

N.C. Standard Course of Study Objectives.
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English Language Arts Curriculum

Approved: 1999

Outcomes of English Language Arts Study

Outcomes The outcome of a successful English Language Arts curriculum is that students can use language effectively.

Student Language Competencies Students who successfully complete a balanced and effective English Language Arts program will be able to:

Use strategies and processes to improve their language use by

- planning, adjusting, evaluating, and refining the language they use for different purposes and audiences.

Use language to acquire, interpret, and apply information by

- identifying, collecting, or selecting information and ideas;
- analyzing, synthesizing, and organizing information to discover related ideas, concepts, or generalizations; and
- applying, extending, and expanding on information and concepts.

Use language to critically analyze and evaluate information by

- assessing the validity and accuracy of information and ideas
- determining the value of information and ideas; and
- developing criteria and evaluating the quality, relevance, and importance of information and ideas.

Use language to express aesthetic and personal responses by

- responding to personal situations and events in selections and to personal situations and events;
- responding to the personal, social, cultural, and historical significance of selections or personal experiences; and
- responding critically and creatively to selections or personal experience.

Kindergarten

During the kindergarten year, students need to experience the enjoyment of reading while they learn the foundational strategies and skills that will enable them to read independently. Students learn these enabling skills of phonemic awareness, letter names, sound-letter correspondences, decoding skills, high frequency vocabulary, and comprehension skills as they listen and respond to a variety of texts. They enjoy listening to stories, relating characters and events to their own life experiences, dramatizing stories, and responding to stories through art and writing activities. They can extend their oral language skills when given opportunities to express themselves, and they can learn how oral language is recorded to convey experiences and ideas as they observe their experiences and ideas being written. Kindergarten students will:

- Engage in word play.

- Listen and respond to children's literature.
- Build reading and writing concepts, skills, and strategies.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will develop and apply enabling strategies and skills to tency read and write.

Goal 1

1.01 Develop book and print awareness:

- identify the parts of books and function of each part.
- demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud.
- demonstrate an understanding of letters, words, and story.

1.02 Develop phonemic awareness and knowledge of alphabetic principle:

- demonstrate understanding that spoken language is a sequence of identifiable speech sounds.
- demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word.
- demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).

1.03 Demonstrate decoding and word recognition strategies and skills:

- recognize and name upper and lower case letters of the alphabet.
- recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.
- recognize most beginning consonant letter-sound associations in one-syllable words.

1.04 Read or begin to read:

- read or attempt to read own dictated story.
- attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning.

1.05 Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.

Compe The learner will develop and apply strategies and skills to tency comprehend text that is read, heard, and viewed.

Goal 2

2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details).

2.02 Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories).

2.03 Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.

2.04 Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).

2.05 Predict possible events in texts before and during reading.

2.06 Understand and follow oral-graphic directions.

2.07 Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre.

Compe tency Goal 3 The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01 Connect information and events in text to experience.
- 3.02 Discuss concepts and information in a text to clarify and extend knowledge.
- 3.03 Associate target words with prior knowledge and explore an author's choice of words.
- 3.04 Use speaking and listening skills and media to connect experiences and text:
 - listening to and re-visiting stories.
 - discussing, illustrating, and dramatizing stories.
 - discovering relationships.

Compe tency Goal 4 The learner will apply strategies and skills to create oral, written, and visual texts.

- 4.01 Use new vocabulary in own speech and writing.
- 4.02 Use words that name and words that tell action in a variety of simple texts.
- 4.03 Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.
- 4.04 Maintain conversation and discussions:
 - attending to oral presentations.
 - taking turns expressing ideas and asking questions.
- 4.05 Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).
- 4.06 Write and/or participate in writing behaviors by using authors' models of language.

Compe tency Goal 5 The learner will apply grammar and language conventions to communicate effectively.

- 5.01 Develop spelling strategies and skills by:
 - representing spoken language with temporary and/or conventional spelling.
 - writing most letters of the alphabet.
 - analyzing sounds in a word and writing dominant consonant letters.
- 5.02 Use capital letters to write the word / and the first letter in own name.

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First Grade

First grade students extend their understanding of the enabling skills of phonemic awareness and decoding and word recognition while they extend their comprehension and use of conventions for written language. They read a variety of texts, listen to literature, and respond to books, poetry, plays, age-appropriate expository texts, environmental print, and self-selected reading materials. They expand their oral language skills and their knowledge about recording oral language to express themselves clearly. As they participate in discussing texts and constructing texts, they expand their store of words. They begin to use new vocabulary and formats for their written products as a result of their examination of models of speaking and writing.

First grade students will:

- Read a variety of texts in different settings.
- Respond to texts in different ways.
- Use conversational and literary language to express themselves.
- Begin to develop effective listening and speaking skills.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will develop and apply enabling strategies and skills to
tency read and write.

Goal 1

1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle:

- count syllables in a word.
- blend the phonemes of one-syllable words.
- segment the phonemes of one-syllable words.
- change the beginning, middle, and ending sounds to produce new words.

1.02 Demonstrate decoding and word recognition strategies and skills:

- use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text.
- recognize many high frequency and/or common irregularly spelled words in text (e.g., *have said, where, two*).

1.03 Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.

1.04 Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).

