



# English Language Arts

## Resource Guide

### CORE CURRICULUM

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# ACKNOWLEDGMENTS

The State Education Department acknowledges the assistance of teachers and school administrators from across New York State as well as resources from other states and countries in the development of the English Language Arts Core Curriculum.

# INTRODUCTION

The English Language Arts Core Curriculum is an outline which provides an additional level of specificity to the learning standards for English Language Arts. It respects the tradition of local choice in New York State that empowers educators to select texts, identify products, and use a rich array of instructional strategies and activities to meet student learning needs. The Core Curriculum is designed to provide assistance while allowing for creativity in the development of local instructional materials.

## **PHILOSOPHY:**

State Education Department staff and educators from across the State who helped in the development, review and revision of early drafts created the document based on shared beliefs. These beliefs include that the English Language Arts Core Curriculum:

- integrates with other State Education Department curriculum materials, such as *The Preliminary Draft Framework*, *The Learning Standards*, and *The Resource Guide for English Language Arts; The Elementary Literacy Profile*; and new assessments at Grades 4, 8, and 11
- recognizes that English Language Arts learners must be exposed to regular and varied opportunities to read (25 books or their equivalent per year), write (1000 words or more per month), listen (daily), and speak (daily)
- recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening and speaking competencies
- suggests the recursive nature of language arts development across the continuum from Pre-Kindergarten to Grade 12
- affirms that all students are able to achieve competency in the presence of skilled instruction, adequate time for learning, varied and/or specialized resources, and additional support
- recognizes that equity and access to technology and other resources must be assured at state, regional, and local levels
- reflects an understanding of the developmental needs of students as they work to achieve competency in language arts
- focuses on students as active learners, responsible for and knowledgeable about their own learning.

## **FORMAT:**

The English Language Arts Core Curriculum is organized by the following grade level clusters:

Grades PreK-1, Grades 2-4, Grades 5-6, Grades 7-8, and Grades 9-12.

Each cluster is divided into the four English Language Arts standards and each standard is further divided by the purposes for language use: reading, writing, listening, and speaking. The competencies that students should achieve are divided into two groups—those that are specific to the standard and those that cross all standards. The latter are repeated for each standard not because they are more important, but because they cross the standards and are relevant to all of them. Because the study of English Language Arts is integrated, separation into categories is, at times, artificial. However, if the core curriculum is to be helpful to all members of the school community, it is important that each standard and each purpose be emphasized separately.

# Grades: PreK-1

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades PreK-1, for Information and Understanding

- Read from informational texts, such as:
  - picture books, dictionaries, and encyclopedias
  - classroom displays, charts, posters, and picture maps
  - signs and labels in the classroom or school
  - experience charts
  - how-to books
  - alphabet books
  - electronic books.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students are developing as they learn to read include to:

- Locate and use classroom and library media center resources, with assistance, to acquire information
- Read informational texts with repetitive language and simple illustrations to begin to collect data, facts, and ideas
- Interpret information represented in pictures, illustrations, and simple charts and webs
- Recognize and interpret familiar signs and symbols from the environment; for example, labels on classroom furniture, equipment, and STOP signs
- Distinguish between texts with stories and texts with information
- Draw on prior experience to understand new data, facts, and ideas
- Use a picture dictionary as resource for vocabulary
- Select books, with teacher assistance, to meet informational needs.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

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## Standard 1

Students will read, write, listen, and speak for information and understanding.

**G**rades:  
PreK-1

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### WRITING

Students will write on a daily basis across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades PreK-1, for Information and Understanding

- Write the following in order to begin to transmit information:
  - pictures and drawings
  - letters of the alphabet
  - numbers
  - words, phrases, and factual sentences that explain or describe a picture, fact, or concept
  - lists and labels
  - names of persons, places, and things.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students are developing as they learn to write include to:

- Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation
- Write own name on pictures, drawings, paintings, and written products
- Write data, facts, and ideas gathered from personal experiences
- Use graphics (for example, posters) to communicate information from personal experience
- Maintain, with teacher assistance, a portfolio of informational writings and drawings.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning of sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

# Grades: PreK-1

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades PreK-1, for Information and Understanding

- Listen for data, facts, and ideas in, for example:
  - circle time, group discussions
  - group project reports
  - media presentations
  - role play.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students are developing as they learn to listen include to:

- Listen in order to:
  - acquire information from nonfiction text
  - identify words and sentences on a chart
  - follow directions involving a few steps
  - identify and respond to environmental sounds that provide information, such as a school bell or a fire alarm
  - identify similarities and differences in information about people, places, and events.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

#### WHEN STUDENTS SPEAK, Grades PreK-1, for Information and Understanding

- Speak to share data, facts, and ideas in, for example:
  - role play
  - small and large group discussions
  - reports on, for example, classroom projects, field trips.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that PreK-1 students are developing as they learn to speak include to:

- Speak in order to:
  - dictate information
  - report information briefly to peers and familiar adults
  - connect information from personal experiences to information from nonfiction texts
  - retell more than one piece of information in sequence
  - share observations from classroom, home, or community
  - ask questions to clarify topics, directions, and/or classroom routines
  - respond verbally to questions and/or directions
- Use appropriate visual aids (for example, puppets, toys, pictures) to illustrate a word or concept when speaking to share information.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to speak include to:

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and video tapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

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## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
PreK-1

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades PreK-1, for Literary Response and Expression

- Read books with limited text, repetitive language, and simple illustrations, such as:
  - picture and concept books
  - poems and rhymes
  - dictated stories
  - beginning books
  - electronic books.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students are developing as they learn to read include to:

- Comprehend, interpret, and respond to imaginative texts and performances
- Engage in prereading and reading activities in order to:
  - select books, tapes, and poems based on personal choice/interest or teacher-selected criteria such as a theme/topic
  - make connections between personal experiences and stories read
  - connect a picture or illustration to a story
  - predict what might happen next in a story
  - draw conclusions from a story
  - identify characters, settings, and events in a story
  - retell a story
  - distinguish between what is real and what is imaginary
- Dramatize or retell stories, using puppets, toys, and other props.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

# Grades: PreK-1

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

### WRITING

Students will write on a daily basis across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades PreK-1, for Literary Response and Expression

- Write original imaginative texts, such as:
  - stories
  - poems, jingles
- Write the following in order to interpret and respond to imaginative texts:
  - descriptive sentences
  - short paragraphs
  - captions under pictures or illustrations
  - names of characters, places, and events
  - original stories, poems, and songs.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students are developing as they learn to write include to:

- Write original imaginative texts:
  - create a story with a beginning, middle, and end, using pictures/drawings and some words
  - create poems or jingles, using pictures/drawings and some words
- Write in order to respond to text:
  - express feelings about characters or events in one or more stories
  - describe characters, settings, or events
  - list a sequence of events in a story
  - retell a story, using words and pictures
  - identify the problem and solution in a simple story
- Maintain, with teacher assistance, a portfolio of writings and drawings in response to literature.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning-of-sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
PreK-1

### LISTENING

Students will listen on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades PreK-1, for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:
  - storytelling and choral reading
  - group discussions of a story, song, rhyme, finger play, or poem
  - videotape presentations
  - puppet shows
  - dramatic productions.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students are developing as they learn to listen include to:

- Listen to imaginative texts and performances in order to:
  - appreciate and enjoy literary works
  - match spoken words with pictures
  - recall sequence of events from a personal experience or story
  - identify character, setting, plot
  - respond to vivid language; for example, nonsense words
  - identify specific people, places, and events
  - distinguish between a story and a poem.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

### SPEAKING

Students will speak on a daily basis.

#### WHEN STUDENTS SPEAK, Grades PreK-1, for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts in, for example:
  - book talks
  - role play / creative dramatics / choral speaking
  - circle time, group discussions
  - guided reading sessions
  - individual conferences with teacher.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that PreK-1 students are developing as they learn to speak include to:

- Speak in order to:
  - interpret words of characters in stories
  - engage in conversations with adults and peers regarding pictures, books, and experiences
  - role play characters or events from stories
  - express feelings about a work of fiction or poetry
  - respond to stories, legends, and songs from different cultural and ethnic groups
  - compare stories from personal experience with stories heard or read
  - dictate stories with a beginning, middle, and end
  - express the mood or emotion of a story by using a variety of words
  - describe the actions of characters in a story
  - tell real or imaginative stories based on response to illustrations
  - retell familiar stories in a logical sequence
  - ask for clarification of events in a story
  - describe familiar persons, places, or objects
  - recite short poems, nursery rhymes, and finger plays.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to speak include to:

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

# Grades: PreK-1

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades PreK-1, for Critical Analysis and Evaluation

- Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis, including:
  - picture and concept books
  - poems and rhymes
  - simple articles
  - posters
  - electronic resources
  - advertisements, such as simple slogans or jingles
  - dictated language experience stories.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students are developing as they learn to read include to:

- Identify, explain, and evaluate ideas, themes, and experiences from texts and performances
- Engage in pre-reading and reading activities in order to:
  - identify what they know, want to know, and have learned (KWL process) about a specific story, theme, or topic
  - use illustrations to assist in understanding the content of a text and to anticipate what will happen next
  - predict what could happen next or the outcome of a story or article
  - change the sequence of events in a story to create a different ending
  - compare a character in a story or article to a person with the same career or experience
  - form an opinion about the differences between events in a story and events in their own lives
  - evaluate and select books, poems, or tapes based on personal choice or teacher-selected criteria such as theme, topic, author, and illustrations
  - identify the characters in a story and what each contributes to the events of the story
  - recognize different plots in books by the same author
  - distinguish between real and imaginary stories.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

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## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

**G**rades:  
PreK-1

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### WRITING

Students will write on a daily basis across all content areas and standards.

