

Catholic Elementary and Middle School

ENGLISH/LANGUAGE ARTS

CURRICULUM GUIDE



2008

CURRICULUM GUIDELINES FOR LANGUAGE ARTS

Pre-Kindergarten through Grade 8

The Department of Catholic Schools extends sincere appreciation to the members of the Archdiocesan Language Arts Curriculum Committee who contributed their professional expertise and invested many hours of valuable time bringing these guidelines into reality. We also express deep gratitude to the principals for the sacrifices made in order to release teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of these guidelines.

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Archdiocesan Language Arts Philosophy

All schools in the Archdiocese of Portland in Oregon are committed to providing a challenging, coherent, and relevant language arts curriculum that strengthens our Catholic identity and results in student achievement of grade level expectations.

As language arts educators in Catholic schools, we:

- respect and utilize language arts as a vehicle for discovering, deepening, and sharing religious faith and values
- believe in the importance of language arts as an essential tool for successful interpersonal communication, the building of human relationships, and enhancement of strong school-community connections
- recognize the importance of utilizing language arts skills to foster curiosity, competence, creativity, conceptual thinking, and problem solving in real world situations
- believe that language arts broadens students' understanding of people and the world around them and provides opportunities for reflection upon values and beliefs operative in their own and other cultures
- recognize the need for creating language arts environments that awaken an ongoing desire to learn through a variety of instructional methods and experiences
- recognize the value of using a variety of formative and summative assessments to make instructional decisions in language arts
- acknowledge the relationships within and among the various components of language arts (*eg. Reading, writing, speaking, etc.*) and the inseparability of language arts from all other areas of the curriculum

Archdiocesan Language Arts Goals and Objectives

As language arts educators in the Catholic Schools of the Archdiocese of Portland, Oregon, we understand that students learn in a variety of ways, and we provide opportunities for learners to:

- *experience language arts as a means to deepen, understand, and communicate Catholic values and responsibilities.*

Students will:

- explore literature as a reflection of human experience, motives, beliefs, conflicts, joys, and struggles
- understand and analyze a variety of materials that teach Catholic values, such as social justice, tolerance, and cultural diversity
- communicate an understanding of the teachings of our Catholic Church
- practice collaborative problem solving and contribute to a positive learning environment

- *develop a love of reading, writing, speaking, and listening in order to value and apply each in lifelong learning.*

Students will:

- listen actively
- express themselves and share experiences through a variety of methods
- use effective strategies to read and write independently for enjoyment and learning
- explore opportunities for reading and writing which will provoke reflection, introspection, and creative thinking

- *utilize essential language arts skills in order to communicate effectively in all disciplines and in authentic experiences.*

Students will:

- understand that language arts has a variety of applications and forms based on the audience and purpose
- read orally for fluency and apply effective reading strategies for comprehension
- practice problem solving and critical thinking strategies
- design, analyze, and effectively communicate ideas through the written and spoken word
- recognize that reading, writing, speaking, and listening are active thinking processes that develop with practice over time

STANDARD

Students will demonstrate knowledge of spelling, grammar, capitalization, punctuation, and handwriting skills across the curriculum.

SPELLING

The pre-kindergarten student will:

- attempt to spell his/her own name correctly

The kindergarten student will:

- attempt to use phonemic awareness and letter knowledge to spell independently
- begin to spell basic high frequency words

The first grade student will:

- recognize and spell high frequency words
- use spelling/phonics based knowledge to spell independently
- utilize word families
- learn basic spelling rules

The second grade student will:

- read, define, and spell grade level word lists
- represent all sounds in a word when spelling independently
- utilize more sophisticated word families
- learn more complex spelling rules

The third grade student will:

- spell correctly previously studied words and the spelling patterns in own writing
- apply phonetic skills and the rules of spelling in daily writing
- spell sight words correctly
- use a variety of revision and proofreading strategies to spell accurately
- spell correctly: one syllable words that have blends or a silent letter, contractions, compounds, common spelling patterns (change y to -ies), and common homophones

The fourth grade student will:

- spell correctly previously studied words and spelling patterns in own writing
- spell multi-syllable words
- understand the rules for spelling with roots, prefixes, suffixes, and homophones
- use a variety of revision and proofreading strategies to spell accurately

The fifth grade student will:

- spell correctly previously studied words and spelling patterns in own writing correctly: roots and bases of words, prefixes, suffixes, contractions, syllable constructions, and words with more than one acceptable spelling
- use a variety of revision and proofreading strategies to spell accurately

The sixth grade student will:

- spell correctly frequently misspelled words (their/they're/there, loose/lose/loss, choose/chose, through/threw, its/it's)
- review spelling rules for use of ie and ei
- review spelling rules for adding prefixes and suffixes
- continue to work with spelling grade level lists with specific attention to commonly misspelled words
- use a variety of revision and proofreading strategies to spell accurately

The seventh grade student will:

- spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes)
- continue to work with spelling grade level lists with specific attention to commonly misspelled words
- use a variety of revision and proofreading strategies to spell accurately

The eighth grade student will:

- use correct spelling conventions
- continue to work with spelling grade level lists with specific attention to commonly misspelled words
- use a variety of revision and proofreading strategies to spell accurately