1.05 Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

Compe The learner will develop and apply strategies and skills to
tency comprehend text that is read, heard, and viewed.

Goal 2

2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.

2.02 Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).

2.03 Read and comprehend both narrative and expository text appropriate for grade one.

2.04 Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.

- 2.05 Predict and explain what will happen next in stories.
- 2.06 Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing).
- 2.07 Respond and elaborate in answering *what*, *when*, *where*, and *how* questions.
- 2.08 Discuss and explain response to *how*, *why*, and *what if* questions in sharing narrative and expository texts.
- 2.09 Read and understand simple written instructions.

Compe tency Goal 3 The learner will make connections through the use of oral language, written language, and media and technology.

- 3.01 Elaborate on how information and events connect to life experiences.
- 3.02 Recognize and relate similar vocabulary use and concepts across experiences with texts.
- 3.03 Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts.
- 3.04 Share personal experiences and responses to experiences with text:
 - publishing non-print texts.
 - discussing interpretations.
 - recording personal responses.
- 3.05 Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice.
- 3.06 Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message.
- 3.07 Compare authors' uses of conventions of language that aid readers including:
 - kinds of sentences.
 - capitalization of first word in a sentence and proper names.
 - punctuation to end a declarative and interrogative sentence.

Compe tency Goal 4 The learner will apply strategies and skills to create oral, written, and visual texts.

- 4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event).
- 4.02 Use words that name characters and settings (*who*, *where*) and words that tell action and events (*what* happened, *what* did ___ do) in simple texts.
- 4.03 Use specific words to name and tell action in oral and written language (e.g., using words such as *frog* and *toad* when discussing an expository text).
- 4.04 Extend skills in using oral and written language:
 - clarifying purposes for engaging in communication.
 - using clear and precise language to paraphrase messages.
 - engaging in more extended oral discussions.
 - producing written products.
- 4.05 Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).
- 4.06 Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).

Compe tency The learner will apply grammar and language conventions to communicate effectively.

Goal 5

- 5.01 Use phonic knowledge and basic patterns (e.g., *an, ee, akə*) to spell correctly three- and four-letter words.
- 5.02 Apply phonics to write independently, using temporary and/or conventional spelling.
- 5.03 Write all upper and lower case letters of the alphabet, using correct letter formation.
- 5.04 Use complete sentences to write simple texts.
- 5.05 Use basic capitalization and punctuation:
 - first word in a sentence.
 - proper names.
 - period to end declarative sentence.
 - question mark to end interrogative sentence.
- 5.06 Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).

Second Grade

Second grade students use the listening, speaking, and reading foundational skills they have developed to extend their understanding of written language and their skills in using written language. They need to read a wider variety of texts that require strategies and skills with more complex vocabulary and ideas. These students need to be able to write sentences to express multiple ideas about a topic. Second grade students will:

- Use acquired concepts and metacognitive skills to read and write more independently.
- Comprehend and respond to texts using multiple skills and strategies.
- Extend vocabulary skills to use oral and written communication effectively.
- Use reading and listening, speaking and writing, and media and technology resources to accomplish a purpose.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will develop and apply enabling strategies and skills to
tency read and write.

Goal 1

- 1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.
- 1.02 Read most high frequency and many irregularly spelled words accurately in text.
- 1.03 Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.
- 1.04 Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.
- 1.05 Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.

Compe The learner will develop and apply strategies and skills to
tency comprehend text that is read, heard, and viewed.

Goal 2

- 2.01 Read and comprehend both narrative and expository text appropriate for grade two.
- 2.02 Use text for a variety of functions, including literary,

informational, and practical.

2.03 Read expository materials for answers to specific questions.

2.04 Pose possible *how*, *why*, and *what if* questions to understand and/or interpret text.

2.05 Self-monitor own difficulties in comprehending independently using several strategies.

2.06 Recall facts and details from a text.

2.07 Discuss similarities and differences in events and characters across stories.

2.08 Interpret information from diagrams, charts, and maps.

Compe The learner will make connections through the use of oral
tency language, written language, and media and technology.

Goal 3

3.01 Use personal experiences and knowledge to interpret written and oral messages.

3.02 Connect and compare information across expository selections to experience and knowledge.

3.03 Explain and describe new concepts and information in own words.

3.04 Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., Read aloud by teacher, literature circles, interest groups, book clubs).

3.05 Locate and discuss examples of an author's use of:

- kinds of sentences (declarative, interrogative, exclamatory).
- capitalization (titles, dates and days, names of countries).
- punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).
- use of paragraphs in texts and their effects on the reader.

3.06 Discuss the effect of an author's choices for nouns, verbs, and modifiers which help the reader comprehend a narrative or expository text.

Compe The learner will apply strategies and skills to create oral, written,
tency and visual texts.

Goal 4

4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.

4.02 Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.

4.03 Read aloud with fluency and expression any text appropriate for early independent readers.

4.04 Use oral communication to identify, organize, and analyze information.

4.05 Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.

4.06 Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).

4.07 Compose first drafts using an appropriate writing process:

- planning and drafting.
- rereading for meaning.
- revising to clarify and refine writing with guided discussion.

4.08 Write structured, informative presentations and narratives when

given help with organization.

