

2006 Sunshine State Standards

# **K-12 Reading & Language Arts**

Florida Department of Education





|  |           |
|--|-----------|
| <b>Overview</b>  | <b>6</b>  |
| <i>Sunshine State Standards</i> .....                        | 7         |
| <i>Reading and Language Arts Strands and Standards</i> ..... | 10        |
| <i>English Language Proficiency Standards</i> .....          | 12        |
| <i>Acknowledgements</i> .....                                | 13        |
| <b>Kindergarten</b>  | <b>14</b> |
| <i>Kindergarten: Reading Process</i> .....                   | 15        |
| <i>Kindergarten: Literary Analysis</i> .....                 | 19        |
| <i>Kindergarten: Writing Process</i> .....                   | 20        |
| <i>Kindergarten: Writing Applications</i> .....              | 22        |
| <i>Kindergarten: Communication</i> .....                     | 24        |
| <i>Kindergarten: Information and Media Literacy</i> .....    | 25        |
| <b>Grade 1</b>   | <b>27</b> |
| <i>Grade 1: Reading Process</i> .....                        | 28        |
| <i>Grade 1: Literary Analysis</i> .....                      | 33        |
| <i>Grade 1: Writing Process</i> .....                        | 34        |
| <i>Grade 1: Writing Applications</i> .....                   | 37        |
| <i>Grade 1: Communication</i> .....                          | 38        |
| <i>Grade 1: Information and Media Literacy</i> .....         | 39        |
| <b>Grade 2</b>   | <b>42</b> |
| <i>Grade 2: Reading Process</i> .....                        | 43        |
| <i>Grade 2: Literary Analysis</i> .....                      | 47        |
| <i>Grade 2: Writing Process</i> .....                        | 50        |
| <i>Grade 2: Writing Applications</i> .....                   | 53        |
| <i>Grade 2: Communication</i> .....                          | 54        |
| <i>Grade 2: Information and Media Literacy</i> .....         | 55        |
| <b>Grade 3</b>   | <b>57</b> |
| <i>Grade 3: Reading Process</i> .....                        | 58        |
| <i>Grade 3: Literary Analysis</i> .....                      | 61        |
| <i>Grade 3: Writing Process</i> .....                        | 64        |
| <i>Grade 3: Writing Applications</i> .....                   | 67        |

|   |            |
|---|------------|
| Grade 3: Communication .....                  | 69         |
| Grade 3: Information and Media Literacy ..... | 69         |
| <b>Grade 4</b>                                | <b>72</b>  |
| Grade 4: Reading Process .....                | 73         |
| Grade 4: Literary Analysis .....              | 77         |
| Grade 4: Writing Process .....                | 79         |
| Grade 4: Writing Applications .....           | 82         |
| Grade 4: Communication .....                  | 84         |
| Grade 4: Information and Media Literacy ..... | 85         |
| <b>Grade 5</b>                                | <b>88</b>  |
| Grade 5: Reading Process .....                | 89         |
| Grade 5: Literary Analysis .....              | 92         |
| Grade 5: Writing Process .....                | 95         |
| Grade 5: Writing Applications .....           | 99         |
| Grade 5: Communication .....                  | 101        |
| Grade 5: Information and Media Literacy ..... | 102        |
| <b>Grade 6</b>                                | <b>105</b> |
| Grade 6: Reading Process .....                | 106        |
| Grade 6: Literary Analysis .....              | 109        |
| Grade 6: Writing Process .....                | 112        |
| Grade 6: Writing Applications .....           | 116        |
| Grade 6: Communication .....                  | 118        |
| Grade 6: Information and Media Literacy ..... | 119        |
| <b>Grade 7</b>                                | <b>122</b> |
| Grade 7: Reading Process .....                | 123        |
| Grade 7: Literary Analysis .....              | 126        |
| Grade 7: Writing Process .....                | 129        |
| Grade 7: Writing Applications .....           | 134        |
| Grade 7: Communication .....                  | 136        |
| Grade 7: Information and Media Literacy ..... | 138        |
| <b>Grade 8</b>                                | <b>141</b> |

|  |            |
|--|------------|
| <i>Grade 8: Reading Process .....</i>                | <i>142</i> |
| <i>Grade 8: Literary Analysis .....</i>              | <i>146</i> |
| <i>Grade 8: Writing Process .....</i>                | <i>149</i> |
| <i>Grade 8: Writing Applications .....</i>           | <i>153</i> |
| <i>Grade 8: Communication .....</i>                  | <i>155</i> |
| <i>Grade 8: Information and Media Literacy .....</i> | <i>157</i> |

## **Grades 9–10 160**

|   |            |
|---|------------|
| <i>Grades 9–10: Reading Process .....</i>                 | <i>161</i> |
| <i>Grades 9–10: Literary Analysis .....</i>               | <i>165</i> |
| <i>Grades 9–10: Writing Process .....</i>                 | <i>168</i> |
| <i>Grades 9–10: Writing Applications .....</i>            | <i>172</i> |
| <i>Grades 9–10: Communication .....</i>                   | <i>174</i> |
| <i>Grades 9–10 : Information and Media Literacy .....</i> | <i>176</i> |

## **Grades 11–12 180**

|  |            |
|--|------------|
| <i>Grades 11–12: Reading Process .....</i>                 | <i>181</i> |
| <i>Grades 11–12: Literary Analysis .....</i>               | <i>185</i> |
| <i>Grades 11–12: Writing Process .....</i>                 | <i>188</i> |
| <i>Grades 11–12: Writing Applications .....</i>            | <i>192</i> |
| <i>Grades 11–12: Communication .....</i>                   | <i>193</i> |
| <i>Grades 11–12 : Information and Media Literacy .....</i> | <i>195</i> |

# Overview

## **Sunshine State Standards: Reading and Language Arts**

### **History**

The Sunshine State Standards were first approved by the State Board of Education in 1996 as a means of identifying academic expectations for student achievement in Florida. These original standards were written in seven subject areas and were divided into four separate grade clusters (PreK-2, 3-5, 6-8, and 9-12). This format was chosen to provide flexibility to school districts in designing curriculum based on local needs.

As Florida moved toward greater accountability for student achievement at each grade level, the Sunshine State Standards were further defined with specific “Grade Level Expectations” added over time. However, as time went on, two realities appeared that magnified the need to increase the level of rigor in Florida’s academic standards. First, as the achievement of Florida students began to increase over time, it was recognized that the level of rigor in the 1996 standards was inadequate to address the increased levels of achievement registered by our students. Second, ample evidence from both national and international measures of student achievement indicated the urgent need for higher levels of challenge for all of our students. This could not occur without a serious effort to increase the level of rigor and expectations across the board for all Florida students.

This realization was not isolated to a review and revision of the Sunshine State Standards for Reading and Language Arts. The Department of Education recognized the need for a systematic approach to review and revise all of the academic standards, and on January 17, 2006, the State Board of Education adopted a six year cycle that set forth a schedule for the regular review and revision of all K-12 content standards (<http://www.flstandards.org/>). This move went far beyond increasing the rigor of the standards, however; and included the alignment of the new standards with assessments, instructional materials, professional development, and teacher licensure exams. This way, the new standards and their higher levels of rigor will be fully integrated into the entire culture of K-12 instruction. This move sets the stage for higher levels of rigor, and higher academic achievement, for decades to come.

### **Revision Process**

The Florida Department of Education initiated the review of the Reading and Language Arts Standards by using analyses of our standards articulated by external groups. Their feedback helped to guide the revisions.

Entities including The Council of Basic Education and the AP College Board made a number of common observations and provided solid recommendations that produced the guiding principles for the revision process. These included:

1. Streamline the standards so that the breadth of coverage is more manageable. A reduction in the number and scope of benchmarks was needed to assist teachers with lesson planning, curriculum pacing and focusing on the essential knowledge needed for students in each grade level.

2. Organize the revision by specific grade level, incorporating the extensive list of Grade Level Expectations into grade level benchmarks or eliminating them if duplication, repetition or a lack of cognitive complexity was observed.
3. Restructure the numerical identification system to reflect the specific grade level of standards and benchmarks.
4. Use clear and concise language in standards and benchmarks.
5. Carry the rigor reflected in grade K-5 benchmarks through to grades 6-12.
6. Address the lack of cognitive complexity across all grades levels by consistently increasing levels of cognitive complexity to encourage the development of specific critical thinking skills, relevance of content, and increased levels of rigor.
7. At the secondary level, include those skills needed for postsecondary success and work related skills.

Beginning in 2005 and continuing into 2006, a number of activities took place as the 1996 standards were analyzed and the revisions began. These included meetings with Language Arts and Reading supervisors, teachers, content specialists, professional organizations, and other stakeholders. Continued stakeholder input was encouraged throughout this phase, through both hard copy and a web-based input system that ensured stakeholder ease in providing meaningful feedback.

To ensure that the new standards would meet the needs of all children, meetings were held with staff members from the Bureau of Exceptional Education and Student Services and the Bureau of Academic Achievement Through Language Acquisition, as well as teachers representing both groups. This helped to facilitate adding access points both for students with significant cognitive disabilities as well as for English Language Learners.

English Language Proficiency Standards are included in this document, and access points for English Language Learners will be available online in early 2007 (<http://www.flstandards.org/>).

Meetings were also held with the Assessment Office to evaluate consistency in concepts across grade levels and to ensure that the standards were measurable.

In addition to revising the content that was already in the standards, we felt a strong commitment to ensuring that the standards addressed twenty-first century needs. For example, the areas of Technology and Information Literacy were not addressed in the 1996 standards, but have a prominent place in the 2006 revisions.

### **A Commitment to Excellence**

In 2006, the Florida legislature boldly stated its commitment to higher and more challenging standards for Florida's children by passing HB 7087. Florida law now reads:

*§ 1001.03(1) ...The state board shall establish a schedule to facilitate the periodic review of the standards to ensure adequate rigor, relevance, logical student progression, and integration of reading, writing, and mathematics across all subject areas.*



This is a commitment that is shared by educators across Florida, as evidenced by the overwhelming level of public feedback to this revision process. Our goal now is to move forward with confidence and a sense of purpose as we begin implementing these higher and more rigorous standards.

Many people were involved in the review and revision of the Reading and Language Arts Standards. We extend our thanks to all of the teachers and members of the public for their active interest in this important area of work, and we look forward to continuing to work with them as partners in implementing these higher expectations for all of Florida's students.

John L. Winn  
Commissioner of Education

## Reading and Language Arts Strands and Standards

### Reading Process

#### Concepts of Print

Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.

#### Phonological Awareness

Standard: The student demonstrates phonological awareness.

#### Phonemic Awareness

Standard: The student demonstrates phonemic awareness.

#### Phonics/Word Analysis

Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

#### Vocabulary Development

Standard: The student uses multiple strategies to develop grade appropriate vocabulary.

#### Reading Comprehension

Standard: The student uses a variety of strategies to comprehend grade level text.

### Literary Analysis

#### Fiction

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

#### Nonfiction

Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

### Writing Process

#### Prewriting

Standard: The student will use prewriting strategies to generate ideas and formulate a plan.

#### Drafting

Standard: The student will write a draft appropriate to the topic, audience, and purpose.

#### Revising

Standard: The student will revise and refine the draft for clarity and effectiveness.

#### Editing for Language Conventions

Standard: The student will edit and correct the draft for standard language conventions.

#### Publishing

Standard: The student will write a final product for the intended audience.

## Writing Applications

### **Creative**

Standard: The student develops and demonstrates creative writing.

### **Informative**

Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.

### **Persuasive**

Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

## Communication

### **Penmanship**

Standard: The student engages in the writing process and writes to communicate ideas and experiences.

### **Listening and Speaking**

Standard: The student effectively applies listening and speaking strategies.

## Information and Media Literacy

### **Informational Text**

Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.

### **Research Process**

Standard: The student uses a systematic process for the collection, processing, and presentation of information.

### **Media Literacy**

Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

### **Technology**

Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials, and processes.

## English Language Proficiency Standards

The Sunshine State Standards are the foundation of curriculum, instruction, and assessment for all Florida students. The intent of the access points is to provide access to the general curriculum for students with significant cognitive disabilities.

The access points consist of foundational skills that are clearly linked to the general education content. The content is reduced in depth and complexity to provide access to the Sunshine State Standards while still providing rigor and challenging academic expectations for students with significant cognitive disabilities. Access points were developed with three levels of complexity for these students to ensure that all, even those students with the most significant cognitive disabilities, have access to the Sunshine State Standards. The three levels of complexity are Beginning, Beginning, and Advanced.

*Beginning:* Students working at this level are generally considered to be capable of meeting their own needs and working and living successfully in their communities as adults without overt support from others. Students are expected to be able to perform the behaviors identified for each benchmark on their own once they have mastered the knowledge and skills. Assistive or adaptive aides may be used as long as they are accessed Beginningly.

*Intermediate:* Students working at this level are generally considered to be capable of achieving Beginning independence in adulthood. These students will require supervision and support through their lives but can learn many skills to maximize their independence. Students working at the Beginning level are expected to perform the behaviors identified for each benchmark with assistive or adaptive aides, supervision, or prompting.

*Advanced:* Students working at this level are generally considered to have significant limitations that preclude their ability to generalize or transfer their learning. These students will be dependent on others for most, if not all, of their daily needs in adulthood. Students working at the Advanced level are expected to perform behaviors identified for each benchmark at a level consistent with their own capabilities with varying amounts and types of assistance.

## Acknowledgements

The Florida Department of Education gratefully acknowledges the cooperation and assistance received from individuals and groups throughout Florida in this current revision process. Without such cooperation, these revisions would not have been possible.

We wish to express a special thanks to the many local educators, parents, and business people who participated in the current revision process by serving on curriculum committees and reacting to draft documents, including:

- Alternative Assessment Advisory Committee,
- Bureau District Partners for Exceptional Student Education,
- Florida Association for Media in Education,
- Florida Association of Supervisors of Media,
- Florida Center for Reading Research,
- Florida Comprehensive Assessment Test Reading Content Advisory Committee,
- Florida Comprehensive Assessment Test Writing Content Advisory Committee,
- Florida Council of Teachers of English,
- Florida's Council of Language Arts Supervisors,
- Learning Systems Institute,
- Reading Supervisors of Florida, and
- Statewide Advisory Committee for the Education of Exceptional Students.

# Kindergarten

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>K.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |

## Kindergarten: Reading Process

| Concepts of Print  |   | Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.  |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.K.1.1.1   | - locate a printed word on a page;                                      |   |  |
| LA.K.1.1.2   | - distinguish letters from words;                                       |   |  |
| LA.K.1.1.3   | - identify the separate sounds in a spoken sentence;                    |   |  |
| LA.K.1.1.4   | - match print to speech;  |   |  |
| LA.K.1.1.5   | - identify parts of a book (e.g., front cover, back cover, title page); |   |  |
| LA.K.1.1.6   | - move top to bottom and left to right on the printed page; and         |   |  |
| LA.K.1.1.7   | - name all upper and lower case letters of the alphabet.                |   |  |
| English Language Proficiency Standards   |   |   |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- locate print on a page</li><li>- identify parts of a book</li><li>- move top to bottom, left to right when reading</li></ul> |   | <ul style="list-style-type: none"><li>- identify the title, text and illustrations</li><li>- use KWL charts or other graphic organizers</li><li>- locate print on a page</li><li>- match print to speech</li><li>- identify parts of a book</li><li>- move top to bottom, left to right when reading</li><li>- distinguish letters from words</li></ul> |  |
|  |   | <i>Advanced:</i> The student will:  |  |
|  |   | <ul style="list-style-type: none"><li>- locate print on a page</li><li>- match print to speech</li><li>- identify parts of a book</li><li>- move top to bottom, and left to right</li><li>- name all upper and lower case letters of the English language alphabet</li><li>- distinguish letters from words</li></ul>                                   |  |

| Phonological Awareness                                 |  | Standard: The student demonstrates phonological awareness.  |   |
|--|--|---|---|
|  | The student will:  |   |   |
| LA.K.1.2.1   | - auditory segment sentences into the correct number of words; |   |   |
| LA.K.1.2.2   | - identify, blend, and segment syllables in words;             |   |   |
| LA.K.1.2.3   | - recognize and produce words that rhyme; and                  |   |   |
| LA.K.1.2.4   | - identify, blend, and segment onset and rime.                 |   |   |
| English Language Proficiency Standards                 |  |   |   |
| Beginning: The student will identify syllables in word |  | Intermediate: The student will: <ul style="list-style-type: none"><li>- identify syllables in words</li><li>- recognize simple words that rhyme</li><li>- identify onset and rime</li></ul> | Advanced: The student will: <ul style="list-style-type: none"><li>- recognize and produce words that rhyme</li><li>- identify and blend onset and rime.</li></ul> |

| Phonemic Awareness  |   | Standard: The student demonstrates phonemic awareness.  |   |
|---|---|---|---|
|   | The student will:   |   |   |
| LA.K.1.3.1  | - identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”); |   |   |
| LA.K.1.3.2  | - blend and segment individual phonemes in simple, one-syllable words; and                                      |   |   |
| LA.K.1.3.3  | - manipulate individual phonemes in CVC words through addition, deletion, and substitution.                     |   |   |
| English Language Proficiency Standards  |   |   |   |
| Beginning: The student will identify initial, phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”); |   | Intermediate: The student will: <ul style="list-style-type: none"><li>- identify initial, final, phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);</li><li>- blend and segment individual phonemes in simple, one-syllable words;</li></ul> | Advanced: The student will: <ul style="list-style-type: none"><li>- identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., “sat”);</li><li>- blend and segment individual phonemes in simple, one-syllable words;</li><li>- distinguish between individual phonemes in CVC words through addition, deletion, and substitution.</li></ul> |

| Phonics/Word Analysis  |   | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.  |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.K.1.4.1   | - recognize and recall the one to one correspondence between most letters and sounds; and |  |  |
| LA.K.1.4.2   | - decode simple words in isolation and in context.  |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will recognize and recall the one to one correspondence between <b>some</b> letters and sounds |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- recognize and recall the one to one correspondence between most letters and sounds</li><li>- decode simple words in isolation and in context.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- recognize and recall the one to one correspondence between most letters and sounds</li><li>- decode simple words in isolation and in context.</li></ul> |



| Vocabulary Development  |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary.   |  |
|---|---|---|--|
|   | The student will:   |   |  |
| LA.K.1.6.1  | - use new vocabulary that is introduced and taught directly;  |   |  |
| LA.K.1.6.2  | - listen to and discuss both familiar and conceptually challenging text;                                  |   |  |
| LA.K.1.6.3  | - describe common objects and events in both general and specific language;                               |   |  |
| LA.K.1.6.4  | - identify and sort common words into basic categories (e.g., colors, shapes, food);                      |   |  |
| LA.K.1.6.5  | - use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and |   |  |
| LA.K.1.6.6  | - relate new vocabulary to prior knowledge.   |   |  |
| English Language Proficiency Standards  |   |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- use simple vocabulary that is introduced and taught directly</li><li>- listen to familiar text, rich in illustrations and respond with gestures, drawings, or simple words</li><li>- group common objects into categories</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use simple vocabulary that is introduced and taught directly,</li><li>- listen to and respond to questions about familiar text,</li><li>- describe common objects and events in general language identify and sort common words or pictures into basic categories;</li><li>- relate new vocabulary to prior knowledge</li></ul>  |  |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- use new vocabulary that is introduced and taught directly;</li><li>- listen to and familiar text;</li><li>- describe common objects and events in both general and specific language,</li><li>- identify and sort common words or pictures into basic categories (e.g., colors, shapes, food);</li><li>- relate new vocabulary to prior knowledge</li><li>- express simple spatial and temporal relationships (e.g., up/down, before/after) orally</li></ul> |  |

| Reading Comprehension  |   | Standard: The student uses a variety of strategies to comprehend grade level text.   |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.K.1.7.1   | - make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);          |  |  |
| LA.K.1.7.2   | - use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;                    |  |  |
| LA.K.1.7.3   | - retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and |  |  |
| LA.K.1.7.4   | - identify the author's purpose as stated in the text.  |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- make predictions about text content using pictures, and background knowledge distinguish between fact and fiction</li><li>- draw a picture illustrating information from selection</li></ul> |   | <ul style="list-style-type: none"><li>- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);</li><li>- distinguish between fact and fiction</li><li>- retell a selection using basic vocabulary</li></ul>  |  |
|  |   | <i>Advanced:</i> The student will:   |  |
|  |   | <ul style="list-style-type: none"><li>- make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);</li><li>- distinguish between fact and fiction</li><li>- retell a selection using basic vocabulary, arranging events in correct order,</li><li>- describe main idea or author's central message</li></ul> |  |

## Kindergarten: Literary Analysis

| Fiction   |   | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.  |
|---|---|---|
|   | The student will:   |   |
| LA.K.2.1.1  | - identify familiar literary forms (e.g., fairy tales, tall tales, nursery rhymes, fables);   |   |
| LA.K.2.1.2  | - retell the main events (e.g., beginning, middle, end) of a story, and describe characters and setting;  |   |
| LA.K.2.1.3  | - identify a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and others rhyming selections;  |   |
| LA.K.2.1.4  | - select materials to read for pleasure; and  |   |
| LA.K.2.1.5  | - participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection) and text to world (social connection). |   |
| English Language Proficiency Standards  |   |   |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- illustrate main events of the story,</li><li>- indicate recognition of similarities of sounds in simple rhyming words</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use simple vocabulary to retell the main events (e.g., beginning, middle, end) of a story;</li><li>- recognize a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections</li></ul>   |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- recognize familiar literary forms (e.g. fairy tales, tall tales, nursery rhymes, fables)</li><li>- use simple vocabulary to retell the main events (e.g. beginning, middle, end) of a story, and describe characters and setting</li><li>- recognize a regular beat and similarities of sounds in words when responding to rhythm and rhyme in nursery rhymes and other rhyming selections</li><li>- select books from library or classroom collection to read for pleasure</li><li>- participate in a group response to various literary selections (e.g., nursery rhymes, fairy tales, picture books), identifying the character(s), setting, and sequence of events</li></ul> |

|  |   |   |  |
|--|---|---|--|
| <b>Nonfiction</b>  |   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.                                |  |
|  | The student will:                                       |   |  |
| LA.K.2.2.1   | - identify the purpose of nonfictional text;            |   |  |
| LA.K.2.2.2   | - retell important facts from a text heard or read; and |   |  |
| LA.K.2.2.3   | - select nonfiction material to read for pleasure.      |   |  |
| <b>English Language Proficiency Standards</b>  |   |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- illustrate what the selection is mainly about</li><li>- choose a nonfiction book of interest</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use simple vocabulary to retell important facts from a text read or heard</li><li>- choose a nonfiction book of interest</li></ul>                                     |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- identify the purpose of non-fictional text</li><li>- retell important facts from a text heard or read</li><li>- select non-fiction material to read for pleasure</li></ul> |  |

## Kindergarten: Writing Process

|  |  |  |  |
|--|--|--|--|
| <b>Prewriting</b>  |  | <b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.  |  |
|  | The student will prewrite by:  |  |  |
| LA.K.3.1.1   | - connecting thoughts and oral language to generate ideas; and                                 |  |  |
| LA.K.3.1.2   | - drawing a picture about ideas from stories read aloud or generated through class discussion. |  |  |
| <b>English Language Proficiency Standards</b>  |  |  |  |
| <i>Beginning:</i> The student will prewrite by drawing a picture about ideas from stories read aloud or generated through class discussion |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- prewrite by connecting thought and simple oral language to generate ideas</li><li>- drawing a picture about ideas from stories read aloud or generated through class discussion</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- prewrite by connecting thought and simple oral language to generate ideas</li><li>- drawing a picture about ideas from stories read aloud or generated through class discussion</li></ul> |

|   |  |  |  |
|---|--|--|--|
| Drafting  |  | Standard: The student will write a draft appropriate to the topic, audience, and purpose.  |  |
|   | The student will draft writing by:   |  |  |
| LA.K.3.2.1  | - drawing, telling, or writing about a familiar experience, topic or text; and |  |  |
| LA.K.3.2.2  | - creating a group draft, scripted by the teacher.                             |  |  |
| English Language Proficiency Standards  |  |  |  |
| Beginning: The student will: <ul style="list-style-type: none"><li>- draw, tell, or write about a familiar experience, topic or text;</li><li>- copy a group draft, scripted by the teacher</li></ul> |  | Intermediate: The student will: <ul style="list-style-type: none"><li>- draw, tell, or write about a familiar experience, topic or text;</li><li>- create a group draft, scripted by the teacher</li></ul> |  |
|   |  | Advanced: The student will: <ul style="list-style-type: none"><li>- draw, tell, or write about a familiar experience, topic or text;</li><li>- create a group draft, scripted by the teacher</li></ul>     |  |

|  |   |   |  |
|--|---|---|--|
| Revising   |   | Standard: The student will revise and refine the draft for clarity and effectiveness.                                   |  |
| LA.K.3.3.1   | The student will revise the draft by adding additional details to the draft and checking for logical thinking with prompting. |   |  |
| English Language Proficiency Standards   |   |   |  |
| Beginning: The student will revise by adding simple details and/or labels to pictures and sketches |   | Intermediate: The student will revise by adding additional text to support the written piece.                           |  |
|  |   | Advanced: The student will revise by checking logical thinking and adding additional text to support the written piece. |  |

|  |   |   |  |
|--|---|---|--|
| Editing for Language Conventions   |   | Standard: The student will edit and correct the draft for standard language conventions.  |  |
|  | The student will edit for correct use of:                                     |   |  |
| LA.K.3.4.1   | - knowledge of letter/sound relationships to spell simple words;              |   |  |
| LA.K.3.4.2   | - capital letters to begin “important words;” and                             |   |  |
| LA.K.3.4.3   | - end punctuation, including periods, question marks, and exclamation points. |   |  |
| English Language Proficiency Standards   |   |   |  |
| Beginning: The student will correctly use: <ul style="list-style-type: none"><li>- use letter-sound relationships to approximate basic words</li><li>- use capital letters for some proper nouns and pronoun “I”</li></ul> |   | Intermediate: The student will correctly use: <ul style="list-style-type: none"><li>- letter-sound relationships to spell basic words</li><li>- capital letters for some proper nouns and pronoun “I”</li><li>- end punctuation</li></ul> |  |
|  |   | Advanced: The student will correctly use: <ul style="list-style-type: none"><li>- letter-sound relationships to spell basic words</li><li>- capital letters for some proper nouns and pronoun “I”</li><li>- end punctuation</li></ul>     |  |

|  |   |  |  |
|--|---|--|--|
| <b>Publishing</b>  |   | <b>Standard:</b> The student will write a final product for the intended audience.               |  |
| LA.K.3.5.1   | The student will produce, illustrate and share a finished piece of writing. |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will produce, illustrate and share a finished piece of writing (which could be a drawing). |   | <i>Intermediate:</i> The student will produce, illustrate and share a finished piece of writing. | <i>Advanced:</i> The student will produce, illustrate and share a finished piece of writing. |