PHONICS

The pre-kindergarten student will:

- explore the alphabet
- explore letter sounds

The kindergarten student will:

- begin to match letters to sounds
- recognize letters of the alphabet
- begin to match words to beginning and ending sounds
- begin to recognize patterns and rhyming words
- develop a beginning understanding of phonetic rules

The first grade student will:

- recognize letter sounds
- see letter patterns
- identify basic features of words
- demonstrate an awareness of sounds that are made by different letters
- decode words
- acquire a beginning understanding of phonetic rules

The second grade student will:

- demonstrate an awareness of sounds that are made by different letters
- use knowledge of letter-sound patterns to sound out unfamiliar multi-syllable words when reading
- identify irregularities in words
- increase knowledge and application of phonetic rules

HANDWRITING

The pre-kindergarten student will:

- explore letter formation

The kindergarten student will:

- begin to use correct pencil grip
- write his or her own name (first and last)
- begin to apply handwriting skills for upper and lower case letters
- know that print goes from left to right across the page and from top to bottom down the page
- know that words are separated by spaces

The first grade student will:

- use correct pencil grip
- use correct letter formation
- develop legible printing and space letters, words, and sentences appropriately

The second grade student will:

- use correct pencil grip
- use correct letter formation
- use legible printing and space letters, words, and sentences appropriately
- write legibly on standard-ruled notebook paper

The third grade student will:

- write legibly in cursive and manuscript

- leave spaces between words
- use correct strokes when writing cursive and manuscript

The fourth grade student will:

- write legibly in cursive and manuscript
- form letters and words that can be read by others

The fifth grade student will:

- write legibly in cursive and manuscript
- form letters and words that can be read by others

The sixth grade student will:

- write legibly in cursive and manuscript
- form letters and words that can be read by others

The seventh grade student will:

- write legibly in cursive and manuscript
- form letters and words that can be read by others

The eighth grade student will:

- write legibly in cursive and manuscript
- form letters and words that can be read by others

GRAMMAR

The pre-kindergarten student will:

- begin to recognize lower and upper case letters

The kindergarten student will:

- recognize the difference between lower and upper case letters
- develop a beginning understanding of grammar rules

The first grade student will:

- understand and use basic sentence structure
- understand and use basic punctuation
- have basic awareness of the various parts of speech
- use correct end punctuation: period, question mark, exclamation mark
- use capitalization for the first word of a sentence, for names of people, and for the pronoun I
- form the regular plural of a singular known by adding s

The second grade student will:

- understand and use various parts of speech: noun, verb, and simple adjectives
- use adjectives to compare by adding –er and –est
- recognize singular and plural nouns
 - form regular plural by adding s
 - know to add –es to nouns ending in s, ss, sh, ch, x
 - know that some nouns change their spelling in plural form
- use capital letters for first word of a sentence, proper nouns, the pronoun I, holidays and months and days of the week, names of countries, cities, states, main words in titles, and initials
- consistently use correct end punctuation
- recognize the comma and how to use it between day and year when writing a date and between city and state in an address
- recognize the apostrophe and how it is used in common contractions
- recognize common abbreviations
- understand what synonyms and antonyms are and provide synonyms or antonyms for given words

The third grade student will:

- use subjects and verbs in agreement
- use past, present, and future verb tenses correctly
- use pronouns, adjectives, compound nouns, and articles correctly
- write singular and possessive nouns
- use commas in dates, locations, addresses, and for items in a series
- understand what a complete sentence is
 - identify subject and predicate in a single clause sentence
 - distinguish complete sentences from fragments
- identify and use different sentence types
 - declarative
 - interrogative
 - imperative
 - exclamatory
- use correct end punctuation
 - period
 - question mark
 - exclamation point
- use commas correctly
 - between year and day when writing a date
 - between a city and state when writing an address
 - in a series
 - after yes and no
- recognize and avoid double negatives

The fourth grade student will:

- use subject and verbs in agreement
- use past, present, and future verb tense correctly
- use pronouns, adjectives, compound nouns, and articles correctly
- use regular and irregular verbs, adverbs, prepositions, and conjunctions correctly
- use apostrophes to show possession and in contractions correctly
- use quotation marks for direct quotes, title of articles, poems, songs, short stories, and in chapter books correctly
- title documents with quotation marks, underlining, or italics

The fifth grade student will:

- use subject and verbs in agreement
- use past, present, and future verb tenses correctly
- use pronouns, adjectives, compound nouns, and articles correctly
- use apostrophes correctly, including singular and plural possessive nouns
- title documents with quotation marks, underlining, or italics, and use correct capitalization
- use commas and write dates, quotation marks, and capitalization correctly
- use correct punctuation with dialogue
- use correctly: verbs that are often misused, modifiers and pronouns, and parentheses to explain something that is not considered of primary importance to the sentence
- use colons to separate minutes and hours, and to introduce a list
- use commas, write dates, quotation marks, and capitalization correctly

The sixth grade student will:

- identify and correctly use complete sentences
- correct fragments and run-ons
- identify subjects and predicates
- identify and uses a variety of sentence types including: simple, compound, complex, and compound-complex
- correctly use punctuation introduced in earlier grades and learn punctuation for compound and complex sentences.
- recognize verbs in active and passive voice and use active voice predominantly
- recognize troublesome verbs and how to use them correctly
- correctly use and distinguish between different forms of modifiers
- diagram simple and compound sentences
- identify a variety of parts of speech

The seventh grade student will:

- identify parts of the sentence
 - prepositional phrases:
 - identify as adjectival or adverbial
 - identify words modified by prepositional phrase
 - identify object of the preposition
 - use proper punctuation for prepositional phrases
 - subject and verb
 - identify:*
 - complete subject and predicate and simple subject and predicate
 - auxiliary verbs
 - noun of direct address
 - subject-verb agreement
 - complements
 - appositives
 - participles
 - gerunds and gerund phrases
 - infinitives and infinitive phrases
 - clauses
 - review:*
 - sentences classified by structure and independent versus dependent clauses
 - kinds of dependent clauses: adjective, adverb, and noun
- diagram sentences
 - diagram simple, compound, and complex sentences

The eighth grade student will:

- use correct punctuation
 - review punctuation based on sentence structure including semicolons and commas with phrases and clauses
 - review other punctuation: punctuation of quotations, use of parentheses, hyphens, dashes, colons, italics, and apostrophes
- edit for dangling modifiers and two-way modifiers
- recognize and use parallelism
 - express ideas of equal importance using the same grammatical constructions
 - use different kinds of parallelism such as coordinating, comparative, and correlative
 - correct faulty parallelism such as repeating words
- use sentence variety
 - review sentences classified by structure
 - vary sentence openings, sentence length, and structure

- diagram simple, compound, complex, and compound-complex sentences
- find similarities and differences between texts in the treatment, amount and depth of coverage, or organization of ideas on a particular subject
- synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem

STANDARD

Students will pre-write, draft, revise, edit, and publish across the subject areas, organizing their thoughts in a manner easy for a reader to understand.

WRITING

The pre-kindergarten student will:

- begin to write his/her name
- explore communicating through pictures and labeling
- dictate a sentence and/or story

The kindergarten student will:

- draw and begin to write for a variety of purposes and an audiences
- write his or her own name (first and last)
- begin to write with basic structure
- begin to use phonemic awareness and letter knowledge so spell independently
- practice pre-writing

The first grade student will:

- use some of the parts of the writing process
- build on knowledge of the *6 + 1 Traits of Writing* (Northwest Regional Educational Lab, 2003)
- write for different purposes and specific audiences
- produce written work (with assistance) with a beginning, middle, and end and when appropriate organize materials into paragraphs
- revise and edit to clarify and refine meaning in writing, attending to spelling and mechanics

The second grade student will:

- use additional parts of the writing process
- increase knowledge of the *6 + 1 Traits of Writing*
- write for different purposes and specific audiences
- produce more complex works of writing

The third grade student will:

- use all steps of the writing process, including pre-writing, drafting, conferencing, revising, and editing
- brainstorm ideas for writing pieces

- create a single paragraph with a topic sentence, simple supporting facts and details, and a concluding sentence
- use vivid adjectives and action verbs
- write correctly complete sentences of statement, command, and exclamation
- write using different modes: personal narrative, fictional narrative, and expository
- write descriptive pieces about people, places, things, or experiences
- write letters, thank-you notes, and invitations in correct form
- write brief reports

The fourth grade student will:

- use all steps of the writing process, including pre-writing, drafting, conferencing, revising, and editing
- use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes
- write a multi-paragraph composition, providing details and transitions to link paragraphs
- use vivid adjectives, action verbs, and adverbs
- write complete and correct simple and compound sentences of statement, command, and exclamation
- write using different modes: personal narrative, fictional narrative, and expository
- write descriptive pieces about people, places, things, or experiences
- write letters, thank-you notes, and invitations in correct form
- write informational reports
- use a scoring guide to review, evaluate, and revise writing
- edit and proofread one's own writing and the writing of others
- identify audience and purpose for writing
- write response to literature
- begin writing persuasive compositions and summaries
- use multiple reference sources
- utilize note-taking skills
- use appendices and prefaces

The fifth grade student will:

- use all steps of the writing process, including pre-writing, drafting, conferencing, revising, and editing
- use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes
- write a multi-paragraph composition, using transitions and conjunctions to connect ideas
- conclude compositions with a detailed summary linked to the purpose

- use vivid adjectives, action verbs, and adverbs
- write correct and complete simple, compound, and complex sentences of statement, command, and exclamation
- write using different modes: personal narrative, fictional narrative, expository, and persuasive
- write descriptive pieces about people, places, things, or experiences
- write letters, thank-you notes, and invitations in correct form
- write informational reports
- use a scoring guide to review, evaluate, and revise writing
- edit and proofread one’s own writing and the writing of others
- identify audience and purpose for writing
- write responses to literature
- write summaries
- use multiple reference sources
- utilize note-taking skills, including quoting and paraphrasing information
- cite sources appropriately
- use appendices and prefaces
- write research reports about ideas, issues, or events