4.09 Use media and technology to enhance the presentation of information to an audience for a specific purpose.

Compe tency The learner will apply grammar and language conventions to communicate effectively.

Goal 5

5.01 Spell correctly using:

- previously studied words.
- spelling patterns.
- analysis of sounds to represent all the sounds in a word in one's own writing.

5.02 Attend to spelling, mechanics, and format for final products in one's own writing.

5.03 Use capitalization, punctuation, and paragraphs in own writing.

5.04 Use the following parts of the sentence:

- subject.
- predicate.
- modifier.

5.05 Use editing to check and confirm correct use of conventions:

- complete sentences.
- correct word order in sentences.

5.06 Use correctly in written products:

- letter formation, lines, and spaces to create readable documents.
- plural forms of commonly used nouns.
- common, age - appropriate contractions.

Third Grade

Students in third grade apply the foundational skills learned earlier automatically and flexibly to decode and comprehend fiction, nonfiction, poetry, and drama. They use critical thinking skills which they apply strategically across the disciplines to comprehend and clarify information and ideas. They compose fiction, nonfiction, poetry, and drama for a variety of purposes and audiences. Third graders become increasingly independent and flexible in their use of communication skills and strategies. The learner will:

- Read with fluency and comprehension fiction, nonfiction, poetry, and drama.
- Apply strategies flexibly and strategically for recognizing words, learning new words, and constructing meaning from text(s).
- Expand vocabulary through wide reading, word study, and discussion.
- Write for a variety of audiences and purposes using appropriate formats.
- Use active listening and effective oral communication.
- Use media, a variety of information sources, and technological resources as tools for learning.
- Apply grammar and language conventions to access and communicate information and ideas.
- Reflect upon and make connections among language, texts, and personal experience.
- Apply comprehension strategies and skills to a wide variety of genres.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe tency The learner will apply enabling strategies and skills to read and write.

Goal 1

1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).

1.02 Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.

1.03 Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.

1.04 Increase sight vocabulary, reading vocabulary, and writing vocabulary through:

- wide reading.
- word study.
- listening.
- discussion.
- book talks.
- book clubs.
- seminars.
- viewing.
- role play.
- studying author's craft.

1.05 Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.

1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- extend vocabulary.

Compe The learner will apply strategies and skills to comprehend text that
tenacy is read, heard, and viewed.
Goal 2

2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).

2.02 Interact with the text before, during, and after reading, listening, or viewing by:

- setting a purpose.
- previewing the text.
- making predictions.
- asking questions.
- locating information for specific purposes.
- making connections.
- using story structure and text organization to comprehend.

2.03 Read a variety of texts, including:

- fiction (short stories, novels, fantasies, fairy tales, fables).
- nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).
- poetry (proverbs, riddles, limericks, simple poems).
- drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- author's purpose.
- plot.
- conflict.
- sequence.

- resolution.
- lesson and/or message.
- main idea and supporting details.
- cause and effect.
- fact and opinion.
- point of view (author and character).
- author's use of figurative language (e.g., simile, metaphor, imagery).

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.

2.06 Summarize main idea(s) from written or spoken texts using succinct language.

2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).

2.08 Listen actively by:

- facing the speaker.
- making eye contact.
- asking questions to clarify the message.
- asking questions to gain additional information and ideas.

Compe tency Goal 3 The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- considering the differences among genres.
- relating plot, setting, and characters to own experiences and ideas.
- considering main character's point of view.
- participating in creative interpretations.
- making inferences and drawing conclusions about characters and events.
- reflecting on learning, gaining new insights, and identifying areas for further study.

3.02 Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.

3.03 Use text and own experiences to verify facts, concepts, and ideas.

3.04 Make informed judgments about television productions.

3.05 Compare and contrast printed and visual information (e.g., graphs, charts, maps).

3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Compe tency Goal 4 The learner will apply strategies and skills to create oral, written, and visual texts.

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression.

4.02 Use oral and written language to:

- present information in a sequenced, logical manner.
- discuss.
- sustain conversation on a topic.
- share information and ideas.
- recount or narrate.

- answer open-ended questions.
- report information on a topic.
- explain own learning.

4.03 Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations).

4.04 Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).

4.05 Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task.

4.06 Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans.

4.07 Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).

4.08 Focus reflection and revision (with assistance) on target elements by:

- clarifying ideas.
- adding descriptive words and phrases.
- sequencing events and ideas.
- combining short, related sentences.
- strengthening word choice.

4.09 Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).

4.10 Explore technology as a tool to create a written product.

Compe The learner will apply grammar and language conventions to
tency communicate effectively.
Goal 5

5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).

5.02 Use correct subject/verb agreement.

5.03 Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.

5.04 Compose two or more paragraphs with:

- topic sentences.
- supporting details.
- appropriate, logical sequence.
- sufficient elaboration.

5.05 Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings).

5.06 Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).