## Kindergarten: Writing Applications \_\_\_\_\_

| Creative  |   | Standard: The student develops and demonstrates creative writing.   |  |
|---|---|---|--|
|   | The student will:   |   |  |
| LA.K.4.1.1  | - create narratives by drawing, dictating, and/or using emergent writing; and |   |  |
| LA.K.4.1.2  | - participate in writing simple stories, poems, rhymes, or song lyrics.       |   |  |
| English Language Proficiency Standards                              |   |   |  |
| Beginning: The student will create a story by drawing or dictating. |   | Intermediate: The student will create a story by drawing characters and events with simple accompanying text. | Advanced: The student will create a story by drawing characters and events with accompanying text. |

| Informative   |  | Standard: The student develops and demonstrates informative writing that provides information related to real-world tasks.  |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.K.4.2.1  | - participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing or writing; |   |  |
| LA.K.4.2.2  | - participate in creating simple summaries from informational/expository text (e.g., graphs, tables, maps);  |   |  |
| LA.K.4.2.3  | - participate in a group setting to identify the topic as expressed in informational/expository text, and discuss related details;                       |   |  |
| LA.K.4.2.4  | - communications with teacher as scribe, including friendly letters and thank-you notes; and   |   |  |
| LA.K.4.2.5  | - draw a simple map of the classroom.  |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will:<br><br>- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing<br><br>- draw a simple map of the classroom   |  | <i>Intermediate:</i> The student will:<br><br>- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary<br><br>- participate in a group setting to identify the topic as expressed in informational/expository text<br><br>- draw and label a simple map of the classroom. |  |
| <i>Advanced:</i> The student will:<br><br>- participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary<br><br>- participate in a group setting to identify the topic as expressed in informational/expository text<br><br>- write communications with teacher as scribe<br><br>- draw and label a simple map of the classroom |  |   |  |
| Persuasive  |  | Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.  |  |
| LA.K.4.3.1  | The student will draw a picture and use it to explain why this item (food, pet, person) is their favorite.   |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will draw and label a favorite pet, food, or person.  |  | <i>Intermediate:</i> The student will:<br><br>- draw and label a favorite pet, food, or person<br><br>- include some simple text that identifies the favorite object and explains why it is the favorite.   |  |
| <i>Advanced:</i> The student will:<br><br>- draw and label a favorite pet, food, or person<br><br>- include descriptive text that identifies the favorite object and why it is the favorite   |  |   |  |

## Kindergarten: Communication

| Penmanship  |  | Standard: The student engages in the writing process and writes to communicate ideas and experiences.   |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.K.5.1.1  | - print many uppercase and lowercase letters of the alphabet and recognize the difference between the two; |   |  |
| LA.K.5.1.2  | - write from left to right and top to bottom of page;  |   |  |
| LA.K.5.1.3  | - recognize spacing between letters and words;   |   |  |
| LA.K.5.1.4  | - print own first and last name; and   |   |  |
| LA.K.5.1.5  | - understand the concept of writing and identifying numerals.  |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- copy upper and lower case of the alphabet with assistance</li><li>- write from left to right and top to bottom of page</li><li>- recognize spacing between letters and words</li><li>- copy own first and last name</li><li>- copy numerals 1-10 to indicate some understanding of number concept</li></ul> |  | <ul style="list-style-type: none"><li>- print some uppercase and lowercase letters of the alphabet and recognize the differences between the two;</li><li>- write from left to right and top to bottom of page;</li><li>- recognize spacing between letters and words,</li><li>- print first and last names.</li><li>- understand the concept of writing and identifying numerals</li></ul> |  |
|   |  | <i>Advanced:</i> The student will:  |  |
|   |  | <ul style="list-style-type: none"><li>- print many uppercase and lowercase letters of the alphabet and discuss the differences between the two;</li><li>- write from left to right and top to bottom of page;</li><li>- recognize spacing between letters and words,</li><li>- print first and last names</li><li>- understand the concept of writing and identifying numerals</li></ul>    |  |



| Listening and Speaking   |   | Standard: The student effectively applies listening and speaking strategies.  |   |
|--|---|---|---|
|  | The student will:   |   |   |
| LA.K.5.2.1   | - listen carefully and understand directions for performing tasks (e.g., three or four-step oral directions); |   |   |
| LA.K.5.2.2   | - listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;                     |   |   |
| LA.K.5.2.3   | - repeat auditory sequences (e.g., letters, words, numbers, rhythmic patterns);                               |   |   |
| LA.K.5.2.4   | - recite short poems, rhymes, songs, and stories with repeated patterns;                                      |   |   |
| LA.K.5.2.5   | - communicate effectively when relating experiences and retelling stories heard; and                          |   |   |
| LA.K.5.2.6   | - use complete sentences when speaking.   |   |   |
| English Language Proficiency Standards   |   |   |   |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:  | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- listen and follow basic oral directions (one step) and verbal cues</li><li>- listen attentively to fiction and non-fiction read-alouds and answer simple questions</li><li>- repeat simple auditory sequences</li><li>- recite short poems, rhymes, songs, and stories with repeated patterns;</li></ul> |   | <ul style="list-style-type: none"><li>- listen and follow basic oral directions (one or two steps) and verbal cues</li><li>- listen attentively to fiction and non-fiction read-alouds and demonstrate understanding through simple responses</li><li>- repeat auditory sequences</li><li>- recite short poems, rhymes, songs, and simple stories with repeated patterns;</li><li>- communicate effectively by showing appropriate listening behaviors, such as maintaining eye contact with the speaker, facing the speaker, asking questions and expressing opinions when appropriate and practicing conversation skills with peers.</li><li>- use simple complete sentences when speaking.</li></ul> | <ul style="list-style-type: none"><li>- listen and follow basic oral directions (two or three steps) and verbal cues</li><li>- listen attentively to fiction and non-fiction read-alouds and demonstrate understanding</li><li>- repeat auditory sequences</li><li>- recite short poems, rhymes, songs, and stories with repeated patterns</li><li>- Communicate effectively when relating experiences and retelling simple stories heard</li><li>- use complete sentences when speaking.</li></ul> |

## Kindergarten: Information and Media Literacy

|   |   |   |
|---|---|---|
| <b>Informational Text</b>   |   | <b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.   |
| LA.K.6.1.1  | The student will identify the purpose of informational text and distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems). |   |
| <b>English Language Proficiency Standards</b>   |   |   |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- recognize the purpose of informational text</li><li>- distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- identify the purpose of informational text</li><li>- distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).</li></ul> |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- identify the purpose of informational text</li><li>- distinguish between informational text (e.g., signs, directions) and text read for pleasure (e.g., stories, poems).</li></ul>     |

|   |  |  |  |
|---|--|--|--|
| <b>Research Process</b>   |  | <b>Standard:</b> The student uses a systematic process for the collection, processing, and presentation of information.                                    |  |
|   | The student will:  |  |  |
| LA.K.6.2.1  | - ask questions and recognize the library media specialist or teacher as an information source;  |  |  |
| LA.K.6.2.2  | - use simple reference resources to locate and obtain information through knowledge of alphabetical order, use of pictures, and environmental print (e.g., signs, billboards); |  |  |
| LA.K.6.2.3  | - participate in creating a simple class report where the teacher is the scribe; and   |  |  |
| LA.K.6.2.4  | - recognize that authors, illustrators, and composers create informational sources.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| -   |  | -  | -  |
| <b>Media Literacy</b>   |  | <b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.    |  |
|   | The student will:  |  |  |
| LA.K.6.3.1  | - recognize print and nonprint media; and  |  |  |
| LA.K.6.3.2  | - state the main idea after viewing print media.   |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| - recognize print and nonprint media;<br>- illustrate the main idea after viewing print media and hearing it read or described using simple vocabulary, gestures, and illustrations |  | - recognize print and nonprint media;<br>- illustrate or state the main idea using basic vocabulary after viewing print media                              | - recognize print and nonprint media;<br>- illustrate or state the main idea after viewing print media |
| <b>Technology</b>   |  | <b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. |  |
| LA.K.6.4.1  | The student will use technology (e.g., drawing tools, writing tools) resources to support learning.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| - use technology (e.g., drawing tools, writing tools) resources to support learning.  |  | - use technology (e.g., drawing tools, writing tools) resources to support learning.   | - use technology (e.g., drawing tools, writing tools) resources to support learning.                   |

# Grade 1

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>1.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |

## Grade 1: Reading Process

| Concepts of Print  |   | Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.   |   |
|--|---|--|---|
|  | The student will:   |  |   |
| LA.1.1.1.1   | - locate the title, table of contents, names of author and illustrator, glossary, and index; and                  |  |   |
| LA.1.1.1.2   | - distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem). |  |   |
| English Language Proficiency Standards   |   |  |   |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- locate the title, table of contents, names of author and illustrator, glossary, and index;</li><li>- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).</li></ul> |   | <ul style="list-style-type: none"><li>- locate the title, table of contents, names of author and illustrator, glossary, and index;</li><li>- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).</li></ul> | <ul style="list-style-type: none"><li>- locate the title, table of contents, names of author and illustrator, glossary, and index;</li><li>- distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).</li></ul>  |
| Phonemic Awareness   |   | Standard: The student demonstrates phonemic awareness.   |   |
|  | The student will:   |  |   |
| LA.1.1.3.1   | - identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);                                       |  |   |
| LA.1.1.3.2   | - blend three to five phonemes to form words;   |  |   |
| LA.1.1.3.3   | - segment single syllable words into individual phonemes; and   |  |   |
| LA.1.1.3.4   | - manipulate individual phonemes to create new words through addition, deletion, and substitution.                |  |   |
| English Language Proficiency Standards   |   |  |   |
| <i>Beginning:</i> The student will segment the sounds of the English language orally   |   | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:  |
|  |   | <ul style="list-style-type: none"><li>- identify individual phonemes (sounds) in words using CVC pattern</li><li>- segment single syllable words into individual phonemes;</li></ul>   | <ul style="list-style-type: none"><li>- identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC)</li><li>- segment single syllable words into individual phonemes;</li><li>- blend three to five phonemes to form words</li><li>- differentiate between words with similar phonemes (pin/pen)</li></ul> |

| Phonics/Word Analysis   |  | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.   |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.1.1.4.1  | - generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words; |   |  |
| LA.1.1.4.2  | - identify the sounds of vowels and consonant digraphs in printed words;   |   |  |
| LA.1.1.4.3  | - decode words with r-controlled letter-sound associations;  |   |  |
| LA.1.1.4.4  | - decode words from common word families;  |   |  |
| LA.1.1.4.5  | - recognize high frequency words;  |   |  |
| LA.1.1.4.6  | - identify common, irregular words, compound words, and contractions;  |   |  |
| LA.1.1.4.7  | - decode base words and inflectional endings; and  |   |  |
| LA.1.1.4.8  | - use self-correction when subsequent reading indicates an earlier misreading.   |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- generate sounds from some letters and spelling patterns and blend those sounds into words</li><li>- decode words from common word families;</li><li>- recognize some high frequency words</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- generate sounds from some letters and spelling patterns and blend those sounds into words</li><li>- identify basic vowel and consonant digraph sounds in printed words</li><li>- decode words from common word families</li><li>- recognize some high frequency words</li><li>- identify basic compound words</li></ul>  |  |
|   |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- generate sounds from letters and spelling patterns and blend those sounds into words</li><li>- identify basic vowel and consonant digraph sounds in printed words</li><li>- decode words with r-controlled letter-sound associations</li><li>- decode words from common word families</li><li>- recognize high frequency words</li><li>- identify common, irregular words, compound words, and simple contractions;</li><li>- identify base words and simple inflectional endings</li><li>- use beginning self-correction techniques when subsequent reading indicates an earlier misreading</li></ul> |  |

| Fluency   |   | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.  |  |
|---|---|--|--|
|   | The student will:   |  |  |
| LA.1.1.5.1  | - apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; |  |  |
| LA.1.1.5.2  | - recognize high frequency and familiar words in isolation and in context; and  |  |  |
| LA.1.1.5.3  | - adjust reading rate based on purpose, text difficulty, form, and style.   |  |  |
| English Language Proficiency Standards  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- read age appropriate text orally by matching pictures with sound (e.g. onomatopoeia) and reading simple phrases</li><li>- recognize some high frequency and familiar words in context</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- apply letter-sound knowledge to decode phonetically regular words in isolation and in context</li><li>- recognize high frequency and familiar words in isolation and in context</li></ul> |  |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- apply letter-sound knowledge to decode phonetically regular words in isolation and in context</li><li>- recognize high frequency and familiar words in isolation and in context</li></ul>     |  |

| Vocabulary Development  |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary.   |   |
|---|---|---|---|
|   | The student will:   |   |   |
| LA.1.1.6.1  | - use new vocabulary that is introduced and taught directly;  |   |   |
| LA.1.1.6.2  | - listen to, read, and discuss both familiar and conceptually challenging text;                             |   |   |
| LA.1.1.6.3  | - use context clues;  |   |   |
| LA.1.1.6.4  | - categorize key vocabulary and identify salient features;  |   |   |
| LA.1.1.6.5  | - relate new vocabulary to prior knowledge;   |   |   |
| LA.1.1.6.6  | - identify and sort common words into conceptual categories;  |   |   |
| LA.1.1.6.7  | - identify common antonyms and synonyms;  |   |   |
| LA.1.1.6.8  | - use meaning of individual words to predict meaning of unknown compound words;                             |   |   |
| LA.1.1.6.9  | - determine the correct meaning of words with multiple meanings (e.g., mine) in context; and                |   |   |
| LA.1.1.6.10   | - determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools. |   |   |
| English Language Proficiency Standards  |   |   |   |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- listen to familiar text, rich in illustrations and identify key elements</li><li>- categorize basic key vocabulary and identify salient features;</li><li>- relate new vocabulary to prior knowledge;</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use new vocabulary that is introduced and taught directly</li><li>- listen to, read, and discuss familiar text</li><li>- use simple context clues</li><li>- categorize key vocabulary and identify salient features;</li><li>- relate new vocabulary to prior knowledge</li><li>- identify common antonyms and synonyms</li><li>- use meaning of individual words to predict meaning of unknown compound words</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- use new vocabulary that is introduced and taught directly</li><li>- use simple context clues</li><li>- categorize key vocabulary and identify salient features;</li><li>- relate new vocabulary to prior knowledge</li><li>- identify common antonyms and synonyms</li><li>- use meaning of individual words to predict meaning of unknown compound words</li><li>- recognize words having multiple meanings</li><li>- determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.</li></ul> |

| Reading Comprehension   |  | Standard: The student uses a variety of strategies to comprehend grade level text.   |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.1.1.7.1  | - identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading; |  |  |
| LA.1.1.7.2  | - use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;                      |  |  |
| LA.1.1.7.3  | - retell the main idea or essential message;   |  |  |
| LA.1.1.7.4  | - identify supporting details;   |  |  |
| LA.1.1.7.5  | - distinguish fact from fiction and cause from effect;   |  |  |
| LA.1.1.7.6  | - arrange events in sequence;  |  |  |
| LA.1.1.7.7  | - identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events);                                     |  |  |
| LA.1.1.7.8  | - identify the author’s purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and                                     |  |  |
| LA.1.1.7.9  | - self monitor comprehension and reread when necessary.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading</li><li>- retell or illustrate the main idea or essential message</li><li>- identify key supporting details</li><li>- identify the author’s purpose in text</li><li>- distinguish fact from fiction</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading</li><li>- use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;</li><li>- retell or illustrate the main idea or essential message</li><li>- identify key supporting details</li><li>- identify the author’s purpose in text</li><li>- ask clarifying questions (e.g., why, how) if meaning is unclear;</li><li>- retell or illustrate events in sequence;</li><li>- distinguish fact from fiction</li></ul>   |  |
|   |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading</li><li>- use background knowledge and supporting details from text to verify the accuracy of information presented in read selections</li><li>- retell or illustrate the main idea or essential message</li><li>- identify key supporting details</li><li>- distinguish fact from fiction</li><li>- retell or illustrate events in sequence</li><li>- identify the author’s purpose in text</li><li>- ask clarifying questions (e.g., why, how) if meaning is unclear</li><li>- self monitor comprehension and reread when necessary</li></ul> |  |



## Grade 1: Literary Analysis

| Fiction   |   | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.  |
|---|---|---|
|   | The student will:   |   |
| LA.1.2.1.1  | - identify various literary forms (e.g., stories, poems, fables, legends, picture books);   |   |
| LA.1.2.1.2  | - retell the main events (e.g., beginning, middle, end) in a story;   |   |
| LA.1.2.1.3  | - identify the characters and settings in a story;  |   |
| LA.1.2.1.4  | - identify rhyme, rhythm, alliteration, and patterned structures in poems for children;   |   |
| LA.1.2.1.5  | - respond to various literary selections (e.g., nursery rhymes, fairy tales), identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); and |   |
| LA.1.2.1.6  | - select age and ability appropriate fiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge.  |   |
| English Language Proficiency Standards  |   |   |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- recognize a variety of familiar literary forms</li><li>- retell or illustrate the main events (e.g., beginning, middle, end) in a story;</li><li>- identify or illustrate the characters and settings in a story;</li><li>- identify rhyme, rhythm, alliteration, and patterned structures in poems for children</li><li>- select reading materials for enrichment and pleasure</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- recognize a variety of familiar literary</li><li>- retell or illustrate the main events (e.g., beginning, middle, end) in a story</li><li>- identify or illustrate the characters and settings in a story</li><li>- identify rhyme, rhythm, alliteration, and patterned structures in poems for children;</li><li>- respond to various literary selections, identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- select reading materials for enrichment and pleasure</li></ul>           |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- recognize a variety of familiar literary forms</li><li>- retell or illustrate the main events (e.g., beginning, middle, end) in a story</li><li>- identify or illustrate the characters and settings in a story</li><li>- identify rhyme, rhythm, alliteration, and patterned structures in poems for children;</li><li>- respond to various literary selections, identifying the character(s), setting, and sequence of events and connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- select age and ability appropriate fiction materials to read</li></ul> |

|  |   |  |  |
|--|---|--|--|
| <b>Nonfiction</b>  |   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |  |
|  | The student will:   |  |  |
| LA.1.2.2.1   | - locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;                         |  |  |
| LA.1.2.2.2   | - select age and ability appropriate nonfiction materials to read, based on interest and teacher recommendations, to begin building a core base of knowledge; and |  |  |
| LA.1.2.2.3   | - organize information found in nonfiction text through charting, listing, mapping, or summarizing.   |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will demonstrate understanding that specific information can be obtained by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text; |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;</li><li>- select reading materials for enrichment and informational purposes</li><li>- graphically organize information found in non-fiction text through charting, listing, mapping,</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- locate specific information by using organizational features (e.g., directions, graphs, charts, signs, captions) in informational text;</li><li>- select age appropriate reading materials for enrichment and informational purposes</li><li>- graphically organize information found in non-fiction text through charting, listing, mapping, and summarizing</li></ul> |

## Grade 1: Writing Process

|  |   |  |  |
|--|---|--|--|
| <b>Prewriting</b>  |   | <b>Standard:</b> The student will use prewriting strategies to generate ideas and formulate a plan.  |  |
|  | The student will prewrite by:   |  |  |
| LA.1.3.1.1   | - generating ideas from multiple sources (e.g., brainstorming, webbing, drawing, group discussion, other activities); |  |  |
| LA.1.3.1.2   | - discussing the purpose for a writing piece; and   |  |  |
| LA.1.3.1.3   | - organizing ideas using simple webs, maps, or lists.   |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- generating ideas from simple brainstorming activities</li><li>- organizing ideas using simple graphic organizers</li></ul> |   | <i>Intermediate:</i> The student will prewrite by: <ul style="list-style-type: none"><li>- generating ideas from several brainstorming activities</li><li>- describing reasons for a writing piece</li><li>- organizing ideas using graphic organizers</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- generating ideas from several brainstorming activities</li><li>- describing reasons for a writing piece</li><li>- organizing ideas using graphic organizers</li></ul> |

|   |   |   |   |
|---|---|---|---|
| <b>Drafting</b>   |   | <b>Standard:</b> The student will write a draft appropriate to the topic, audience, and purpose.  |   |
|   | The student will draft writing by:  |   |   |
| LA.1.3.2.1  | - maintaining focus on a single idea using supporting details; and                  |   |   |
| LA.1.3.2.2  | - organizing details into a logical sequence that has a beginning, middle, and end. |   |   |
| English Language Proficiency Standards  |   |   |   |
| Beginning: The student will draft writing by drawing a series of pictures labeled with simple words or phrases that describe a familiar experience or a single idea |   | Intermediate: The student will draft writing by: <ul style="list-style-type: none"><li>- focusing on a single idea using supporting details through illustration or print</li><li>- grouping ideas according to time sequence</li></ul> | Advanced: The student will draft writing by: <ul style="list-style-type: none"><li>- maintaining focus on a single idea using supporting details</li><li>- organizing ideas into a logical sequence that has a beginning, middle, and end</li></ul> |

|  |  |  |   |
|--|--|--|---|
| <b>Revising</b>  |  | <b>Standard:</b> The student will revise and refine the draft for clarity and effectiveness.   |   |
|  | The student will revise by:  |  |   |
| LA.1.3.3.1   | - evaluating the draft for logical thinking and marking out repetitive text; and   |  |   |
| LA.1.3.3.2   | - creating clarity by marking out repetitive text, adding additional details by using a caret and replacing general words with specific words. |  |   |
| English Language Proficiency Standards   |  |  |   |
| Beginning: The student will revise the draft by adding details and/or labels to pictures and sketches. |  | Intermediate: The student will revise the draft by writing additional, common words or simple sentences that are age appropriate, and that are used to describe an illustration or story | Advanced: The student will revise the draft by: <ul style="list-style-type: none"><li>- checking logical thinking and adding additional text to support the written piece.</li><li>- marking out repetitive text</li><li>- using a caret when adding details</li><li>- replacing general words with more specific words</li></ul> |

| Editing for Language Conventions  |  | Standard: The student will edit and correct the draft for standard language conventions.   |  |
|---|--|--|--|
|   | The student will edit for correct use of:  |  |  |
| LA.1.3.4.1  | - common spelling patterns (e.g., onset and rimes, word families, and simple CVC words) and conventional spelling of high frequency words; |  |  |
| LA.1.3.4.2  | - capital letters for the pronoun I, the beginning of a sentence, names, days of the week and months of the year;                          |  |  |
| LA.1.3.4.3  | - commas in dates, items in a series;  |  |  |
| LA.1.3.4.4  | - singular and plural nouns, action verbs in simple sentences, and singular possessive pronouns (e.g., my/minoes, his/her, hers);          |  |  |
| LA.1.3.4.5  | - subject and verb agreement in simple sentences; and  |  |  |
| LA.1.3.4.6  | - end punctuation for sentences, including periods, question marks, and exclamation points.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- orally identify end punctuation and recognize its impact on meaning.</li><li>- use spelling strategies</li><li>- use capital letters in most proper nouns and pronoun</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- revise an age appropriate written piece using some conventions of standard written English, including end punctuation.</li><li>- use spelling strategies</li><li>- use capital letters in proper nouns and pronoun I</li><li>- use inventive spelling that closely approximates actual word</li><li>- subject and verb agreement in simple sentences</li><li>- use simple plural and possessive forms (-s, 's)</li><li>- use end punctuation (period and question mark)</li></ul> |  |
|   |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- revise an age appropriate written piece using some conventions of standard written English including end punctuation.</li><li>- use spelling strategies</li><li>- use capital letters where appropriate</li><li>- subject and verb agreement in simple sentences</li><li>- have correct singular and plural forms and possessives for grade level vocabulary</li><li>- use end punctuation</li></ul>  |  |
| Publishing  |  | Standard: The student will write a final product for the intended audience.  |  |
| LA.1.3.5.1  | The student will produce, illustrate, and share a variety of compositions.   |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will produce, illustrate, and share a variety of compositions.  |  | <i>Intermediate:</i> The student will produce, illustrate, and share a variety of compositions.  |  |
|   |  | <i>Advanced:</i> The student will produce, illustrate, and share a variety of compositions.  |  |

## Grade 1: Writing Applications

| Creative  |  | Standard: The student develops and demonstrates creative writing.  |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.1.4.1.1  | - write narratives that include a main idea based on real or imagined events, characters, and a sequence of events; and                        |  |  |
| LA.1.4.1.2  | - participate in writing simple stories, poems, rhymes, or song lyrics.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| Beginning: The student will:  |  | Intermediate: The student will:  | Advanced: The student will:  |
| - create a story by drawing characters and events with accompanying text, if possible |  | - create a story by drawing characters and events with accompanying text   | - create a story by drawing characters and events with accompanying text and labeling  |
| - illustrate a story, song or poem  |  | - illustrate a story, song, or poem  | - illustrate a story, song, or poem  |
| Informative   |  | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.   |  |
|   | The student will:  |  |  |
| LA.1.4.2.1  | - write in a variety of informational/expository forms (e.g., rules, summaries, recipes, notes/messages, labels, instructions, graphs/tables); |  |  |
| LA.1.4.2.2  | - participate in recording information from informational/expository text (e.g., lists, graphs, tables or maps);                               |  |  |
| LA.1.4.2.3  | - write an informational/expository paragraph that contains a topic sentence and at least three details;                                       |  |  |
| LA.1.4.2.4  | - write basic communications, including friendly letters and thank-you notes; and  |  |  |
| LA.1.4.2.5  | - write simple directions to familiar locations using “left and right,” and create a map that matches the directions.                          |  |  |
| English Language Proficiency Standards  |  |  |  |
| Beginning: The student will:  |  | Intermediate: The student will:  | Advanced: The student will:  |
| - copy / write a short letter to someone (parents, friend) with teacher as scribe     |  | - write a simple letter to someone on a topic provided by the teacher  | - write a detailed letter or other correspondence to someone   |
| - follow simple, one-step directions on a basic map                                   |  | - find places on a map based on given directions   | - create a map that matches given directions   |
|   |  | - participate in creating a variety of informational / expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary | - participate in creating a variety of informational/expository forms (e.g., labels, lists, graphs, observations, summaries) through drawing and simple vocabulary |
|   |  | - participate in a group setting to identify the topic as expressed in informational / expository text   | - participate in a group setting to identify the topic as expressed in informational / expository text   |
|   |  | - draw and label a simple map of the classroom   | - draw and label a simple map of the classroom   |
|   |  |  | - write an informational/expository paragraph that contains a topic sentence and at least three details  |

|   |  |  |   |
|---|--|--|---|
| <b>Persuasive</b>   |  | <b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.  |   |
| LA.1.4.3.1  | The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them. |  |   |
| <b>English Language Proficiency Standards</b>                                     |  |  |   |
| <i>Beginning:</i> The student will draw and label a favorite pet, food, or person |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- draw and label a favorite pet, food, or person</li><li>- include some identifying text that explains why it is the favorite</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- draw and label a favorite pet, food, or person</li><li>- include descriptive text that identifies the favorite object and why it is the favorite</li></ul> |

