~
- e) ~~Adjust sentence and paragraph structures for a variety of purposes and audiences.~~
- f) ~~Proofread and edit writing for intended audience and purpose.~~

## Research

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible sources resources to produce a research product.

- a) ~~Use technology as a tool to research, organize, evaluate, and communicate information.~~ [Subsumed by 11.8]
- b) ~~Narrow a topic and develop a plan for research.~~ [Subsumed by 11.8]
- e) ~~Collect information to support a thesis.~~ [Subsumed by 11.8]
- a) ~~d~~ Critically evaluate quality, accuracy, and validity of information.
- b) ~~e~~ Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- c) ~~h~~ Synthesize relevant information from primary and secondary sources and present information it in a logical sequence.
- d) ~~g~~ Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h) ~~Revise writing for clarity of content, accuracy, and depth of information.~~
- i) ~~Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.~~
- e) ~~j~~ Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
- f) Demonstrate ethical use of the Internet.



# Grade Twelve

In twelfth grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will review multiple texts to identify and evaluate resources to make decisions and solve problems. The students will examine and analyze fiction texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-twelve student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. Students will write to a standard acceptable to both the workplace and to postsecondary education. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive/argumentative multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. Students will continue to demonstrate the ability to work within diverse teams and collaborative groups working toward common goals.

\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*

~~The twelfth-grade student will use organizational skills and both verbal and nonverbal presentation skills to plan and deliver an effective oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, recognizing major literary forms and their elements. Using nonfiction texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, expository, and persuasive/argumentative papers, logically organized demonstrating knowledgeable judgments, and effective conclusions. The student will also produce a well-documented major research product, by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.~~

~~\*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.\*~~

## **Communication: Speaking, Listening, Media Literacy and Multimodal Literacies**

~~12.1 The student will make a formal oral presentation in a group or individually. The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.~~

~~a) Choose the purpose of the presentation. Select and effectively Use multimodal tools to design and develop presentation content.~~

~~b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. Credit information sources.~~

~~c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation. Demonstrate the ability to work collaboratively with diverse teams.~~

- d) ~~Use media, visual literacy, and technology skills to create and support the presentation. Anticipate and address alternative or opposing perspectives and counterclaims.~~
- e) Evaluate the various techniques used to construct arguments in multimodal presentations.
- f) ~~Collaborate and report on small group learning activities.~~ e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) ~~g) Evaluate formal presentations including personal, digital, visual, textual, and technological. Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.~~
- g) ~~h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.~~ i) Critique effectiveness of multimodal presentations.

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- b) ~~a) Evaluate media sources including advertisements, editorials, blogs, web sites, and other media for relationships between intent and factual content. , and opinion.~~
- c) ~~b) Determine the author's purpose and intended effect on the audience for media messages. Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).~~
- d) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- e) Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.
- f) ~~Manage, analyze, and synthesize multiple streams of simultaneous information.~~
- g) ~~Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.~~

## Reading

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, ~~and cognates~~ to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) ~~Identify~~ Explain the meaning of common idioms, and literary and classical allusions in text.
- e) ~~Expand~~ Extend general and ~~specialized~~ cross-curricular vocabulary through speaking, listening, reading, and writing.
- f) ~~Use knowledge of evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.~~

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) ~~Recognize major literary forms and their elements.~~ Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.
- c) ~~Recognize the characteristics of major chronological eras.~~ [Incorporated in 12.4a] Compare/contrast details in literary and informational nonfiction texts.

- ~~d) Relate literary works and authors to major themes and issues of their eras. [Subsumed by 12.4a]~~
- ~~d) e) Analyze Interpret the social and cultural function of British literature.~~
- ~~e) f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. [Moved to CF] Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.~~
- ~~f) g) Compare and contrast traditional and contemporary poems from many cultures.~~
- ~~g) h) Analyze Evaluate how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect of plays from American, British, and other cultures. [Moved to CF]~~
- ~~h) i) Compare and contrast dramatic elements of plays from American, British, and other cultures. [Subsumed by 12.4g] Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).~~

12.5 The student will read, ~~and~~ interpret, analyze, and evaluate a variety of nonfiction texts.

- ~~a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative, synthesizing, and critical thinking questions about the text(s) before, during, and after reading texts.~~
- ~~b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.\* [VA Workplace Skills]~~
- ~~c) Analyze multiple texts ~~two or more texts~~ addressing the same topic to ~~identify authors' purpose and~~ determine how authors reach similar or different conclusions~~
- ~~d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.~~
- ~~e) Identify Analyze false premises claims, counterclaims, and other evidence in persuasive writing.~~
- ~~f) Draw conclusions and make inferences on explicit and implied information using textual support.~~

## Writing

12.6 The student will write in a variety of forms ~~to include develop expository and informational, analyses, and persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. writings.~~

- ~~a) Generate, gather, and organize ideas for writing to address a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.~~
- ~~b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.~~
- ~~c) Clarify and defend a position with precise and relevant evidence Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.~~
- ~~d) Blend multiple ~~modes~~ forms of writing including embedding a narrative to produce effective essays.~~
- ~~e) ~~d~~ Adapt evidence content, vocabulary, voice, and tone to audience, purpose, and situation.~~
- ~~e) Use a variety of rhetorical strategies to accomplish a specific purpose. [Incorporated in 12.6c]~~
- ~~f) Create arguments free of errors in logic and externally supported. [Incorporated in 12.6c] Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.~~
- ~~g) Revise writing for clarity of content, depth of information, and technique of presentation.~~
- ~~h) Use computer technology to plan, draft, revise, edit, and publish writing. Write and revise to a standard acceptable both in the workplace and in postsecondary education.~~
- ~~i) Write to clearly describe personal qualifications for potential occupational or educational~~

opportunities.

12.7 The student will self- and peer-edit writing for Standard English ~~write, revise, and edit writing.~~

a) Use complex sentence structure to infuse sentence variety in writing.

b) ~~Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.~~ a) Edit, proofread, and prepare writing for intended audience and purpose.

c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

## **Research**

12.8 ~~The student will write documented research papers.~~ The student will analyze, evaluate, synthesize, and organize information from a variety of credible sources/resources to produce a research product.

a) ~~Use technology as a tool to research, organize, evaluate, and communicate information.~~ b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.

b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.

c) Critically evaluate the accuracy, quality, and validity of the information.

d) ~~Synthesize information to support the thesis and present information in a logical manner.~~

[Incorporated in 12.8b] e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

f) ~~Revise writing for clarity, depth of information, and technique of presentation.~~

g) ~~Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for Standard English.~~

e) h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

f) Demonstrate ethical use of the Internet.