5.07 Edit (with assistance) to use conventions of written language and format.

5.08 Create readable documents with legible handwriting.

Fourth Grade

Students in fourth grade apply reading strategies and skills automatically, flexibly, and strategically to comprehend fiction, nonfiction, poetry, and drama. They read for literary experience, to gain information, and to perform a task. They use a variety of strategies and writing process elements to compose fiction, nonfiction, poetry, and drama. They become increasingly proficient in active listening, speaking, and using media and technology. They deepen and extend their understanding and use of English language conventions in oral presentations and written products. The learner will:

- Explore a wide range of texts and their distinguishing features.
- Expand vocabulary through wide reading, word study, exposure to content area words, and discussion.
- Routinely spell high frequency words and use resources to check spelling.
- Write for a variety of purposes and audiences and use writing as a tool for learning.
- Communicate effectively with different audiences through spoken, written, and visual formats.
- Use media and technological resources for research and as tools for learning.
- Use increasingly sophisticated knowledge of grammar and language conventions in oral and written products and presentations.
- Apply comprehension strategies critically, creatively, and strategically.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will apply enabling strategies and skills to read and
tency write.

Goal 1

1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).

1.02 Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension.

1.03 Identify key words and discover their meanings and relationships through a variety of strategies.

1.04 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- knowledge of homophones, synonyms, antonyms, homonyms.
- knowledge of multiple meanings of words.
- writing process elements.
- writing as a tool for learning.
- seminars.
- book clubs.
- discussions.
- examining the author's craft.

1.05 Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words.

1.06 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- expand vocabulary.

Compe The learner will apply strategies and skills to comprehend text that
tency is read, heard, and viewed.

Goal 2

2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask

for help, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- setting a purpose using prior knowledge and text information.
- making predictions.
- formulating questions.
- locating relevant information.
- making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, including:

- fiction (legends, novels, folklore, science fiction).
- nonfiction (autobiographies, informational books, diaries, journals).
- poetry (concrete, haiku).
- drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- plot.
- theme.
- main idea and supporting details.
- author's choice of words.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

2.07 Determine usefulness of information and ideas consistent with purpose.

2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.

2.09 Listen actively by:

- asking questions.
- paraphrasing what was said.
- interpreting speaker's verbal and non-verbal messages.
- interpreting speaker's purposes and/or intent.

Compe The learner will make connections with text through the use of oral

tency language, written language, and media and technology.

Goal 3

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.

3.02 Analyze characters, events, and plots from different selections and cite supporting evidence.

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

3.04 Make informed judgments about television and film/video productions.

3.05 Integrate information from two or more sources to expand understanding of text.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use

of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Compe The learner will apply strategies and skills to create oral, written, tency and visual texts.

Goal 4

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.

4.02 Use oral and written language to:

- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.

4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).

4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

4.08 Focus revision on a specific element such as:

- word choice.
- sequence of events and ideas.
- transitional words.
- sentence patterns.

4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

4.10 Use technology as a tool to gather, organize, and present information.

Compe The learner will apply grammar and language conventions to tency communicate effectively.

Goal 5

5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives).

5.02 Demonstrate understanding in speaking and writing by appropriate usage of:

- pronouns.
- subject/verb agreement.
- verb tense consistency.
- subject consistency.

5.03 Elaborate information and ideas in writing and speaking by using:

- simple and compound sentences.
- regular and irregular verbs.
- adverbs.
- prepositions.

- coordinating conjunctions.
- 5.04 Compose multiple paragraphs with:
- topic sentences.
 - specific, relevant details.
 - logical progression and movement of ideas.
 - coherence.
 - elaboration.
 - concluding statement related to the topic.
- 5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.
- 5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).
- 5.07 Use established criteria to edit for language conventions and format.
- 5.08 Demonstrate evidence of language cohesion by:
- logical sequence of fiction and nonfiction retells.
 - time order sequence of events.
 - sustaining conversations on a topic.
- 5.09 Create readable documents through legible handwriting and/or word processing.

Fifth Grade

Students in fifth grade expand and deepen concepts, skills, and strategies learned at earlier grades. They make new connections as they experience more sophisticated ideas and begin to study subjects in more formal ways. They read and write a variety of texts with greater breadth and depth, critically analyzing and evaluating information and ideas. Fifth graders revisit and refine concepts and their knowledge of English Language Arts conventions as they become more sophisticated, independent learners. The learner will:

- Use reading and writing to learn about and understand their world and other cultures.
- Evaluate text to determine the author's purpose and point of view.
- Increase vocabulary knowledge through wide reading, word study, discussion, and content area study.
- Use print and non-print media to persuade an audience.
- Use metacognitive skills to accomplish a task independently or as a group member.
- Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas.
- Apply comprehension strategies critically, creatively, and strategically.
- Use media and technology as resources for extended research and as tools for learning.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will apply enabling strategies and skills to read and
tency write.

Goal 1

1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, and etymologies (word origins) to assist comprehension.

1.02 Select key vocabulary critical to the text and apply appropriate

meanings as necessary for comprehension.

1.03 Increase reading and writing vocabulary through:

- wide reading.
- word study.
- word reference materials.
- content area study.
- writing process elements.
- writing as a tool.
- debate.
- discussions.
- seminars.
- examining the author's craft.

1.04 Use word reference materials (e.g., glossary, dictionary, thesaurus, on-line reference tools) to identify and comprehend unknown words.

1.05 Read independently daily from self-selected materials (consistent with the student's independent reading level) to:

- increase fluency.
- build background knowledge.
- expand and refine vocabulary.

Compe The learner will apply strategies and skills to comprehend text that tency is read, heard, and viewed.

Goal 2

2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question).