## Grade 1: Communication

|  |   |   |  |
|--|---|---|--|
| <b>Penmanship</b>  |   | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.  |  |
|  | The student will:   |   |  |
| LA.1.5.1.1   | - write numbers and uppercase and lowercase letters using left to right sequencing; and |   |  |
| LA.1.5.1.2   | - use appropriate spacing between letters, words, and sentences.                        |   |  |
| <b>English Language Proficiency Standards</b>  |   |   |  |
| <i>Beginning:</i> The student will copy letters of the alphabet and symbols of the with assistance through practice. |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- print uppercase and lowercase letters of the alphabet and discuss the differences between the two;</li><li>- write from left to right and top to bottom of page;</li><li>- recognize spacing between letters and words</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- print numerous uppercase and lowercase letters of the alphabet and discuss the differences between the two;</li><li>- write from left to right and top to bottom of page;</li><li>- recognize spacing between letters, words and sentences.</li></ul> |

| Listening and Speaking  |   | Standard: The student effectively applies listening and speaking strategies.  |  |
|---|---|---|--|
|   | The student will:   |   |  |
| LA.1.5.2.1  | - listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules;              |   |  |
| LA.1.5.2.2  | - retell specific details of information heard;   |   |  |
| LA.1.5.2.3  | - listen attentively to fiction and nonfiction read-alouds and demonstrate understanding;   |   |  |
| LA.1.5.2.4  | - use formal and informal language appropriately;   |   |  |
| LA.1.5.2.5  | - communicate effectively when relating experiences and retelling stories read and heard; and   |   |  |
| LA.1.5.2.6  | - participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker. |   |  |
| English Language Proficiency Standards  |   |   |  |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- listen attentively and understand directions for performing one step directions</li><li>- retell details of information and stories heard through illustration and simple vocabulary</li><li>- participate courteously in conversation, making eye contact, and facing the speaker.</li></ul> |   | <ul style="list-style-type: none"><li>- listen attentively and understand directions for performing tasks two-step oral directions, solving problems, and following rules</li><li>- retell details of information and stories heard through illustration and simple vocabulary</li><li>- recognize appropriate use of formal and informal language</li><li>- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker</li></ul>           |  |
|   |   | <i>Advanced:</i> The student will:  |  |
|   |   | <ul style="list-style-type: none"><li>- listen attentively and understand directions for performing tasks multi-step oral directions, solving problems, and following rules</li><li>- retell details of information and stories heard through illustration and grade level vocabulary</li><li>- recognize and use formal and informal language appropriately</li><li>- participate courteously in conversation, such as asking clarifying questions, taking turns, staying on topic, making eye contact, and facing the speaker</li></ul> |  |

## Grade 1: Information and Media Literacy

|  |   |   |  |
|--|---|---|--|
| Informational Text   |   | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.  |  |
| LA.1.6.1.1   | The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text. |   |  |
| English Language Proficiency Standards   |   |   |  |
| Beginning: The student will recognize that specific information may be obtained by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text. |   | Intermediate: The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text. |  |
|  |   | Advanced: The student will locate specific information by using words in organizational features (e.g., table of contents, headings, captions, bold print, key words, indices) in informational text.     |  |

| Research Process  |  | Standard: The student uses a systematic process for the collection, processing, and presentation of information.   |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.1.6.2.1  | - formulate questions and gather information using simple reference materials (e.g., nonfiction books, picture dictionaries, software);              |  |  |
| LA.1.6.2.2  | - use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions; |  |  |
| LA.1.6.2.3  | - write a simple report with a title and three facts, using informational sources; and   |  |  |
| LA.1.6.2.4  | - identify authors, illustrators, or composers with their works.   |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| <ul style="list-style-type: none"><li>- look in simple reference materials for basic information provided by the teacher</li><li>- list or illustrate three facts about a topic</li><li>- identify authors, illustrators, or composers with their works</li></ul> |  | <ul style="list-style-type: none"><li>- generate simple questions and gather information using age-appropriate reference materials (e.g., non-fiction books, picture dictionaries, software)</li><li>- write a paragraph, including a title, listing or illustrating three facts using informational sources</li><li>- identify authors, illustrators, or composers with their works</li></ul> | <ul style="list-style-type: none"><li>- generate questions and gather information using age-appropriate reference materials (e.g., non-fiction books, picture dictionaries, software)</li><li>- use simple reference materials to locate and obtain information, using alphabetical order, record information, and compare it to search questions</li><li>- write a simple report or paragraph, including a title and three facts, using informational sources</li><li>- identify authors, illustrators, or composers with their works</li></ul> |

| Media Literacy  |  | Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.              |   |
|---|--|---|---|
|   | The student will:  |   |   |
| LA.1.6.3.1  | - recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and |   |   |
| LA.1.6.3.2  | - identify types of mass communication (e.g., film, newspapers, radio, digital technology).              |   |   |
| English Language Proficiency Standards  |  |   |   |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:  | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- recognize that non-print media affects thoughts and feelings</li><li>- identify types of mass communication</li></ul> |  | <ul style="list-style-type: none"><li>- recognize that non-print media affects thoughts and feelings</li><li>- identify types of mass communication</li></ul> | <ul style="list-style-type: none"><li>- recognize that non-print media affects thoughts and feelings</li><li>- identify types of mass communication</li></ul> |



|  |  |   |   |
|--|--|---|---|
| <b>Technology</b>  |  | <b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.                          |   |
| LA.1.6.4.1   | The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories. |   |   |
| <b>English Language Proficiency Standards</b>  |  |   |   |
| <i>Beginning:</i> The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories. |  | <i>Intermediate:</i> The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories. | <i>Advanced:</i> The student will use appropriate available technology resources (e.g., writing tools, digital cameras, drawing tools) to present thoughts, ideas, and stories. |

# Grade 2

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>2.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |

## Grade 2: Reading Process

| Phonics/Word Analysis   |  | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.   |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.2.1.4.1  | - use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);                  |   |  |
| LA.2.1.4.2  | - apply knowledge of spelling patterns to identify syllables;  |   |  |
| LA.2.1.4.3  | - decode phonetically regular one-syllable and multi-syllable words in isolation and in context;         |   |  |
| LA.2.1.4.4  | - identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread); |   |  |
| LA.2.1.4.5  | - recognize high frequency words;  |   |  |
| LA.2.1.4.6  | - recognize common abbreviations;  |   |  |
| LA.2.1.4.7  | - recognize and correctly use regular and irregular plurals; and   |   |  |
| LA.2.1.4.8  | - use self-correction when subsequent reading indicates an earlier misreading.                           |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- apply phonics by recognizing that letter and letter patterns represent sounds of spoken language and by understanding the one to one correspondence between letters and sounds.</li><li>- use spelling strategies</li><li>- identify syllables</li><li>- decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</li><li>- recognize high frequency words</li><li>- recognize common abbreviations</li><li>- recognize and name capital and lower case letters</li><li>- recognizes the difference between letters and words</li><li>- identifies initial and final sounds in a word</li><li>- blends sounds to form words</li><li>- segments a word into sounds</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- apply phonics by recognizing that letters and letter patterns represent sounds of spoken language by attempting to read words or phrases from a basic text and matching words to objects (such as names, vocabulary, etc.)</li><li>- use spelling strategies</li><li>- identify syllables</li><li>- decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</li><li>- recognize high frequency words</li><li>- recognize common abbreviations</li><li>- recognize and correctly use regular and irregular plurals</li><li>- use self-correction when subsequent reading indicates an earlier misreading</li><li>- recognizes that sentences are composed of separate words</li><li>- identifies sentences</li></ul> |  |
|   |  | <i>Advanced:</i> The student will <ul style="list-style-type: none"><li>- Apply phonics by recognizing that letters and letter patterns represent sounds of spoken language and demonstrates this ability by recognizing and recalling the one to one correspondence between letters and sounds, and decoding simple words (both familiar and unfamiliar words.)</li><li>- use spelling strategies</li><li>- identify syllables</li><li>- decode phonetically regular one-syllable and multi-syllable words in isolation and in context;</li><li>- recognize high frequency words</li><li>- recognize common abbreviations</li><li>- recognize and correctly use regular and irregular plurals</li><li>- use self-correction when subsequent reading indicates an earlier misreading</li></ul>  |  |

| Fluency   |   | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.   |  |
|---|---|---|--|
|   | The student will:   |   |  |
| LA.2.1.5.1  | - apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context; |   |  |
| LA.2.1.5.2  | - identify high frequency phonetically irregular words in context; and  |   |  |
| LA.2.1.5.3  | - adjust reading rate based on purpose, text difficulty, form, and style.   |   |  |
| English Language Proficiency Standards  |   |   |  |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- apply letter-sound knowledge to decode phonetically regular words in isolation and in context</li><li>- identify basic high frequency phonetically irregular words in context</li></ul> |   | <ul style="list-style-type: none"><li>- apply letter-sound knowledge to decode phonetically regular words in context</li><li>- identify high frequency phonetically irregular words in context</li><li>- recognize that reading rate is adjusted based on purpose, text difficulty, form, and style</li></ul>   |  |
|   |   | <i>Advanced:</i> The student will:  |  |
|   |   | <ul style="list-style-type: none"><li>- apply letter-sound knowledge to decode phonetically regular words in isolation and in context</li><li>- identify high frequency phonetically irregular words in context</li><li>- recognize that reading rate is adjusted based on purpose, text difficulty, form, and style</li><li>- adjust reading rate based on purpose, text difficulty, form, and style</li></ul> |  |

| Vocabulary Development  |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary.  |  |
|---|---|--|--|
|   | The student will:   |  |  |
| LA.2.1.6.1  | - use new vocabulary that is introduced and taught directly;                                  |  |  |
| LA.2.1.6.2  | - listen to, read, and discuss familiar and conceptually challenging text;                    |  |  |
| LA.2.1.6.3  | - use context clues to determine meanings of unfamiliar words;                                |  |  |
| LA.2.1.6.4  | - categorize key vocabulary and identify salient features;                                    |  |  |
| LA.2.1.6.5  | - relate new vocabulary to familiar words;  |  |  |
| LA.2.1.6.6  | - identify base (root) words and common prefixes to determine the meanings of prefixed words; |  |  |
| LA.2.1.6.7  | - identify antonyms, synonyms, and homophones;  |  |  |
| LA.2.1.6.8  | - determine the correct meaning of words with multiple meanings (e.g., mine) in context; and  |  |  |
| LA.2.1.6.9  | - determine meanings of unfamiliar words by using a dictionary and digital tools.             |  |  |
| English Language Proficiency Standards  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- participate in shared reading and discussing key vocabulary found in a richly illustrated, big book, chart, song, rhyme or poem.</li><li>- use new vocabulary</li><li>- categorize key vocabulary and identify salient features</li><li>- relate new vocabulary to familiar words</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use new vocabulary that is introduced and taught directly, listening to and discussing both familiar and conceptual challenging text, describing common objects and events in both general and specific language and categorizing key vocabulary.</li><li>- use context clues to determine meanings of unfamiliar words</li><li>- categorize key vocabulary and identify salient features;</li><li>- identify base (root) words and common prefixes to determine the meanings of prefixed words;</li><li>- recognize antonyms, synonyms, and homophones</li><li>- determine the correct meaning of words with multiple meanings (e.g., mine) in context</li><li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li></ul>  |  |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- use new vocabulary that is introduced and taught directly; listening to and discussing both familiar and conceptually challenging text; describing common objects and events in both general and specific language, and categorizing key vocabulary, identifying its salient features, and relating new vocabulary to prior knowledge.</li><li>- use new vocabulary that is introduced and taught directly</li><li>- listen to, read, and discuss familiar and conceptually challenging text</li><li>- use context clues to determine meanings of unfamiliar words</li><li>- categorize key vocabulary and identify salient features;</li><li>- identify base (root) words and common prefixes to determine the meanings of prefixed words;</li><li>- recognize antonyms, synonyms, and homophones</li><li>- determine the correct meaning of words with multiple meanings (e.g., mine) in context</li><li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li></ul> |  |

| Reading Comprehension  |  | Standard: The student uses a variety of strategies to comprehend grade level text.  |   |
|--|--|---|---|
|  | The student will:  |   |   |
| LA.2.1.7.1   | - identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;   |   |   |
| LA.2.1.7.2   | - determines the author’s purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;  |   |   |
| LA.2.1.7.3   | - summarize information in text, including but not limited to main idea, supporting details, and connections between texts;  |   |   |
| LA.2.1.7.4   | - identify cause-and-effect relationships in text;   |   |   |
| LA.2.1.7.5   | - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;   |   |   |
| LA.2.1.7.6   | - identify themes or topics across a variety of fiction and nonfiction selections;   |   |   |
| LA.2.1.7.7   | - compare and contrast characters and settings in one text; and  |   |   |
| LA.2.1.7.8   | - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. |   |   |
| English Language Proficiency Standards   |  |   |   |
| Beginning: The student will identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading; |  | Intermediate: The student will: <ul style="list-style-type: none"><li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</li><li>- recognize the author’s purpose in text and asks questions (e.g., why, how) if meaning is unclear</li><li>- retell information in text, using simple vocabulary and illustration, including but not limited to main idea, supporting details, and connections between texts</li></ul> | Advanced: The student will: <ul style="list-style-type: none"><li>- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;</li><li>- determines the author’s purpose in text and asks simple questions (e.g., why, how) if meaning is unclear</li><li>- summarize information in text, using simple vocabulary, including but not limited to main idea, supporting details, and connections between texts</li></ul> |

## Grade 2: Literary Analysis

| Fiction    |  | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |
|------------|--|--|
|            | The student will:  |  |
| LA.2.2.1.1 | - identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;   |  |
| LA.2.2.1.2 | - identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction;  |  |
| LA.2.2.1.3 | - identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood;  |  |
| LA.2.2.1.4 | - identify an author's theme, and use details from the text to explain how the author developed that theme;  |  |
| LA.2.2.1.5 | - respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);   |  |
| LA.2.2.1.6 | - write a book report identifying character(s), setting, and sequence of events;   |  |
| LA.2.2.1.7 | - identify and explain an author's use of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and                        |  |
| LA.2.2.1.8 | - select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge. |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |
|            |  |  |

|   |  |  |
|---|--|--|
| <b>Fiction</b>  | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.  |  |
| Continued from previous page  |  |  |
| <b>English Language Proficiency Standards</b>   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- recognize different literary forms</li><li>- retell or illustrate a story using the elements of story structure</li><li>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- create an illustration that identifies characters, setting, and sequence of events</li><li>- choose age- and ability-appropriate fiction materials to read</li></ul> | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;</li><li>- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction</li><li>- recognize ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood</li><li>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- write a paragraph or create an illustration that identifies characters, setting, and sequence of events</li><li>- recognized different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects</li><li>- choose age- and ability-appropriate fiction materials to read</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- identify the basic characteristics of a variety of literary forms (e.g., fables, stories, fiction, poetry, folktales, legends) and how they are alike and different;</li><li>- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction</li><li>- identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood</li><li>- identify an author’s theme by using details from the text</li><li>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- write a simple book report that identifies characters, setting, and sequence of events</li><li>- recognized different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects</li><li>- choose age- and ability-appropriate fiction materials to read</li></ul> |



|  |  |  |  |
|--|--|--|--|
| <b>Nonfiction</b>  |  | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |  |
|  | The student will:  |  |  |
| LA.2.2.2.1   | - recognize and understand the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations);   |  |  |
| LA.2.2.2.2   | - use explicitly stated information to answer a question;  |  |  |
| LA.2.2.2.3   | - distinguish among a variety of text (e.g., reference, practical/functional); and   |  |  |
| LA.2.2.2.4   | - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge. |  |  |
| <b>English Language Proficiency Standards</b>  |  |  |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- recognize the purpose of text features (e.g. simple table of contents, charts, graphs, diagrams, illustrations)</li><li>- distinguish among a variety of text (e.g., reference, practical/functional);</li><li>- choose age- and ability appropriate non-fiction materials to read</li></ul> |  | <ul style="list-style-type: none"><li>- recognize and identify the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations)</li><li>- answer simple teacher directed questions about text</li><li>- distinguish among a variety of text (e.g., reference, practical/functional);</li><li>- choose age- and ability appropriate non-fiction materials to read</li></ul>                 |  |
|  |  | <i>Advanced:</i> The student will:   |  |
|  |  | <ul style="list-style-type: none"><li>- recognize and identify the purpose of text features (e.g., simple table of contents, glossary, charts, graphs, diagrams, illustrations)</li><li>- use stated information to answer a question using simple vocabulary</li><li>- distinguish among a variety of text (e.g., reference, practical/functional);</li><li>- choose age- and ability appropriate non-fiction materials to read</li></ul> |  |

## Grade 2: Writing Process

| Prewriting   |  | Standard: The student will use prewriting strategies to generate ideas and formulate a plan.  |  |
|--|--|---|--|
|  | The student will prewrite by:  |   |  |
| LA.2.3.1.1   | - generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities); |   |  |
| LA.2.3.1.2   | - determines the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece; and                     |   |  |
| LA.2.3.1.3   | - making a plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).                          |   |  |
| English Language Proficiency Standards   |  |   |  |
| Beginning: The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities); |  | Intermediate: The student will pre-write by: <ul style="list-style-type: none"><li>- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);</li><li>- recognizing the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece</li><li>- making a simple plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</li></ul> | Advanced: The student will pre-write by: <ul style="list-style-type: none"><li>- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer's notebook, group discussion, other activities);</li><li>- determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece</li><li>- making a simple plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate)</li></ul> |

| Drafting  |   | Standard: The student will write a draft appropriate to the topic, audience, and purpose.   |   |
|---|---|---|---|
|   | The student will draft writing by:  |   |   |
| LA.2.3.2.1  | - maintaining focus on a single idea and developing supporting details; and   |   |   |
| LA.2.3.2.2  | - organizing details into a logical sequence that has a clear beginning, middle and end and an awareness of audience. |   |   |
| English Language Proficiency Standards  |   |   |   |
| Beginning: The student will draft writing by drawing a series of pictures labeled with simple words or phrases that describe a familiar experience and that focus on a single idea. |   | Intermediate: The student will draft writing by: <ul style="list-style-type: none"><li>- maintaining focus on a single idea and developing supporting details</li><li>- organizing details into a logical sequence that has a beginning, middle and end</li></ul> | Advanced: The student will draft writing by: <ul style="list-style-type: none"><li>- maintaining focus on a single idea and developing supporting details</li><li>- organizing details into a logical sequence that has a beginning, middle and end and an awareness of audience.</li></ul> |

| Revising  |  | Standard: The student will revise and refine the draft for clarity and effectiveness.   |  |
|---|--|---|--|
|   | The student will revise by:  |   |  |
| LA.2.3.3.1  | - evaluating the draft for logical thinking and consistent point of view (first or third person) appropriate for the purpose and audience; |   |  |
| LA.2.3.3.2  | - creating clarity by combining related simple sentences and sequencing new ideas into paragraphs;   |   |  |
| LA.2.3.3.3  | - creating interest by incorporating descriptive words and supporting details, such as sensory language; and                               |   |  |
| LA.2.3.3.4  | - evaluating the composition, with the assistance of teacher, peer, checklist, or rubric.  |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will revise the draft by:   |  | <i>Intermediate:</i> The student will revise the draft by:  |  |
| <ul style="list-style-type: none"><li>- adding details and/or labels to pictures and sketches.</li><li>- evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric.</li></ul> |  | <ul style="list-style-type: none"><li>- evaluate the draft for logical thinking and sequence</li><li>- creating clarity by combining related simple sentences</li><li>- incorporating descriptive words and supporting details,</li><li>- evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric.</li></ul>  |  |
|   |  | <i>Advanced:</i> The student will revise the draft by:  |  |
|   |  | <ul style="list-style-type: none"><li>- evaluating the draft for logical thinking and point of view (first or third person) appropriate for the purpose and audience</li><li>- creating clarity by combining related simple sentences</li><li>- sequencing new ideas into paragraphs;</li><li>- incorporating descriptive words and supporting details,</li><li>- evaluating the writing piece, with the assistance of teacher, peer, checklist, or rubric.</li></ul> |  |

| Editing for Language Conventions   |  | Standard: The student will edit and correct the draft for standard language conventions.   |   |
|--|--|--|---|
|  | The student will edit for correct use of:  |  |   |
| LA.2.3.4.1   | - conventional spelling for high frequency words and common spelling patterns and generalizations (e.g., word families, simple CVC words, regular plurals, simple suffixes and simple prefixes) to determine how to spell new words; |  |   |
| LA.2.3.4.2   | - capitalization, including initial word in a sentence, the pronoun “I,” and proper names;   |  |   |
| LA.2.3.4.3   | - commas in dates, items in a series, greetings and closings of letters, and compound sentences, colons to punctuate time, and apostrophes to correctly punctuate contractions;  |  |   |
| LA.2.3.4.4   | - nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/minutes, his/her, hers);   |  |   |
| LA.2.3.4.5   | - subject/verb and noun/pronoun agreement in simple and compound sentences;  |  |   |
| LA.2.3.4.6   | - end punctuation for compound sentences, statements, questions, and exclamations.   |  |   |
| English Language Proficiency Standards   |  |  |   |
| <i>Beginning:</i> The student will correctly use:  |  | <i>Intermediate:</i> The student will correctly use:   | <i>Advanced:</i> The student will correctly use:  |
| <ul style="list-style-type: none"><li>- spelling strategies for high frequency words</li><li>- simple capitalization, including initial word and pronoun I</li><li>- end punctuation and recognize its impact on meaning</li></ul> |  | <ul style="list-style-type: none"><li>- spelling strategies for high frequency words and common spelling patterns to spell unfamiliar words</li><li>- capitalization, including initial word in a sentence, the pronoun “I,” and proper names</li><li>- commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions;</li><li>- some nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., my/minutes, his/her, hers);</li><li>- end punctuation for simple sentences, statements, questions, and exclamations.</li></ul> | <ul style="list-style-type: none"><li>- spelling strategies for high frequency words and common spelling patterns</li><li>- capitalization, including initial word in a sentence, the pronoun “I,” and proper names</li><li>- commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions</li><li>- many nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., , his/her, hers);</li><li>- subject/verb and noun/pronoun agreement in simple</li><li>- end punctuation for simple sentences, statements, questions, and exclamations.</li></ul> |
| Publishing   |  | Standard: The student will write a final product for the intended audience.  |   |
| LA.2.3.5.1   | The student will produce, illustrate, and share a variety of compositions.   |  |   |
| English Language Proficiency Standards   |  |  |   |
| <i>Beginning:</i> The student will produce, illustrate, and share a variety of compositions  |  | <i>Intermediate:</i> The student will produce, illustrate, and share a variety of compositions   | <i>Advanced:</i> The student will produce, illustrate, and share a variety of compositions  |

## Grade 2: Writing Applications

|  |  |   |  |
|--|--|---|--|
| <b>Creative</b>  |  | <b>Standard:</b> The student develops and demonstrates creative writing.  |  |
|  | The student will:  |   |  |
| LA.2.4.1.1   | - write narratives based on real or imagined events that include a main idea, characters, a sequence of events and descriptive details; and                |   |  |
| LA.2.4.1.2   | - compose simple stories, poems, riddles, rhymes, or song lyrics.  |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:<br>- create a story by drawing characters and events with accompanying text,<br>- illustrate a story, song or poem   |  | <i>Intermediate:</i> The student will:<br>- create a story by drawing characters and events with accompanying text<br>- illustrate or compose a story, song, or poem  |  |
| <i>Advanced:</i> The student will:<br>- create a narrative by writing or drawing characters and events in sequential order, including the main idea<br>- illustrate or compose a story, song, or poem  |  |   |  |
| <b>Informative</b>   |  | <b>Standard:</b> The student develops and demonstrates technical writing that provides information related to real-world tasks.   |  |
|  | The student will:  |   |  |
| LA.2.4.2.1   | - write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables); |   |  |
| LA.2.4.2.2   | - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic;   |   |  |
| LA.2.4.2.3   | - write informational/expository paragraphs that contain a topic sentence, supporting details, and relevant information;                                   |   |  |
| LA.2.4.2.4   | - write communications, including friendly letters and thank-you notes; and  |   |  |
| LA.2.4.2.5   | - write simple directions to familiar locations using “left and right,” and create a map that matches the directions.                                      |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:<br>- write a short letter, with teacher as scribe, to someone (parents, friend) on a topic<br>- follow one-step directions on a basic map<br>- take teacher guided notes on a topic<br>- write or illustrate a topic sentence with one or two supporting details |  | <i>Intermediate:</i> The student will:<br>- write a letter to someone on a topic provided by the teacher<br>- find places on a map based on given directions<br>- take notes from a book or reading passage<br>- write a topic sentence with supporting details |  |
| <i>Advanced:</i> The student will:<br>- write a detailed letter or other correspondence to someone<br>- create a map that matches given directions<br>- take notes from a book, reading passage, or lecture<br>- write a topic sentence and several supporting details                               |  |   |  |

|   |  |  |   |
|---|--|--|---|
| <b>Persuasive</b>   |  | <b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.  |   |
| LA.2.4.3.1  | The student will draw a picture and use simple text to explain why this item (food, pet, person) is important to them. |  |   |
| <b>English Language Proficiency Standards</b>                                     |  |  |   |
| <i>Beginning:</i> The student will draw and label a favorite pet, food, or person |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- draw and label a favorite pet, food, or person</li><li>- include some identifying text that explains why it is the favorite</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- draw and label a favorite pet, food, or person</li><li>- include descriptive text that identifies the favorite object and why it is the favorite</li></ul> |