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#### WHAT STUDENTS WRITE, Grades PreK-1, for Critical Analysis and Evaluation

- Write the following to begin to express opinions and make judgments:
  - experience charts
  - posters
  - advertisements, including simple slogans or jingles
  - statements about likes and dislikes.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students are developing as they learn to write include to:

- Write to express opinions and judgments in order to:
  - share what they know, want to know, and have learned (KWL process) about a theme or topic
  - respond in pictures or words to an experience or event shared by a classmate
  - depict an opinion about statements, illustrations, characters, and events in written and visual texts
  - compare characters, settings, and events within and between stories
  - describe the differences between real and imaginary experiences
  - describe the connections between personal experiences, and ideas and information in written and visual texts
- Maintain, with teacher assistance, a portfolio of writings and drawings that express opinions and judgments.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning-of-sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

# Grades: PreK-1

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades PreK-1, for Critical Analysis and Evaluation

- Listen for differences in opinions and viewpoints in, for example:
  - circle time, group discussions
  - read-aloud situations
  - individual conferences with teacher
  - paired discussions
  - role plays
  - individual or group viewing of advertisements, videos, movies.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students are developing as they learn to listen include to:

- Listen in order to:
  - form an opinion or evaluate information based on information in the world around them
  - form an opinion about a book read aloud by using established criteria to judge books, such as the choice of title and vocabulary
  - recognize differences in two or more versions of a familiar story, song, or finger play
  - identify messages in advertisements by listening to the words, music, and sound effects.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

#### WHEN STUDENTS SPEAK, Grades PreK-1, for Critical Analysis and Evaluation

- Speak to express opinions in, for example:
  - circle time
  - small and large group discussions
  - read-aloud situations
  - paired discussions
  - individual conferences with teacher
  - role play.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that PreK-1 students are developing as they learn to speak include to:

- Speak in order to:
  - share what they know, want to know, and have learned (KWL process) about a theme or topic
  - express an opinion or judgment about a story, poem, finger play, poster, or advertisement
  - compare characters, settings, or events in two or more stories
  - express an opinion about the color, form, and style of illustrations
  - explain personal criteria (for example, color, pictures, and vocabulary) for choosing a book, poem, or story
  - dramatize differences and similarities in characters
  - brainstorm to create an experience chart
  - compare and contrast different versions of the same story
  - explain why two different characters view the same action or event differently
  - compare and contrast events or characters in a story with own lives.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to speak include to:

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- videotapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
PreK-1

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades PreK-1, for Social Interaction

- Read a variety of material with limited text, repetitive language, and simple illustrations on a daily basis, such as:
  - text and pictures
  - morning messages
  - daily routine charts
  - experience charts
  - notes, cards, and letters.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that PreK-1 students are developing as they learn to read include to:

- Share reading experiences to establish, maintain, and enhance a personal relationship with peers or adults; for example, reading together silently or aloud
- Respect age, gender, and cultural traditions of the writer
- Recognize the vocabulary of social communication; for example, the language of salutations and closings.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students are developing as they learn to read include to:

- Distinguish between print and pictures
- Recognize the difference between letters and words
- Follow left to right and top to bottom direction when reading
- Locate parts of a book
- Recognize and identify letters of the alphabet
- Alphabetize high frequency words according to the first letter
- Distinguish the difference between vowels and consonants
- Use beginning and ending consonants as well as vowel sounds to identify words
- Recognize the different sounds that make up a word
- Point to words in a text or on a chart when read aloud, matching spoken word to print
- Recognize the singular and plural of frequently used words
- Recognize own name and the names of friends and family in print
- Recognize letter/sound correspondence (phonetic awareness)
- Recognize that words consist of a combination of sounds (phonemic awareness)
- Identify rhyming words
- Monitor own reading by applying strategies such as sounding out of letters, using context, grammar, picture clues, and rereading to determine meaning
- Read aloud with expression and fluency
- Use computer software to support early reading development.

# Grades: PreK-1

## Standard 4

Students will read, write, listen, and speak for social interaction.

### WRITING

Students will write on a daily basis across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades PreK-1, for Social Interaction

- Write the following to establish, maintain, and enhance personal relationships:
  - letters of the alphabet
  - numbers
  - words and pictures
  - cards, notes, and letters
  - personal experience stories.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that PreK-1 students *are developing* as they learn to write include to:

- Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group
- Respect the age, gender, and culture of the recipient
- Write friendly letters to others, using salutation and closing
- Maintain, with teacher assistance, a portfolio of writings and drawings for social interaction.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to write include to:

- Create a drawing, picture, sign, or other graphic to represent a word or concept
- Follow left to right and top to bottom direction when writing
- Use spacing between letters and words when writing on a line
- Write recognizable upper- and lowercase letters in manuscript
- Capitalize proper names and the letter "I"
- Write letters of own first and last name
- Spell high frequency words correctly
- Use the singular and plural of high frequency words
- Put words together in sentence format
- Use beginning-of-sentence capitalization and end punctuation
- Use classroom resources (word walls, picture dictionaries, teachers, peers) to support the writing process
- Give and seek constructive feedback in order to improve writing
- Use computer software to support development of early writing skills.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
PreK-1

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades PreK-1, for Social Interaction

- Listen to establish, maintain, and enhance personal relationships, for example:
  - conversations
  - circle time, group discussions
  - parallel play
  - role play
  - shared reading and writing experiences.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Respect the age, gender, and culture of the speaker
- Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners
- Listen for the tone of voice and content that signal friendly communication.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for a specified period of time
- Avoid interrupting
- Respond with expression appropriate to what is heard.

#### WHEN STUDENTS SPEAK, Grades PreK-1, for Social Interaction

- Speak to establish, maintain, and enhance personal relationships in, for example:
  - conversations
  - circle time
  - role play
  - shared reading and writing experiences.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Participate in small or large group storytelling, singing, and finger play in order to interact with classmates and adults in the classroom and school environment
- Share favorite anecdotes, riddles, and rhymes with peers and familiar adults
- Respect the age, gender, and interests of the listener
- Discuss the content of friendly notes, cards, letters, and personal narratives with a partner or in a small group to get to know the writer and each other.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that PreK-1 students *are developing* as they learn to speak include to:

- Respond respectfully
- Use age-appropriate vocabulary
- Take turns speaking in a group
- Correct the pronunciation of words by using classroom resources, such as teachers, peers, audio- and videotapes, and computer software
- Speak in complete sentences when required
- Stay on topic
- Speak audibly
- Speak with expression appropriate to the occasion.

# Grades: 2-4

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 2-4, for Information and Understanding

- Read from informational texts, such as:
  - books
  - biographies
  - age-appropriate reference materials
  - children's magazines/newspapers
  - electronic-based texts, such as encyclopedias.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to read include to:

- Locate and use library media resources, with assistance, to acquire information
- Read unfamiliar texts independently to collect and interpret data, facts, and ideas
- Read and understand written directions
- Locate information in a text that is needed to solve a problem
- Identify main ideas and supporting details in informational texts
- Recognize and use organizational features of texts, such as table of contents, indexes, page numbers, and chapter headings/subheadings to locate information
- Relate data and facts from informational texts to prior information and experience
- Compare and contrast information on one topic from two different sources
- Identify a conclusion that summarizes the main idea
- Select books independently to meet informational needs
- Identify and interpret significant facts taken from maps, graphs, charts, and other visuals
- Use graphic organizers to record significant details from informational texts.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

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## Standard 1

Students will read, write, listen, and speak for information and understanding.

**G**rades:  
2-4

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### WRITING

Students will write an average of 1000 words per month across all content areas and standards.

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#### WHAT STUDENTS WRITE, Grades 2-4, for Information and Understanding

- Write the following in order to begin to transmit information:
  - short reports of several paragraphs to two pages
  - brief summaries
  - graphs and charts
  - concept maps and semantic webs
  - simple outlines
  - formal letters
  - simple directions.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to write include to:

- Use at least two sources of information in writing a report
- Take notes to record data, facts, and ideas, both by following teacher direction and by writing independently
- State a main idea and support it with facts and details
- Use organizational patterns for expository writing, such as compare/contrast, cause/effect, and time/order
- Connect personal experiences and observations to new information from school subject areas
- Use dictionaries and/or computer software to spell words correctly
- Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic
- Support interpretations and explanations with evidence from text
- Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use varied vocabulary and sentence structure
- Write sentences in logical order and create paragraphs to develop ideas
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the “writing process” (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

# Grades: 2-4

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 2-4, for Information and Understanding

- Listen for data, facts, and ideas in, for example:
  - small and large group discussions
  - conferences with teachers
  - school assemblies
  - student presentations
  - multimedia presentations
  - oral readings.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen in order to:
  - acquire information and/or understand procedures
  - identify essential details
  - determine the sequence of steps given
  - identify main ideas and supporting details
  - identify a conclusion that summarizes the main idea
  - interpret information by drawing on prior knowledge and experience
  - collect information.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for an extended period of time
- Avoid interrupting
- Respond appropriately to what is heard.