2.02 Interact with the text before, during, and after reading, listening, and viewing by:

- making predictions.
- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary, and cultural understandings.
- seeking additional information.

2.03 Read a variety of texts, such as:

- fiction (tall tales, myths).
- nonfiction (books of true experience, newspaper and magazine articles, schedules).
- poetry (narrative, lyric, and cinquains).
- drama (plays and skits).

2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:

- plot development.
- author's choice of words.
- effectiveness of figurative language (e.g., personification, flashback).

2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).

2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).

2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.

2.08 Explain and evaluate relationships that are:

- causal.
- hierarchical.
- temporal.
- problem-solution.

2.09 Listen actively and critically by:

- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

Compe The learner will make connections through the use of oral
tency language, written language, and media and technology.

Goal 3

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing word choice and content.
- examining reasons for a character's actions, taking into account the situation and basic motivation of the character.
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.

3.02 Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.

3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in the text(s).

3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.

3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.

3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

3.07 Make informed judgments about:

- bias.
- propaganda.
- stereotyping.
- media techniques.

Compe The learner will apply strategies and skills to create oral, written,
tency and visual texts.

Goal 4

4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.

4.02 Use oral and written language to:

- formulate hypotheses.
- evaluate information and ideas.
- present and support arguments.
- influence the thinking of others.

4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.

4.04 Select a self-evaluated composition for publication and justify

rationale for selection.

4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.

4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.

4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).

4.08 Focus revision on target elements by:

- improving word choice.
- rearranging text for clarity.
- creating simple and/or complex sentences for clarity or impact.
- developing a lead, characters, or mood.

4.09 Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).

4.10 Use technology as a tool to enhance and/or publish a product.

Compe The learner will apply grammar and language conventions to
tency communicate effectively.

Goal 5

5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).

5.02 Demonstrate understanding in speaking and writing by using:

- troublesome verbs.
- nominative, objective, and possessive pronouns.

5.03 Elaborate information and ideas in speaking and writing by using:

- prepositional phrases.
- transitions.
- coordinating and/or subordinating conjunctions.

5.04 Determine the impact of word choice on written and spoken language.

5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.

5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.

5.07 Edit final product for grammar, language conventions, and format.

5.08 Create readable documents through legible handwriting and word processing.

Sixth Grade

Sixth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on personal expression, students also:

- Interpret and synthesize information.

- Develop an understanding of the foundations of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will use language to express individual perspectives
tency drawn from personal or related experience.

Goal 1

- 1.01 Narrate a fictional or autobiographical account which:
- includes a coherent organizing structure.
 - tells a story or establishes the significance of an event or events.
 - uses remembered feelings and specific details.
 - uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions).
- 1.02 Explore expressive materials that are read, heard, and viewed by:
- generating a learning log or journal.
 - creating an artistic interpretation that connects self to the work.
 - discussing books/media formally and informally.
- 1.03 Interact appropriately in group settings by:
- listening attentively.
 - showing empathy.
 - contributing relevant comments connecting personal experiences to content.
 - monitoring own understanding of the discussion and seeking clarification as needed.
- 1.04 Reflect on learning experiences by:
- describing personal learning growth and changes in perspective.
 - identifying changes in self throughout the learning process.
 - interpreting how personal circumstances and background shape interaction with text.

Compe The learner will explore and analyze information from a variety of
tency sources.

Goal 2

- 2.01 Explore informational materials that are read, heard, and/or viewed by:
- reviewing the characteristics of informational works.
 - restating and summarizing information.
 - determining the importance of information.
 - making connections to related topics/information.
 - monitoring comprehension.
 - drawing inferences.
 - generating questions.
- 2.02 Use multiple sources of print and non-print information in developing informational materials such as brochures, newsletters, and infomercials by
- exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM).
 - distinguishing between primary and secondary sources.

Compe The learner will examine the foundations and the use of argument.
tency

Goal 3

- 3.01 Respond to public documents such as editorials and school or community policies that establish a position by:

- summarizing the author's purpose and stance.
 - distinguishing between fact and opinion.
 - communicating the position clearly, appropriately, and logically.
- 3.02 Explore the problem solution process by:
- studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience.
 - preparing individual and/or group essays and presentations.

3.03 Study arguments that evaluate through:

- exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support.
- preparing individual and/or group essays and presentations.

Compe The learner will use critical thinking skills and create criteria to tency evaluate text and multimedia.

Goal 4

4.01 Determine the purpose of the author or creator by:

- exploring any bias, apparent or hidden messages, emotional factors, or propaganda techniques.
- identifying and exploring the underlying assumptions of the author/creator.

4.02 Develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Recognize and develop a stance of a critic by:

- considering alternative points of view or reasons.
- remaining fair-minded and open to other interpretations.

Compe The learner will respond to various literary genres using tency interpretive and evaluative processes.

Goal 5

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of individual interest.
- reading literature and other materials selected by the teacher.
- discussing literature in teacher-student conferences and small group discussions.
- taking an active role in whole class seminars.
- discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, and flashback.
- interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style.
- investigating examples of distortion and stereotypes.
- recognizing underlying messages in order to identify recurring theme(s) across works.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).
- interpreting what impact genre-specific characteristics have on the meaning of the work.
- exploring how the author's choice and use of a genre shapes the meaning of the literary work.
- exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.