## Grade 2: Communication

|  |   |   |  |
|--|---|---|--|
| <b>Penmanship</b>  |   | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.  |  |
| LA.2.5.1.1   | The student will demonstrate legible printing skills. |   |  |
| <b>English Language Proficiency Standards</b>  |   |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- copy letters and symbols of the alphabet with assistance.</li><li>- demonstrate legible printing skills.</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use letters to make words and sentences</li><li>- demonstrate legible printing skills.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- use sentences to communicate ideas</li><li>- uses words to make sentences and paragraphs</li><li>- demonstrate legible printing skills.</li></ul> |

| Listening and Speaking  |   | Standard: The student effectively applies listening and speaking strategies.   |  |
|---|---|--|--|
|   | The student will:   |  |  |
| LA.2.5.2.1  | - interpret information presented and seek clarification when needed;                       |  |  |
| LA.2.5.2.2  | - begin to use language appropriate for different occasions, audiences, and topics;         |  |  |
| LA.2.5.2.3  | - use increasingly complex language patterns and sentence structure when communicating; and |  |  |
| LA.2.5.2.4  | - listen politely to oral presentations by classmates.                                      |  |  |
| English Language Proficiency Standards  |   |  |  |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| <ul style="list-style-type: none"><li>- ask questions in an effort to seek clarification on information presented</li><li>- recognize that oral language varies depending upon different occasions ,audiences, and topics</li><li>- listen politely to oral presentations by classmates</li></ul> |   | <ul style="list-style-type: none"><li>- ask questions in an effort to seek clarification on information presented</li><li>- begin to use language appropriately for different occasions, audiences, and topics</li><li>- use i more complex language patterns and sentence structure when communicating;</li><li>- listen politely to oral presentations by classmates</li></ul> | <ul style="list-style-type: none"><li>- demonstrate understanding of information presented and seek clarification when needed</li><li>- begin to use language appropriately for different occasions, audiences, and topics</li><li>- use increasingly complex language patterns and sentence structure when communicating;</li><li>- listen politely to oral presentations by classmates</li></ul> |

## Grade 2: Information and Media Literacy

| Informational Text  |  | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.  |  |
|---|--|---|--|
| LA.2.6.1.1  | The student will read informational text (e.g., directions, graphs, charts, signs, captions) to follow multi-step instructions, answer literal questions, perform tasks, learn tasks, and sequentially carry out the steps of a procedure. |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will read simple informational text (e.g., graphs, charts, signs, captions) to follow one-step instructions |  | <i>Intermediate:</i> The student will use: <ul style="list-style-type: none"><li>- read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions,</li><li>- ask relevant questions</li><li>- learn and perform tasks, and sequentially carry out the steps of a procedure.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions</li><li>- answer literal questions</li><li>- learn and perform tasks, and sequentially carry out the steps of a procedure.</li></ul> |

| Research Process  |  | Standard: The student uses a systematic process for the collection, processing, and presentation of information.   |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.2.6.2.1  | - generate research questions by brainstorming, identify key words, group related ideas, and select appropriate resources (e.g., atlases, nonfiction books, dictionaries, digital references); |  |  |
| LA.2.6.2.2  | - select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order;   |  |  |
| LA.2.6.2.3  | - analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main, and supporting details; and  |  |  |
| LA.2.6.2.4  | - record the authors and titles of works.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| <ul style="list-style-type: none"><li>- generate research questions by brainstorming, identify key words, and group related ideas</li><li>- identify the authors and titles of works used in the research process</li></ul> |  | <ul style="list-style-type: none"><li>- generate research questions by brainstorming, identify key words, group related ideas, and choose among teacher guided selection of appropriate resources (e.g., atlases, non-fiction books, dictionaries, digital references);</li><li>- use a variety of appropriate reference materials to gather information and locate information using alphabetical order</li><li>- write appropriate facts and communicate information in a simple report that includes, a title, a main idea, and supporting details;</li><li>- record the authors and titles of works.</li></ul> | <ul style="list-style-type: none"><li>- generate research questions by brainstorming, identify key words, group related ideas, and choose among teacher guided selection of appropriate resources (e.g., atlases, non-fiction books, dictionaries, digital references);</li><li>- select and use a variety of appropriate reference materials to gather information and locate information using alphabetical order</li><li>- analyze and select appropriate facts and communicate information in a simple report that includes, a title, a main idea, and supporting details;</li><li>- record the authors and titles of works.</li></ul> |

|  |  |  |  |
|--|--|--|--|
| <b>Media Literacy</b>  |  | <b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.  |  |
|  | The student will:  |  |  |
| LA.2.6.3.1   | - recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video); and |  |  |
| LA.2.6.3.2   | - identify types of mass communication (e.g., film, newspapers, radio, digital technology).              |  |  |
| <b>English Language Proficiency Standards</b>  |  |  |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| <ul style="list-style-type: none"><li>- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video);</li><li>- identify types of mass communication (e.g., film, newspapers, radio, digital technology).</li></ul> |  | <ul style="list-style-type: none"><li>- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video);</li><li>- identify, compare and contrast types of mass communication (e.g., film, newspapers, radio, digital technology).</li></ul> | <ul style="list-style-type: none"><li>- recognize that nonprint media affect thoughts and feelings (e.g., graphics, music, digital video);</li><li>- identify, evaluate types of mass communication (e.g., film, newspapers, radio, digital technology).</li></ul> |

| Technology  |  | Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.  |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.2.6.4.1  | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and          |  |  |
| LA.2.6.4.2  | - use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories. |  |  |
| English Language Proficiency Standards  |  |  |  |
| Beginning: The student will:  |  | Intermediate: The student will:  | Advanced: The student will:  |
| - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);<br>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to arrange and publish thoughts, ideas, and stories. |  | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations).<br>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to arrange, publish and thoughts, ideas, and stories. | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);<br>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to create, collect and manage thoughts, ideas, and stories. |



# Grade 3

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>3.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |

## Grade 3: Reading Process

| Phonics/Word Analysis   |  | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.  |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.3.1.4.1  | - use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words; |  |  |
| LA.3.1.4.2  | - use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;                    |  |  |
| LA.3.1.4.3  | - decode multi-syllabic words in isolation and in context; and   |  |  |
| LA.3.1.4.4  | - use self-correction when subsequent reading indicates an earlier misreading.   |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:<br>- recognize root words and simple word families when decoding<br>- begin to recognize proper use of derivational endings |  | <i>Intermediate:</i> The student will:<br>- use knowledge of the pronunciation of root words and some common prefixes, suffixes, and derivational endings to decode words<br>- identify simple word families when decoding words in these families<br>- use limited self-correction when subsequent reading indicates an earlier misreading  |  |
|   |  | <i>Advanced:</i> The student will:<br>- use knowledge of the pronunciation of root words and common morphemes (e.g., prefixes, suffixes, derivational endings) to decode words<br>- use knowledge of the pronunciation of simple word families to decode words in these families<br>- decode multi-syllabic words in context;<br>- use self-correction when subsequent reading indicates an earlier misreading |  |
| Fluency   |  | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.  |  |
|   | The student will:  |  |  |
| LA.3.1.5.1  | - apply letter-sound knowledge to decode unknown words quickly and accurately in context; and  |  |  |
| LA.3.1.5.2  | - adjust reading rate based on purpose, text difficulty, form, and style.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will apply letter-sound knowledge to decode unknown words in context scaffolding to simple phrases                                |  | <i>Intermediate:</i> The student will:<br>- apply letter-sound knowledge to decode unknown words in context scaffolding to simple phrases and sentences<br>- recognize that reading rate is adjusted based on purpose, text difficulty, form, and style  |  |
|   |  | <i>Advanced:</i> The student will:<br>- apply letter-sound knowledge to decode unknown words in context scaffolding to more complex sentences<br>- recognize that the reading rate is adjusted based on purpose, text difficulty, form, and style  |  |

| Vocabulary Development  |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary.  |  |
|---|---|--|--|
|   | The student will:   |  |  |
| LA.3.1.6.1  | - use new vocabulary that is introduced and taught directly;  |  |  |
| LA.3.1.6.2  | - listen to, read, and discuss familiar and conceptually challenging text;  |  |  |
| LA.3.1.6.3  | - use context clues to determine meanings of unfamiliar words;  |  |  |
| LA.3.1.6.4  | - categorize key vocabulary and identify salient features;  |  |  |
| LA.3.1.6.5  | - relate new vocabulary to familiar words;  |  |  |
| LA.3.1.6.6  | - identify “shades of meaning” in related words (e.g., blaring, loud);  |  |  |
| LA.3.1.6.7  | - use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words; |  |  |
| LA.3.1.6.8  | - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;                           |  |  |
| LA.3.1.6.9  | - determine the correct meaning of words with multiple meanings in context; and   |  |  |
| LA.3.1.6.10   | - determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.                               |  |  |
| English Language Proficiency Standards  |   |  |  |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- discuss key vocabulary found in a richly illustrated book with increasingly challenging text.</li><li>- recognize key vocabulary and relate to familiar words</li><li>- use new vocabulary, both orally and graphically, that is introduced and taught directly</li><li>- use synonyms and antonyms to determine meanings of words</li><li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li></ul> |   | <ul style="list-style-type: none"><li>- identify key vocabulary words and their salient features.</li><li>- listen to, read, and discuss familiar and conceptually challenging text</li><li>- use new vocabulary that is introduced and taught directly,</li><li>- use context clues to determine meanings of unfamiliar words</li><li>- relate new vocabulary to familiar words</li><li>- identify base (root) words and common prefixes to determine the meanings of prefixed words;</li><li>- increase applicable knowledge of antonyms, synonyms, and homophones</li><li>- determine the correct meaning of common words having multiple meanings (e.g., mine) in context</li><li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li></ul> |  |
|   |   | <i>Advanced:</i> The student will:   |  |
|   |   | <ul style="list-style-type: none"><li>- identify key vocabulary and their salient features use new vocabulary that is introduced and taught directly</li><li>- listen to, read, and discuss familiar and conceptually challenging text</li><li>- use context clues to determine meanings of unfamiliar words</li><li>- relate new vocabulary to familiar words</li><li>- apply knowledge of antonyms, synonyms, homophones, homographs, base words, and affixes to determine meanings of unfamiliar words</li><li>- determine the correct meaning of common words having multiple meanings (e.g., mine) in context</li><li>- determine meanings of unfamiliar words by using a dictionary and digital tools</li></ul>  |  |

| Reading Comprehension  |  | Standard: The student uses a variety of strategies to comprehend grade level text.  |  |
|--|--|---|--|
|  | The student will:  |   |  |
| LA.3.1.7.1   | - identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;   |   |  |
| LA.3.1.7.2   | - identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text;  |   |  |
| LA.3.1.7.3   | - determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;  |   |  |
| LA.3.1.7.4   | - identify cause-and-effect relationships in text;   |   |  |
| LA.3.1.7.5   | - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;   |   |  |
| LA.3.1.7.6   | - identify themes or topics across a variety of fiction and nonfiction selections;   |   |  |
| LA.3.1.7.7   | - compare and contrast elements, settings, characters, and problems in two texts; and  |   |  |
| LA.3.1.7.8   | - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- identify a text’s features (e.g., title, subheadings, captions, illustrations)</li><li>- identify general ideas and information in grade-level text, including main idea and supporting details</li><li>- identify themes or topics across a variety of fiction and non-fiction selections</li></ul> |  | <ul style="list-style-type: none"><li>- identify a text’s features and use them to make and confirm predictions, and establish a purpose for reading;</li><li>- identify the author’s purpose in text and how an author’s perspective influences text;</li><li>- determine simple ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, some inference, and chronological order of events;</li><li>- recognize cause-and-effect relationships in text;</li><li>- identify the text structure an author uses and explain how it impacts meaning in text</li><li>- identify themes or topics across a variety of fiction and non-fiction selections</li><li>- compare and contrast topics, settings, characters, and problems in two texts</li><li>- reread, check context clues, predict, summarize, question and clarify by checking other sources in order to clarify comprehension of grade appropriate text when self monitoring indicates confusion.</li></ul>                                      |  |
|  |  | <i>Advanced:</i> The student will:  |  |
|  |  | <ul style="list-style-type: none"><li>- identify a text’s features and use them to make and confirm predictions, and establish a purpose for reading;</li><li>- identify the author’s purpose in text and how an author’s perspective influences text;</li><li>- determine general and specific ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;</li><li>- identify cause-and-effect relationships in text;</li><li>- identify the text structure an author uses and explain how it impacts meaning in text</li><li>- identify themes or topics across a variety of fiction and non-fiction selections</li><li>- compare and contrast topics, settings, characters, and problems in two texts</li><li>- reread, check context clues, predict, summarize, question and clarify by checking other sources in order to clarify comprehension of grade appropriate text when self monitoring indicates confusion.</li></ul> |  |

### Grade 3: Literary Analysis

| <b>Fiction</b> | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.   |
|----------------|---|
|                | The student will:   |
| LA.3.2.1.1     | - understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);  |
| LA.3.2.1.2     | - identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;   |
| LA.3.2.1.3     | - identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);   |
| LA.3.2.1.4     | - identify an author's theme, and use details from the text to explain how the author developed that theme;   |
| LA.3.2.1.5     | - respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts); |
| LA.3.2.1.6     | - write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;   |
| LA.3.2.1.7     | - identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and                     |
| LA.3.2.1.8     | - select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.          |

Continued on next page

|  |  |  |
|--|--|--|
| <b>Fiction</b>   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.  |  |
| Continued from previous page   |  |  |
| <b>English Language Proficiency Standards</b>  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- recognize different literary forms</li><li>- retell or illustrate a story using the elements of story structure</li><li>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- write a paragraph or create an illustration that identifies characters, setting, and sequence of events</li><li>- choose age- and ability-appropriate fiction materials to read</li></ul> | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- identify the basic characteristics of a variety of literary and how they are alike and different;</li><li>- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction</li><li>- recognize ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood</li><li>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- write a paragraph or create an illustration that identifies characters, setting, and sequence of events</li><li>- recognize different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects</li><li>- choose age- and ability-appropriate fiction materials to read</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- identify the basic characteristics of a variety of literary forms and how they are alike and different;</li><li>- identify and describe the elements of story structure, including setting, plot, character, problem, and resolution in a variety of fiction</li><li>- identify ways an author makes language choices in poetry that appeal to the senses, create imagery, and suggest mood</li><li>- identify an author's theme by using details from the text</li><li>- respond to various literary selections (e.g., biographies, poetry, fables, folk tales, legends), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);</li><li>- write a simple book report that identifies characters, setting, and sequence of events</li><li>- recognize different forms of descriptive and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects</li><li>- choose age- and ability-appropriate fiction materials to read</li></ul> |

|   |  |  |  |
|---|--|--|--|
| <b>Nonfiction</b>   |  | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |  |
|   | The student will:  |  |  |
| LA.3.2.2.1  | - identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);  |  |  |
| LA.3.2.2.2  | - use information from the text to answer questions related to explicitly stated main ideas or relevant details;   |  |  |
| LA.3.2.2.3  | - organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;   |  |  |
| LA.3.2.2.4  | - identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and   |  |  |
| LA.3.2.2.5  | - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge. |  |  |
| <b>English Language Proficiency Standards</b>   |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- recognize some text features</li><li>- use information from the text to answer questions</li><li>- organize basic text information to show an understanding of main ideas within a text through charting or mapping</li><li>- recognize the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)</li><li>- choose age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history)</li></ul> |  | <ul style="list-style-type: none"><li>- identify text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</li><li>- use information from the text to answer questions related to main ideas or relevant details</li><li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li><li>- identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)</li><li>- choose age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge</li></ul>  |  |
|   |  | <i>Advanced:</i> The student will:   |  |
|   |  | <ul style="list-style-type: none"><li>- identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);</li><li>- use information from the text to answer questions related to explicitly stated main ideas or relevant details</li><li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li><li>- identify the characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)</li><li>- choose age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge</li></ul> |  |

## Grade 3: Writing Process

| Prewriting   |  | Standard: The student will use prewriting strategies to generate ideas and formulate a plan.  |  |
|--|--|---|--|
|  | The student will prewrite by:  |   |  |
| LA.3.3.1.1   | - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material); |   |  |
| LA.3.3.1.2   | - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and                 |   |  |
| LA.3.3.1.3   | - using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.                        |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will prewrite by: <ul style="list-style-type: none"><li>- generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material)</li><li>- organizing word or picture ideas to reflect topic of writing piece</li></ul> |  | <i>Intermediate:</i> The student will prewrite: <ul style="list-style-type: none"><li>- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer’s notebook, group discussion, other activities);</li><li>- recognizing the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece</li><li>- making a simple plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</li></ul>                              |  |
|  |  | <i>Advanced:</i> The student will prewrite by <ul style="list-style-type: none"><li>- generating ideas from multiple sources (e.g., text, brainstorming, webbing, drawing, writer’s notebook, group discussion, other activities);</li><li>- determining the purpose (e.g., to entertain, to inform, to communicate) and the intended audience of a writing piece</li><li>- using organizational strategies to make a plan plan for writing that includes the main idea, the purpose (e.g., to entertain, to inform, to communicate).</li></ul> |  |
| Drafting   |  | Standard: The student will write a draft appropriate to the topic, audience, and purpose.   |  |
|  | The student will draft writing by:   |   |  |
| LA.3.3.2.1   | - using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and                           |   |  |
| LA.3.3.2.2   | - organizing information into a logical sequence through the use of time-order words and cause/effect transitions.                                       |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- writing or illustrating details that describe fact or opinion</li><li>- organizing words or pictures according to correct time sequence</li></ul>   |  | <i>Intermediate:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- developing the main idea with supporting details that describe or provide facts and/or opinions;</li><li>- organizing information into a logical sequence through the use of time-order words and cause/effect transitions</li></ul>  |  |
|  |  | <i>Advanced:</i> The student will draft writing by <ul style="list-style-type: none"><li>- developing the main idea with supporting details that describe or provide facts and/or opinions;</li><li>- organizing information into a logical sequence through the use of time-order words and cause/effect transitions</li></ul>   |  |



| Revising   |  | Standard: The student will revise and refine the draft for clarity and effectiveness.   |  |
|--|--|---|--|
|  | The student will revise by:  |   |  |
| LA.3.3.3.1   | - evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;   |   |  |
| LA.3.3.3.2   | - creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning; |   |  |
| LA.3.3.3.3   | - creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and                           |   |  |
| LA.3.3.3.4   | - applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).   |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will revise the draft by: <ul style="list-style-type: none"><li>- adding details and/or labels to pictures and sketches.</li><li>- evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric</li></ul> |  | <i>Intermediate:</i> The student will revise the draft by: <ul style="list-style-type: none"><li>- evaluating the draft for logical thinking and sequence</li><li>- creating clarity by combining related simple sentences</li><li>- incorporating descriptive words and supporting details,</li><li>- evaluating the writing piece with the assistance of teacher, peer, checklist, or rubric</li></ul>  |  |
|  |  | <i>Advanced:</i> The student will to revise a draft by: <ul style="list-style-type: none"><li>- evaluating the draft for logical thinking and point of view (first or third person) appropriate for the purpose and audience</li><li>- creating clarity by combining related simple sentences</li><li>- sequencing new ideas into paragraphs;</li><li>- incorporating descriptive words and supporting details,</li><li>- evaluating the writing piece, with the assistance of teacher, peer, checklist, or rubric.</li></ul> |  |

| Editing for Language Conventions   |  | Standard: The student will edit and correct the draft for standard language conventions.  |  |
|--|--|---|--|
|  | The student will edit for correct use of:  |   |  |
| LA.3.3.4.1   | - spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary; |   |  |
| LA.3.3.4.2   | - capitalization for proper nouns, including holidays, product names, titles used with someone’s name, initials, and geographic locations;   |   |  |
| LA.3.3.4.3   | - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;   |   |  |
| LA.3.3.4.4   | - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;   |   |  |
| LA.3.3.4.5   | - subject/verb and noun/pronoun agreement in simple and compound sentences; and  |   |  |
| LA.3.3.4.6   | - end punctuation for compound, declarative, interrogative, and exclamatory sentences.   |   |  |
| English Language Proficiency Standards   |  |   |  |
| Beginning: The student will correctly use:   |  | Intermediate: The student will correctly use:   | Advanced: The student will correctly use:  |
| <ul style="list-style-type: none"><li>- spelling strategies for high frequency words</li><li>- simple capitalization, including initial word and pronoun I</li><li>- end punctuation and recognize its impact on meaning</li></ul> |  | <ul style="list-style-type: none"><li>- spelling strategies for high frequency words and common spelling patterns to spell unfamiliar words</li><li>- capitalization, including initial word in a sentence, the pronoun “I,” and proper names</li><li>- commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions;</li><li>- some nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., his/her, hers);</li><li>- end punctuation for simple sentences, statements, questions, and exclamations</li></ul> | <ul style="list-style-type: none"><li>- spelling strategies for high frequency words and common spelling patterns</li><li>- capitalization, including initial word in a sentence, the pronoun “I,” and proper names</li><li>- commas in dates, items in a series, greetings and closings of letters, colons to punctuate time, and apostrophes to correctly punctuate contractions</li><li>- many nouns, verbs, personal pronouns, adjectives and adverbs, singular possessive pronouns (e.g., his/her, hers);</li><li>- subject/verb and noun/pronoun agreement in simple</li><li>- end punctuation for simple sentences, statements, questions, and exclamations</li></ul> |

| Publishing   |   | Standard: The student will write a final product for the intended audience.             |   |
|--|---|---|---|
|  | The student will:   |   |   |
| LA.3.3.5.1   | - prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia); |   |   |
| LA.3.3.5.2   | - add graphics where appropriate; and   |   |   |
| LA.3.3.5.3   | - share the writing with the intended audience.   |   |   |
| English Language Proficiency Standards   |   |   |   |
| Beginning: The student will produce, illustrate, and share compositions by writing simple sentences regarding a topic or a theme as prompted by the teacher. |   | Intermediate: The student will produce, illustrate, and share a variety of compositions | Advanced: The student will produce, illustrate, and share a variety of compositions |

### Grade 3: Writing Applications

| Creative  |  | Standard: The student develops and demonstrates creative writing.   |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.3.4.1.1  | - write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and   |   |  |
| LA.3.4.1.2  | - write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format. |   |  |
| English Language Proficiency Standards  |  |   |  |
| Beginning: The student will:  |  | Intermediate: The student will:   | Advanced: The student will:  |
| <ul style="list-style-type: none"><li>- create a story by drawing characters and events, accompanied by basic text</li><li>- illustrate a story, song or poem</li></ul> |  | <ul style="list-style-type: none"><li>- create a story by drawing characters and events with accompanying text</li><li>- illustrate or compose a story, song, or poem</li></ul> | <ul style="list-style-type: none"><li>- create a narrative by writing or drawing characters and events in sequential order, including the main idea</li><li>- illustrate or compose a story, song, or poem using a variety of expressive forms, using some figurative language</li></ul> |

| Informative  |  | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.   |  |
|--|--|--|--|
|  | The student will:  |  |  |
| LA.3.4.2.1   | - write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics); |  |  |
| LA.3.4.2.2   | - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;                                   |  |  |
| LA.3.4.2.3   | - write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;                       |  |  |
| LA.3.4.2.4   | - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and  |  |  |
| LA.3.4.2.5   | - write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.   |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- write a short letter, with teacher as scribe, to someone (parents, friend) on a topic</li><li>- follow one-step directions on a basic map</li><li>- take teacher guided notes on a topic</li><li>- write or illustrate a topic sentence with one or two supporting details</li></ul> |  | <ul style="list-style-type: none"><li>- write a letter to someone on a topic provided by the teacher</li><li>- find places and landmarks on a map based on given directions</li><li>- take notes from a book or reading passage</li><li>- write a topic sentence with supporting details for a short essay</li></ul>                                     |  |
|  |  | <i>Advanced:</i> The student will:   |  |
|  |  | <ul style="list-style-type: none"><li>- write a detailed letter or other correspondence to someone</li><li>- create a map that matches given directions, including cardinal directions and landmarks</li><li>- take notes from a book, reading passage, or lecture</li><li>- write a topic sentence and several supporting details in an essay</li></ul> |  |

|  |  |  |  |
|--|--|--|--|
| <b>Persuasive</b>  |  | <b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.                            |  |
| LA.3.4.3.1   | The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader. |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will create an illustration of a topic that attempts to influence the reader |  | <i>Intermediate:</i> The student will create an illustration or write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader | <i>Advanced:</i> The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader |

## Grade 3: Communication

|  |   |  |   |
|--|---|--|---|
| <b>Penmanship</b>  |   | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.   |   |
| LA.3.5.1.1   | The student will demonstrate beginning cursive writing skills.  |  |   |
| <b>English Language Proficiency Standards</b>  |   |  |   |
| <i>Beginning:</i> The student will demonstrate beginning cursive writing skills                  |   | <i>Intermediate:</i> The student will demonstrate beginning cursive writing skills   | <i>Advanced:</i> The student will demonstrate beginning cursive writing skills  |
| <b>Listening and Speaking</b>  |   | <b>Standard:</b> The student effectively applies listening and speaking strategies.  |   |
|  | The student will:   |  |   |
| LA.3.5.2.1   | - recall, interpret, and summarize information presented orally; and  |  |   |
| LA.3.5.2.2   | - plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion. |  |   |
| <b>English Language Proficiency Standards</b>  |   |  |   |
| <i>Beginning:</i> The student will retell orally with illustrations information presented orally |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- summarize orally information presented orally</li><li>- organize information for a short oral presentation</li><li>- recognize that appropriate voice, eye, and body movements vary for the intended audience and occasion.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- summarize and explain information given orally</li><li>- plan, organize and give an oral report, using appropriate voice, eye, and body movements for the topic, audience, and occasion.</li></ul> |