MIDDLE SCHOOL WRITING

A. Planning, evaluation, and revision: pre-write, draft, revise, edit and publish across the subject areas.

The sixth grade student will:

- use the writing process
- choose the form of writing that best suits the purpose and audience
- focus on a central idea
- revise, edit, and proofread one’s own writing as well as others’, specifically for conventions, organization and consistency
- use a rubric to evaluate writing traits

The seventh grade student will:

- use the writing process
- choose the form of writing that best suits the purpose and audience
- focus on a central idea
- revise, edit, and proofread one’s own writing as well as others’, specifically for conventions, organization and word choice
- use a rubric to evaluate writing traits

The eighth grade student will:

- use the writing process
- choose the form of writing that best suits the purpose and audience
- focus on a central idea
- revise, edit, and proofread one's own writing as well as others', specifically for conventions, organization and word choice, consistent point of view, and transitions
- use a rubric to evaluate writing traits

B. Communicate ideas across the curriculum and in authentic situations

The sixth grade student will:

- write for different purposes and audiences, varying language and tone when necessary
- write multi-paragraph compositions that include:
 - clear sequence and organization
 - effective transitions
 - descriptive words
 - paragraph breaks for dialogue
 - simple, compound, and complex sentences
- use common organizational structures:
 - chronological order
 - cause and effect
 - similarity and difference
 - posed questions with their answers

The seventh grade student will:

- write for different purposes and audiences, varying language and tone when necessary
- write multi-paragraph compositions that include:
 - a stated thesis or purpose
 - clear explanation
 - support for all statements
 - varied word choice, properly placed modifiers, and active voice
 - varied sentence beginnings using infinitives and participles.
- use common organizational structures
 - compare and contrast
 - organization by categories
 - arrangement by spatial order, order of importance, or climactic order

The eighth grade student will:

- create compositions that
 - engage the reader
 - have a clear message, thesis, and conclusion
 - have a supported thesis using quotations, opinions from experts, paraphrases and analogies
 - use descriptive language as well as varied sentence types and openings

C. Write in different modes using appropriate structures and characteristics

C1. Writing applications: NARRATIVE WRITING

The sixth grade student will:

- write personal narratives, relating a clear, coherent incident, event, or situation, by using well-chosen details
- write fictional narratives
 - use plot, setting, point of view, conflict, and resolution
 - include sensory details and clear language
 - use a range of narrative devices

The seventh grade student will:

- write fictional or autobiographical narratives
 - use a range of appropriate strategies to develop standard plot line, point of view, complex major and minor characters, and a definite setting

The eighth grade student will:

- write biographical or autobiographical narratives or short stories
 - relate a clear, coherent incident, event, or situation, by using well-chosen details
 - reveal the significance of the writer's attitude about the subject

C2. Writing Applications: EXPOSITORY WRITING

a. Literary Writing

The sixth grade student will:

- write responses to literature
 - develop, organize, and justify the interpretations around several clear ideas using examples and evidence from the text

The seventh grade student will:

- write responses to literature

- develop, organize, and justify the interpretations around several clear ideas, premises, or images from the literary work using sustained examples and evidence from the text.

The eighth grade student will:

- write responses to literature
 - demonstrate careful reading and insight into interpretations
 - identify author's techniques and make specific textual references
 - draw supported inferences about the effects of a literary work on its audience
 - support interpretations through references to the text, other works, other authors, and/or personal knowledge

b. Research and Report Writing

The sixth grade student will:

- develop research skills:
 - use technology to identify and locate information from credible sources
 - use note-taking techniques to ensure appropriate documentation
 - use a variety of resource materials (both print and electronic) to gather information
 - use *Modern Language Association (MLA)* style formatting with proper citations
- write a research report that:
 - poses relevant and focused questions
 - supports main idea using facts, details, examples, and explanations from credible sources
 - is created using word-processing skills and publishing programs

The seventh grade student will:

- develop research skills:
 - use technology to locate information
 - use note-taking techniques to ensure appropriate documentation
 - use a variety of resource materials (both print and electronic) to gather information
 - check validity and accuracy of information including differentiating fact from opinion, identifying strong versus weak arguments, and recognition of personal values as an influence.
 - use *MLA* style formatting properly with proper citations
- write a research report that:
 - poses relevant and focused questions
 - is created using word-processing skills and publishing programs

- supports main idea using facts, details, examples, and explanations from credible sources
- conveys clear and accurate perspectives on the subject

The eighth grade student will:

- develop research skills:
 - use technology to locate information
 - use note-taking techniques to ensure appropriate documentation
 - analyze primary and secondary sources for reliability and validity
 - achieve an effective balance between documented researched information and original ideas
 - use *MLA* style formatting properly with proper citations
- write a research report that:
 - develops high-level questions for inquiry as well as sub-questions to guide research
 - is created using word-processing skills and publishing programs
 - elaborates on a specific thesis
 - uses a variety of primary and secondary sources

C3. Writing Applications: PERSUASIVE WRITING

The sixth grade student will:

- write a persuasive composition that:
 - states and supports a clear position
 - uses organized and relevant evidence
 - anticipates and addresses reader concerns and counter-arguments

The seventh grade student will:

- write a persuasive composition that:
 - states and supports a clear position
 - describes points in support of the proposition
 - employs well-articulated evidence
 - anticipates and addresses reader concerns and counter-arguments

The eighth grade student will:

- write a persuasive composition that:
 - includes a well-defined thesis
 - presents detailed evidence, examples, and reasoning to support arguments
 - differentiates between facts and opinions
 - provides details, reasons, and examples that are arranged effectively by anticipating and answering reader concerns and counter-arguments

C4. Writing Applications: BUSINESS WRITING

The sixth grade student will:

- write summaries using formal paragraph structure with main ideas and significant details in their own words.