Compe The learner will apply conventions of grammar and language tency usage.

Goal 6

6.01 Demonstrate an understanding of conventional written and spoken expression by:

- using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons.
- using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- demonstrating the different roles of the parts of speech in sentence construction.
- using pronouns correctly, including clear antecedents and correct case.
- using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses).
- determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts.
- developing an awareness of language conventions and usage during oral presentations.

6.02 Identify and edit errors in spoken and written English by:

- reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled.
- applying proofreading symbols when editing.
- producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.
- developing an awareness of errors in everyday speech.

Seventh Grade

Seventh grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in seventh grade is placed on argument, students also:

- Express individual perspectives in response to personal, social, cultural, and historical issues.

- Interpret and synthesize information.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will use language to express individual perspectives in
tency response to personal, social, cultural, and historical issues.

Goal 1

1.01 Narrate an account such as a news story or historical episode which:

- creates a coherent organizing structure appropriate to purpose, audience, and context.
- orients the reader/listener to the scene, the people, and the events.
- engages the reader/listener by establishing a context and creating a point of view.

1.02 Explore expressive materials that are read, heard, and viewed by:

- generating a learning log or journal.
- maintaining an annotated list of works read/viewed.
- creating an artistic interpretation that connects self and/or society to the selection.
- constructing and presenting book/media reviews.
- taking an active role in formal and informal book talks/discussions.

1.03 Interact in group settings by:

- responding appropriately to comments and questions.
- offering personal opinions confidently without dominating.
- giving appropriate reasons that support opinions.
- soliciting and respecting another person's opinion.

1.04 Reflect on learning experiences by:

- analyzing personal learning growth and changes in perspective.
- examining changes in self throughout the learning process.
- determining how personal circumstances and background shape interaction with text.

Compe The learner will synthesize and use information from a variety of
tency sources.

Goal 2

2.01 Respond to informational materials that are read, heard, and/or viewed by:

- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.

2.02 Develop informational products and/or presentations that use and cite at least three print or non-print sources by:

- identifying and using appropriate primary and secondary sources.
- comparing, contrasting, and evaluating information from

- different sources about the same topic.
- evaluating information for extraneous details, inconsistencies, relevant facts, and organization.

Compe tency Goal 3 The learner will refine the understanding and use of argument.

3.01 Analyze a variety of public documents that establish a position or point of view by:

- identifying the arguments and positions stated or implied and the evidence used to support them.
- recognizing bias, emotional factors, and semantic slanting.
- examining the effectiveness of style, tone, and use of language.

3.02 Use the problem-solution process by:

- analyzing problems and solutions within various texts and situations.
- utilizing the problem-solution process within various contexts/situations.
- constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.

3.03 Create arguments that evaluate by:

- stating a firm judgment.
- justifying the judgment with logical, relevant reasons, clear examples, and supporting details.
- creating an organizing structure appropriate to purpose, audience, and context.

Compe tency Goal 4 The learner will refine critical thinking skills and create criteria to evaluate text and multimedia.

4.01 Analyze the purpose of the author or creator by:

- examining any bias, apparent or hidden messages, emotional factors, or propaganda techniques.
- exploring and evaluating the underlying assumptions of the author/creator.

4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Develop the stance of a critic by:

- considering and presenting alternative points of view or reasons.
- remaining fair-minded and open to other interpretations.

Compe tency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of individual interest.

- reading literature and other materials selected by the teacher.
- assuming an active role in teacher-student conferences.
- engaging in small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony.
- analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style.
- analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems).
- analyzing what genre specific characteristics have on the meaning of the work.
- analyzing how the author's choice and use of a genre shapes the meaning of the literary work.
- analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution.

Compe tency Goal 6 The learner will apply conventions of application of grammar and language usage.

6.01 Model an understanding of conventional written and spoken expression by:

- using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and correct case.
- using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses).
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- determining when and where dialects and standard/nonstandard English usage are appropriate.
- applying language conventions and usage during oral presentations.
- choosing language that is precise, engaging, and well suited to the topic and audience.
- experimenting with figurative language and speech patterns.

6.02 Continue to identify and edit errors in spoken and written English by:

- using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list

- of words that are commonly misspelled.
- mastering proofreading symbols for editing.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- listening to and monitoring self to correct errors.

Eighth Grade

Eighth grade students use oral language, written language, and other media and technology for expressive, informational, argumentative, critical, and literary purposes. They continue to refine their study of language and grammar in order to speak and write effectively. Although emphasis in eighth grade is placed on using information for a specific task, students also:

- Express individual perspectives through analysis and personal response.
- Refine understanding and use of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature.

Strands: Oral Language, Written Language, and Other Media/Technology

Compe The learner will use language to express individual perspectives
tency through analysis of personal, social, cultural, and historical issues.

Goal 1

1.01 Narrate a personal account which:

- creates a coherent, organizing structure appropriate to purpose, audience, and context.
- establishes a point of view and sharpens focus.
- uses remembered feelings.
- selects details that best illuminate the topic.
- connects events to self/society.