## Grade 3: Information and Media Literacy

|   |  |   |  |
|---|--|---|--|
| <b>Informational Text</b>   |  | <b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.   |  |
| LA.3.6.1.1  | The student will read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task. |   |  |
| <b>English Language Proficiency Standards</b>   |  |   |  |
| <i>Beginning:</i> The student will read simple informational text (e.g., graphs, charts, signs, captions) to follow one-step instructions |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions,</li><li>- learn and perform simple tasks given in an informational text</li><li>- organize information from informational text to make a report, conduct interviews, or prepare to take a test</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- read basic informational text (e.g., directions, graphs, charts, signs, captions) to follow simple multi-step instructions</li><li>- learn and perform tasks given in an informational text</li><li>- organize information from informational text to make a report, conduct interviews, or prepare to take a test.</li></ul> |

| Research Process  |   | Standard: The student uses a systematic process for the collection, processing, and presentation of information.   |  |
|---|---|--|--|
|   | The student will:   |  |  |
| LA.3.6.2.1  | - determine information needed for a search by narrowing or broadening a topic, identify key words;   |  |  |
| LA.3.6.2.2  | - use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information; |  |  |
| LA.3.6.2.3  | - communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text Beginning by poster, diagram, idea map); and   |  |  |
| LA.3.6.2.4  | - record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).  |  |  |
| English Language Proficiency Standards  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- generate simple questions by brainstorming, identify key words, and group related ideas</li><li>- communicate information obtained through illustrations or a paragraph</li><li>- identify the authors and titles of works used in the research process</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- determine information needed for a search identifying key words</li><li>- recognize differences among different kinds of reference materials such as maps, charts, and photos, to help gather information</li><li>- communicate information through illustrations or a simple report that includes main ideas and relevant details with visual support (e.g., text Beginning by poster, diagram, idea map);</li><li>- recognize basic bibliographic data and intellectual property rights (e.g., cites sources of ideas)</li></ul>  |  |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- determine information needed for a search identifying key words and modifying topic according to scope</li><li>- use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information</li><li>- communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text Beginning by poster, diagram, idea map);</li><li>- record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas)</li></ul> |  |

| Media Literacy   |  | Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.  |   |
|--|--|---|---|
|  | The student will:  |   |   |
| LA.3.6.3.1   | - determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and   |   |   |
| LA.3.6.3.2   | - identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production. |   |   |
| English Language Proficiency Standards   |  |   |   |
| Beginning: The student will recognize main content and supporting details, and purpose in a print media message; |  | Intermediate: The student will: <ul style="list-style-type: none"><li>- determine main content, supporting details, and purpose in a print media message</li><li>- distinguish general fact from opinion, in a print media message;</li><li>- identify different production elements used in media messages (e.g., color, sound effects, animation)</li></ul> | Advanced: The student will: <ul style="list-style-type: none"><li>- determine main content, supporting details, and purpose in a print media message</li><li>- distinguish general fact from opinion, in a print media message;</li><li>- identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production</li></ul> |

| Technology  |  | Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.  |   |
|---|--|--|---|
|   | The student will:  |  |   |
| LA.3.6.4.1  | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and                                   |  |   |
| LA.3.6.4.2  | - use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats. |  |   |
| English Language Proficiency Standards  |  |  |   |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</li><li>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories</li></ul> |  | <ul style="list-style-type: none"><li>- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</li><li>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories through a variety of media formats</li></ul> | <ul style="list-style-type: none"><li>- use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations);</li><li>- use digital resources (e.g., writing tools, digital cameras, drawing tools) to present and publish thoughts, ideas, and stories. through a variety of media formats</li></ul> |

# Grade 4

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>4.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |



## Grade 4: Reading Process

| Phonics/Word Analysis  |  | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.  |  |
|--|--|--|--|
|  | The student will:  |  |  |
| LA.4.1.4.1   | - recognize knowledge of spelling patterns;                    |  |  |
| LA.4.1.4.2   | - use structural analysis; and                                 |  |  |
| LA.4.1.4.3   | - use language structure to read multi-syllabic words in text. |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- increase knowledge of letter clusters and vowel patterns by attempting to read words or phrases from basic text</li><li>- use strategies to read some multi-syllable words</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- recognize spelling patterns, including basic prefixes, suffixes, and derivational endings to determine meaning</li><li>- use language structure to read multi-syllabic words in text</li></ul>  |  |
|  |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- apply knowledge of spelling patterns, structural analysis, and language structure by using prefixes, suffixes and derivational endings to construct meaning from words</li><li>- use structural analysis</li><li>- use language structure to read multi-syllabic words in text.</li></ul> |  |

| Fluency  |   | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.   |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.4.1.5.1   | - demonstrate the ability to read grade level text; and                   |   |  |
| LA.4.1.5.2   | - adjust reading rate based on purpose, text difficulty, form, and style. |   |  |
| English Language Proficiency Standards   |   |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- read basic text orally by matching pictures with sound (e.g. onomatopoeia)</li><li>- read simple words and phrases based on prior reviews of grade level vocabulary and practice by pre-corded read aloud tapes/CDs.</li></ul> |   | <i>Intermediate:</i> The student will read basic text orally by pre-reading activities based on prior reviews of vocabulary used in grade level text and practice by pre-recorded read aloud tapes/CD.  |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- read grade level text orally in a manner that sounds like near-fluent speech (approximately 100 correct words per minute)</li><li>- demonstrate the ability to adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form and style.</li></ul> |  |

| Vocabulary Development  |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary.  |  |
|---|---|--|--|
|   | The student will:   |  |  |
| LA.4.1.6.1  | - use new vocabulary that is introduced and taught directly;  |  |  |
| LA.4.1.6.2  | - listen to, read, and discuss familiar and conceptually challenging text;                                    |  |  |
| LA.4.1.6.3  | - use context clues to determine meanings of unfamiliar words;  |  |  |
| LA.4.1.6.4  | - categorize key vocabulary and identify salient features;  |  |  |
| LA.4.1.6.5  | - relate new vocabulary to familiar words;  |  |  |
| LA.4.1.6.6  | - identify “shades of meaning” in related words (e.g., blaring, loud);  |  |  |
| LA.4.1.6.7  | - use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;           |  |  |
| LA.4.1.6.8  | - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;             |  |  |
| LA.4.1.6.9  | - determine the correct meaning of words with multiple meanings in context; and                               |  |  |
| LA.4.1.6.10   | - determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools. |  |  |
| English Language Proficiency Standards  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- develop basic vocabulary by listening and discussing both familiar and basic text</li><li>- use simple words and phrases according to their lexical structures, meanings, and relationships</li><li>- relate new vocabulary to familiar words</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- develop vocabulary by using words and phrases according to their lexical structures, meanings, and relationships and</li><li>- demonstrates knowledge of affixes and base words to determine the meaning of words</li><li>- categorize key vocabulary and salient features</li><li>- relate new vocabulary to familiar words.</li></ul>   |  |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- develop vocabulary by using new vocabulary that is introduced and taught directly</li><li>- listen to, reading, and discussing both familiar and conceptually challenging text</li><li>- categorize key vocabulary</li><li>- identify its salient features</li><li>- relate new vocabulary to prior knowledge</li><li>- use knowledge of common roots and affixes, derived from word origins, to analyze unfamiliar complex words and determine their meanings</li><li>- begin to identify the meanings of idiomatic and figurative language</li><li>- determine meanings of words and alternate word choices by using a dictionary, thesaurus, and technology.</li></ul> |  |

| Reading Comprehension  |  | Standard: The student uses a variety of strategies to comprehend grade level text. |
|------------------------|--|--|
|                        | The student will:  |  |
| LA.4.1.7.1             | - identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);   |  |
| LA.4.1.7.2             | - identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;   |  |
| LA.4.1.7.3             | - determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;                              |  |
| LA.4.1.7.4             | - identify cause-and-effect relationships in text;   |  |
| LA.4.1.7.5             | - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;   |  |
| LA.4.1.7.6             | - identify themes or topics across a variety of fiction and nonfiction selections;   |  |
| LA.4.1.7.7             | - compare and contrast elements in multiple texts (e.g., setting, characters, problems); and   |  |
| LA.4.1.7.8             | - use strategies to repair comprehension of grade appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources. |  |
| Continued on next page |  |  |

| Reading Comprehension  | Standard: The student uses a variety of strategies to comprehend grade level text.   |  |
|--|--|--|
| Continued from previous page   |  |  |
| English Language Proficiency Standards   |  |  |
| <p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"><li>- understand and derive meaning from spoken and written language by using pictures and text about information in a read-aloud,</li><li>- recognize a variety of text structures, including things that are the same or different in a simple basic text by using pictures,</li><li>- to identify true or false statements illustrated in basic text with graphics or pictures,</li><li>- obtain basic information from pictures, maps, signs, diagrams, tables, graphs, and schedules. (e.g., how to get from his or her home to the school using a map, student class schedules, etc.) in addition, organizes information based on purpose of the basic text,</li><li>- distinguish fact from fiction by identifying the purpose of a simple text that is rich in graphics and illustrations, and</li><li>- select basic materials to ready for pleasure by choosing a reading selection that contain a high proportion of illustrations to text and orally match the reading selection with the appropriate illustration.</li></ul> | <p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"><li>- comprehend, understand meaning from spoken and written language by retelling what happened in a story using words and/or short phrases, gestures, and pantomime,</li><li>- establish a comparison and or contrast of elements within a basic text by recognizing a variety of text structures, including cause an effect and comparison and contrast,</li><li>- identify ideas in basic text and categorize them into fact, fiction and opinion,</li><li>- obtain appropriate information from indexes, tables of contents, and dictionary entries, and organizes them in through the use of graphic organizers based on purpose of the basic text,</li><li>- identify the author’s purpose by reading a simple text selection and selecting key words that represent fact, fiction or opinion, and</li><li>- select basic materials to read for pleasure, after being shown a variety of appropriate age and developmental level appropriate book titles, choosing a reading selection and orally explaining the topic.</li></ul> | <p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"><li>- understand and get meaning from spoken and written language by retelling a story from a grade level text, either orally and/or in a written language,</li><li>- recognize a variety of text structures and how they affect the meaning in text by reading a variety of texts of similar content in cooperative groups, and analyze how the authors use comparison and contrast, cause and effect, and sequencing to convey meaning, and produce an oral or written report,</li><li>- distinguish among fact, fiction, and opinion in text by working in groups, making connections/inferences from several information sources to arrive at a consensus that classifies the information as fact, fiction or opinion,</li><li>- read informational text and organize information for different purposes by using multimedia sources to acquire information,</li><li>- produce a research project report related to a practical application of the acquired knowledge in everyday life by using graphic organizers based on the purpose of the test,</li><li>- distinguish and discuss the author’s purpose in grade level text and identifying the author’s purpose and orally comparing the text with other literary works to determine if selection is fact, fiction or opinion, and</li><li>- select grade level materials to read for pleasure based on knowledge and personal preference of authors’ styles, themes, and genres by, choosing a variety of reading selections and orally retelling the plots and/or topics.</li></ul> |

## Grade 4: Literary Analysis

| Fiction  |   | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.   |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.4.2.1.1   | - read and distinguish among the genres and sub-genres of fiction, nonfiction, poetry, drama, and media;  |  |  |
| LA.4.2.1.2   | - identify and explain the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme in a variety of fiction;   |  |  |
| LA.4.2.1.3   | - identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);   |  |  |
| LA.4.2.1.4   | - identify an author’s theme, and use details from the text to explain how the author developed that theme;   |  |  |
| LA.4.2.1.5   | - respond to, discuss, and reflect on various literary selections, connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);                    |  |  |
| LA.4.2.1.6   | - write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;  |  |  |
| LA.4.2.1.7   | - identify and explain an author’s use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; |  |  |
| LA.4.2.1.8   | - recognize that vocabulary and language patterns have changed in literary texts from the past to the present; and  |  |  |
| LA.4.2.1.9   | - select a balance of age and ability appropriate fiction materials to read (e.g., novels, mysteries, mythology, poetry), based on teacher recommendations, to continue building a core foundation of knowledge.        |  |  |
| English Language Proficiency Standards   |   |  |  |
| Beginning: The student will:   |   | Intermediate: The student will:  |  |
| <ul style="list-style-type: none"><li>- identify the features of the stories by following teacher directed prompts,</li><li>- describe the elements of plot, setting, character development and problem/ resolution orally and/or by acting out through puppetry, the elements of the story, and</li><li>- understand the author’s language choices by orally identifying figurative language and giving examples of personification in poetry</li></ul> |   | <ul style="list-style-type: none"><li>- draw, act-out, point, illustrate or circle the basic characteristics or features of a literary form,</li><li>- describe and explain the elements of plot, setting, character development and problem/resolution orally, and</li><li>- describe and explain the author’s use of figurative language by identifying examples of personification, similes, metaphors, and alliteration in poetry.</li></ul>   |  |
|  |   | Advanced: The student will:  |  |
|  |   | <ul style="list-style-type: none"><li>- read and distinguish among the common forms of literature by making a chart (e.g., Venn Diagram) that illustrates the similarities and differences between present-day stories, fables, drama, etc.,</li><li>- describe and explain the elements of plot structure, setting, character development and problem/resolution through the use of a story map, and</li><li>- describe and explain how an author’s language choices help to develop mood and meaning by identifying examples of personification, similes, metaphors, and alliteration in poetry and provide student made examples.</li></ul> |  |

|   |   |  |   |
|---|---|--|---|
| <b>Nonfiction</b>   |   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |   |
|   | The student will:   |  |   |
| LA.4.2.2.1  | - locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);   |  |   |
| LA.4.2.2.2  | - use information from the text to answer questions related to explicitly stated main ideas or relevant details;  |  |   |
| LA.4.2.2.3  | - organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;  |  |   |
| LA.4.2.2.4  | - identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts); and  |  |   |
| LA.4.2.2.5  | - select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge. |  |   |
| <b>English Language Proficiency Standards</b>   |   |  |   |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- locate and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)</li><li>- identify information from the text to answer questions related to explicitly stated main ideas or relevant details</li><li>- sequence information to show an understanding of main ideas within a text</li><li>- identify the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)</li><li>- select a balance of age appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on building a core foundation of knowledge.</li></ul> |   | <ul style="list-style-type: none"><li>- locate and explain the information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)</li><li>- use information from the text to answer questions related to explicitly stated main ideas or relevant details</li><li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li><li>- identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)</li><li>- select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.</li></ul> | <ul style="list-style-type: none"><li>- locate, explain, and use information from text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations)</li><li>- use information from the text to answer questions related to explicitly stated main ideas or relevant details</li><li>- organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing</li><li>- identify and explain the functions and characteristics of a variety of types of text (e.g., reference, children’s newspapers, practical/functional texts)</li><li>- select a balance of age- and ability-appropriate non-fiction materials to read (e.g., biographies, and topical areas, such as animals, science, history), based on teacher recommendations, to continue building a core foundation of knowledge.</li></ul> |

## Grade 4: Writing Process

| Prewriting  |   | Standard: The student will use prewriting strategies to generate ideas and formulate a plan.   |  |
|---|---|--|--|
|   | The student will prewrite by:   |  |  |
| LA.4.3.1.1  | - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion) based upon teacher-directed topics and personal interests;        |  |  |
| LA.4.3.1.2  | - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and  |  |  |
| LA.4.3.1.3  | - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log) to make a plan for writing that prioritizes ideas and addresses the main idea and logical sequence. |  |  |
| English Language Proficiency Standards  |   |  |  |
| Beginning: The student will prewrite by selecting illustrations that depict the main and the related ideas presented in the story and through the use of brainstorming, webbing, and graphics organizers generate a plan for the writing process. |   | Intermediate: The student will prewrite by: generating a plan for the writing process based on personal experience and organizing the thought process through brainstorming, webbing, etc. | Advanced: The student will pre-write by preparing a writing plan or outline for a proposed project based on selected readings discussed in cooperative learning groups and organizing the thought process through brainstorming, webbing, etc. |

| Drafting  |  | Standard: The student will write a draft appropriate to the topic, audience, and purpose.   |   |
|---|--|---|---|
|   | The student will draft writing by:   |   |   |
| LA.4.3.2.1  | - using a prewriting plan to focus on the main idea with ample development of supporting details that shows an understanding of facts and/or opinions; |   |   |
| LA.4.3.2.2  | - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and   |   |   |
| LA.4.3.2.3  | - creating interesting leads through the use of quotations, questions, or descriptions.  |   |   |
| English Language Proficiency Standards  |  |   |   |
| Beginning: The student will draft writing by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences. |  | Intermediate: The student will draft writing by forming simple sentences using cause-effect transitions and supporting details, which describe or provide facts and/or opinions in order to retell a complete story that includes beginning, middle and end | Advanced: The student will draft writing by using a prewritten plan to focus on the main idea by using cause-effect transitions and supporting details which describe or provide facts and/or opinions in order to retell a complete story that includes beginning, middle and end. |

| Revising  |  | Standard: The student will revise and refine the draft for clarity and effectiveness.   |   |
|---|--|---|---|
|   | The student will revise by:  |   |   |
| LA.4.3.3.1  | - evaluating the draft for development of ideas and content, logical organization, voice (e.g., formal or informal), point of view, word choice, and sentence variation;   |   |   |
| LA.4.3.3.2  | - creating clarity by deleting extraneous or repetitious information and organizing and connecting related ideas (e.g., order of importance, chronological order, compare/contrast, repetition of words for emphasis);                                     |   |   |
| LA.4.3.3.3  | - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and |   |   |
| LA.4.3.3.4  | - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).  |   |   |
| English Language Proficiency Standards  |  |   |   |
| <i>Beginning:</i> The student will revise the draft by using illustrations or by rearranging ideas and supporting details for a more logical coherence and time-order sequence. |  | <i>Intermediate:</i> The student will revise the draft by: <ul style="list-style-type: none"><li>- adding specific details through the addition of dialogue, vivid images, including figurative speech and quotes</li><li>- creating clarity by deleting extraneous information and organizing related ideas with teacher and/or peer assistance.</li></ul> | <i>Advanced:</i> The student will revise the draft by: <ul style="list-style-type: none"><li>- developing interesting lead and thoughtful conclusion; by developing engaging narrative or expository details through the use of personal reflections, observations and anecdotes and through the use of illustrations and example</li><li>- deleting extraneous or repetitious information;</li><li>- organizing and connecting related ideas</li><li>- expressing ideas vividly through the use of imagery, including simile, metaphor, and sensory language, and maintain consistent voice.</li></ul> |



| Editing for Language Conventions   |  | Standard: The student will edit and correct the draft for standard language conventions.  |   |
|--|--|---|---|
|  | The student will edit for correct use of:  |   |   |
| LA.4.3.4.1   | - spelling, using spelling rules, orthographic patterns, and generalizations (e.g., r-controlled, diphthong, consonant digraphs, vowel digraphs, silent e, plural for words ending in -y, doubling final consonant, i before e, irregular plurals, CVC words, CCVC words, CVCC words, affixes) and using a dictionary, thesaurus, or other resources as necessary; |   |   |
| LA.4.3.4.2   | - capitalization for proper nouns, including titles used with someone's name, initials, and words used as names (e.g., Uncle Jim, Mom, Dad, Jr.);  |   |   |
| LA.4.3.4.3   | - punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;   |   |   |
| LA.4.3.4.4   | - present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, demonstrative pronouns and conjunctions;  |   |   |
| LA.4.3.4.5   | - subject/verb and noun/pronoun agreement in simple and compound sentences; and  |   |   |
| LA.4.3.4.6   | - end punctuation for declarative, interrogative, imperative, and exclamatory sentences.   |   |   |
| English Language Proficiency Standards   |  |   |   |
| Beginning: The student will edit writing for correct use of spelling, capitalization and word spacing with teacher's assistance. |  | Intermediate: The student will edit writing for correct use of standard English conventions, including correct punctuation, and correct usage of present and past verb tense with teacher's assistance. | Advanced: The student will edit writing for: <ul style="list-style-type: none"><li>- correct use of standard English conventions, including correct punctuation and capitalization.</li><li>- correct usage of basic present and past verb tense and noun-verb agreement</li><li>- correct usage of spelling rules and language resources if necessary.</li></ul> |

| Publishing  |  | Standard: The student will write a final product for the intended audience.  |   |
|---|--|--|---|
|   | The student will:  |  |   |
| LA.4.3.5.1  | - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);     |  |   |
| LA.4.3.5.2  | - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and |  |   |
| LA.4.3.5.3  | - share the writing with the intended audience.  |  |   |
| English Language Proficiency Standards  |  |  |   |
| Beginning: The student will:  |  | Intermediate: The student will:  | Advanced: The student will:   |
| - prepare writing using technology in a format to the intended audience<br>- share the writing with the intended audience |  | - prepare writing using technology in a format appropriate to the intended audience<br>- share the writing with the intended audience. | - prepare writing using technology including graphics in a format appropriate to the intended audience<br>- share the writing with the intended audience. |

## Grade 4: Writing Applications

| Creative   |  | Standard: The student develops and demonstrates creative writing.   |  |
|--|--|---|--|
|  | The student will:  |   |  |
| LA.4.4.1.1   | - write narratives based on real or imagined ideas, events, or observations that include characters, setting, plot, sensory details, a logical sequence of events, and a context to enable the reader to imagine the world of the event or experience; and |   |  |
| LA.4.4.1.2   | - write a variety of expressive forms (e.g., short story, poetry, skit, song lyrics) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification), rhythm, dialogue, characterization, plot, and/or appropriate format.         |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will develop or illustrate a short narrative based on real or imagined ideas, events or observations that include characters, setting and plot and a logical sequence of events with teacher assistance, and |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- write simple narratives based on real or imagined ideas, events, or observations that includes characters, setting, plot sensory details and a logical sequence of</li><li>- Write a variety of forms (e.g. short story, simple poetry, skit or song lyrics) that employ basic figurative language, rhythm, dialogue, characterization, plot and/or appropriate format with teacher assistance.</li></ul>  |  |
|  |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- write narratives based on real or imagined ideas, events, or observations that includes characters, setting, plot sensory details and a logical sequence of events to enable the reader to imagine the world events or experiences, and</li><li>- write a variety of expressive forms(e.g. short story, poetry, skit, song lyrics) that employ increasingly detailed figurative language rhythm, dialogue, characterization, plot and/or appropriate format.</li></ul> |  |

| Informative  |  | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.  |  |
|--|--|---|--|
|  | The student will:  |   |  |
| LA.4.4.2.1   | - write in a variety of informational/expository forms (e.g., summaries, procedures, recipes, instructions, graphs/tables, experiments, rubrics, how-to manuals);  |   |  |
| LA.4.4.2.2   | - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;   |   |  |
| LA.4.4.2.3   | - write informational/expository essays that contain introductory, body, and concluding paragraphs;  |   |  |
| LA.4.4.2.4   | - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and |   |  |
| LA.4.4.2.5   | - write simple directions to familiar locations using cardinal directions, landmarks, and distances, and create an accompanying map.   |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- write or illustrate In a variety of simple informational/expository forms;</li><li>- record or illustrate information related to a topic, including visual aids as appropriate;</li><li>- write or illustrate simple variety of communications(e.g. friendly letters, thank you notes, formal letters, messages, invitations) that have a clearly stated purpose and</li><li>- write or illustrate simple directions to familiar location.</li></ul> |  | <ul style="list-style-type: none"><li>- write in a variety of technical/ informational forms;</li><li>- record information related to a topic, including visual aids as appropriate;</li><li>- write simple informational/expository essays that contain introduction, body and conclusion paragraphs.</li><li>- write a variety of communications(e.g. friendly letters, thank you notes, formal letters, messages, invitations) that have a clearly stated purpose, and includes all the parts of letter writing; and</li><li>- write or illustrate simple directions to familiar location using cardinal directions, landmarks, and distances.</li></ul>                     |  |
|  |  | <i>Advanced:</i> The student will:  |  |
|  |  | <ul style="list-style-type: none"><li>- write in a variety of informational/ expository forms;</li><li>- record information related to a topic, including visual aids as appropriated;</li><li>- write informational/expository essays that contain introduction, body and conclusion paragraphs.</li><li>- write a variety of communications (e.g. friendly letters, thank you notes, formal letters, messages, invitations) that have a stated purpose, and includes all the parts of letter writing; and</li><li>- write or illustrate simple directions to familiar location using cardinal directions, landmarks, and distances, and create an accompanying map.</li></ul> |  |

|   |  |   |   |
|---|--|---|---|
| <b>Persuasive</b>   |  | <b>Standard:</b> The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.   |   |
|   | The student will:  |   |   |
| LA.4.4.3.1  | - write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea, supporting arguments for the validity of the proposed idea with detailed evidence; and |   |   |
| LA.4.4.3.2  | - include persuasive techniques (e.g., word choice, repetition, emotional appeal).   |   |   |
| <b>English Language Proficiency Standards</b>   |  |   |   |
| <i>Beginning:</i> The student will write a simple persuasive paragraph using simple persuasive vocabulary with guided assistance of the teacher |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- write a simple persuasive paragraph that establishes a basic controlling idea; including supporting arguments using persuasive techniques, (e.g., word choice, repetition, emotional appeal, with teacher guidance),</li><li>- establish and develop a simple controlling idea that includes persuasive techniques, including word choices and repetition.</li></ul> | <i>Advanced:</i> The student will write a simple persuasive paragraph that establishes and develops a controlling idea, including detailed supporting arguments using persuasive techniques (e.g., word choice, repetition, emotional appeal) |

## Grade 4: Communication

|   |  |   |   |
|---|--|---|---|
| Penmanship  |  | Standard: The student engages in the writing process and writes to communicate ideas and experiences.       |   |
| LA.4.5.1.1  | The student will demonstrate legible cursive writing skills. |   |   |
| English Language Proficiency Standards  |  |   |   |
| Beginning: The student will write by copying cursive letters and symbols of the alphabet. |  | Intermediate: The student will write in legible cursive by using letters to make words and simple sentences | Advanced: The student will write in legible cursive by using sentences and paragraphs to communicate ideas and experiences. |

| Listening and Speaking  |   | Standard: The student effectively applies listening and speaking strategies.  |  |
|---|---|---|--|
|   | The student will:   |   |  |
| LA.4.5.2.1  | - listen to information presented orally and show an understanding of key points;   |   |  |
| LA.4.5.2.2  | - plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion;   |   |  |
| LA.4.5.2.3  | - listen attentively to speakers and takes notes as needed to ensure accuracy of information;   |   |  |
| LA.4.5.2.4  | - ask questions of speakers, using appropriate tone and eye contact; and  |   |  |
| LA.4.5.2.5  | - make formal and informal oral presentations for a variety of purposes, audiences, and occasions, demonstrating appropriate language choices, body language, eye contact, gestures, and appropriate use of available technologies. |   |  |
| English Language Proficiency Standards  |   |   |  |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- draw scenes or characters that match those in a teacher-read reading selection,</li><li>- engage in simple conversations at the appropriate age, developmental, grade and language proficiency levels with peers to express an interest in the school or home experiences of other students</li></ul> |   | <ul style="list-style-type: none"><li>- orally describe the procedures in performing the given tasks,</li><li>- make formal and informal oral presentations by engaging in conversations with peers at the appropriate age, developmental, grade and language proficiency levels to discuss their school or home experiences, and</li><li>- adjust oral language when communicating by delivering a given statement in such a way to imply various emotions (happiness, sadness) and adjust oral language when communicating with different audiences</li></ul>                           |  |
|   |   | <i>Advanced:</i> The student will:  |  |
|   |   | <ul style="list-style-type: none"><li>- perform the given task, such as following a recipe, constructing a craft, or playing a board game,</li><li>- make formal and informal oral presentations for a variety of purposes and occasions</li><li>- demonstrate appropriate body language, eye contact, and gestures by engaging in conversations with peers at the appropriate age, developmental, grade and language proficiency levels in social and academic environments</li><li>- adjust oral language when communicating with different audience's purposes or occasions.</li></ul> |  |