#### WHEN STUDENTS SPEAK, Grades 2-4, for Information and Understanding

- Speak to share data, facts, and ideas in, for example:
  - small group interactions
  - class discussions and meetings
  - conferences with teachers
  - classroom presentations
  - read-aloud situations.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Speak in order to:
  - provide directions
  - express an opinion
  - ask questions
  - summarize
  - provide a sequence of steps
  - describe a problem and suggest one or more solutions
  - state a main idea with supporting examples and details
  - explain a line of reasoning
- Present a short oral report, using at least two sources of information, such as a person, a book, a magazine article, a television program, or electronic text
- Use complete sentences, age- and content-appropriate vocabulary
- Use logical order in presentations.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

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## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
**2-4**

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades 2-4, for Literary Response and Expression

- Read and view imaginative texts and performances, such as:
  - stories
  - poems and songs
  - folktales and fables
  - plays
  - film and video productions
  - electronic books.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to read include to:

- Select literature based on personal needs and interests from a variety of genres and by different authors
- Engage in purposeful oral reading in small and large groups
- Read print-based and electronic imaginative texts silently on a daily basis for enjoyment
- Recognize the differences among the genres of stories, poems, and plays
- Relate setting, plot, and characters in literature to own lives
- Explain the difference between fiction and nonfiction
- Use previous reading and life experiences to understand and compare literature
- Make predictions, and draw conclusions and inferences about events and characters
- Identify cultural influences in texts and performances
- Recognize the value of illustration in imaginative text
- Maintain a personal reading list to reflect reading accomplishments and goals
- Use specific evidence from stories to identify themes; describe characters, their actions and motivations; and relate sequences of events
- Use knowledge of story structure, story elements, and key vocabulary to interpret stories
- Use graphic organizers to record significant details about characters and events in stories.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

# Grades: 2-4

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

### WRITING

Students will write an average of 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 2-4, for Literary Response and Expression

- Write original imaginative texts, such as:
  - stories
  - poems and songs
  - plays
- Write adaptations
- Write interpretive and responsive essays of a few paragraphs.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to write include to:

- Write original imaginative texts:
  - create characters, simple plot and setting
  - use rhythm and rhyme to create short poems and songs
  - use dialogue to create short plays
  - use vivid and playful language
  - use descriptive language to create an image
- Write interpretive and responsive essays in order to, for example:
  - identify title, author, and illustrator
  - describe literary elements such as plot, setting, characters
  - describe themes of imaginative texts
  - express a personal response to literature
  - compare and contrast elements of text
- Produce clear, well-organized responses to stories read or listened to, supporting the understanding of themes, characters, and events with details from story
- Produce imaginative stories and personal narratives that show insight, development, organization, and effective language
- Use resources such as personal experiences and themes from other texts and performances to stimulate own writing
- Use a computer to create, respond to, and interpret imaginative texts
- Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use specific vocabulary and varied sentence structure
- Write sentences in logical order to develop ideas and create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the “writing process” (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
2-4

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 2-4, for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:
  - stories
  - poems and songs
  - folktales and fables
  - plays
  - films and video productions.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen in order to:
  - identify elements of character, plot, and setting to understand author's message or intent
  - connect imaginative texts to previous reading and life experiences to enhance understanding and appreciation
  - identify author's use of rhythm, repetition, and rhyme
  - compare and contrast ideas of others to own ideas
- Use note taking and webbing strategies to organize information and ideas recalled from stories read aloud.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for an extended period of time
- Avoid interrupting
- Respond appropriately to what is heard.

#### WHEN STUDENTS SPEAK, Grades 2-4, for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts in, for example:
  - class and group discussions
  - role play and creative drama
  - conferences with teacher
  - book reviews.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Speak in order to:
  - present original works such as stories, poems, and plays to classmates
  - give book reviews
  - describe characters, setting, and plot
  - make inferences and draw conclusions
  - compare imaginative texts and performances to personal experiences and prior knowledge
  - explain cultural and ethnic features in imaginative texts
  - ask questions to clarify and interpret imaginative texts and performances
  - discuss themes of imaginative texts
- Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

# Grades: 2-4

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 2-4, for Critical Analysis and Evaluation

- Read to analyze and evaluate information, ideas, and experiences from resources, such as:
  - children's books
  - children's articles
  - editorials in student newspapers
  - advertisements
  - electronic resources.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to read include to:

- Evaluate the content by identifying:
  - the author's purpose
  - important and unimportant details
  - whether events, actions, characters, and/or settings are realistic
  - recurring themes across works in print and media
- Compare and contrast characters, plot, and setting in two literary works
- Analyze ideas and information based on prior knowledge and personal experience
- Recognize how language and illustrations are used to persuade in printed and filmed advertisements and texts such as letters to the editor
- Judge truthfulness or accuracy of content with assistance from teachers and parents/caregivers in order to gather facts and form opinions
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter / sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate among a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

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## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

**G**rades:  
2-4

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### WRITING

Students will write an average of 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 2-4, for Critical Analysis and Evaluation

- Write the following to analyze and evaluate ideas, information, and experiences:
  - persuasive essays
  - editorials for classroom and school newspapers
  - movie and book reviews
  - reports and essays
  - advertisements.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to write include to:

- Use prewriting tools such as semantic webs and concept maps to organize ideas and information
- State a main idea, theme, or opinion and provide supporting details from the text
- Use relevant examples, reasons, and explanations to support ideas
- Express opinions and make judgments that demonstrate a personal point of view
- Use personal experiences and knowledge to analyze and evaluate new ideas
- Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text
- Create an advertisement, using words and pictures, in order to illustrate an opinion about a product
- Use effective vocabulary in persuasive and expository writing
- Use details from stories or informational texts to predict, explain, or show relationships between information and events
- Use ideas from two or more sources of information to generalize about causes, effects, or other relationships
- Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use specific vocabulary and varied sentence structure
- Write sentences in logical order to develop ideas and create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the "writing process" (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

# Grades: 2-4

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 2-4, for Critical Analysis and Evaluation

- Listen to analyze and evaluate ideas, information, and experiences in, for example:
  - class and group discussions
  - conferences with teacher
  - role plays
  - classroom presentations, such as oral book reviews
  - individual or group viewing of advertisements, videos, and movies.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen in order to:
  - distinguish between information in media texts such as live action news coverage, and fictional material in dramatic productions
  - form a personal opinion about the quality of texts read aloud based on criteria such as characters, plot, and setting
  - recognize the perspectives of others
  - form an opinion about the message of advertisements, based on the language
  - distinguish between fact and opinion
  - evaluate the speaker's style of delivery by using criteria such as volume and tone of voice.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for an extended period of time
- Avoid interrupting
- Respond appropriately to what is heard.

#### WHEN STUDENTS SPEAK, Grades 2-4, for Critical Analysis and Evaluation

- Speak to express opinions and judgments in, for example:
  - class and group discussions
  - role plays
  - conferences with teacher
  - book reviews
  - presentations.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Speak in order to:
  - explain the reasons for a character's actions, considering both the situation and the motivation of the character
  - express an opinion or judgment about a character, setting, and plot in a variety of works
  - discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences
  - express an opinion or judgment about school or community issues
  - use personal experience and knowledge to analyze and evaluate new ideas
  - express an opinion about the accuracy and truthfulness of the content of literary works, editorials, reviews, and advertisements supported by the text
  - role play to communicate an interpretation or evaluation of real or imaginary people or events
  - ask and respond to questions
  - use appropriate eye contact and gestures in presentations and responses
  - speak with appropriate rate and volume for the audience
  - take turns speaking in a group.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
2-4

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades 2-4, for Social Interaction

- Read the following to establish, maintain, and enhance personal relationships:
  - friendly letters, notes, cards, and messages
  - published diaries and journals.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to read include to:

- Share reading experiences to build relationships with peers or adults; for example, reading together silently or aloud
- Respect the age, gender, position, and cultural traditions of the writer
- Recognize the types of language appropriate to social communication; for example, informal vocabulary and jargon.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Use letter/sound correspondence, knowledge of grammar, and overall context to determine meaning
- Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (root words, prefixes, and suffixes)
- Use self-monitoring strategies, such as rereading and cross-checking
- Apply corrective strategies, using classroom resources such as teachers, peers, and reference tools
- Recognize the difference between phrases and sentences
- Read with attention to sentence structure and punctuation, such as periods, question marks, and commas to assist in comprehension
- Engage in independent silent reading
- Locate the name of the author, illustrator, the title page, table of contents, index, and chapter headings
- Recognize and discriminate a variety of informational texts
- Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources
- Read aloud at appropriate rate
- Read with increasing fluency and confidence from a variety of texts
- Maintain a personal reading list to reflect reading goals and accomplishments
- Use computer software to support reading.

# Grades: 2-4

## Standard 4

Students will read, write, listen, and speak for social interaction.

### WRITING

Students will write an average of 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 2-4, for Social Interaction

- Write the following to establish, maintain, and enhance personal relationships:
  - friendly letters, notes, and cards to friends, relatives, and pen pals
  - personal journals.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to write include to:

- Share the process of writing for social communication with peers and adults; for example, write with a partner
- Respect age, gender, position, and cultural traditions of the recipient when writing for social communication
- Develop a personal “voice” that enables the reader to get to know the writer
- Use the tone, vocabulary, and sentence structure of informal conversation
- Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to write include to:

- Begin to develop a voice in writing
- Spell frequently used words correctly
- Use basic punctuation correctly, such as commas, periods, exclamation points, and question marks
- Use correct verb tense
- Use specific vocabulary and varied sentence structure
- Write sentences in logical order to develop ideas and create paragraphs
- Use an organizational format that reflects a beginning, middle, and end
- Develop an idea within a brief text
- Learn and use the “writing process” (prewriting, drafting, revising, proofreading)
- Use revision strategies to develop writing, including conferring with teachers and peers, and cut and paste
- Determine the intended audience before writing
- Use legible print and/or cursive writing
- Use word processing.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
2-4

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 2-4, for Social Interaction

- Listen to establish, maintain, and enhance personal relationships in, for example:
  - class and group discussions
  - conferences with teacher
  - role play.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Respect the age, gender, position, and culture of the speaker
- Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners
- Listen for the tone of voice and content that signal friendly communication.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Attend to a listening activity for an extended period of time
- Avoid interrupting
- Respond appropriately to what is heard.

#### WHEN STUDENTS SPEAK, Grades 2-4, for Social Interaction

- Speak to establish, maintain, and enhance personal relationships in, for example:
  - informal conversations with peers and familiar adults
  - small group discussions
  - conferences with teacher.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respect age, gender, position, and cultural traditions of the listener when speaking
- Discuss the content of friendly notes, cards, letters, and personal narrative with a partner or small group in order to get to know the writer and each other
- Avoid interrupting in social conversation.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 2-4 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and familiar adults
- Use age-appropriate vocabulary
- Speak in grammatically correct sentences
- Use gestures appropriate to conveying meaning
- Establish eye contact to engage the audience
- Speak loudly enough to be heard by the audience.