1.02 Explore expressive materials that are read, heard, and viewed by:

- generating a learning log or journal.
- maintaining an annotated list of works that are read or viewed, including personal reactions.
- taking an active role in and/or leading formal/informal book/media talks.

1.03 Interact in group activities and/or seminars in which the student:

- shares personal reactions to questions raised.
- gives reasons and cites examples from text in support of expressed opinions.
- clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion.

1.04 Reflect on learning experiences by:

- evaluating how personal perspectives are influenced by society, cultural differences, and historical issues.
- appraising changes in self throughout the learning process.
- evaluating personal circumstances and background that shape interaction with text.

Compe tency Goal 2 The learner will use and evaluate information from a variety of sources.

2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:

- summarizing information.
- determining the importance of information.
- making connections to related topics/information.
- monitoring comprehension.
- drawing inferences.
- generating questions.
- extending ideas.

2.02 Create a research product in both written and presentational form by:

- determining purpose, audience, and context.
- choosing a relevant topic.
- selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience.
- evaluating information for extraneous detail, inconsistencies, relevant facts, and organization.
- researching and organizing information to achieve purpose.
- using notes and/or memory aids to structure information.
- supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources.
- citing sources used.
- employing graphics such as charts, diagrams, and graphs to enhance the communication of information.

Compe tency Goal 3 The learner will continue to refine the understanding and use of argument.

3.01 Evaluate a variety of public documents by:

- identifying the social context of the argument.
- comparing the argument and counter-argument presented.
- judging the effectiveness of tone, style, and use of language.

3.02 Refine the use of the problem-solution process by:

- evaluating problems and solutions within various texts and situations.
- utilizing the problem-solution process within various contexts/situations.
- constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details.

3.03 Create arguments that persuade by:

- engaging the audience by establishing a context, creating a persona, and otherwise developing interest.
- developing a controlling idea that makes a clear and knowledgeable judgment.
- arranging details, reasons, and examples effectively and persuasively.
- anticipating and addressing reader/listener concerns and counter-arguments.

Compe tency The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.

Goal 4

4.01 Analyze the purpose of the author or creator and the impact of that purpose by:

- evaluating any bias, apparent or hidden messages, emotional factors, or propaganda techniques.
- evaluating the underlying assumptions of the author/creator.

4.02 Develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:

- using knowledge of language structure and literary or media techniques.
- drawing conclusions based on evidence, reasons, or relevant information.
- considering the implications, consequences, or impact of those conclusions.

4.03 Use the stance of a critic to:

- consider alternative points of view or reasons.
- remain fair-minded and open to other interpretations.
- construct or review.

Compe The learner will respond to various literary genres using
tency interpretive and evaluative processes.

Goal 5

5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive reading program by:

- using effective reading strategies to match type of text.
- reading self-selected literature and other materials of interest to the individual.
- reading literature and other materials selected by the teacher.
- assuming a leadership role in student-teacher reading conferences.
- leading small group discussions.
- taking an active role in whole class seminars.
- analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone.
- discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism.
- analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues.

5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:

- reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems).
- evaluating what impact genre-specific characteristics have on the meaning of the text.
- evaluating how the author's choice and use of a genre shapes the meaning of the literary work.
- evaluating what impact literary elements have on the meaning of the text.

Compe The learner will apply conventions of grammar and language
tency usage.

Goal 6

6.01 Model an understanding of conventional written and spoken

expression by:

- using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons.
- using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence.
- applying the parts of speech to clarify language usage.
- using pronouns correctly, including clear antecedents and case.
- using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.)
- determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words.
- extending vocabulary knowledge by learning and using new words.
- evaluating the use and power of dialects in standard/nonstandard English usage.
- applying correct language conventions and usage during formal oral presentations.

6.02 Continue to identify and edit errors in spoken and written English by:

- using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words.
- producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format.
- self correcting errors in everyday speech.
- independently practicing formal oral presentations.