The seventh grade student will:

- write summaries for a variety of informational texts:
 - including main ideas and significant details
 - using student's own words
 - reflecting on underlying meaning

The eighth grade student will:

- write documents related to career development, including simple business letters, job applications, and resumes that:
 - present information purposefully and succinctly while meeting the needs of the intended audience
 - follow conventional formats

STANDARD

Students will communicate supported ideas across the curriculum using oral, visual, and multi-media forms.

SPEAKING AND LISTENING:

The pre-kindergarten student will:

- speak audibly
- socialize with others
- listen when others are speaking
- follow simple oral directions

The kindergarten student will:

- listen when others are speaking
- follow simple oral directions
- participate in class discussions
- share information and ideas by speaking in complete, coherent sentences
- speak audibly
- look at audience most of the time

The first grade student will:

- listen attentively and actively
- restate and follow simple oral directions
- participate in class discussions
- share information and ideas by speaking in complete, coherent sentences
- speak audibly
- have eye contact with listeners
- stay on topic while speaking

The second grade student will:

- listen attentively and actively
- retell in own words information that has been shared orally by others
- follow more complex oral directions
- participate in class discussions
- share information and ideas by speaking in complete, coherent sentences
- speak audibly
- have eye contact with listeners
- stay on topic while speaking

The third grade student will:

- use clear and specific vocabulary to communicate
- use appropriate intonation and voice patterns
- maintain good eye contact
- retell in own words what has been said by a speaker
- answer questions completely with appropriate elaboration
- distinguish between a speaker's opinions and facts
- prepare and deliver a simple speech with a clear beginning, middle and end

The fourth grade student will:

- present effective introductions and conclusions that guide and inform the listener
- emphasize points in a way that help the listener or viewer to follow important ideas and concepts
- use a variety of descriptive words
- use correct grammar
- use appropriate intonation to engage the audience
- ask thoughtful questions and respond orally to the question with appropriate discussion
- prepare and deliver a simple speech using visuals

The fifth grade student will:

- develop a focus and point of view that is appropriate to the audience and purpose
- organize information to clarify and support spoken ideas with evidence and examples
- use descriptive words that clearly convey the message and establish the tone
- use appropriate technical words that promote clear understanding
- use correct grammar
- use appropriate intonation to engage the audience
- make inferences and draw conclusions based on an oral report
- interpret the speaker's verbal and nonverbal messages, purposes, and perspectives
- prepare and deliver a simple speech using visuals

The sixth grade student will:

- develop a focus and point of view
- match the purpose, message, occasion, and delivery to the audience
- organize information using supporting details, reasons, descriptions, and examples
- emphasize key points to assist the listener in following the main ideas and concepts
- support opinions with detailed evidence and with visual or media displays
- use language effectively to convey the message and make content clear
- use correct grammar consistently

- use effective rate, volume, pitch and tone, and align non-verbal elements, including eye contact, to sustain audience interest and attention
- identify the tone, mood, and emotion conveyed in oral communication
- relate the speaker's verbal communication, including word choice, pitch, feeling, and tone, to the non-verbal message, including posture, facial expressions, and gestures
- restate and execute multiple step oral directions and instructions
- identify and discuss persuasive and propaganda techniques used in the media, including false and misleading information and stereotypes
- compare ideas and points of view expressed in broadcast, print, and electronic media

The seventh grade student will:

- develop a focus and point of view to achieve particular purposes and to appeal to the background and interests of the audience
- organize information, arranging details, reasons, descriptions, and examples effectively and persuasively in relation to the audience
- use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering questions
- use a variety of descriptive and accurate words appropriate to audience and purpose
- use grammar consistently
- use speaking techniques, including voice inflection, tempo, enunciation, and eye contact for effective presentations
- ask questions to obtain information, including evidence to support the speaker's claims and conclusions
- determine the speaker's attitude toward the subject
- respond to the persuasive presentations with questions, challenges, or affirmations
- analyze how images, text, and sound in electronic journalism affect the viewer; identify the techniques used to achieve the effects in each instance
- identify, analyze, and critique persuasive techniques, such as promises, dares, flattery, and glittery generalities used in oral presentations and media messages

The eighth grade student will:

- develop a focus and present information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose
- outline and present a speech based on a chosen pattern of organization, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion
- use credible and relevant information to convey a message
- use feedback, including both verbal and non-verbal cues to reconsider and modify the organizational structure and to rearrange words and sentences to clarify the meaning