# Grades: 5-6

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 5-6, for Information and Understanding

- Read from informational texts such as:
  - textbooks related to all school subjects
  - reference materials
  - primary sources
  - biographies and autobiographies
  - essays
  - newspapers and magazines
  - age-appropriate online and electronic databases and web sites.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to read include to:

- Locate and use school and public library resources, with some direction, to acquire information
- Use table of contents and indexes to locate information
- Read to collect and interpret data, facts, and ideas
- Read the steps of a procedure in order to accomplish a task, for example, complete a science experiment or install software
- Skim materials to gain an overview of content or locate specific information
- Use text features such as headings, captions, and titles, to understand and interpret informational text
- Recognize organizational formats to assist in comprehension of informational text
- Identify missing information and irrelevant information
- Distinguish between fact and opinion
- Identify information that is implied rather than stated
- Compare and contrast information about one topic from different sources
- Recognize how new information is related to prior knowledge or experience.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)
- Read aloud, using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

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# Standard 1

Students will read, write, listen, and speak for information and understanding.

**G**rades:  
**5-6**

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## WRITING

Students will write an average of 1000 words per month across all content areas and standards.

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### WHAT STUDENTS WRITE, Grades 5-6, for Information and Understanding

- Write the following in order to transmit information:
  - business letters
  - directions
  - news articles
  - summaries
  - reports of approximately one to five pages.

### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to write include to:

- Use at least three sources of information with appropriate citations to develop reports
- Take notes to record and organize relevant data, facts, and ideas
- State a main idea and support it with details and examples
- Compare and contrast ideas and information among two or three sources
- Write labels or captions for graphics such as charts, maps, graphs, and diagrams used to convey information
- Adopt an organizational format such as chronological order that is appropriate for informational writing
- Use paragraphing to organize ideas and information
- Maintain a portfolio that includes informational writing.

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; *for example, in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

# Grades: 5-6

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 5-6, for Information and Understanding

- Listen to interpret data, facts, and ideas in, for example:
  - short lectures
  - class discussions
  - interviews
  - presentations
  - multimedia presentations
  - newscasts.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen in order to:
  - follow instructions which provide information about a task or an assignment
  - identify essential details for note taking
  - distinguish between fact and opinion
  - identify information that is implicit rather than stated
  - connect new information to prior knowledge or experience.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

#### WHEN STUDENTS SPEAK, Grades 5-6, for Information and Understanding

- Speak to share data, facts, and ideas in, for example:
  - small and large group class discussions
  - presentations to classmates and other students
  - school assemblies.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Speak in order to:
  - ask probing questions
  - interview peers
  - share information from personal experience
  - share information from a variety of texts
  - synthesize and paraphrase information
  - state a main idea and support it with facts, details, and examples
  - compare and contrast information
  - make connections between sources of information
- Present reports of five to seven minutes for teachers and peers on topics related to all school subjects
- Summarize main points as part of the conclusion
- Use notes or outlines appropriate to the presentation.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to purpose for speaking
- Use facial expressions and gestures which enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

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## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
**5-6**

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades 5-6, for Literary Response and Expression

- Read, view, and interpret imaginative texts and performances, such as:
  - short stories
  - short novels
  - plays
  - myths and legends
  - folktales
  - poems
  - films and video productions
  - electronic books.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to read include to:

- Read, view, and interpret imaginative texts from a variety of genres
- Define the characteristics of different genres
- Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods
- Read aloud from a variety of genres, for example, read the lines of a play or recite a poem
- Recognize that the same story can be told in different genres; for example, novel, poem, or play
- Identify literary elements (setting, plot, character, rhythm, and rhyme) of different genres
- Recognize how the author uses devices such as simile, metaphor, and personification to create meaning
- Recognize how authors treat similar themes
- Identify the ways in which characters change and develop throughout a story
- Compare characters in literature to people in own lives.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)
- Read aloud using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

# Grades: 5-6

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

### WRITING

Students will write an average of 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 5-6, for Literary Response and Expression

- Write original imaginative texts, such as:
  - stories
  - poems and songs
  - plays
- Write interpretive and responsive essays.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to write include to:

- Write original imaginative texts:
  - use organizing structures such as stanzas, chapters, scenes, and verses
  - create a lead that attracts the reader's interest
  - provide a title that interests the readers
  - develop characters, create a setting, and establish a plot
  - use examples of literary devices such as rhythm, rhyme, simile, and personification
  - establish consistent point of view; for example, first or third person
  - use vocabulary to create a desired effect
- Write interpretive essays, in order to:
  - summarize the plot
  - describe the characters and how they change
  - describe the setting and recognize its importance to the story
  - draw a conclusion about the work
  - interpret the impact of literary devices such as simile and personification
  - recognize the impact of rhythm and rhyme
- Respond to literature, connecting the response to personal experience
- Use resources such as personal experience and themes from other texts and performances to plan and create imaginative text
- Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; *for example, in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

# Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
**5-6**

## LISTENING

Students will listen on a daily basis.

## SPEAKING

Students will speak on a daily basis.

### WHAT STUDENTS LISTEN TO, Grades 5-6, for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances such as:
  - stories
  - plays
  - poems and songs
  - films and video productions.

### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen in order to:
  - distinguish different genres, such as story, biography, poem, or play
  - identify characters' motivation
  - recognize the use of literary devices, such as simile, personification, rhythm, and rhyme in presentation of imaginative texts and determine their impact on meaning
  - use personal experience and prior knowledge to interpret and respond to imaginative texts and performances
  - identify cultural and historical influences in texts and performances.

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

### WHEN STUDENTS SPEAK, Grades 5-6, for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts in, for example:
  - class and small group discussions
  - formal presentations to classmates
  - group and individual conferences with teachers
  - school assemblies.

### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Speak in order to:
  - present original works such as stories, poems, and plays to adults and peers
  - share book reviews
  - summarize the plot, describe motivation of characters, and explain the importance of setting
  - connect a personal response to literature to prior experience or knowledge
  - recognize the importance of cultural, ethnic, and historical characteristics in texts and performances
  - ask questions and respond to questions for clarification
- Use notes or outlines appropriately in presentations.

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to the purpose for speaking
- Use facial expressions and gestures which enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

# Grades: 5-6

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 5-6, for Critical Analysis and Evaluation:

- Read to analyze and evaluate information, ideas, opinions, themes, and experiences from the following:
  - books, fiction and nonfiction
  - essays including scientific and historical essays
  - newspapers and magazines
  - advertisements
  - electronic resources.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 5-6 students demonstrate as they learn to read include to:

- Evaluate information, ideas, opinions, and themes in texts by identifying:
  - the central idea and supporting details
  - details that are primary and those that are less important
  - precise and vague language
  - statements of fact, opinion, and exaggeration
  - missing or unclear information
- Use established and personal criteria to analyze and evaluate the quality of ideas and information in text
- Identify different perspectives (such as social, cultural, ethnic, historical) on an issue presented in more than one text
- Recognize how one's own point of view contributes to forming an opinion about information and ideas.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)
- Read aloud, using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

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## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

**G**rades:  
**5-6**

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### WRITING

Students will write an average of 1000 words per month across all content areas and standards.

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#### WHAT STUDENTS WRITE, Grades 5-6, for Critical Analysis and Evaluation:

- Write the following to analyze and evaluate ideas, information, themes and experiences:
  - expository essays
  - persuasive texts
  - movie and book reviews
  - advertisements.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 5-6 students demonstrate as they learn to write include to:

- Use strategies such as note taking, semantic webbing or mapping, and outlining to plan and organize writing
- Use supporting evidence from text to evaluate ideas, information, themes, or experiences
- Analyze the impact of an event or issue from personal, peer group, and school community perspectives
- Analyze literary elements in order to evaluate the quality of ideas and information in text
- Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments
- Adopt an organizational format appropriate for critical analysis and evaluation such as compare/contrast
- Use precise vocabulary in writing analysis and evaluation
- Maintain a writing portfolio that includes writing for critical analysis and evaluation.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use pre-writing activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; *for example, in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

# Grades: 5-6

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 5-6, for Critical Analysis and Evaluation

- Listen to analyze and evaluate information, ideas, opinions, themes, and experiences in, for example:
  - discussions in small and large group settings
  - speeches in class and group settings, such as assemblies
  - reviews of books, films, and stage plays
  - panel presentations
  - multimedia presentations.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen in order to:
  - form an opinion on a subject based on information, ideas, and themes expressed in presentations
  - recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening
  - recognize and use the perspectives of others, including teachers and peers, in order to analyze and evaluate presentations
  - use prior knowledge and experiences in order to more fully evaluate and analyze content of presentations
  - recognize persuasive presentations and identify the techniques used to accomplish that purpose, such as choice of language and use of sound effects
  - evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

#### WHEN STUDENTS SPEAK, Grades 5-6, for Critical Analysis and Evaluation

- Speak to present opinions and judgments in, for example:
  - class and group discussions
  - formal presentations to classmates
  - individual/group conferences with teachers
  - presentations at school assemblies.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Speak in order to:
  - ask questions and respond to questions for clarification
  - express an opinion or a judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements
  - use role play as a strategy to analyze or evaluate an event or issue
  - use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments
  - articulate a thesis statement and support it with details, examples, and reasons
  - persuade, using appropriate language, tone, volume, and gestures
- Use notes or outlines appropriately in presentations.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to the purpose for speaking
- Use facial expressions and gestures which enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
**5-6**

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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**WHAT STUDENTS READ, Grades 5-6, for Social Interaction:**

- Read the following to establish, maintain, and enhance personal relationships:
  - friendly letters, notes, cards
  - published diaries and journals
  - electronic mail (e-mail).

**WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to read include to:**

- Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups
- Respect the age, gender, position, and cultural traditions of the writer
- Recognize conversational tone in friendly communication
- Recognize the types of language appropriate to social communication; for example, jargon/colloquialisms, informal, and conventions of e-mail.

**WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to read include to:**

- Identify purpose of reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
- Identify signal words (*finally* or *in addition*) that provide clues to organizational formats such as time order
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies to assist in comprehension (such as rereading, discussion with teacher, peers, or parents/caregivers)
- Read aloud, using inflection and intonation appropriate to text read and audience
- Maintain a personal reading list to reflect reading goals and accomplishments.

# Grades: 5-6

## Standard 4

Students will read, write, listen, and speak for social interaction.

### WRITING

Students will write an average of 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 5-6, for Social Interaction:

- Write the following to establish, maintain, and enhance personal relationships:
  - friendly letters, notes, and cards
  - personal journals
  - friendly electronic messages (e-mail).

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to write include to:

- Share the process of writing for social communication with peers and adults; for example, write a condolence note, get well card, or thank you letter with a writing partner or in small groups
- Respect age, gender, position, and cultural traditions of the recipient
- Develop a personal voice that enables the reader to get to know the writer
- Write personal reactions to experiences, events, and observations, using a form of social communication
- Maintain a portfolio that includes writing for social communication.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Determine the intended audience before writing
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Use teacher conferences and peer review to revise written work
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating and subordinating), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use signal words to provide clues to the organizational format; for example, *in addition, finally, as a result, similarly, on the other hand*
- Use dictionaries, thesauruses, and style manuals
- Use word processing skills.

# Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
**5-6**

## LISTENING

Students will listen on a daily basis.

## SPEAKING

Students will speak on a daily basis.

### WHAT STUDENTS LISTEN TO, Grades 5-6, for Social Interaction

- Listen in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example:
  - conversations
  - small and large group discussions
  - conferences with teacher.

### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Respect the age, gender, position, and cultural traditions of the speaker
- Recognize friendly communication based on volume, tone, and rate of the speaker's voice
- Recognize that social communication may include informal language such as jargon and colloquialisms
- Recognize the meaning of speakers' nonverbal cues.

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology
- Listen for unfamiliar words and learn their meaning.

### WHEN STUDENTS SPEAK, Grades 5-6, for Social Interaction

- Speak in the classroom and school environment to establish, maintain, and enhance personal relationships in, for example:
  - conversations
  - small and large group activities
  - conferences with teacher.

### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
- Use the informal language of social communication
- Respect the age, gender, culture, and interests of the listener.

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 5-6 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers, teachers, and others in the school community
- Use language and grammar appropriate to the purpose for speaking
- Use facial expressions and gestures that enhance communication
- Establish eye contact during presentations and group discussions
- Use audible voice and pacing appropriate to content and audience
- Use visual aids to support the presentation.

# Grades: 7-8

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 7-8, for Information and Understanding:

- Read from informational texts such as:
  - textbooks
  - biographies and autobiographies
  - essays
  - reference materials
  - graphs, charts, diagrams
  - magazines and newspapers
  - primary sources
  - online and electronic databases and web sites.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 7-8 students demonstrate as they learn to read include to:

- Locate and use school and public library resources independently to acquire information
- Apply thinking skills such as define, classify, and infer to interpret data, facts, and ideas from informational texts
- Read and follow written multistep directions or procedures to accomplish a task or complete an assignment
- Preview informational texts to assess content and organization, and select texts useful for the task
- Use indexes to locate information and glossaries to define terms
- Use knowledge of structure, content, and vocabulary to understand informational text
- Distinguish between relevant and irrelevant information
- Identify missing, conflicting, and/or unclear information
- Formulate questions to be answered by reading informational text
- Compare and contrast information from a variety of different sources
- Condense, combine, or categorize information from one or more sources
- Relate new information to prior reading and experience
- Draw conclusions and make inferences based on explicit and implied information
- Make, confirm, or revise predictions.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases (*furthermore* or *in comparison*) that provide clues to organizational formats such as compare/contrast
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading goals and accomplishments.

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## Standard 1

Students will read, write, listen, and speak for information and understanding.

**G**rades:  
**7-8**

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### WRITING

Students will write at least 1000 words per month across all content areas and standards.

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#### WHAT STUDENTS WRITE, Grades 7-8, for Information and Understanding

- Write the following in order to transmit information
  - informational essays
  - business letters
  - multistep directions
  - news articles
  - summaries, brochures, guides
  - research reports of approximately five pages.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 7-8 students demonstrate as they learn to write include to:

- Use several sources of information (in addition to an encyclopedia) in developing research reports
- Identify appropriate format for sharing information with intended audience and comply with the accepted features of that format
- Take research notes, using a note taking process
- Use outlines and graphic organizers such as semantic webs to plan reports
- Include relevant information and exclude irrelevant information
- Use paraphrase and quotation correctly
- Connect, compare, and contrast ideas and information from one or more sources
- Support ideas with examples, definitions, analogies, and direct references to the text
- Use graphics such as graphs, charts, and diagrams to enhance the communication of information
- Cite sources in footnotes and bibliography, using correct form
- Write accurate and complete responses to questions about informational material
- Maintain a portfolio that includes informational writing.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use transitional words or phrases (*first, next, in addition*) to produce organized cohesive text
- Use dictionaries, thesauruses, and style manuals
- Use computer software to support the “writing process”; for example, use word processing, import graphics
- Write for authentic purpose, including publication.

# Grades: 7-8

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 7-8, for Information and Understanding

- Listen to collect and interpret data, facts, and ideas in, for example:
  - lectures
  - small group and classroom discussions
  - presentations
  - multimedia presentations
  - interviews
  - directions/instructions.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Identify essential information for note taking
- Listen in planning or brainstorming sessions with peers
- Listen to and follow multistep directions which provide information about a task or an assignment
- Recall significant ideas and details and relationships between and among them
- Distinguish between relevant and irrelevant oral information
- Identify missing, conflicting or unclear information
- Make, confirm, or revise predictions
- Draw conclusions and make inferences based on explicit and implied information
- Recognize that the speaker's voice quality and delivery impact communication.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology.

#### WHEN STUDENTS SPEAK, Grades 7-8, for Information and Understanding

- Speak to share data, facts, and ideas in, for example:
  - discussions, class meetings
  - multimedia presentations
  - debates, mock trials, and panel discussions
  - interviews of school and community representatives
  - reports for adults and peers.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Prepare and give presentations on informational topics
- Contribute to group discussions by offering comments to clarify and interpret ideas and information
- Present information to address audience needs and to anticipate questions
- Present examples, definitions, analogies, and direct references to the text in support of ideas
- Connect, compare, and contrast ideas and information
- Use the conventions of the presentational format for panel discussions, debates, and mock trials
- Ask and respond to questions to clarify information.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Adapt language and presentational features for the audience and purpose
- Use language and grammar appropriate to the purpose for speaking
- Use volume, tone, pitch, and rate appropriate to content and audience
- Use effective nonverbal communication
- Use visual aids to enhance the presentation
- Establish and maintain eye contact with audience.

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## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
7-8

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades 7-8, for Literary Response and Expression:

- Read, view, and interpret imaginative texts and performances, such as:
  - short stories
  - novels
  - myths and legends
  - plays
  - lyric and narrative poems
  - ballads
  - films, video productions
  - electronic books.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 7-8 students demonstrate as they learn to read include to:

- Read silently and aloud from a variety of genres, authors, and themes
- Recognize that one text may generate multiple interpretations
- Interpret characters, plot, setting, theme, and dialogue, using evidence from the text
- Identify author's point of view, such as first person narrator and omniscient narrator
- Recognize recurring themes in a variety of literary works
- Determine how the use and meaning of literary devices such as symbolism, metaphor and simile, alliteration, personification, flashback and foreshadowing convey the author's message or intent
- Recognize how the author's use of language creates images or feelings
- Identify poetic elements such as repetition, rhythm, and rhyming patterns in order to interpret poetry
- Identify questions of personal importance and interest and literature that addresses them
- Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives
- Identify social context and other characteristics of the time period in order to enhance understanding and appreciation of text
- Compare a film, video, or stage version of a literary work with the written version.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases (*furthermore* or *in comparison*) that provide clues to organizational formats such as compare/contrast
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading goals and accomplishments.

# Grades: 7-8

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

### WRITING

Students will write at least 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 7-8, for Literary Response and Expression:

- Write original imaginative texts, such as:
  - stories
  - poems
  - songs
  - plays
  - video scripts
- Write interpretive and responsive essays.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 7-8 students demonstrate as they learn to write include to:

- Write original imaginative texts:
  - develop a narrative, using an organizational plan such as chronology or flashback
  - sequence events to advance a plot (rising action, conflict, climax, falling action, and resolution)
  - develop complex characters and create a setting
  - use literary devices
  - maintain a consistent point of view that enhances the message and/or establishes the mood
  - select a genre and use appropriate conventions such as dialogue, rhythm, and rhyme
  - use language that is creative
- Write interpretive and responsive essays of approximately three to five pages in order to:
  - express opinions and support them through specific references to the text
  - demonstrate understanding of plot and theme
  - identify and describe characters and their motivations
  - analyze the impact of the setting
  - identify and interpret how the use of literary devices (such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing) affects meaning
  - draw conclusions and provide reasons for the conclusions
  - compare and contrast characters, setting, mood, and voice in more than one literary text or performance
  - make connections between literary text and personal experience or knowledge
- Maintain a writing portfolio that includes imaginative, interpretive, and responsive writing.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use transitional words or phrases (*first, next, in addition*) to produce organized cohesive text
- Use dictionaries, thesauruses, and style manuals
- Use computer software to support the “writing process”; for example, use word processing, import graphics
- Write for authentic purpose, including publication.