## Grade 4: Information and Media Literacy

| Informational Text   |  | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.                                 |  |
|--|--|--|--|
| LA.4.6.1.1   | The student will read informational text and text features (e.g., format, graphics, legends, illustrations, diagrams) to organize information for different purposes (e.g., being informed, following multi-step directions, creating a report, conducting interviews, preparing to take a test, performing a task). |  |  |
| English Language Proficiency Standards   |  |  |  |
| Beginning: The student will recognize that various informational texts are used to relay information that is part of our day to day experiences. |  | Intermediate: The student will identify various informational texts that are used to relay information that is part of our day to day experiences. | Advanced: The student will use prior knowledge to comprehend various informational texts that is part of our day to day experiences. |

| Research Process  |   | Standard: The student uses a systematic process for the collection, processing, and presentation of information.  |   |
|---|---|---|---|
|   | The student will:   |   |   |
| LA.4.6.2.1  | - select a topic for inquiry, refine a predetermined search plan;   |   |   |
| LA.4.6.2.2  | - apply evaluative criteria (e.g., readability, currency, accuracy) for selecting and using a variety of appropriate resources, gather and record information, noting the difference between opinions and fact; |   |   |
| LA.4.6.2.3  | - communicate information in a report that includes main idea(s) and relevant details, with visual supports; and  |   |   |
| LA.4.6.2.4  | - record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).   |   |   |
| English Language Proficiency Standards  |   |   |   |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:  | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- select a topic for inquiry by using available reading software that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills and obtaining new information while interacting with the software;</li><li>- with teacher or peer assistance, identifies criteria for selecting appropriate reference resources to conduct research by using illustrations and pictures from different resources;</li><li>- evaluate information by drawing, pointing, locating or through the student's own words, where a particular piece of information can be found by identifying the source or location of the information on data;</li><li>- communicate information by matching pictures with their technological; and</li><li>- record basic bibliographic data</li></ul> |   | <ul style="list-style-type: none"><li>- select a topic for inquiry by creating a information/picture file by collecting pamphlets, newspapers, magazine articles and pictures;</li><li>- identify evaluative criteria for selecting appropriate reference resources to conduct research by presenting orally on a given topic using illustrations and/or pictures from different resources;</li><li>- compare and contrast through illustration what is factual and/or fictional within and among the selections;</li><li>- communicate information in a simple report that includes main ideas and supporting details with visual support, and</li><li>- record basic data, facts and bibliographical information, and demonstrates an understanding of the ownership of text and illustrations.</li></ul> | <ul style="list-style-type: none"><li>- select a topic for inquiry, formulate questions, and refine a predetermined search plan by conducting research in the library to find specific information using age appropriate library resources;</li><li>- identify and apply evaluative criteria for selecting and using a variety of appropriate reference resources to conduct research by presenting orally, on a given topic using a variety of resources;</li><li>- read, record, and evaluate information, opinions, and facts to answer search questions,</li><li>- recording bibliographic data two or more age and topic appropriate reading selections,</li><li>- communicate information in a written report using visual support that includes main ideas and relevant; and</li><li>- record basic data, facts and bibliographical information, and demonstrates an understanding of the ownership of text and illustrations.</li></ul> |

| Media Literacy  |  | Standard: The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.  |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.4.6.3.1  | - examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and                   |   |  |
| LA.4.6.3.2  | - recognize and identify production elements (e.g., graphics, sound effects, music) used to create media messages and create a media message for a specific purpose. |   |  |
| English Language Proficiency Standards  |  |   |  |
| Beginning: The student will recognize that ideas are presented in a variety of print and non-print media depending upon intended audience and purpose |  | Intermediate: The student will: <ul style="list-style-type: none"><li>- recognize the various media sources available to gather information effectively</li><li>- understand that media literacy, including logical reasoning and propaganda is an integral part of informed decision making.</li></ul> | Advanced: The student will: <ul style="list-style-type: none"><li>- compare the effectiveness of various examine how ideas are presented in a variety of print and non-print media sources</li><li>- recognize the difference between local reasoning and propaganda</li><li>- use production elements (e.g., graphics, sound effects) to create media messages.</li></ul> |

| Technology   |   | Standard: The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.   |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.4.6.4.1   | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and   |   |  |
| LA.4.6.4.2   | - determine and use appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic. |   |  |
| English Language Proficiency Standards   |   |   |  |
| <i>Beginning:</i> The student will use age appropriate and effective keyboarding by using available multimedia resources, including reading software and interactive books that provides the opportunity to react to pictures, moving images or illustrations. |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use age appropriate and effective keyboarding by using available multimedia resources, including reading software and interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills and obtaining new information while interacting with the software and orally describe what was learned,</li><li>- determine and use appropriate digital tools for orally presenting a topic or writing a simple report.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- use age appropriate and effective keyboarding and word processing skills by using available multimedia resources, including reading software and interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills and obtaining new information while interacting with the software.</li><li>- Determine and use appropriate digital tools for publishing and presenting a topic.</li></ul> |

# Grade 5

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>5.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |



## Grade 5: Reading Process

| Phonics/Word Analysis  |  | Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.                           |   |
|--|--|---|---|
|  | The student will:  |   |   |
| LA.5.1.4.1   | - understand spelling patterns;                                |   |   |
| LA.5.1.4.2   | - recognize structural analysis; and                           |   |   |
| LA.5.1.4.3   | - use language structure to read multi-syllabic words in text. |   |   |
| English Language Proficiency Standards   |  |   |   |
| Beginning: The student will increase phonemic awareness by recognizing letter clusters and vowel patterns. |  | Intermediate: The student will apply phonics skills by using prefixes, suffixes and derivational endings to construct meaning from words in basic text. | Advanced: The student will: <ul style="list-style-type: none"><li>- apply knowledge of spelling patterns, structural analysis, and language structure by using prefixes, suffixes and derivational endings to construct meaning from words.</li><li>- apply multi-syllabic decoding when reading words in a text.</li></ul> |

| Fluency  |   | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.  |   |
|--|---|--|---|
|  | The student will:   |  |   |
| LA.5.1.5.1   | - demonstrate the ability to read grade level text; and                   |  |   |
| LA.5.1.5.2   | - adjust reading rate based on purpose, text difficulty, form, and style. |  |   |
| English Language Proficiency Standards   |   |  |   |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- read basic text orally by matching pictures with sound (e.g. onomatopoeia</li><li>- read simple phrases and/or basic text using phonemic awareness strategies.</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- read basic text using phonemic awareness strategies and pre-reading activities, including reviews of grade level vocabulary.</li><li>- recognize the purpose of basic text and other reading materials in an effort to adjust reading rate.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- read grade level text orally in a manner that sounds like near-fluent speech (approximately 100 correct words per minute)</li><li>- adjust reading rate to conform to purpose when introduced to various reading forms and difficulty.</li></ul> |

| Vocabulary Development   |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary.   |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.5.1.6.1   | - use new vocabulary that is introduced and taught directly;  |   |  |
| LA.5.1.6.2   | - listen to, read, and discuss familiar and conceptually challenging text;  |   |  |
| LA.5.1.6.3   | - use context clues to determine meanings of unfamiliar words;  |   |  |
| LA.5.1.6.4   | - categorize key vocabulary and identify salient features;  |   |  |
| LA.5.1.6.5   | - relate new vocabulary to familiar words;  |   |  |
| LA.5.1.6.6   | - identify “shades of meaning” in related words (e.g., blaring, loud);  |   |  |
| LA.5.1.6.7   | - use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;   |   |  |
| LA.5.1.6.8   | - use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;   |   |  |
| LA.5.1.6.9   | - determine the correct meaning of words with multiple meanings in context;   |   |  |
| LA.5.1.6.10  | - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and |   |  |
| LA.5.1.6.11  | - use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.                                     |   |  |
| English Language Proficiency Standards   |   |   |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- develop basic vocabulary by listening to basic text and use newly acquired words in conversation.</li><li>- discuss familiar and basic conceptual text by using simple words and phrases.</li><li>- relate new vocabulary to familiar words.</li><li>- identify the appropriate word with a corresponding picture.</li><li>- recognize that meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices can be determined by using a dictionary, thesaurus, and/or digital tools.</li></ul> |   | <ul style="list-style-type: none"><li>- develop new vocabulary by using words and phrases, both orally and graphically that is introduced and taught directly.</li><li>- relate new vocabulary to familiar words.</li><li>- recognize new vocabulary through context clues which help decipher multiple meanings in basic text.</li><li>- apply beginning knowledge of antonyms, synonyms, homophones, homographs, common roots and affixes to determine meaning of new vocabulary.</li><li>- recognize that meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices can be determined by using a dictionary, thesaurus, and/or digital tools.</li></ul>   |  |
|  |   | <i>Advanced:</i> The student will:  |  |
|  |   | <ul style="list-style-type: none"><li>- use new vocabulary, both orally and graphically that is introduced and taught directly.</li><li>- categorize key vocabulary and relate new vocabulary to familiar words with similar origins or patterns.</li><li>- apply knowledge of antonyms, synonyms, homophones, homographs, common roots and affixes to determine meaning of new vocabulary.</li><li>- use context clues to determine the meaning of words with multiple meanings in basic texts.</li><li>- determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and/or digital tools.</li><li>- recognize “shades of meaning” in related words.</li></ul> |  |

| Reading Comprehension   |  | Standard: The student uses a variety of strategies to comprehend grade level text.   |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.5.1.7.1  | - explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;  |  |  |
| LA.5.1.7.2  | - identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text;   |  |  |
| LA.5.1.7.3  | - determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;   |  |  |
| LA.5.1.7.4  | - identify cause-and-effect relationships in text;   |  |  |
| LA.5.1.7.5  | - identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;   |  |  |
| LA.5.1.7.6  | - identify themes or topics across a variety of fiction and nonfiction selections;   |  |  |
| LA.5.1.7.7  | - compare and contrast elements in multiple texts; and   |  |  |
| LA.5.1.7.8  | - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- understand and derive meaning from spoken and written language by using pictures and text about information in a read-aloud story.</li><li>- recognize a variety of text structures, including things and ideas that are the same or different in a simple basic text by using pictures.</li><li>- identify true or false statements in basic text rich in graphics, illustrations or simple sentences.</li><li>- recognize relevant details in basic text through graphics, illustrations or visual aides.</li><li>- develop strategies through context clues and illustrations to aid in comprehension.</li></ul> |  | <ul style="list-style-type: none"><li>- understand and derive meaning from spoken and written language by retelling a story from a grade level text, either orally or in a written form.</li><li>- identify relevant details in basic text.</li><li>- recognize basic text structures, including sequence of events and simple cause/effect relationships and realize how they impact the meaning in text.</li><li>- identify themes and topics in texts by categorizing ideas into fact and fiction.</li><li>- recognize the role literary elements (setting, characters, problems) play in comprehending basic text.</li><li>- develop strategies, including rereading and checking context clues to clarify comprehension in basic text.</li><li>- use self-monitoring tools, including predicting and questioning techniques, graphic and semantic organizers and note-taking to clarify basic text.</li></ul>   |  |
|   |  | <i>Advanced:</i> The student will:   |  |
|   |  | <ul style="list-style-type: none"><li>- determine the main idea or essential message and derive meaning from grade-level text by retelling a story orally and in a written form, through inference, summary or paraphrase.</li><li>- Identify relevant details in basic text.</li><li>- recognize a variety of text structures, including comparison/contrast, cause/effect, sequence of events and identify how they impact the meaning in text.</li><li>- distinguish among fact, fiction, and opinion by identifying themes or topics in basic text</li><li>- identify literary elements (setting, characters, problems) in basic and multiple texts.</li><li>- develop internal strategies, including rereading, and checking context clues to clarify comprehension for grade-appropriate text.</li><li>- use self-monitoring tools, including predicting and questioning techniques, graphic and semantic organizers, and note-taking to clarify basic text.</li></ul> |  |

## Grade 5: Literary Analysis

| Fiction                | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.  |
|------------------------|--|
|                        | The student will:  |
| LA.5.2.1.1             | - demonstrate knowledge of the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;  |
| LA.5.2.1.2             | - locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, problem/resolution, and theme in a variety of fiction;   |
| LA.5.2.1.3             | - demonstrate how rhythm and repetition as well as descriptive and figurative language help to communicate meaning in a poem;  |
| LA.5.2.1.4             | - identify an author's theme, and use details from the text to explain how the author developed that theme;  |
| LA.5.2.1.5             | - demonstrate an understanding of a literary selection, and depending on the selection, include evidence from the text, personal experience, and comparison to other text/media;   |
| LA.5.2.1.6             | - write a book report, review, or critique that identifies the main idea, character(s), setting, sequence of events, conflict, crisis, and resolution;   |
| LA.5.2.1.7             | - identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects;  |
| LA.5.2.1.8             | - explain changes in the vocabulary and language patterns of literary texts written across historical periods; and   |
| LA.5.2.1.9             | - use interest and recommendations of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. |
| Continued on next page |  |

|   |  |  |
|---|--|--|
| <b>Fiction</b>  | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.  |  |
| Continued from previous page  |  |  |
| <b>English Language Proficiency Standards</b>   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- identify the genres stories by following teacher directed prompts, after teacher directed reading or telling of short stories, fables, poetry, dramatic literature or other forms of basic literature.</li><li>- recognize the elements of the plot, setting, character development and problem/resolution orally and/or by acting out through puppetry, drawing, pointing to details or circling the basic characteristics or literary features after listening to a story</li><li>- select age-appropriate reading material based on interest and recommendations</li></ul> | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- demonstrate an understanding of the basic characteristics or features of a literary form by drawing, acting-out, pointing, illustrating or circling the basic characteristics or features of a literary form.</li><li>- describe and explain the elements of plot, setting, character development and problem/resolution orally, after a shared reading,.</li><li>- demonstrate how rhythm, repetition, and figurative language helps to communicate meaning in a poem and other forms of literature.</li><li>- Recognize the author's theme by using details from the text .</li><li>- select age-appropriate reading material based on interest and recommendations to expand knowledge necessary to function as a fully literate member of a shared culture.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- identify the purposes and characteristics of various genres (e.g. poetry, fiction, short story, dramatic literature).;</li><li>- identify the elements of plot structure, including exposition, setting, character development, problem/resolution, and theme.</li><li>- describe and explain how an author's language choices help to develop mood and meaning by identifying examples of personification, similes, metaphors, and alliteration in literature</li><li>- demonstrate how rhythm, repetition, and figurative language helps to communicate meaning in a poem.</li><li>- determine how the author developed the theme by using details from the text.</li><li>- select age-appropriate reading material based on interest and recommendations to expand knowledge necessary to function as a fully literate member of a shared culture.</li></ul> |

|   |  |   |
|---|--|---|
| Nonfiction  |  | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |
|   | The student will:  |   |
| LA.5.2.2.1  | - locate, explain, and use information from text features (e.g., table of contents, glossary, index, transition words/phrases, headings, subheadings, charts, graphs, illustrations);  |   |
| LA.5.2.2.2  | - use information from the text to answer questions related to explicitly stated main ideas or relevant details;   |   |
| LA.5.2.2.3  | - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, or summarizing);  |   |
| LA.5.2.2.4  | - identify the characteristics of a variety of types of text (e.g., reference, newspapers, practical/functional texts); and  |   |
| LA.5.2.2.5  | - use interest and recommendations of others to select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history) to continue building a core foundation of knowledge. |   |
| English Language Proficiency Standards  |  |   |
| Beginning: The student will: <ul style="list-style-type: none"><li>- obtain basic information from pictures, maps, signs, diagrams, tables, graphs, and schedules. (e.g. how to get from his or her home to the school using a map, student class schedules, etc.)</li><li>- organize information based on purpose of the basic text.</li></ul> |  | Intermediate: The student will: <ul style="list-style-type: none"><li>- obtain appropriate information from indexes, tables of contents, and dictionary entries</li><li>- use information from the text to answer simple questions that show understanding of main idea and relevant details</li><li>- use graphic organizers, including charting,</li></ul>  |
|   |  | Advanced: The student will: <ul style="list-style-type: none"><li>- use information from the text to answer questions that show understanding of main idea and relevant details.</li><li>- organize information by using graphic organizers, including charting, mapping, paraphrasing, and/or summarizing.</li><li>- identify text purpose and the characteristics of various types of texts, including reference, newspapers, and practical/functional.</li><li>- obtain appropriate information from indexes, tables of contents, and dictionary entries to aid in the reading process.</li><li>- select age-appropriate non-fiction reading material based on interest and recommendations to continue building a core foundation of knowledge.</li></ul> |

## Grade 5: Writing Process

| Prewriting   |  | Standard: The student will use prewriting strategies to generate ideas and formulate a plan.  |  |
|--|--|---|--|
|  | The student will prewrite by:  |   |  |
| LA.5.3.1.1   | - generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer’s notebook, group discussion, printed material) based upon teacher-directed topics and personal interests; |   |  |
| LA.5.3.1.2   | - determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and intended audience of a writing piece; and   |   |  |
| LA.5.3.1.3   | - organizing ideas using strategies and tools (e.g., technology, graphic organizer, KWL chart, log).   |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will prewrite by:  |  | <i>Intermediate:</i> The student will prewrite by:  |  |
| <ul style="list-style-type: none"><li>- selecting illustrations that depict the main idea and the related details presented in a read-aloud story.</li><li>- organizing ideas through brainstorming to make a plan for writing.</li><li>- understanding the purpose for writing and the intended audience</li><li>- illustrating a story or concept through storyboarding.</li></ul> |  | <ul style="list-style-type: none"><li>- generating a plan for the writing process based on personal experience and interest using multiple sources, including graphic organizers.</li><li>- organizing the thought process through brainstorming, webbing, etc. to prioritize ideas and recognize time constraints.</li><li>- determining the purpose for writing and understand how the intended audience affects the writing process.</li></ul>   |  |
|  |  | <i>Advanced:</i> The student will:  |  |
|  |  | <ul style="list-style-type: none"><li>- generating ideas and writing topics based on personal interest or teacher-directed subjects.</li><li>- organizing the thought process through brainstorming, webbing, etc to prioritize ideas and recognize time constraints.</li><li>- using multiple sources, including group discussion, graphic organizers, prior knowledge, etc to activate the writing process.</li><li>- determining the purpose for writing and understand how the intended audience affects the writing process.</li></ul> |  |

| Drafting   |  | Standard: The student will write a draft appropriate to the topic, audience, and purpose.   |
|--|--|---|
|  | The student will draft writing by:   |   |
| LA.5.3.2.1   | - using a prewriting plan to focus on the main idea with ample development of supporting details, elaborating on organized information using descriptive language, supporting details, and word choices appropriate to the selected tone and mood;   |   |
| LA.5.3.2.2   | - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and   |   |
| LA.5.3.2.3   | - creating interesting leads by studying the leads of professional authors and experimenting with various types of leads (e.g., an astonishing fact, a dramatic scene).  |   |
| English Language Proficiency Standards   |  |   |
| <i>Beginning:</i> The student will draft writing by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences. | <i>Intermediate:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- writing simple sentences focusing on main idea which describe or provide facts and/or opinions in order to retell a complete story that includes a logical sequence of beginning, middle and end.</li><li>- using cause/effect and sequencing transitions to organize information and enhance clarity.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- using a prewriting plan, focusing on main idea, which describes facts and/or opinions in a logical sequence.</li><li>- including appropriate word choice in the writing sample and by providing supporting details containing descriptive language and elaboration.</li><li>- using cause/effect and sequencing transitions to organization information and enhance clarity.</li><li>- recognizing interesting leads of other authors which include beginning the writing process with an astonishing fact or dramatic scene and then experimenting with various types of leads.</li></ul> |



| Revising   |  | Standard: The student will revise and refine the draft for clarity and effectiveness.   |  |
|--|--|---|--|
|  | The student will revise by:  |   |  |
| LA.5.3.3.1   | - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;  |   |  |
| LA.5.3.3.2   | - creating clarity and logic by deleting extraneous or repetitious information and tightening plot or central idea through the use of sequential organization, appropriate transitional phrases, and introductory phrases and clauses that vary rhythm and sentence structure;                     |   |  |
| LA.5.3.3.3   | - creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and |   |  |
| LA.5.3.3.4   | - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).  |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will revise the draft by: <ul style="list-style-type: none"><li>- rearranging ideas and supporting details for a more logical coherence and time-order sequence orally.</li><li>- understanding the use of reference materials, (e.g. dictionary, thesaurus) to modify word choices.</li><li>- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</li></ul> |  | <i>Intermediate:</i> The student will revise the draft by: <ul style="list-style-type: none"><li>- evaluating the draft for development of logical organization of ideas and content.</li><li>- strengthening the central idea through the use of language techniques, including foreshadowing, simile, metaphors, etc.</li><li>- tightening plot through sequential organization, and transitional and introductory phrases.</li><li>- modifying word choices using resources and reference material</li><li>- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</li></ul>   |  |
|  |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- evaluating the draft for development of ideas and content, sequential organization, voice, point of view and word choice.</li><li>- tightening plot or central idea through the use of foreshadowing and the use of spatial and sequential organization;</li><li>- using introductory phrases and clauses to vary sentence structure and rhythm; and appropriate transitional phrases;</li><li>- strengthening the central idea through the use of language techniques, including denotative or connotative language to reinforce tone or voice</li><li>- studying professional writers' leads and experimenting with various types of leads (for example, an astonishing fact, an appropriate quotation, a dramatic scene).</li><li>- modifying word choices using resources and reference materials.</li><li>- applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).</li></ul> |  |

| Editing for Language Conventions  |  | Standard: The student will edit and correct the draft for standard language conventions.  |  |
|---|--|---|--|
|   | The student will edit for correct use of:  |   |  |
| LA.5.3.4.1  | - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary; |   |  |
| LA.5.3.4.2  | - capitalization, including literary titles, nationalities, ethnicities, languages, religions, geographic names and places;  |   |  |
| LA.5.3.4.3  | - punctuation, including commas in clauses, hyphens, and in cited sources, including quotations for exact words from sources;  |   |  |
| LA.5.3.4.4  | - the four basic parts of speech (nouns, verbs, adjectives, adverbs), and subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns; and  |   |  |
| LA.5.3.4.5  | - subject/verb and noun/pronoun agreement in simple and compound sentences.  |   |  |
| English Language Proficiency Standards  |  |   |  |
| Beginning: The student will edit writing for the correct use of: <ul style="list-style-type: none"><li>- spelling, using basic spelling patterns and rules.</li><li>- capitalization of proper nouns and beginning sentences.</li><li>- basic punctuation, including simple commas and end punctuation.</li></ul> |  | <i>Intermediate:</i> The student will edit for correct use of: <ul style="list-style-type: none"><li>- spelling, using spelling rules, orthographic patterns, knowledge of root words, prefixes, suffixes, knowledge of Greek and Latin root words.</li><li>- capitalization, including proper nouns and beginning sentences.</li><li>- punctuation, including commas in clauses and hyphens.</li><li>- the four basic parts of speech, and subjective, objective, and demonstrative pronouns.</li></ul>  |  |
|   |  | Advanced: The student will edit writing for the correct use of: <ul style="list-style-type: none"><li>- spelling, using spelling rules, orthographic patterns, knowledge of root words, prefixes, suffixes, knowledge of Greek and Latin root words.</li><li>- capitalization, including proper nouns and beginning sentences.</li><li>- punctuation, including commas in clauses, hyphens, and in cited sources.</li><li>- the four basic parts of speech, subjective, objective, and demonstrative pronouns and singular and plural possessives of nouns.</li><li>- subject/verb and noun/pronoun agreement in simple sentences.</li><li>- resource usage, including dictionaries, thesaurus and other reference materials.</li></ul> |  |

| Publishing   |  | Standard: The student will write a final product for the intended audience.   |  |
|--|--|---|--|
|  | The student will:  |   |  |
| LA.5.3.5.1   | - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);     |   |  |
| LA.5.3.5.2   | - use elements of spacing and design to enhance the appearance of the document and add graphics where appropriate; and |   |  |
| LA.5.3.5.3   | - share the writing with the intended audience.  |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- produce final documents by illustration or by writing simple sentences regarding a topic or a theme, as prompted by the teacher using technology in a format appropriate to audience and purpose.</li><li>- use elements of spacing to enhance the appearance of the document.</li><li>- share the writing with the intended audience.</li></ul> |  | <ul style="list-style-type: none"><li>- produce a final writing product using technology in a format appropriate to audience and purpose.</li><li>- use elements of spacing and design to enhance the appearance of the document.</li><li>- share the writing with the intended audience.</li></ul> |  |
|  |  | <i>Advanced:</i> The student will:  |  |
|  |  | <ul style="list-style-type: none"><li>- prepare a final written product using technology in a format appropriate to audience and purpose.</li><li>- use elements of spacing and design to enhance the appearance of the document.</li><li>- share the writing with the intended audience.</li></ul> |  |