- use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations
- use appropriate grammar
- use appropriate enunciation, pace, eye contact, and gestures to engage the audience during formal presentations
- analyze oral presentations, including language choice and delivery, and the effect of the speaker's interpretations on the listener
- paraphrase a speaker's purpose and point of view, and ask relevant questions concerning the speaker's content, delivery, and purpose
- provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener
- evaluate the credibility of a speaker (e.g. hidden agendas, slanted or biased material)
- interpret and evaluate the various ways in which visual image-makers (e.g. graphic artists, illustrators, news photographers, film makers) communicate information and affect impressions and opinions

STANDARDS

Students will:

- **analyze and recognize words to read grade-level text fluently**
- **determine the meaning of words by applying knowledge of word origins, word relationships, and context clues**
- **read to perform a task**
- **examine content and structure and**
- **interpret meanings from text.**

READING

The pre-kindergarten student will:

- begin to listen to, share, and respond to a variety of texts
- begin to understand, develop and use new vocabulary
- begin to understand that print communicates meaning

The kindergarten student will:

- incorporate basic reading strategies
- identify and read basic sight words
- understand, develop, and use new vocabulary
- know parts of a story (title, beginning, end) and their functions
- attempt to recognize and demonstrate familiarity with everyday print
- follow print, pointing to each word from left to right, when listening to familiar stories or other text read aloud
- distinguish fantasy from realistic text
- listen to and understand a variety of texts, both fiction and nonfiction
- tell in his or her own words what happened in stories or parts of stories and predict what will happen

The first grade student will:

- recognize letters, words, and sentences
- learn to read grade-level text fluently
- use reading strategies
- increase word knowledge through vocabulary development
- read for a variety of purposes
- find, understand, and use specific information in reference materials to perform a task
- read and understand simple written instructions
- predict what will happen next in stories, justify prediction, and later discuss whether prediction was confirmed

The second grade student will:

- learn to read grade-level text fluently
- recall incidents, characters, facts, and details of stories and other texts
- gain answers to specific questions from reading nonfiction material
- interpret information from simple diagrams, charts and graphs
- demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud books and independent reading
- increase word knowledge through vocabulary development
- read for a variety of purposes and to perform a task
- find, understand, and use specific information in reference materials to perform a task

The third grade student will:

- know and use more complex word patterns when reading to decode unfamiliar words
- read aloud grade-level narrative text and expository text fluently and accurately with appropriate pacing and intonation
- summarize the main idea and give details to retell verbally or in written form
- know the uses for parts of a book (e.g. glossary, index, table of contents)
- draw upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, participating in discussions, generating and responding to questions, making predictions, and comparing information from several sources.
- read longer selections and books independently
- determine the meanings of words using knowledge of antonyms, synonyms, and homophones
- use sentence and word context to find the meaning of unknown words
- make predictions
- identify cause-and-effect relationships, comparisons and contrasts, and facts versus opinions
- use inference to comprehend text and make meaningful connections
- pose questions throughout the reading process
- understand the author's purpose

The fourth grade student will:

- know and use more complex word patterns when reading to decode unfamiliar words
- read aloud grade-level narrative text and expository text fluently and accurately with appropriate pacing and intonation
- summarize the main idea and give details to retell verbally or in written form

- know the uses for parts of a book (e.g. glossary, index, table of contents)
- draw upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, participating in discussions, generating and responding to questions, making predictions, and comparing information from several sources.
- read longer selections and books independently
- determine the meanings of words using knowledge of antonyms, synonyms, roots, and homophones
- use sentence and word context to find the meaning of unknown words
- make predictions
- identify cause-and-effect relationships, comparisons and contrasts, and facts versus opinions
- draw inferences to comprehend text and make meaningful connections
- pose questions throughout the reading process
- understand the author’s purpose
- distinguish and interpret words with multiple meanings
- read books from different genres
- identify key facts and information after reading two passages on the same topic
- distinguish between informational and persuasive text

The fifth grade student will:

- know and use more complex word patterns when reading to decode unfamiliar words
- read aloud grade-level narrative and expository texts fluently and accurately with appropriate pacing and intonation
- summarize the main idea and give details to retell verbally or in written form
- know the uses for parts of a book (e.g. glossary, index, table of contents)
- draw upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, participating in discussions, generating and responding to questions, making predictions, and comparing information from several sources
- read longer selections and books independently
- determine the meanings of words using knowledge of antonyms, synonyms, roots, and homophones
- use sentence and word context to find the meaning of unknown words
- make predictions
- identify cause-and-effect relationships, comparisons and contrasts, and facts versus opinions
- draw inferences to comprehend text and make meaningful connections
- pose questions throughout the reading process
- understand the author’s purpose
- distinguish and interpret words with multiple meanings
- read books from different genres

- identify key facts and information after reading two passages on the same topic
- distinguish between informational and persuasive text
- use the thesaurus, almanac, and newspaper as references
- study more complex literary text, including significant words of literature, poetry, fiction, nonfiction, and drama from different cultures and time periods that enhance the study of other subjects
- identify the qualities of characters
- identify theme that refers to the lesson moral or meaning