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
7-8

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 7-8, for Literary Response and Expression

- Listen to comprehend, interpret, and respond to imaginative texts and performances, such as:
  - stage plays
  - dramatic readings
  - film and video productions.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Interpret and respond to texts on a variety of themes from different genres and authors
- Listen to class lectures, small group and classroom discussions to comprehend, interpret, and critique literary text
- Recognize different levels of meaning in presentations
- Identify how the author's choice of words, characterization, and use of other literary devices affects the listener's interpretation of the oral text
- Identify how the poet's use of repetition, rhythm, and rhyming patterns affects the listener's interpretation of poetry
- Recognize that meaning of the spoken word can vary based on tone, volume, pitch, and rate
- Recognize how posture, facial expression, and gestures of a speaker or actor are used to evoke a response
- Identify questions of personal importance and interest and seek to address them by listening to and interpreting films, plays, and dramatic readings
- Recognize social, historical, and cultural features in presentations of imaginative texts.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology.

#### WHEN STUDENTS SPEAK, Grades 7-8, for Literary Response and Expression

- Speak to present interpretations and responses to imaginative texts and performances in, for example:
  - class and small group discussions
  - panel presentations
  - formal presentations to peers and adults
  - class dramatic productions or readings
  - teacher conferences.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Express interpretations and support them through specific references to the text
- Explain the social, historical, and cultural features of imaginative text
- Present original imaginative texts, using language and text structures that are inventive; for example:
  - use conventions of the literary genre (story, poem, play)
  - use rhyme, rhythm, and repetition to create an emotional or aesthetic effect
  - use an introduction that catches and excites the interest of the listener
- Ask and respond to questions to clarify an interpretation or response to imaginative texts and performances.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Adapt language and presentational features for the audience and purpose
- Use language and grammar appropriate to the purpose for speaking
- Use volume, tone, pitch, and rate appropriate to content and audience
- Use visual aids and nonverbal communication to enhance the presentation
- Establish and maintain eye contact with audience.

# Grades: 7-8

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 7-8, for Critical Analysis and Evaluation:

- Read to analyze and evaluate information, ideas, opinions, issues, themes, and experiences in the following:
  - literary texts
  - scientific and historical articles
  - public documents for general audiences
  - editorials and articles from newspapers and magazines
  - book and film reviews
  - advertisements
  - electronic resources.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 7-8 students demonstrate as they learn to read include to:

- Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in text including:
  - identify conflicting information
  - consider the background and qualifications of the writer
  - question writers' assumptions, beliefs, intentions, and biases
  - evaluate examples, details, or reasons used to support ideas
  - identify fallacies of logic that lead to unsupported conclusions
  - discriminate between apparent message and hidden agenda
  - identify propaganda and evaluate its effectiveness
  - identify techniques an author uses to persuade; for example, emotional and ethical appeals
  - identify differing points of view in texts and presentations
  - identify cultural and ethnic values and their impact on content
  - identify multiple levels of meaning
- Judge a text by using evaluative criteria from a variety of perspectives, such as literary, political, and personal
- Recognize the effect of one's own point of view in evaluating ideas, information, opinions, and issues
- Suspend judgment until all information has been presented.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases (*furthermore* or *in comparison*) that provide clues to organizational formats such as compare/contrast
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading goals and accomplishments.

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## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

**G**rades:  
7-8

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### WRITING

Students will write at least 1000 words per month across all content areas and standards.

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**WHAT STUDENTS WRITE, Grades 7-8, for Critical Analysis and Evaluation:**

- Write the following to analyze and evaluate information, ideas, issues, opinions, themes, and experiences:
  - expository essays
  - literary critiques
  - editorials for school, local, and regional newspapers
  - speeches
  - reviews of plays, books, poems, and films.

**WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 7-8 students demonstrate as they learn to write include to:**

- Present clear analyses, using examples, details, and reasons from the text
- Present a hypothesis and predict possible outcomes from one or more perspectives
- Select content and choose strategies for written presentation based on audience, purpose, and content
- Present a subject from more than one perspective by using resources such as news articles, nonfiction texts, personal experiences, and other school subjects
- Explain connections between and among texts to extend the meaning of each individual text
- Compare and contrast use of literary elements in more than one genre by more than one author
- Maintain a writing portfolio that includes writing for critical analysis and evaluation.

**WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to write include to:**

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use transitional words or phrases (*first, next, in addition*) to produce organized cohesive text
- Use dictionaries, thesauruses, and style manuals
- Use computer software to support the “writing process”; for example, use word processing, import graphics
- Write for authentic purpose, including publication.

# Grades: 7-8

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 7-8, for Critical Analysis and Evaluation

- Listen to analyze and evaluate information, ideas, opinions, issues, themes, and experiences in, for example:
  - small and large group discussions
  - public speeches and editorials
  - reviews of books, films, and plays
  - interviews
  - debates
  - multimedia presentations
  - advertisements.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences
- Recognize multiple levels of meaning
- Use personal experiences and knowledge, and the opinions of speakers in school and community settings to make judgments from a variety of perspectives
- Recognize persuasive techniques, such as emotional and ethical appeals in presentations
- Consider the experience, qualifications, and possible biases of speakers in analyzing and evaluating presentations
- Identify conflicting, missing, or unclear information
- Suspend judgment until all information has been presented
- Evaluate organization of presentations
- Evaluate the quality of speaker's presentation style by using criteria such as voice quality, enunciation, and delivery.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology.

#### WHEN STUDENTS SPEAK, Grades 7-8, for Critical Analysis and Evaluation

- Speak to present opinions and judgments in, for example:
  - small and large group discussions and presentations
  - speeches
  - debates
  - interviews
  - multimedia presentations.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences
- Use an organizational format (for example question/answer, compare/contrast, cause/effect) so that ideas and information are clear
- State a hypothesis and predict possible outcomes from one or more perspectives
- Present content, using strategies designed for the audience, purpose, and context
- Present a subject from one or more perspective
- Credit sources of information and opinions accurately in presentations and handouts
- Ask and respond to questions to clarify an opinion or judgment.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Adapt language and presentational features for the audience and purpose
- Use language and grammar appropriate to the purpose for speaking
- Use volume, tone, pitch, and rate appropriate to content and audience
- Use visual aids and nonverbal communication to enhance the presentation
- Establish and maintain eye contact with audience.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
7-8

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades 7-8, for Social Interaction:

- Read the following to establish, maintain, and enhance personal relationships:
  - friendly letters, notes, and cards
  - published letters, diaries, and journals
  - friendly electronic mail (e-mail).

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 7-8 students demonstrate as they learn to read include to:

- Share reading experiences to build a relationship with a peer or adult; for example, read together silently or aloud with a partner or in small groups
- Consider age, gender, social position, and cultural traditions of the writer
- Recognize conversational tone in social communication
- Recognize the types of language appropriate to social communication; for example, informal, culture-specific, jargon, colloquialisms, and e-mail conventions.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Use word recognition and context clues to read fluently
- Determine the meaning of unfamiliar words by using context clues, a dictionary, a glossary, and structural analysis (roots, prefixes, suffixes) of words
- Distinguish between dictionary meaning and implied meaning of the author's words
- Identify transitional words or phrases (*furthermore* or *in comparison*) that provide clues to organizational formats such as compare/contrast
- Use knowledge of punctuation to assist in comprehension
- Apply corrective strategies (such as discussing with others and monitoring for misunderstandings) to assist in comprehension
- Seek opportunities for improvement in reading comprehension by choosing more challenging writers, topics, and texts
- Maintain a personal reading list to reflect reading goals and accomplishments.

# Grades: 7-8

## Standard 4

Students will read, write, listen, and speak for social interaction.

### WRITING

Students will write at least 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 7-8 for Social Interaction:

- Write the following to establish, maintain, and enhance personal relationships:
  - friendly letters, notes, and cards
  - personal journals
  - friendly electronic mail (e-mail).

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 7-8 students demonstrate as they learn to write include to:

- Share the process of writing with peers and adults; for example, write a condolence note, get well card, or thank you letter with a writing partner or in small groups
- Respect age, gender, position, and cultural traditions of the recipient
- Develop a personal voice that enables the reader to get to know the writer
- Write personal reactions to experiences, events, and observations using a form of social communication
- Identify and model the social communication techniques of published writers
- Maintain a portfolio of writing that includes social communication
- Use the conventions of electronic mail.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences, using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use transitional words or phrases (*first, next, in addition*) to produce organized, cohesive text
- Use dictionaries, thesauruses, and style manuals
- Use computer software to support the “writing process”; for example, use word processing, import graphics
- Write for authentic purpose, including publication.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
**7-8**

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 7-8, for Social Interaction

- Listen to peers and adults to establish, maintain, and enhance personal relationships at home, in school, and in the community.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Participate as a listener in social conversation with one or more people who are friends or acquaintances
- Respect the age, gender, position, and cultural traditions of the speaker
- Listen for more than one level of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate a speaker's uniqueness.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to listen include to:

- Adapt listening strategies to different purposes and settings
- Listen respectfully and responsively
- Identify own purpose for listening
- Recognize content-specific vocabulary or terminology.

#### WHEN STUDENTS SPEAK, Grades 7-8, for Social Interaction

- Speak with peers and adults to establish, maintain, and enhance personal relationships at home, in school, and in the community.