## Grade 5: Writing Applications

| Creative  |  | Standard: The student develops and demonstrates creative writing.   |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.5.4.1.1  | - write narratives that establish a situation and plot with rising action, conflict, and resolution; and   |   |  |
| LA.5.4.1.2  | - write a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format. |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- write or illustrate basic narratives using simple plot and resolution.</li><li>- recognize the use of figurative language in writing.</li></ul> |  | <ul style="list-style-type: none"><li>- write a simple narrative that establishes a situation and plot with conflict and resolution.</li><li>- understand the use of figurative language in writing.</li><li>- write a variety of expressive forms that includes simple figurative language to enhance writing.</li></ul> |  |
|   |  | <i>Advanced:</i> The student will:  |  |
|   |  | <ul style="list-style-type: none"><li>- write narratives that establishes a situation and plot with conflict and resolution.</li><li>- understand how the use of figurative language enhances writing.</li><li>- write a variety of expressive forms that includes figurative language to enhance writing.</li></ul>      |  |

| Informative   |  | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.  |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.5.4.2.1  | - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);   |   |  |
| LA.5.4.2.2  | - record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;             |   |  |
| LA.5.4.2.3  | - write informational/expository essays that state a thesis with a narrow focus, contain introductory, body, and concluding paragraphs;  |   |  |
| LA.5.4.2.4  | - write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and |   |  |
| LA.5.4.2.5  | - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.  |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- write or illustrate directions, recipes procedures, etc. in a step-by-step process.</li><li>- recognize and understand the use of visual aids to provide information.</li><li>- record information related to a topic using charts, data table, maps and graphs.</li><li>- write a simple letter for an intended purpose, including salutation, body, closing, and signature.</li></ul> |  | <i>Intermediate:</i> The student will <ul style="list-style-type: none"><li>- write in a variety of technical/ informational forms, including step-by-step processes.</li><li>- record and organize information related to a topic using visual aides, including charts, data tables, maps and graphs.</li><li>- write a variety of communications, including friendly letters, thank-you notes, invitations, etc. intended for a specific audience for an intended purpose and includes date, proper salutation, body, closing and signature.</li><li>- write directions of a known location using simple cardinal and ordinal directions and landmarks and create an accompanying map.</li><li>- write informational or expository essays that contain introductory, body, and concluding paragraphs.</li></ul>   |  |
|   |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- write in a variety of technical/ informational forms (e.g., summaries, procedures, instructions, experiments, assembly instructions.</li><li>- record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate;</li><li>- write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations) that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature;</li><li>- write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.</li><li>- write informational or expository essays that contain introductory, body and concluding paragraphs.</li></ul> |  |

| Persuasive   |   | Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.  |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.5.4.3.1   | - write persuasive text (e.g., essay, written communication) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and |   |  |
| LA.5.4.3.2   | - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole).   |   |  |
| English Language Proficiency Standards   |   |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- write a persuasive text (e.g., essay, written communication) that recognizes a controlling idea and supporting arguments for the validity of a proposed idea in a variety of texts.</li><li>- write a beginning persuasive text that include supporting arguments using simple vocabulary.</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- write persuasive text (e.g., essay, written communication) that establishes and develops a simple controlling idea and includes supporting arguments for the validity of the proposed idea.</li><li>- includes simple persuasive techniques, including word choice and repetition.</li></ul>             |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- write persuasive text (e.g., essay, written communication) that establishes and develops a controlling idea and includes supporting arguments for the validity of the proposed idea with some evidence.</li><li>- includes persuasive techniques (e.g., word choice, repetition, emotional appeal)</li></ul> |  |

## Grade 5: Communication

|   |   |   |  |
|---|---|---|--|
| <b>Penmanship</b>   |   | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.                                      |  |
| LA.5.5.1.1  | The student will demonstrate fluent and legible cursive writing skills. |   |  |
| <b>English Language Proficiency Standards</b>   |   |   |  |
| <i>Beginning:</i> The student will write letters, and sentences by copying letters and symbols of the alphabet. |   | <i>Intermediate:</i> The student will write in legible cursive by using letters to make words and sentences to communicate ideas and experiences. | <i>Advanced:</i> The student will write in legible cursive by using sentences and paragraphs to communicate ideas and experiences. |

| Listening and Speaking  |  | Standard: The student effectively applies listening and speaking strategies.  |  |
|---|--|---|--|
|   | The student will:  |   |  |
| LA.5.5.2.1  | - listen and speak to gain and share information for a variety of purposes, including personal interviews, dramatic and poetic recitations, and formal presentations; and  |   |  |
| LA.5.5.2.2  | - make formal oral presentations for a variety of purposes and occasions, demonstrating appropriate language choices, body language, eye contact and the use of gestures, the use of supporting graphics (charts, illustrations, images, props), and available technologies. |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- follow directions from the teacher, demonstrate the ability to understand key points by drawing scenes or characters that match those in a teacher-read reading selection and briefly describes the drawings using key vocabulary.</li><li>- perform a simple task after teacher-directed instructions are given.</li><li>- make simple oral presentations for a variety of purposes and occasions, demonstrating appropriate body language, eye contact, and gestures.</li></ul> |  | <ul style="list-style-type: none"><li>- perform a given task, such as following a recipe, constructing a craft, or playing a board game after teacher-directed instructions are given.</li><li>- demonstrate the ability to understand key points and details by orally describing the events in a story, after listening to teacher read reading selections.</li><li>- make basic formal and informal presentations for a variety of purposes and occasions, demonstrating appropriate body language eye contact, and gestures.</li></ul>  |  |
|   |  | <i>Advanced:</i> The student will:  |  |
|   |  | <ul style="list-style-type: none"><li>- perform a given task, such as following a recipe, constructing a craft, or playing a board game after teacher-directed instructions are given.</li><li>- demonstrate the ability to understand key points and details by orally describing the events in a story, after listening to teacher-read reading selections,.</li><li>- understand problem solving directions for a variety of informative purposes.</li><li>- make formal and informal presentations for a variety of purposes and occasions, demonstrating appropriate body language, eye contact, and gestures.</li></ul> |  |

## Grade 5: Information and Media Literacy

|   |   |   |   |
|---|---|---|---|
| <b>Informational Text</b>   |   | <b>Standard:</b> The student comprehends the wide array of informational text that is part of our day to day experiences.                                 |   |
| LA.5.6.1.1  | The student will read and interpret informational text and organize the information (e.g., use outlines, timelines, and graphic organizers) from multiple sources for a variety of purposes (e.g., multi-step directions, problem solving, performing a task, supporting opinions, predictions, and conclusions). |   |   |
| <b>English Language Proficiency Standards</b>   |   |   |   |
| <i>Beginning:</i> The student will recognize that various informational texts are used to relay information that is part of our day to day experiences. |   | <i>Intermediate:</i> The student will identify various informational texts that are used to relay information that is part of our day to day experiences. | <i>Advanced:</i> The student will use prior knowledge to comprehend various informational texts that is part of our day to day experiences. |

| Research Process  |  | Standard: The student uses a systematic process for the collection, processing, and presentation of information.  |   |
|---|--|---|---|
|   | The student will:  |   |   |
| LA.5.6.2.1  | - select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., usefulness, validity, currentness, objectivity) to select and use appropriate resources; |   |   |
| LA.5.6.2.2  | - read and record information systematically, evaluating the validity and reliability of information in text by examining several sources of information;                            |   |   |
| LA.5.6.2.3  | - write an informational report that includes a focused topic, appropriate facts, relevant details, a logical sequence, and a concluding statement; and                              |   |   |
| LA.5.6.2.4  | - record basic bibliographic data and present quotes using ethical practices (e.g., avoids plagiarism).  |   |   |
| English Language Proficiency Standards  |  |   |   |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:  | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- select a topic for inquiry and use a predetermined search plan to select reference materials (e.g., nonfiction books, dictionaries, digital references, software) using alphabetical and numerical order to locate information;</li><li>- read and record information from reference materials to answer search questions;</li><li>- write a simple report with a title, main idea(s) and relevant details, and pictures or graphics; and</li><li>- identify the titles of references or other sources used in searches and recognize ethical practices (e.g., noting information sources).</li></ul> |  | <ul style="list-style-type: none"><li>- ask questions about a topic and select teacher-recommended materials (e.g., pictures, read-aloud nonfiction books);</li><li>- use information from selected reference materials to answer search questions;</li><li>- produce a simple report with a title and pictures with dictated phrases and sentences; and</li><li>- identify the titles of references or other sources used in the search.</li></ul> | <ul style="list-style-type: none"><li>- communicate interest and select an object to explore;</li><li>- explore and interact or use the selected object;</li><li>- communicate about the selected object using pictures, symbols, or words; and</li><li>- identify objects, books or print materials that belong to others.</li></ul> |

|  |   |  |  |
|--|---|--|--|
| <b>Media Literacy</b>  |   | <b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.  |  |
|  | The student will:   |  |  |
| LA.5.6.3.1   | - examine how ideas are presented in a variety of print and nonprint media and recognize differences between logical reasoning and propaganda; and                    |  |  |
| LA.5.6.3.2   | - use a variety of reliable media sources to gather information effectively and to transmit information to specific audiences.  |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- use different types of communication to transmit information that is appropriate to the specific audience and intended purpose.</li><li>- understand that media literacy as a life skill is an integral part of informed decision making.</li></ul>  |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- recognize the various media sources available to gather information effectively.</li><li>- use different types of communication to transmit information that is appropriate to the specific audience and intended purpose.</li><li>- understand that media literacy as a life skill is an integral part of informed decision making.</li></ul>  |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- compare the effectiveness of various media sources to gather information effectively.</li><li>- use different types of communication to transmit information that is appropriate to the specific audience and intended purpose.</li><li>- understand that media literacy as a life skill is an integral part of informed decision making</li></ul>  |  |
| <b>Technology</b>  |   | <b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.   |  |
|  | The student will:   |  |  |
| LA.5.6.4.1   | - select and use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations); and                                  |  |  |
| LA.5.6.4.2   | - determine and use the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic. |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- use age appropriate and effective keyboarding by using available multimedia resources, including reading software.</li><li>- use interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills.</li><li>- obtain new information while interacting with the software;</li><li>- communicate information by matching pictures with interactive technology.</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- use age appropriate and effective keyboarding by using available multimedia resources, including reading software.</li><li>- use interactive books that provides the opportunity to react to pictures, moving images or illustrations to improve reading skills.</li><li>- obtain new information while interacting with the software and orally describe what was learned;</li><li>- communicate information in visual formats by matching pictures of technological communication devices with their appropriate and customary uses and using it to communicate orally.</li></ul> |  |
|  |   | <i>Advanced:</i> The student will develop the essential technology skills for using and understanding conventional and current tools, materials, and processes.  |  |



# Grade 6

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>6.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |

## Grade 6: Reading Process

| Fluency   |   | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.  |
|---|---|--|
| LA.6.1.5.1  | The student will adjust reading rate based on purpose, text difficulty, form, and style.  |  |
| English Language Proficiency Standards  |   |  |
| <p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"><li>- read grade level text orally by matching pictures with sounds (e.g. onomatopoeia) and simple phrases using phonemic awareness strategies.</li><li>- identify and correctly use ending punctuation marks</li><li>- Identify sounds of English in written text</li><li>- manipulate sounds of English so as to be able to attack unknown words</li></ul> | <p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"><li>- read simple grade level text,</li><li>- read grade level text orally by identifying the appropriate vocabulary words with the corresponding picture</li><li>- use context clues to decode meaning from a reading selection.</li><li>- identify punctuation marks ( commas, colons) and their uses in sentences.</li><li>- Use syllabication skills appropriately to break unknown words apart in order to understand more complex words</li><li>- decode unknown words accurately</li></ul> | <p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"><li>- read grade level text orally in a manner that sounds like near-fluent speech</li><li>- adjust reading according to punctuation (raises voice for questions, pauses at periods)</li><li>- adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style.</li><li>- recognize words instantly and accurately (Automaticity)</li><li>- recognize high frequency words instantly (Accuracy)</li><li>- decode unknown words automatically without any effort (Accuracy)</li></ul> |

| <b>Vocabulary Development</b> |  | <b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary. |
|-------------------------------|--|--|
|                               | The student will:  |  |
| LA.6.1.6.1                    | - use new vocabulary that is introduced and taught directly;   |  |
| LA.6.1.6.2                    | - listen to, read, and discuss familiar and conceptually challenging text;   |  |
| LA.6.1.6.3                    | - use context clues to determine meanings of unfamiliar words;   |  |
| LA.6.1.6.4                    | - categorize key vocabulary and identify salient features;   |  |
| LA.6.1.6.5                    | - relate new vocabulary to familiar words;   |  |
| LA.6.1.6.6                    | - distinguish denotative and connotative meanings of words;  |  |
| LA.6.1.6.7                    | - identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;   |  |
| LA.6.1.6.8                    | - identify advanced word/phrase relationships and their meanings;  |  |
| LA.6.1.6.9                    | - determine the correct meaning of words with multiple meanings in context;  |  |
| LA.6.1.6.10                   | - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and  |  |
| LA.6.1.6.11                   | - identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant). |  |

Continued on next page

| <b>Vocabulary Development</b>   |  | <b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.  |
|---|--|---|
| Continued from previous page  |  |   |
| <b>English Language Proficiency Standards</b>   |  |   |
| <p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use simple vocabulary words by evaluating information presented in a variety of narrative and visual formats</li> <li>- identify and associate pictures and illustrations with the appropriate words;</li> <li>- recognize a variety of text structures, including context clues, and multiple meanings through the use of simple text rich in graphics and illustrations.</li> <li>- maintain a list of newly learned vocabulary words with a corresponding picture or short definition</li> </ul> | <p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- consistently and effectively demonstrate the use of basic interpersonal, academic, and workplace vocabularies relating to narrative and visual formats by generating and answering oral and written questions;</li> <li>- determine meaning and increase vocabulary using context clues, prefixes, suffixes, root words, multiple meanings, word origins, and word relationships.</li> <li>- use a dictionary (with definitions or translations) to find more information about unfamiliar words</li> <li>- be able to propose synonyms and antonyms to a variety of grade level vocabulary words</li> <li>- identify word variation by using the dictionary</li> </ul> | <p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- consistently and effectively use grade-level interpersonal, academic, and workplace vocabularies</li> <li>- identify figurative, idiomatic, and technical meanings of words and phrases in reading, writing, listening, and speaking.</li> <li>- use and understand vocabulary orally and aurally at the near-fluent level;</li> <li>- determine meaning and increase grade level vocabulary using context clues, prefixes, suffixes, root words, multiple meanings (distinguishing denotative and connotative meanings of words), word origins, and word relationships (analogies).</li> <li>- use a thesaurus to look for synonyms and antonyms</li> </ul> |

| Reading Comprehension  |  | Standard: The student uses a variety of strategies to comprehend grade level text. |
|------------------------|--|--|
|                        | The student will:  |  |
| LA.6.1.7.1             | - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; |  |
| LA.6.1.7.2             | - analyze the author’s purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they affect meaning;  |  |
| LA.6.1.7.3             | - determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;   |  |
| LA.6.1.7.4             | - identify cause-and-effect relationships in text;   |  |
| LA.6.1.7.5             | - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;                         |  |
| LA.6.1.7.6             | - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;  |  |
| LA.6.1.7.7             | - compare and contrast elements in multiple texts; and   |  |
| Continued on next page |  |  |

| Reading Comprehension  |  | Standard: The student uses a variety of strategies to comprehend grade level text.  |  |
|--|--|---|--|
| Continued from previous page   |  |   |  |
|  | The student will:  |   |  |
| LA.6.1.7.8   | - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- use illustrations to predict content and purpose by conducting a survey on a level-appropriate topic with the help of relatives or friends and report the results orally and/or in writing</li><li>- create a “storyboard” with pictures that describes the basic action of a grade level text</li><li>- match written language with pictures;</li><li>- identify high frequency words , also known as sight words to identify printed words with oral equivalents;</li><li>- use simple outlines through graphic organizers and pictures to clarify or represent a new concept or idea taught in class;</li><li>- copy, read, and categorize simple sentences and orally express meaning in his/her own words;</li><li>- identify simple organizational patterns (for example, comparison and contrast, cause and effect, and chronology) through the use of pictures.,</li><li>- identify the author’s purpose and/or perspective of a passage supplied by the teacher and orally express the purpose in simple words through activities such as viewing illustrations and listening to an authentic simple reading selection.</li></ul> |  | <ul style="list-style-type: none"><li>- predict content, describe purpose and organization of a reading selection using his/her own background knowledge by brainstorming</li><li>- answer orally pre-reading prompts about the reading selection as it relates to the student’s previous experiences;</li><li>- employ phonemic awareness, inference, contextual clues, synonyms and antonyms relationships to decode meaning from simple text, such as newspaper articles, paragraphs, simple poems, songs, charts and tables or illustrations;</li><li>- use note taking and complete outlines in written and graphic form to clarify or explain a concept or topic taught in class or reading a text;</li><li>- copy and read a paragraph that the teacher has written on the board or transparency, and orally express meaning in his or her own words;</li><li>- analyze basic organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally how they impact the meaning of text;</li><li>- create an outline or storyboard with accompanying text that describes the action and main idea of a grade level story;</li><li>- identify the author’s purpose and/or perspective of a passage supplied by the teacher and orally express the purpose using grade level vocabulary.</li></ul> |  |
|  |  | <i>Advanced:</i> The student will:  |  |
|  |  | <ul style="list-style-type: none"><li>- make and verify complex predictions of content, purpose and organization of a reading selection by using prior knowledge to make connections;</li><li>- use context and word structure clues to analyze words and text;</li><li>- use pre, during and post reading strategies (e.g. extended questioning techniques, graphic representations, text structure knowledge, chronological classification and compare and contrast) to improve his/ her reading comprehension;</li><li>- understand a variety of texts at a near fluent level by using graphic organizers and note-taking to clarify meaning and recognize organizational patterns;</li><li>- identify the author’s purpose and/or perspective of a variety of texts and use the information to construct meaning;</li><li>- identify important details and main idea of a text in order to summarize a reading in his/her own words.</li></ul>  |  |

## Grade 6: Literary Analysis

| Fiction                |   | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |
|------------------------|---|--|
|                        | The student will:   |  |
| LA.6.2.1.1             | - identify the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;   |  |
| LA.6.2.1.2             | - locate and analyze the elements of plot structure, including exposition, setting, character development, rising/falling action, conflict/resolution, and theme in a variety of fiction;   |  |
| LA.6.2.1.3             | - locate and analyze the effects of sound, meter, figurative and descriptive language, graphics (illustrations), and structure (e.g., line length, fonts, word placement) to communicate mood and meaning;  |  |
| LA.6.2.1.4             | - identify and explain recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);  |  |
| LA.6.2.1.5             | - develop an interpretation of a selection and support through sustained use of examples and contextual evidence;   |  |
| LA.6.2.1.6             | - write a book report, review, or critique that compares two or more works by the same author;  |  |
| LA.6.2.1.7             | - locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme;  |  |
| LA.6.2.1.8             | - compare language patterns and vocabulary of contemporary texts to those of historical texts;  |  |
| LA.6.2.1.9             | - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written; and   |  |
| LA.6.2.1.10            | - use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. |  |
| Continued on next page |   |  |

|  |  |  |
|--|--|--|
| <b>Fiction</b>   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.  |  |
| Continued from previous page   |  |  |
| <b>English Language Proficiency Standards</b>  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- select age and grade level appropriate materials from the library or classroom collection to read for pleasure according to his/her reading level (e.g. AR).</li><li>- answer basic questions (who, what, when, where, why) about a grade level text in the student's own words and / or using pictures;</li><li>- identify the different riming patterns found in poetry and in prose.</li><li>- distinguish between fiction and non-fiction text;</li><li>- recognize the different characteristics of different literary genres such as folktale, play, short story, poetry and prose;</li><li>- identify elements of the plot through the use of story maps.</li></ul> | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- select basic age and grade level appropriate materials from the library or classroom collection to read or listen to for pleasure according to his/her reading level (e.g. AR)</li><li>- choose a reading selection of his or her topic of interest and favorite authors;</li><li>- identify and discuss the main characteristics of the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li><li>- identify the elements of plot structure, including setting, character development, problem/resolution, and theme;</li><li>- analyze the effects of sound and graphics to communicate mood and meaning in poetry by making relevant comments about the topic in various read-aloud grade-level appropriate literary texts;</li><li>- identify different forms of figurative and descriptive language in a variety of texts.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- select grade-level appropriate materials to read or listen to for pleasure, based on personal preference and reading level;</li><li>- identify and compare the main characteristics of the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li><li>- identify and analyze plot structure, including setting, character development, rising action, problem/ resolution, and theme;</li><li>- analyze the effects of sound, figurative language, alliteration, and graphics to communicate mood and meaning in poetry using grade-level appropriate literature;</li><li>- analyze setting of a reading by researching clues provided by the author regarding the time and place of the story;</li><li>- write a critical analysis by means of a book report to compare two or more works by the same author.</li></ul> |

|  |   |   |  |
|--|---|---|--|
| <b>Nonfiction</b>  |   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.  |  |
|  | The student will:   |   |  |
| LA.6.2.2.1   | - locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);   |   |  |
| LA.6.2.2.2   | - use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;   |   |  |
| LA.6.2.2.3   | - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);  |   |  |
| LA.6.2.2.4   | - identify the characteristics of a variety of types of nonfiction text (e.g., reference works, newspapers, biographies, procedures, instructions, practical/functional texts); and   |   |  |
| LA.6.2.2.5   | - use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. |   |  |
| <b>English Language Proficiency Standards</b>  |   |   |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:  | <i>Advanced:</i> The student will:   |
| <ul style="list-style-type: none"><li>- identify basic parts of a book or reference material, including table of contents, glossary;</li><li>- identify the basic uses of reference material and the basic differences between them;</li><li>- use graphic organizers to display information;</li><li>- identify main idea and items in chronological order.</li></ul> |   | <ul style="list-style-type: none"><li>- identify organizational text features of books or reference materials;</li><li>- identify where to find information among possible organizational text features;</li><li>- use information such as important details and main idea to organize information using charts, graphs, or Venn diagrams;</li><li>- chose non-fiction books to read for pleasure appropriate to age and reading level.</li></ul> | <ul style="list-style-type: none"><li>- use text features such as table of contents and indices to locate information with accuracy;</li><li>- organize information in order to summarize, paraphrase and compare and contrast using a variety of strategies, such as graphic organizers;</li><li>- choose and read age and grade level appropriate non-fiction materials;</li><li>- distinguish between all different types of non-fiction materials.</li></ul> |

## Grade 6: Writing Process

| Prewriting  |  | Standard: The student will use prewriting strategies to generate ideas and formulate a plan.  |  |
|---|--|---|--|
|   | The student will prewrite by:  |   |  |
| LA.6.3.1.1  | - generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources), based upon teacher-directed topics and personal interests; |   |  |
| LA.6.3.1.2  | - making a plan for writing that prioritizes ideas, addresses purpose, audience, main idea, and logical sequence; and  |   |  |
| LA.6.3.1.3  | - using organizational strategies and tools (e.g., technology, outline, chart, table, graph, web, story map).  |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- plan and generate ideas for writing drafts appropriate to the topic, audience, and purpose by brainstorming for an autobiographical paragraph that includes his/her name, age, hobbies, interests, likes and dislikes through completion of a cloze activity provided by the teacher;</li><li>- create a graphic organizer based on information from brainstorming guided by the teacher;</li><li>- use pictures, graphs and sentences already constructed to create storyboards to organize ideas.</li></ul> |  | <ul style="list-style-type: none"><li>- plan and generate ideas for writing drafts appropriate to the topic, audience, and purpose by creating a semantic web;</li><li>- use strategies such as outlining and storyboarding to organize ideas;</li></ul>  |  |
|   |  | <i>Advanced:</i> The student will:  |  |
|   |  | <ul style="list-style-type: none"><li>- plan and generate ideas for writing drafts appropriate to the topic, audience, and purpose by participating in a writers' workshop, conferencing with the teacher and other students;</li><li>- use research techniques to gather ideas and / or support their own ideas in any piece of writing;</li><li>- distinguish and use prewriting strategies (for example, brainstorming, outlining, and listing) and organize information to write an autobiography, a narrative and expository text.</li></ul> |  |



| Drafting   |   | Standard: The student will write a draft appropriate to the topic, audience, and purpose.  |  |
|--|---|--|--|
|  | The student will draft writing by:  |  |  |
| LA.6.3.2.1   | - developing main ideas from the prewriting plan using primary and secondary sources appropriate to purpose and audience;                                     |  |  |
| LA.6.3.2.2   | - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and  |  |  |
| LA.6.3.2.3   | - analyzing language techniques of professional authors (e.g., point of view, establishing mood) to enhance the use of descriptive language and word choices. |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- identify main ideas from a group of sentences;</li><li>- choose correct sentences from a multiple choice exercise to develop writing skills;</li><li>- organize events in chronological sequence from a given group of sentences;</li><li>- demonstrate an understanding of draft writing by writing a story with guided practice from the teacher.</li></ul> |   | <i>Intermediate:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- identify main ideas by using a web, or other graphic organizers;</li><li>- analyze ideas from a pre writing exercise to identify those important details that will shape the piece of writing;</li><li>- organize events from a prewriting activity in chronological order or order of importance to develop their essays;</li><li>- choose appropriate wording to write their essays.</li></ul>   |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- compile ideas based on primary and/or secondary sources appropriate to the purpose and audience;</li><li>- use research to help develop own ideas and reflections, choosing an organizational pattern appropriate to the mode;</li><li>- use transitional devices effectively where needed;</li><li>- delete and combine sentences for fluency and clarity;</li><li>- use literary devices such as flashback or foreshadowing to introduce important details.</li></ul> |  |

| Revising  |  | Standard: The student will revise and refine the draft for clarity and effectiveness.   |  |
|---|--|---|--|
|   | The student will revise by:  |   |  |
| LA.6.3.3.1  | - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;  |   |  |
| LA.6.3.3.2  | - creating clarity and logic by rearranging words, sentences, and paragraphs, adding transitional words, incorporating sources directly and indirectly into writing, using generalizations where appropriate, and connecting conclusion to ending (e.g., use of the circular ending);                |   |  |
| LA.6.3.3.3  | - creating precision and interest by expressing ideas vividly through multiple language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and |   |  |
| LA.6.3.3.4  | - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).  |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will revise by:   |  | <i>Intermediate:</i> The student will revise by:  |  |
| <ul style="list-style-type: none"><li>- brainstorming and revising simple sentences regarding a topic or theme prompted by the teacher.</li><li>- checking for capital letters and correct end punctuation</li><li>- checking that the writing is on-topic</li><li>- checking that sentences display correct word order</li></ul> |  | <ul style="list-style-type: none"><li>- evaluating a simple draft of writing on personal and/or family experiences which is appropriate to age, development, and language proficiency levels to incorporate sources directly and indirectly into writing</li><li>- refining idea development based on oral and/or written feedback provided by peer readers.</li></ul>  |  |
|   |  | <i>Advanced:</i> The student will revise by:  |  |
|   |  | <ul style="list-style-type: none"><li>- reviewing a basic draft to incorporate sources directly and indirectly into writing,</li><li>- refining idea development, including making generalizations,</li><li>- developing characterization through interior monologue and description,</li><li>- using specific nouns and verbs in appositives and appositive phrases for clarity and sensory detail,</li><li>- connecting the conclusion to the introduction (for example, through the use of the circular ending).</li></ul> |  |

| Editing for Language Conventions   |  | Standard: The student will edit and correct the draft for standard language conventions.  |  |
|--|--|---|--|
|  | The student will edit for correct use of:  |   |  |
| LA.6.3.4.1   | - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary; |   |  |
| LA.6.3.4.2   | - capitalization, including major words in titles of books, plays, movies, and television programs;  |   |  |
| LA.6.3.4.3   | - punctuation in simple, compound, and complex sentences, including appositives and appositive phrases, and in cited sources, including quotations for exact words from sources;   |   |  |
| LA.6.3.4.4   | - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection); and  |   |  |
| LA.6.3.4.5   | - consistency in verb tense in simple, compound, and complex sentences.  |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will edit for correct use of: <ul style="list-style-type: none"><li>- basic English words</li><li>- use capital letters for first words in sentences and proper nouns.</li><li>- use end punctuation</li></ul> |  | <i>Intermediate:</i> The student will edit for correct use of grammar and language conventions, including: correct spelling, capitalization, punctuation of simple, sentences   |  |
|  |  | <i>Advanced:</i> The student edit writing for the correct use of: <ul style="list-style-type: none"><li>- grammar and language conventions, including: correct spelling, capitalization (for example, proper names, titles used with names, and words like Mom or Dad used as a name), punctuation of simple, compound, and complex sentences, including appositives and appositive phrases, punctuation of cited sources, and unnecessary shift in person or verb tense,</li></ul> |  |

| Publishing   |   | Standard: The student will write a final product for the intended audience.   |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.6.3.5.1   | - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);  |   |  |
| LA.6.3.5.2   | - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and |   |  |
| LA.6.3.5.3   | - share the writing with the intended audience.   |   |  |
| English Language Proficiency Standards   |   |   |  |
| Beginning: The student will:   |   | Intermediate: The student will:   | Advanced: The student will:  |
| <ul style="list-style-type: none"><li>- produce basic final documents, using appropriate technology,</li><li>- produce narrative and expressive papers</li></ul> |   | <ul style="list-style-type: none"><li>- to produce final documents, using appropriate technology,</li><li>- produce narrative and expressive; informative and persuasive; and technical papers.</li></ul> | <ul style="list-style-type: none"><li>- produce final documents at a near fluent level, using appropriate technology,</li><li>- produce narrative and expressive; informative and persuasive; technical papers; research reports; and critiques of literature and media summaries.</li></ul> |