The sixth grade student will:

- read aloud grade level narrative and informal text fluently and accurately using effective pacing, intonation and expression
- listen to, read, and understand a wide variety of informational and narrative texts, including classic and contemporary poetry, magazines, newspapers, reference materials and online information
- make connections to text, within text, and among texts across the subject areas
- demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas
- match reading to purpose: location of information, full comprehension, and personal enjoyment
- understand and draw upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources
- identify specific words or workings that cause comprehension difficulties and use strategies to correctly understand
- understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas
- determine the meaning of unknown words or words with unusual meanings in informational and narrative text by using word, sentence, and paragraph clues
- interpret figurative language, including similes, metaphors, and words with multiple meanings
- understand and explain “shades of meaning” in related words
- determine pronunciations, meanings, alternative word choices, and parts of speech, using dictionaries and thesauruses
- use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject area vocabulary
- locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade-level text
- identify the structural features of newspapers, magazines, and online information, and use the features to obtain information
- draw conclusions about the author’s overall purpose as well as the author’s placement and inclusion of specific information in the text

- distinguish among facts, supported inferences, and opinions in text
- draw conclusions about actions or beliefs based on an analysis of information in the text
- identify and analyze text that uses the comparison/contrast and cause/effect organizational patterns
- compare and contrast information on the same topic after reading two passages or articles
- connect and clarify main ideas by identifying their relationships to multiple sources, known information and ideas, and related topics

The seventh grade student will:

- read or demonstrate progress toward reading at an independent and instructional reading and fluency level appropriate to grade level
- listen to, read, and understand a wide variety of informational and narrative texts, including classic and contemporary poetry, magazines, newspapers, reference materials and online information
- make connections to text, within text, and among texts across the subject areas
- demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas
- match reading to purpose: location of information, full comprehension, and personal enjoyment
- understand and draw upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources
- identify specific words or workings that cause comprehension difficulties and use strategies to correct
- understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and classroom instruction across the subject areas
- develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas
- determine meanings of words using contextual and structural clues
- determine understanding of idioms and comparisons, such as analogies, metaphors, and similes, in prose and poetry
- clarify word meanings through the use of definition, inference, example, re-statement, or contrast
- use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject area vocabulary
- locate information in titles, tables of contents, chapter headings, illustrations, captions, glossaries, indexes, graphs, charts, diagrams, and tables to aid understanding of grade level text
- locate information by using consumer product information
- understand and explain the use of a simple mechanical device by following technical directions
- determine the author's purpose and how the author's perspective influences the text

- differentiate between conclusions that are based on fact and those that are based on opinions
- analyze text to determine the type and purpose of the organizational structure being used by the author (e.g. description, sequential/chronological, categorization, prioritization, comparison/contrast, cause and effect)
- compare and contrast information on the same topic after reading several passes or articles
- understand and analyze the differences in structure and purpose between various categories of informational text, including textbooks, newspapers, instructional manuals, essays, editorials, biographies, and autobiographies

The eighth grade student will:

- read or demonstrate progress toward reading at an independent and instructional reading and fluency level appropriate to grade level
- listen to, read, and understand a wide variety of informational and narrative texts, including classic and contemporary poetry, magazines, newspapers, reference materials and online information
- make connections to text, within text, and among texts across the subject areas
- demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas
- match reading to purpose: location of information, full comprehension, and personal enjoyment
- understand and draw upon a variety of comprehension strategies as needed: re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources
- identify specific words or workings that cause comprehension difficulties and use strategies to correct
- understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and classroom instruction across the subject areas
- develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas
- determine meanings of words using contextual and structural clues
- analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases
- verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast
- use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject area vocabulary
- determine pronunciations, meanings, alternative word choices, parts of speech, or etymologies of words, using dictionaries and thesauruses
- synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade level text to reach supported conclusions

- understand and explain the use of complex mechanical devices by following technical directions
- identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections
- clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries
- determine the author's purpose and perspective and relate them to specific details in the text
- note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text
- compare and contrast information on the same topic after reading several passages or articles
- identify and analyze text that uses proposition (statement of argument) and support patterns (e.g. editorials)

STANDARD

Students will listen to text and read text to make connections and respond to a wide variety of literature of varying complexity.

LITERATURE

The pre-kindergarten student will:

- listen to, share, and respond to a variety of literature

The kindergarten student will:

- experience, connect, understand, and respond to a wide variety of literature

The first grade student will:

- comprehend, connect, interpret, and respond to a wide variety of literature
- examine content and structure of grade-level literary and informational text
- examine and identify a wide variety of genres

The second grade student will:

- comprehend, connect, interpret, and respond to more complex literary text
- examine and respond to content and structure of grade-level literary and informational text
- discuss similarities in characters and events across stories
- examine and identify an increased variety of genres

The third grade student will:

- listen to text and read text to make connections and respond to a wide variety of literature, including poetry, fiction, non-fiction, and drama from many cultures and times.
- demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the curriculum
- identify the speaker or narrator in a selection
- summarize major points from literary text
- describe cause and effect of specific events
- determine characters traits and motives
- predict future outcomes and actions
- determine and discuss the underlying theme or author's message
- compare and contrast versions of the same story from different cultures
- create new endings for stories and identify the reasons and impact of the endings