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Respect age, gender, and cultural traditions of the listener when speaking for social interaction
- Provide feedback by asking questions designed to encourage further conversation
- Avoid sarcasm, ridicule, dominating the conversation, and interrupting
- Use culture-specific language, jargon, colloquialism, and gesture appropriate to the purpose, occasion, and listener
- Respond to listener interests, needs, and reactions to social conversation
- Adopt conventions of e-mail to establish friendly tone in electronic-based social communication.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 7-8 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Adapt language and presentational features for the audience and purpose
- Use language and grammar appropriate to the purpose for speaking
- Use volume, tone, pitch, and rate appropriate to content and audience
- Use visual aids and nonverbal communication to enhance the presentation
- Establish and maintain eye contact with audience.

# Grades: 9-12

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 9-12, for Information and Understanding:

- Read from informational texts such as:
  - reference materials
  - primary and secondary sources
  - technical manuals
  - workplace documents
  - national and international newspapers, periodicals, and journals
  - biographies and autobiographies
  - online and electronic databases and web sites.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 9-12 students demonstrate as they learn to read include to:

- Locate and use school, public, academic, and special library resources for information and research
- Use specialized reference sources such as glossaries, directories, and abstracts
- Read and follow written complex directions and procedures to solve problems and accomplish tasks
- Skim texts to gain an overall impression and scan texts for particular information
- Recognize the defining features and structures of informational texts
- Interpret and evaluate data, facts, and ideas in informational texts
- Identify and evaluate the reliability and validity of informational sources
- Recognize unstated assumptions
- Distinguish verifiable statement from hypothesis
- Check consistency of hypothesis with given information and assumption
- Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, and subjects, and to the world at large.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive, such as *finally*, *in addition*, and *in contrast*
- Recognize organizational format such as hierarchical, chronological, and cause/effect
- Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading goals and accomplishments.

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# Standard 1

Students will read, write, listen, and speak for information and understanding.

**G**rades:  
**9-12**

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## WRITING

Students will write at least 1000 words per month across all content areas and standards.

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### WHAT STUDENTS WRITE, Grades 9-12, for Information and Understanding

- Write the following in order to transmit information:
  - research reports of approximately eight to ten pages
  - thesis/support papers
  - feature articles
  - technical reports or instructional manuals.

### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 9-12 students demonstrate as they learn to write include to:

- Use both primary and secondary sources of information for research
- Select and limit topics for informational writing
- Analyze and integrate data, facts, and ideas to communicate information
- Take notes and organize information from written and oral texts, such as lectures and interviews
- Use a range of organizational strategies to present information
- Apply new information in different contexts and situations
- Cite primary and secondary sources of information in bibliography and footnotes, using an approved style sheet
- Define the meaning and understand the consequences of plagiarism
- Use paraphrase and quotation in order to communicate information most effectively
- Use charts, graphs, and diagrams to support and illustrate informational text
- Use the language of research such as documentation, source, paraphrase, citation, bibliography, and footnote
- Maintain a portfolio that includes informational writing.

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity
- Use computer technology to create, manipulate, and edit text.

# Grades: 9-12

## Standard 1

Students will read, write, listen, and speak for information and understanding.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 9-12, for Information and Understanding:

- Listen to the following to interpret information and ideas in, for example:
  - small and large group discussions
  - school and public lectures or speeches
  - school and public forums and debates
  - school and public panel discussions
  - interviews
  - multimedia presentations.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Interpret information from media presentations such as documentary films, news broadcasts, taped interviews
- Listen to and follow complex directions or instructions
- Identify speaker's purpose and motive for communicating information
- Anticipate speaker's points and assess their validity
- Determine the need for more information for clarification
- Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas
- Recognize appropriate voice, tone, diction, and syntax.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people.

#### SPEAKING STUDENTS ENGAGE IN, Grades 9-12, for Information and Understanding:

- Speak to share information and ideas in, for example:
  - small or large group discussions
  - debates before a school or public audience
  - panel discussions before a school or public audience
  - interviews
  - presentations and/or multimedia presentations
  - campaign speeches.

#### WHAT STUDENTS DO FOR INFORMATION AND UNDERSTANDING: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Prepare and give presentations to a variety of audiences on a range of informational topics
- Use notes or speaking points to assist in delivery
- Express a point of view providing facts and details in support
- Use figures of speech such as similes and metaphors to make new ideas and complex information clearer to listeners
- Anticipate and respond to listener's points of view
- Give directions and explain a process
- Ask and respond to probing and challenging questions to acquire information.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection, and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to audience reaction and adapt presentation
- Establish and maintain eye contact with audience.

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## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
**9-12**

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 9-12, for Literary Response and Expression:

- Read, view, and interpret imaginative texts and performances in every medium from a wide variety of authors, subjects, and genres, such as:
  - short stories
  - novels
  - plays
  - films and video productions
  - poems
  - essays
  - literary criticism
  - electronic books.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 9-12 students demonstrate as they learn to read include to:

- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Read literary criticism to increase comprehension and appreciation of imaginative texts
- Recognize a range of literary elements and techniques such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work
- Recognize how the author uses tone to express an attitude toward the subject matter or the audience
- Distinguish between different forms of poetry such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how the author uses poetic form to convey message or intent
- Compare a film, video, or stage version of a literary work with the written version
- Read imaginative texts aloud to convey an interpretation of the work
- Interpret literary texts based on understanding of the genre and the literary period
- Read works with a common theme and compare the treatment of that theme by different authors
- Interpret multiple levels of meaning and subtleties in text
- Recognize relevance of literature to contemporary and/or personal events and situations.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive, such as *finally*, *in addition*, and *in contrast*
- Recognize organizational format such as hierarchical, chronological, and cause/effect
- Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading goals and accomplishments.

# Grades: 9-12

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

### WRITING

Students will write at least 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 9-12, for Literary Response and Expression:

- Write original imaginative texts, including:
  - stories
  - poems
  - plays for stage and screen
  - video scripts
  - autobiographical sketches
- Write interpretive and responsive essays.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 9-12 students demonstrate as they learn to write include to:

- Write imaginative texts:
  - use elements of imaginative text such as plot, character, setting, dialogue, conflict, and suspense to engage the reader
  - maintain consistent point of view including first person, third person, or omniscient narrator
  - use literary devices such as figurative language, allegory, irony, symbolism, and stream of consciousness
  - create social, historical, and/or cultural context
  - create multiple levels of meaning
  - use language and sentence structure creatively to elicit reader's emotional response
  - create a personal voice
- Write interpretive and responsive essays of approximately five pages in order to:
  - express judgments and support them through references to the text, using direct quotations and paraphrase
  - explain how the author's use of literary devices (such as allegory, stream of consciousness, irony) affects meaning
  - examine development and impact of literary elements such as character (protagonist, antagonist); action (conflict, intrigue, suspense, climax); and setting (locale, time period) in literary texts and performances
  - compare and contrast the treatment of literary elements in different genres and by more than one author
  - use literary criticism to expand personal analysis of the literary text
- Use resources such as personal experience, knowledge from other content areas, and independent reading to create imaginative, interpretive, and responsive texts
- Maintain a portfolio that includes imaginative, interpretive, and responsive writing.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity
- Use computer technology to create, manipulate, and edit text.

## Standard 2

Students will read, write, listen, and speak for literary response and expression.

**G**rades:  
**9-12**

### LISTENING

Students will listen on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 9-12, for Literary Response and Expression:

- Listen to comprehend, interpret, and respond to imaginative texts and performances such as:
  - stage plays
  - dramatic readings
  - film and video productions
  - reviews and critiques of literary works.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Interpret and respond to texts from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works
- Recognize features of literary genres in interpreting and responding to presentations of literary text
- Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text
- Identify how format and language are used in presentations to communicate the author's message and to evoke a response
- Recognize how presentation style affects emotional response of listener
- Connect imaginative texts to prior knowledge, personal experience, and contemporary situations
- Identify multiple levels of meaning in presentation of imaginative texts.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people.

### SPEAKING

Students will speak on a daily basis.

#### SPEAKING STUDENTS ENGAGE IN, Grades 9-12, for Literary Response and Expression:

- Speak to present interpretations and responses to imaginative texts and performances in, for example:
  - small and large group discussions
  - panel presentations
  - presentations and multimedia presentations to school and public audiences
  - dramatic productions or readings
  - teacher conferences.

#### WHAT STUDENTS DO FOR LITERARY RESPONSE AND EXPRESSION: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Express opinions and support them through specific references to the text
- Describe the features of the genre and the period to interpret and respond to imaginative texts
- Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response
- Use media to support presentation of original and interpretive texts
- Ask and respond to questions and follow-up questions to clarify interpretation.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection, and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to audience reaction and adapt presentation
- Establish and maintain eye contact with audience.

# Grades: 9-12

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

#### WHAT STUDENTS READ, Grades 9-12, for Critical Analysis and Evaluation:

- Read to analyze and evaluate ideas, information, opinions, issues, and experiences from academic and nonacademic sources, such as:
  - literary texts
  - editorials
  - book, drama, and film reviews
  - literary criticism
  - professional journals and technical manuals
  - public documents
  - electronic resources including listservs
  - periodicals
  - texts of speeches
  - position papers
  - advertisements.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 9-12 students demonstrate as they learn to read include to:

- Form opinions and make judgments about the validity and accuracy of informational, interpretive, imaginative, and persuasive texts
- Generate a list of significant questions to assist with analysis and evaluation of texts
- Analyze and evaluate nonfiction texts including:
  - determine significance and reliability of information
  - determine writer's perspectives, purposes, and intended audiences
  - identify tone, style, and use of language
  - recognize format and its significance to content
- Analyze and evaluate poetry in order to recognize the use and effect of:
  - rhythm, rhyme, and sound pattern
  - repetition
  - sensory imagery
  - figurative language
  - verse form
  - differences between language of the poem and everyday language of readers
- Analyze and evaluate fiction including:
  - the development of central idea or theme
  - the development of characters and their actions

- the elements of plot, such as conflict, climax, and resolution
- the background in which text is written
- the effect of diction and figurative language
- the effect created by author's tone or mood
- the significance of title

- Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as: cultural, historical, psychological, and social
- Select, reject, and reconcile ideas and information in light of prior knowledge, experiences, beliefs, and biases
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism, political, historical, and scientific analyses
- Analyze and evaluate the intellectual and/or emotional impact on the reader of specific texts.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Identify transitional words or phrases that make text cohesive, such as *finally*, *in addition*, and *in contrast*
- Recognize organizational format such as hierarchical, chronological, and cause/effect
- Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles
- Maintain a personal reading list to reflect reading goals and accomplishments.