English Language Arts Curriculum

Approved: 1999

Appendix C

Strand Skill Continuum

Written Language: Reading			
K-2	3-5	6-8	9-12

<p>Students can:</p> <ul style="list-style-type: none"> • Use enabling strategies and skills to read texts by using: <ul style="list-style-type: none"> -phonics -structural analysis -decoding -high frequency words -self-monitoring -all sources of information. • Use comprehension strategies to read texts designed for early independent readers: <ul style="list-style-type: none"> -preparation strategies -self-monitoring -summarizing -interpreting information • Connect and compare new concepts and vocabulary with own experiences. • Use specific vocabulary to explain new information in own words. • Read self-selected texts independently for 20 minutes daily. 	<p>Students can:</p> <ul style="list-style-type: none"> • Apply phonics and structural analysis to develop automaticity in word recognition. • Apply extended knowledge of prefixes, suffixes, and root words to identify unknown words. • Use fix-up strategies when meaning breaks down (self-question, reread, visualize, read on, retell). • Apply a variety of reading and thinking strategies according to purpose and text. • Integrate information and ideas selectively from own experience and text(s). • Comprehend, respond to, and make connections with fiction, non-fiction, poetry, and drama. • Assess validity, accuracy, and value of information and ideas. • Expand literacy through research and inquiry. 	<p>Students can:</p> <ul style="list-style-type: none"> • Understand the text which includes inferential as well as literal information. • Extend the ideas of text by making connections to their own experiences and other readings, by drawing conclusions, and by making inferences. <p><u>Literary Text</u></p> <ul style="list-style-type: none"> • Integrate personal experiences with ideas in the text to draw and support conclusions. • Appreciate the world and how it is depicted through language. • Be able to identify some of the devices authors use in composing text. <p><u>Informational Text</u></p> <ul style="list-style-type: none"> • Apply text information appropriately. • Connect background information with ideas in the text to draw and support conclusions. <p><u>Practical Text</u></p> <ul style="list-style-type: none"> • Apply information or directions to complete a task. 	<p>Students can:</p> <ul style="list-style-type: none"> • Understand complex text which includes inferential as well as literal information. • Extend the ideas of the text by making inferences, drawing conclusions, and making connections to their own personal experiences and other readings. • Make connections between inferences and the text that are clear, even when implicit. <p><u>Literary Text</u></p> <ul style="list-style-type: none"> • Integrate their personal experiences with ideas in complex text to draw and support conclusions. • Explain the author's use of literary devices. <p><u>Informative text</u></p> <ul style="list-style-type: none"> • Apply text information appropriately to specific situations. • Integrate their background information with ideas in the text to draw and support conclusions. <p><u>Practical Text</u></p> <ul style="list-style-type: none"> • Apply information or directions
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			<p>appropriately.</p> <ul style="list-style-type: none"> • Use personal experiences to evaluate the usefulness of text information.
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Strand Skill Continuum

Written Language: Writing			
K-2	3-5	6-8	9-12
<p>Students can:</p> <ul style="list-style-type: none"> • Write short paragraphs to narrate events or report information. • Compose and create effective communications, using specific vocabulary and appropriate form for the intended audience/purpose . • Use grammatical elements &mdash;declarative and interrogative sentences, noun, 	<p>Students can:</p> <ul style="list-style-type: none"> • Use writing process elements to compose fiction, nonfiction, poetry, and drama for different audiences and purposes. • Use writing as a tool for thinking, learning, and reflection. • Write for informational, persuasive, and narrative purposes. • Apply grammar conventions and 	<p>Students can:</p> <ul style="list-style-type: none"> • Write to different audiences for a variety of purposes. • Create an effective response to the task in form, content, and language. • Express analytical, critical, and/or creative thinking. • Demonstrate an awareness of the purpose and intended audience. • Use logical and 	<p>Students can:</p> <ul style="list-style-type: none"> • Create an effective response to the task in form, content, and language. • Demonstrate reflection and insight as well as evidence of analytical, critical, or evaluative thinking. • Use convincing elaboration and development to clarify and enhance the central idea. • Use logical and

<p>verb, modifier&emdash ;to elaborate meanings for interest and clarity.</p> <ul style="list-style-type: none"> • Use written language conventions&emdash ;paragraph form, capitalization, and punctuation&emdash ;to aid a reader. • Write most words using correct spelling and/or using phonetic spelling for specialized, technical vocabulary. 	<p>language usage appropriately in a variety of contexts.</p> <ul style="list-style-type: none"> • Compose final draft with few errors in grammar and language conventions. 	<p>observable organization appropriate to the task.</p> <ul style="list-style-type: none"> • Show effective use of transitional elements. • Use sufficient elaboration to clarify and enhance the central idea. • Use language (for example variety of word choice and sentence structure) appropriate to the task. • Compose with few errors in spelling, grammar, punctuation, and capitalization that interfere with communication. 	<p>observable organization appropriate to the task.</p> <ul style="list-style-type: none"> • Use effective transitional elements. • Reveal personal style or voice. • Use language appropriate to the task and intended audience. • Compose with few errors in spelling, grammar, punctuation and capitalization that interfere with communication.
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Strand Skill Continuum

Oral Language			
K-2	3-5	6-8	9-12
<p>Students can:</p> <ul style="list-style-type: none"> • Increase oral and written vocabulary by listening, discussing, and responding to literature that is read and heard. • Discuss authors' /speakers' use of different kinds of sentences, nouns, verbs, and modifiers and their effects on the comprehension of a listener/reader. • Begin to use formal language and/or literary 	<p>Students can:</p> <ul style="list-style-type: none"> • Present information clearly and concisely. • Communicate for a variety of purposes and audiences. • Engage in active listening and clear, precise oral communication. • Apply grammar and language conventions appropriately in a variety of contexts. • Develop increasing control over grammar 	<p>Students can:</p> <ul style="list-style-type: none"> • Speak and listen appropriately and effectively for different purposes, in varied contexts, and to different speakers/audiences. • Participate in formal and informal discussions and seminars as articulate speakers. • Present to groups fluently and effectively. 	<p>Students can:</p> <ul style="list-style-type: none"> • Speak and listen appropriately and effectively for different purposes, to different speakers and audiences, and in different contexts. • Participate in informal discussions, seminars, and interviews as articulate speakers and insightful listeners. • Give formal oral presentations with fluency and

<p>language in place of oral language patterns, as appropriate.</p> <ul style="list-style-type: none">• Use oral communication to identify, organize, and analyze information.	<p>and language conventions.</p>		<p>effectiveness</p>
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