- use imaginative forms of literature, such as myths, fantasies, and fables
- recognize that certain words and rhyming words can be used in a selection

The fourth grade student will:

- listen to text and read text to make connections and respond to a wide variety of literature
- demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the curriculum
- identify the main problem of the plot and explain how it is resolved
- describe cause and effect of specific events
- determine characters' traits and motives
- predict future outcomes and actions
- determine and discuss the underlying theme or author's message
- draw inferences and conclusions
- determine and discuss the underlying theme or author's message
- compare and contrast versions of the same story from different cultures
- create new endings for stories and identify the reasons and impact of the endings
- use imaginative forms of literature, such as myths, fantasies, and fables
- recognize that certain words and rhyming words can be used in a selection

The fifth grade student will:

- listen to text and read text to make connections and respond to a wide variety of literature
- demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the curriculum
- identify the main problem of the plot and explain how it is resolved
- identify and/or summarize sequence of events, main ideas, and supporting details in literary selections
- describe cause and effect of specific events
- identify the qualities of the characters and analyze their effect on the resolution of the conflict
- predict future outcomes and actions supported by the text
- determine and discuss the underlying theme or author's message
- determine the meanings of figurative expressions, such as similes and metaphors
- compare and contrast versions of the same story from different cultures
- create new endings for stories and identify the reasons and impact of the endings
- use imaginative forms of literature, such as myths, fantasies, and fables
- recognize that certain words and rhyming words can be used in a selection

The sixth grade student will:

- listen to text and read text to make connections and respond to historically or culturally significant works of literature that enhance the study of other subjects, including religion
- demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions
- identify the speaker and recognize the difference between first and third person narration (e.g. autobiography compared to biography)
- predict future outcomes supported by the text
- determine characters' traits by what the characters say in narration and dialogue
- analyze the influence of setting on the conflict and its resolution
- identify and examine the development of themes in literary works
- evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g. use of first person sets a particular tone; exaggeration sets a humorous tone; structure is used to build suspense; logic contributes to believability of plots and settings; figurative language influences tone; use of propaganda)
- define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme
- identify and analyze the characteristics of poetry, drama, fiction, and non-fiction, and explain the appropriateness of the literary forms chosen by an author for a specific purpose

The seventh grade student will:

- listen to text and read text to make connections to respond to historically or culturally significant works of literature that enhance the study of other subjects, including religion
- demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions
- identify and/or summarize sequence of events, main ideas, and supporting details in literary selections
- identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)
- analyze characterization as revealed through a character's thoughts, words, speech patterns, and actions, with focus on the narrator's description and the thoughts, words, and actions of other characters
- identify and analyze development of themes conveyed through characters, actions, and images
- evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g. use of first person sets a particular tone; exaggeration sets a humorous tone; structure is used to build suspense; logic contributes to believability of plots and settings; figurative language influences tone; use of propaganda)
- infer unstated reasons for actions based on events and images in the text
- explain the effects of common literary devices, such as symbolism, imagery, and metaphor in a variety of literary texts

- evaluate how well literary elements contribute to the overall effectiveness of a selection (e.g. point of view, importance of the setting to create a mood)
- identify and analyze general themes, such as bravery, loyalty, friendship, loss, and loneliness that appear in many different works
- differentiate among and discuss the purposes and characteristics of different forms of prose (e.g. short story, novel, and essay)

The eighth grade student will:

- listen to text and read text to make connections to respond to historically or culturally significant works of literature that enhance the study of other subjects, including religion
- demonstrate listening comprehension of more complex literary text through class and/or small group interpretive discussions
- identify and/or summarize sequence of events, main ideas, and supporting details in literary selections
- predict probable future outcomes supported by the text, including foreshadowing clues
- identify the actions and motives (e.g. loyalty, selfishness, conscientiousness) of characters in a work of fiction, including contrasting motives that advance the plot or promote the theme, and discuss their importance to the plot or theme
- identify and analyze the development of themes in literary works based on evidence in the text
- evaluate the author's use of techniques to influence readers' attitudes and feelings (e.g. use of first person sets a particular tone; exaggeration sets a humorous tone; structure is used to build suspense; logic contributes to believability of plots and settings; figurative language influences tone; use of propaganda)
- infer unstated reasons for actions based on evidence in the text
- identify significant literary devices, such as simile, metaphor, personification, symbolism, dialect, and irony which define a writer's style, and use those elements to analyze and evaluate the work
- evaluate how well literary elements contribute to the overall effectiveness of a selection
- analyze and contrast the use of point of view, such as first person, third person, limited and omniscient, and subjective and objective, in literary text, and explain how it affects text
- analyze the importance of the setting (place, time, customs) to the mood, tone, and meaning of the text
- analyze how dialogue is used to develop characters and mood in a selection
- evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax, including the way in which conflicts are (or are not) addressed and resolved
- identify and analyze recurring themes (e.g. good versus evil) across traditional and contemporary works