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## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

**G**rades:  
**9-12**

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### WRITING

Students will write at least 1000 words per month across all content areas and standards.

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#### WHAT STUDENTS WRITE, Grades 9-12 for Critical Analysis and Evaluation:

- Write the following to analyze and evaluate ideas, information, issues, and experiences:
  - expository essays
  - literary critiques
  - reviews of books, drama, and films
  - editorials for newspapers and magazines
  - political speeches
  - responses to Internet listserv discussion groups
  - advertisements.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 9-12 students demonstrate as they learn to write include to:

- State an opinion, or present a judgment by developing a thesis and providing supporting evidence, arguments and details
- Articulate one or more perspectives (such as one's own and/or those of a special interest group) to summarize arguments on different sides of issues
- Develop critiques from more than one perspective, such as historical, cultural, social, and psychological
- Analyze a variety of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- Use strategies designed to influence or to persuade in writing speeches, editorials, and advertisements
- Use telecommunications in order to participate in listserv discussion groups
- Maintain a writing portfolio that includes writing for critical analysis and evaluation.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example, brainstorming, freewriting, note taking, and outlining
- Use the "writing process" (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating, and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity
- Use computer technology to create, manipulate, and edit text.

# Grades: 9-12

## Standard 3

Students will read, write, listen, and speak for critical analysis and evaluation.

### LISTENING

Students will listen on a daily basis.

### SPEAKING

Students will speak on a daily basis.

#### WHAT STUDENTS LISTEN TO, Grades 9-12, for Critical Analysis and Evaluation:

- Listen to analyze and evaluate information, ideas, opinions, issues, themes, and experiences from a range of academic and nonacademic presentations, including:
  - small and large group school or community discussions
  - speeches, interviews
  - reviews of books, films, and plays
  - debates
  - multimedia presentations
  - advertisements and editorials.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Recognize and acknowledge various perspectives on issues of local, national, and world concern
- Determine points of view, clarify positions, make judgments, and form opinions
- Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations
- Evaluate content and organization of the presentations, applying criteria such as appropriateness and completeness of reasons, examples, details; relevance of statements in relation to topic; validity of speaker's conclusion
- Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content
- Recognize the use of protocols and traditional practices of debating, public speaking, interviewing, reviewing literary works, and other forms of speaking
- Evaluate impact of medium on message.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Recognize the use and impact of effective language
- Demonstrate appropriate body language as a listener
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people.

#### SPEAKING STUDENTS ENGAGE IN, Grades 9-12, for Critical Analysis and Evaluation:

- Speak to present opinions, judgments, ideas, information, issues, and experiences in, for example:
  - small and large group presentations
  - reviews of books, films, and plays
  - debates, speeches, interviews
  - Internet listserv discussion groups.

#### WHAT STUDENTS DO FOR CRITICAL ANALYSIS AND EVALUATION: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Express opinions or make judgments about ideas, information, experience, and issues in literary, scientific, and historic articles, public documents, and advertisements
- Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics
- Present content that is clearly organized and based on knowledge of audience needs and interests
- Present reasons, examples, and details from sources cited to defend opinions or judgments
- Present arguments from different perspectives
- Modify content and presentation strategies based on audience response during presentation
- Speak extemporaneously to clarify or elaborate
- Respond to constructive criticism
- Use visuals and technology to enhance presentation
- Ask and respond to questions to seek clarity or to suggest different perspectives.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Respond respectfully
- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection, and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to audience reaction and adapt presentation
- Establish and maintain eye contact with audience.

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## Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
**9-12**

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### READING

Students will read a minimum of 25 books or the equivalent per year across all content areas and standards.

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#### WHAT STUDENTS READ, Grades 9-12, for Social Interaction:

- Read the following to establish, maintain, and enhance personal relationships, for example:
  - notes, cards, and letters from friends and family
  - published letters, diaries, and journals
  - electronic mail (e-mail).

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 9-12 students demonstrate as they learn to read include to:

- Share reading experiences to build a relationship with a peer or adult; for example, by reading together silently or aloud, by discussing reactions to texts
- Consider age, gender, and cultural traditions of the writer
- Recognize conversational tone in social communication
- Recognize the types of language appropriate to social communication; for example, informal, culture-specific, jargon, colloquialisms, and e-mail conventions.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to read include to:

- Identify purpose for reading
- Adjust reading rate according to purpose for reading
- Determine the meaning of unfamiliar words by using classroom and other resources
- Distinguish between dictionary meaning and implied meaning of the writer's words
- Identify transitional words or phrases (for example, *finally*, *in addition*, *in contrast*, and *because*) that make the text cohesive
- Follow the logic of compound/complex sentence structure
- Use knowledge of punctuation to assist in comprehension
- Recognize organizational format such as hierarchical, chronological, cause/effect
- Use strategies (such as discussing with others, reading guides and summaries, reading aloud) to assist in comprehension
- Identify opportunities for improvement of reading comprehension skills, such as exposure to wider range of writers, topics, and styles.

# Grades: 9-12

## Standard 4

Students will read, write, listen, and speak for social interaction.

### WRITING

Students will write at least 1000 words per month across all content areas and standards.

#### WHAT STUDENTS WRITE, Grades 9-12 for Social Interaction:

- Write the following to establish, maintain, and enhance personal relationships, for example:
  - friendly letters, notes, and cards
  - personal journals
  - friendly electronic mail (e-mail).

#### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 9-12 students demonstrate as they learn to write include to:

- Share the process of writing with peers and adults; for example, write a condolence note, get well card, or thank you letter with writing partner(s)
- Respect age, gender, and cultural traditions of the recipient
- Develop a personal voice that enables the reader to get to know the writer
- Write and share personal reactions to experiences, events, and observations, using a form of social communication
- Identify and model the social communication techniques of published writers
- Use the conventions of electronic mail
- Maintain a portfolio that includes writing for social interaction.

#### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to write include to:

- Understand the purpose for writing; for example, explain, describe, narrate, persuade, and express feelings
- Identify the intended audience
- Use tone and language appropriate for audience and purpose
- Use prewriting activities; for example brainstorming, freewriting, note taking, and outlining
- Use the “writing process” (prewriting, drafting, revising, proofreading, and editing)
- Write clear, concise sentences
- Observe rules of punctuation, capitalization, and spelling:
  - punctuation of simple and compound sentences, of dialogue, of titles of articles
  - spelling of commonly misspelled words, of homonyms, of content-area vocabulary
- Use correct grammatical construction:
  - parts of speech: nouns, adjectives and adverbs (comparative and superlative), pronouns (nominative and objective), conjunctions (coordinating, subordinating and correlative), prepositions and prepositional phrases, and interjections
  - complete simple, compound, and complex sentences of varied structure containing dependent clauses and using: correct subject/verb agreement, verb tense, and pronouns with clear antecedents
- Use dictionaries, thesauruses, and style manuals
- Use an organizational format that provides direction, coherence, and/or unity
- Use computer technology to create, manipulate, and edit text.

# Standard 4

Students will read, write, listen, and speak for social interaction.

**G**rades:  
**9-12**

## LISTENING

Students will listen on a daily basis.

## SPEAKING

Students will speak on a daily basis.

### WHAT STUDENTS LISTEN TO, Grades 9-12 for Social Interaction:

- Listen to establish, maintain, and enhance personal relationships at home, in school, and in the social and business community.

### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Participate as a listener in social conversation with one or more people who are friends, acquaintances, or strangers
- Respect age, gender, position, and cultural traditions of the speaker
- Listen for multiple levels of meaning, articulated and unspoken
- Encourage the speaker with appropriate facial expressions and gestures
- Withhold judgment
- Appreciate a speaker’s uniqueness.

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to listen include to:

- Listen respectfully and responsively
- Adapt listening strategies to different purposes and settings
- Identify own purpose for listening
- Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people.

### SPEAKING STUDENTS ENGAGE IN, Grades 9-12, for Social Interaction:

- Speak with peers and adults to initiate conversations to establish, maintain, and enhance personal relationships at home, in school, and in the social and business community.

### WHAT STUDENTS DO FOR SOCIAL INTERACTION: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Speak informally with familiar and unfamiliar people, individually and in group settings
- Respect age, gender, position, and cultural traditions of the listener
- Provide feedback by asking questions designed to encourage further conversation
- Respond to listener's interests, needs, and reactions to social conversations
- Use courtesy; for example, avoid sarcasm, ridicule, dominating conversation, and interrupting
- Select language and behavior appropriate to the purpose, occasion, and listener; for example, culture specific, jargon, colloquialism, and gesture
- Use social communication in workplace settings to foster trust and build goodwill
- Adopt conventions of e-mail to establish friendly tone in electronic-based social communication.
- Respond respectfully

### WHAT STUDENTS DO ACROSS ALL FOUR ENGLISH LANGUAGE ARTS STANDARDS: The competencies that 9-12 students demonstrate as they learn to speak include to:

- Initiate communication with peers and adults in the school and local community
- Use a presentational format appropriate for the audience and purpose
- Use the conventions of standard spoken English appropriate to the message and audience
- Apply delivery techniques such as voice projection, and demonstrate physical poise
- Use nonverbal communication techniques to help disclose message
- Use visual aids and props effectively
- Respond to audience reaction and adapt presentation
- Establish and maintain eye contact with audience.