## Grade 6: Writing Applications

| Creative   |   | Standard: The student develops and demonstrates creative writing.  |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.6.4.1.1   | - write narrative accounts with an engaging plot (including rising action, conflict, climax, falling action, and resolution) include a clearly described setting with figurative language and descriptive words or phrases to enhance style and tone; and |  |  |
| LA.6.4.1.2   | - write a variety of expressive forms (e.g., short play, song lyrics, historical fiction, limericks) that employ figurative language, rhythm, dialogue, characterization, and/or appropriate format.  |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- identify the beginning, middle, and end of a grade level text</li><li>- identify the basic elements of a poem and the differences between poetry and prose</li><li>- compose a narrative on a topic appropriate to age and language level containing a defined beginning, middle, and ending</li></ul> |   | <ul style="list-style-type: none"><li>- identify narrative plot devices (rising action, conflict)</li><li>- write narratives that contains identifiable plot devices</li><li>- write narratives that contain figurative language, dialogue, or other linguistic devices</li><li>- write poetry that shows rhyme and/or meter</li></ul>                                 |  |
|  |   | <i>Advanced:</i> The student will:   |  |
|  |   | <ul style="list-style-type: none"><li>- correctly use figurative language, such as similes and metaphors, in writing,</li><li>- write text that contains major plot elements</li><li>- write text that contains dialogue, figurative language, personification, and other linguistic devices</li><li>- write poetry that uses rhyme and/or rhythm, and meter</li></ul> |  |

| Informative   |  | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.   |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.6.4.2.1  | - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);   |  |  |
| LA.6.4.2.2  | - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information and include a list of sources used;  |  |  |
| LA.6.4.2.3  | - write informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, and introductory, body, and concluding paragraphs;   |  |  |
| LA.6.4.2.4  | - write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and |  |  |
| LA.6.4.2.5  | - write directions to unfamiliar locations using cardinal and ordinal directions, landmarks, and distances, and create an accompanying map.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- mark locations on a map according to given directions</li><li>- write basic correspondence</li><li>- write essays that include a topic sentence, details, and a conclusion</li><li>- take guided notes from teacher during lecture or from a book</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- follow oral directions, marking locations on a map</li><li>- give directions according to destination</li><li>- write correspondence according to purpose following prescribed format with correct headings</li><li>- write essays that explain or narrate that have a definite thesis statement, body paragraphs, and conclusion</li><li>- use organizational strategies to arrange information</li><li>- take notes during lectures or from movies and reading material</li></ul>   |  |
|   |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- give and follow directions either with or without a map</li><li>- can create a map based on given directions</li><li>- write correspondence according to purpose following prescribed format with correct headings</li><li>- write essays containing a thesis statement with introduction, body, and conclusion paragraphs</li><li>- take notes during a lecture, movie, or from reading material</li><li>- use organizational aids to arrange information</li><li>- write essays that explain or inform with supporting details or steps</li></ul> |  |

| Persuasive   |   | Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.  |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.6.4.3.1   | - write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, using appropriate supporting arguments and detailed evidence; and |   |  |
| LA.6.4.3.2   | - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement).   |   |  |
| English Language Proficiency Standards   |   |   |  |
| Beginning: The student will:   |   | Intermediate: The student will:   | Advanced: The student will:  |
| <ul style="list-style-type: none"><li>- explain the value of an object or place</li><li>- explain why someone else should value the object or place using appropriate vocabulary</li></ul> |   | <ul style="list-style-type: none"><li>- write essays that contain a topic sentence and supporting details</li><li>- write essays that contain persuasive techniques</li><li>- use grade level vocabulary and sentence structure</li></ul> | <ul style="list-style-type: none"><li>- write essays that contain a topic sentence and supporting details</li><li>- write essays that contain effective persuasive techniques</li><li>- use varied vocabulary and sentence structure</li></ul> |

## Grade 6: Communication

|   |   |  |   |
|---|---|--|---|
| <b>Penmanship</b>   |   | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.   |   |
| LA.6.5.1.1  | The student will use fluent and legible handwriting skills. |  |   |
| <b>English Language Proficiency Standards</b>   |   |  |   |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- write by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences.</li><li>- write captions for pictures that illustrate a story</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- write simple sentences in legible print that used common words and that is appropriate to age, developmental and language proficiency levels,</li><li>- retell in writing a complete story that includes beginning, middle and end.</li></ul> | <i>Advanced:</i> The student will write a legible composition by revising and redrafting a previously written piece, with peer and/or with teacher using the writing process. |

| Listening and Speaking   |   | Standard: The student effectively applies listening and speaking strategies.   |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.6.5.2.1   | - listen and gain information for a variety of purposes, (e.g., clarifying, elaborating, summarizing main ideas and supporting details); and  |  |  |
| LA.6.5.2.2   | - deliver narrative and informative presentations, including oral responses to literature, and adjust oral language, body language, eye contact, gestures, technology and supporting graphics appropriate to the situation. |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- listen and gain simple information by following simple directions or commands about simple activities;</li><li>- after listening to a story, respond to the story by drawing pictures and explain the drawings at the appropriate age, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.</li></ul> |   | <ul style="list-style-type: none"><li>- listen and gain information by following simple directions or commands about familiar activities and procedures;</li><li>- after listening to a story, respond to the story by orally giving details, and explain the drawings at the appropriate age, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.</li></ul> |  |
|  |   | <i>Advanced:</i> The student will:   |  |
|  |   | <ul style="list-style-type: none"><li>- listen and gain information for a variety of purposes, such as summarizing main ideas and supporting details, and clarifying and elaborating;</li><li>- after listening to a story, demonstrate the ability to deliver a narrative and informative presentation at a near fluent level of proficiency and adjusting oral language based on situation.</li></ul>                            |  |

## Grade 6: Information and Media Literacy

| Informational Text   |  | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.  |   |
|--|--|---|---|
|  | The student will:  |   |   |
| LA.6.6.1.1   | - explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;  |   |   |
| LA.6.6.1.2   | - use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and |   |   |
| LA.6.6.1.3   | - create a technical manual or solve a problem.  |   |   |
| English Language Proficiency Standards   |  |   |   |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:  | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- give an appropriate caption or title to a picture</li><li>- draw an appropriate picture that matches a caption or title</li><li>- explain orally how the student arrived at the picture or caption</li></ul> |  | <ul style="list-style-type: none"><li>- identify how text aids help in finding information</li><li>- identify which text aids would be most appropriate to display certain information</li><li>- answer questions from text using text aids</li></ul> | <ul style="list-style-type: none"><li>- draw text aids to help a reader understand text</li><li>- identify which text aids are most appropriate for the information provided</li><li>- explain how the student used text aids to find information</li></ul> |

| Research Process   |   | Standard: The student uses a systematic process for the collection, processing, and presentation of information.  |   |
|--|---|---|---|
|  | The student will:   |   |   |
| LA.6.6.2.1   | - select a topic for inquiry, formulate a search plan, and apply evaluative criteria (e.g., relevance, accuracy, organization, validity, currentness) to select and use appropriate resources;  |   |   |
| LA.6.6.2.2   | - collect, evaluate and summarize information using a variety of techniques from multiple sources (e.g., encyclopedias, websites, experts) that includes paraphrasing to convey ideas and details from the source, main idea(s) and relevant details; |   |   |
| LA.6.6.2.3   | - write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and list of sources used; and  |   |   |
| LA.6.6.2.4   | - explain and demonstrate an understanding of the importance of ethical research practices, including the need to avoid plagiarism, and know the associated consequences.   |   |   |
| English Language Proficiency Standards   |   |   |   |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:  | <i>Advanced:</i> The student will:  |
| <ul style="list-style-type: none"><li>- explore the process of research by using appropriate computer software and demonstrating an understanding by using computer generated illustrations that relate to a topic provided by the teacher</li><li>- examine evaluative criteria to select appropriate resources to conduct research by drawing, pointing, locating or given in own words where a particular piece of information can be found by identifying the source or location of the information on data;</li><li>- record information into useful components by sequencing basic facts and through the use of flash cards and semantic webs.</li></ul> |   | <ul style="list-style-type: none"><li>- self-select a topic after teacher directed practice and peer tutoring,</li><li>- determine questions for inquiry by using electronic data to write a short report on a given topic using a word processing software application;</li><li>- examine and apply evaluative criteria to select appropriate resources to conduct research by reading two or more grade-level appropriate selection and orally identifying what is factual and/or fictional within and among the selections;</li><li>- record, evaluate and organize simple information into useful components by sequencing data, facts and through the use of flash cards, semantic webbing and outlines.</li></ul> | <ul style="list-style-type: none"><li>- self-select a topic, determine questions for inquiry and formulate a search plan using a variety of search strategies by writing a report on a given topic using electronic data from several sources and using a word processing software application that includes information presented as graphs or charts;</li><li>- examine and apply evaluative criteria (for example, purpose, organization, validity and currency) to select appropriate resources to conduct research by reading multiple grade-level appropriate selection and writing a report identifying what is factual and/or fictional within and among the selections;</li><li>- assess, organize and synthesize collected information into useful components using a variety of techniques (for example, source cards, note cards, and outlines) to answer search questions.</li></ul> |



|   |   |   |   |
|---|---|---|---|
| <b>Media Literacy</b>   |   | <b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.   |   |
|   | The student will:   |   |   |
| LA.6.6.3.1  | - analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media; and       |   |   |
| LA.6.6.3.2  | - demonstrate the ability to select and ethically use media appropriate for the purpose, occasion, and audience.                                    |   |   |
| <b>English Language Proficiency Standards</b>   |   |   |   |
| <i>Beginning:</i> The student will demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.  |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- distinguish ways that production elements affect communication by identifying examples of familiar media that contain information for specific purposes;</li><li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- distinguish ways that production elements (for example, graphics, color, motion, sound, and digital technology) affect communication across the media by pairing pictures or symbols with words as a reference to complete a task;</li><li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li></ul> |
| <b>Technology</b>   |   | <b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.  |   |
|   | The student will:   |   |   |
| LA.6.6.4.1  | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, online); and                                  |   |   |
| LA.6.6.4.2  | - determine and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations. |   |   |
| <b>English Language Proficiency Standards</b>   |   |   |   |
| <i>Beginning:</i> The student will demonstrate knowledge of technology by accessing and using simple information such as pictures and graphics from electronic sources such as audio-visual, telecommunications, computers, multimedia, interactive technology. |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- demonstrate ability to use word processing through use of clip art, charts, and tables</li><li>- demonstrate the ability to evaluate media messages including attempts to manipulate the language,</li><li>- report to the class in written or oral form using information obtained through use of technology.</li></ul>       | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- demonstrate ability to use word processing through use of clip art, charts, and tables by evaluating media messages including the ability to manipulate the language</li><li>- prepare and presenting an oral or written report or project which requires the use of visuals, multimedia, props, and technology.</li></ul>   |

# Grade 7

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>7.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |

## Grade 7: Reading Process

| Fluency   |  | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.  |  |
|---|--|--|--|
| LA.7.1.5.1  | The student will adjust reading rate based on purpose, text difficulty, form, and style. |  |  |
| English Language Proficiency Standards  |  |  |  |
| Beginning: The student will read grade level text orally or by matching pictures with words and simple phrases using phonemic awareness strategies. |  | Intermediate: The student will: <ul style="list-style-type: none"><li>- read simple text orally with approximately</li><li>- adjust reading rate based on purpose and text difficulty.</li></ul> | Advanced: The student will: <ul style="list-style-type: none"><li>- read grade level text orally in a manner that sounds like near-fluent speech</li><li>- demonstrates ability to adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style with minimal support.</li></ul> |

| Vocabulary Development |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary. |
|------------------------|---|---|
|                        | The student will:   |   |
| LA.7.1.6.1             | - use new vocabulary that is introduced and taught directly;  |   |
| LA.7.1.6.2             | - listen to, read, and discuss familiar and conceptually challenging text;  |   |
| LA.7.1.6.3             | - use context clues to determine meanings of unfamiliar words;  |   |
| LA.7.1.6.4             | - categorize key vocabulary and identify salient features;  |   |
| LA.7.1.6.5             | - relate new vocabulary to familiar words;  |   |
| LA.7.1.6.6             | - distinguish denotative and connotative meanings of words;   |   |
| LA.7.1.6.7             | - identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;  |   |
| LA.7.1.6.8             | - identify advanced word/phrase relationships and their meanings;   |   |
| LA.7.1.6.9             | - determine the correct meaning of words with multiple meanings in context;   |   |
| LA.7.1.6.10            | - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and |   |
| LA.7.1.6.11            | - identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.   |   |
| Continued on next page |   |   |

| <b>Vocabulary Development</b>  |  | <b>Standard:</b> The student uses multiple strategies to develop grade appropriate vocabulary.   |
|--|--|--|
| Continued from previous page   |  |  |
| <b>English Language Proficiency Standards</b>  |  |  |
| <p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use simple vocabularies by evaluating information presented in a variety of narrative and visual formats</li> <li>- identify and associating pictures and illustrating with the appropriate words;</li> <li>- recognize a variety of text structures, including context clues, multiple meanings and through the use of simple text rich in graphics and illustrations.</li> <li>- maintain a list of newly learned vocabulary words with a corresponding picture or short definition</li> </ul> | <p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"> <li>- demonstrates the use of basic interpersonal, and academic vocabularies by generating and answering oral and written questions;</li> <li>- determine meaning and increase basic vocabulary using context clues, prefixes, suffixes, root words, multiple meanings, word origins, and word relationships</li> <li>- use a dictionary with definitions or translations to find more information about unfamiliar words</li> <li>- be able to propose synonyms and antonyms to a variety of grade level vocabulary words</li> </ul> | <p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"> <li>- use grade-level interpersonal and academic vocabularies,</li> <li>- identify figurative, idiomatic, and technical meanings of words and phrases in reading, writing, listening, and speaking.</li> <li>- use and understand vocabulary orally and aurally at the near-fluent level;</li> <li>- determine meaning and increase grade level vocabulary using context clues, prefixes, suffixes, root words, multiple meanings (distinguishes denotative and connotative meanings of words), word origins, and word relationships (analogies).</li> <li>- determine meaning of words, parts of speech synonyms and antonyms by using a dictionary, thesaurus and digital tools.</li> </ul> |

| Reading Comprehension  |  | Standard: The student uses a variety of strategies to comprehend grade level text. |
|------------------------|--|--|
|                        | The student will:  |  |
| LA.7.1.7.1             | - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection; |  |
| LA.7.1.7.2             | - analyze the author’s purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;   |  |
| LA.7.1.7.3             | - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;  |  |
| LA.7.1.7.4             | - identify cause-and-effect relationships in text;   |  |
| LA.7.1.7.5             | - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;                         |  |
| LA.7.1.7.6             | - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;  |  |
| LA.7.1.7.7             | - compare and contrast elements in multiple texts; and   |  |
| Continued on next page |  |  |

| Reading Comprehension   |  | Standard: The student uses a variety of strategies to comprehend grade level text.   |  |
|---|--|--|--|
| Continued from previous page  |  |  |  |
|   | The student will:  |  |  |
| LA.7.1.7.8  | - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will:   |  | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- predict content and purpose by orally researching his/her relatives or friends from within their own cultural/ethnic background and produce an oral text about his/her findings;</li><li>- match written language with picture, identify frequently used words by sight and identify printed words with oral equivalents;</li><li>- use simple outlines in graphic form using words and pictures to clarify or represent a new concept or idea taught in class;</li><li>- copy, read, and categorize simple sentences that the teacher has provided and orally express meaning in own words;</li><li>- determine the main idea or essential message from a text drawings or illustrations;</li><li>- will identify things that are the same or different in a simple authentic text;</li><li>- orally identify the author's purpose and/or perspective of a passage supplied by the teacher using vocabulary.</li></ul> |  | <ul style="list-style-type: none"><li>- predict content, describe purpose and organization of a reading selection using his/her own background knowledge</li><li>- answer orally pre-reading prompts about the reading selection as it relates to the student's previous experiences;</li><li>- employ basic phonemic awareness, inference, contextual clues, synonyms and antonyms relationships to decode meaning from simple text, such as newspaper article, paragraphs, simple poems, songs, charts and tables or illustrations;</li><li>- use note taking in written and graphic form to clarify or explain a concept or topic taught in class or reading a text;</li><li>- copy and read a paragraph that the teacher has written on the board or transparency, and orally express meaning in own words;</li><li>- determine the main idea or essential message from a text by using words and occasional short phrases;</li><li>- analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally how they impact the meaning of text;</li><li>- create an outline or storyboard with accompanying text that describe the action and main idea of a grade level story</li><li>- identify the author's purpose and/or perspective of a passage supplied by the teacher and orally express the purpose.</li></ul>   |  |
|   |  | <i>Advanced:</i> The student will:   |  |
|   |  | <ul style="list-style-type: none"><li>- make and verify complex predictions of content, purpose, and organization of a reading selection by knowing how to activate background knowledge of the subject;</li><li>- use context and word structure clues to analyze words and text by knowing how to activate background knowledge of the subject;</li><li>- use extended questioning techniques, pre-reading strategies; graphic representations; text structure knowledge, cause and effect exercises, chronological classification of events and compare and contrast strategies;</li><li>- understand a variety of text at a near fluent level by using graphic organizers and note-taking to clarify meaning and recognize organizational patterns;</li><li>- compare and contrast similar information contained in a variety of text selections;</li><li>- understand at a near fluent level of a variety of grade-level texts by using uses comprehension strategies, including re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning;</li><li>- clarify text by checking other sources to repair comprehension when self-monitoring indicates confusion;</li><li>- determine the main idea or essential message in text through inferring, paraphrasing, summarizing, and identifying relevant details and facts;</li><li>- analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally or in writing how they impact the meaning of text;</li><li>- identify the author's purpose and/or perspective in a variety of text and uses the information to construct meaning.</li></ul> |  |

## Grade 7: Literary Analysis

| Fiction                |   | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |
|------------------------|---|--|
|                        | The student will:   |  |
| LA.7.2.1.1             | - identify and analyze the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes;   |  |
| LA.7.2.1.2             | - locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;   |  |
| LA.7.2.1.3             | - locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;   |  |
| LA.7.2.1.4             | - identify and analyze recurring themes across a variety of works (e.g., bravery, friendship, loyalty, good vs. evil);  |  |
| LA.7.2.1.5             | - develop an interpretation of a selection and support through sustained use of examples and contextual evidence;   |  |
| LA.7.2.1.6             | - compare the use of the same theme in two different literary genres, using their structural features as the basis for the comparison (e.g., novel and play, poem and short story);   |  |
| LA.7.2.1.7             | - locate and analyze an author's use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader's senses and emotions, providing evidence from text to support the analysis;                   |  |
| LA.7.2.1.8             | - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;   |  |
| LA.7.2.1.9             | - describe changes in the English language over time, and support these descriptions with examples from literary texts; and   |  |
| LA.7.2.1.10            | - use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. |  |
| Continued on next page |   |  |

|  |   |  |
|--|---|--|
| <b>Fiction</b>   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.   |  |
| Continued from previous page   |   |  |
| <b>English Language Proficiency Standards</b>  |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- select age and grade-level appropriate materials from the library or classroom collection to read for pleasure according to student's reading level (e.g. AR) after being shown pictures and illustrated book titles from a variety of reading selections that contain a high proportion of illustrations to text,</li><li>- answer basic questions (who, what, where, when, why) about a grade level text in the student's own words or with pictures</li><li>- recognize the basic differences between prose and poetry</li><li>- identify the basic differences between fiction and non-fiction works</li><li>- recognize the characteristics of a folktale</li><li>- recognize the characteristics of a play and short story</li><li>- identify onomatopoeia in text and what such words represent</li><li>- identify the basic elements of the elements of plot structure, including setting and character;</li></ul> | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- select age and grade-level appropriate materials from the library or classroom collection to read for pleasure according to student's reading level (e.g. AR) after being shown a variety of age and development level appropriate book titles,</li><li>- choose a reading selection of the student's liking and orally explain the reason for the choice;</li><li>- demonstrate knowledge of the characteristics of various genres by selecting a fiction, non-fiction adapted text or other genre,</li><li>- identify the elements of plot structure, including setting, character development, problem/resolution, and theme in a simple text,</li><li>- analyze the effects of sound and graphics to communicate mood and meaning in poetry by making relevant comments about the topic in various read-aloud grade-level appropriate literary text.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- select grade-level appropriate materials to read for pleasure based on personal preference and reading level of a variety of criteria, including text difficulty, recommendations of others, and knowledge of authors styles, themes, and genres,</li><li>- orally retell the plots and/or topics of his or her choices;</li><li>- demonstrate knowledge of the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes;</li><li>- use grade-level appropriate literature to create an oral and/or written report reflecting a synthesis of his/her own ideas about the material;</li><li>- identify and analyze plot structure, including setting, character development, rising action, problem/ resolution, and theme;</li><li>- analyze the effects of sound, figurative language, alliteration and graphics to communicate mood and meaning in poetry using grade-level appropriate literature</li></ul> |

|  |   |   |  |
|--|---|---|--|
| Nonfiction   |   | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |  |
|  | The student will:   |   |  |
| LA.7.2.2.1   | - locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);   |   |  |
| LA.7.2.2.2   | - use information from the text to state the main idea and/or provide relevant details;   |   |  |
| LA.7.2.2.3   | - organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);  |   |  |
| LA.7.2.2.4   | - identify the characteristics of a variety of types of text and how they are alike and different (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions); and   |   |  |
| LA.7.2.2.5   | - use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. |   |  |
| English Language Proficiency Standards   |   |   |  |
| Beginning: The student will:   |   | Intermediate: The student will:   | Advanced: The student will:  |
| <ul style="list-style-type: none"><li>- identify basic parts of a book or reference material, including table of contents, glossary</li><li>- identify the basic uses of reference material and the basic differences between them</li><li>- use graphic organizers to display information</li><li>- identify main idea and items in chronological order</li></ul> |   | <ul style="list-style-type: none"><li>- identify organizational text features of books or reference materials</li><li>- identify where to find information among possible organizational text features</li><li>- organize information using graphic organizers, including charts, graphs, Venn diagrams</li><li>- chose non-fiction books to read for pleasure appropriate to age and reading level</li><li>- use information from the text to state the main idea and/or provide relevant details.</li></ul> | <ul style="list-style-type: none"><li>- use with accuracy text features such as table of contents and indices to locate information</li><li>- organize information using a variety of strategies, such as webbing, paraphrasing, note card writing</li><li>- choose and read age and grade level appropriate non-fiction materials</li><li>- identify differences between all different types of non-fiction materials</li><li>- use information from the text to state the main idea and/or provide relevant details.</li></ul> |



## Grade 7: Writing Process

| Prewriting   |   | Standard: The student will use prewriting strategies to generate ideas and formulate a plan.   |  |
|--|---|--|--|
|  | The student will prewrite by:   |  |  |
| LA.7.3.1.1   | - generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer’s notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests; |  |  |
| LA.7.3.1.2   | - making a plan for writing that addresses purpose, audience, main idea, and logical sequence; and  |  |  |
| LA.7.3.1.3   | - using organizational strategies and tools (e.g., technology, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.                                  |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will prewrite by:  |   | <i>Intermediate:</i> The student will prewrite by:   |  |
| <ul style="list-style-type: none"><li>- planning and generating ideas for writing drafts appropriate to the topic, audience and purpose</li><li>- creating a graphic organizer based on information from brainstorming</li><li>- using note taking and storyboarding to organize ideas</li></ul> |   | <ul style="list-style-type: none"><li>- generating ideas for writing drafts appropriate to the topic, audience and purpose by creating a semantic web.</li><li>- developing a plan that addresses main ideas and logical sequence using strategies such as outlining and storyboarding to organize ideas</li></ul>   |  |
|  |   | <i>Advanced:</i> The student will prewrite by:   |  |
|  |   | <ul style="list-style-type: none"><li>- generating ideas for writing drafts appropriate to the topic, audience and purpose by creating a semantic web.</li><li>- developing a plan that addresses main ideas and logical sequence using strategies such as outlining and storyboarding to organize ideas</li><li>- developing a personal organizational style through the use of research techniques and sources</li></ul> |  |

| Drafting   |   | Standard: The student will write a draft appropriate to the topic, audience, and purpose.   |  |
|--|---|---|--|
|  | The student will draft writing by:  |   |  |
| LA.7.3.2.1   | - developing main ideas from the pre-writing plan using primary and secondary sources appropriate to the purpose and audience;  |   |  |
| LA.7.3.2.2   | - organizing information into a logical sequence and combining or deleting sentences to enhance clarity; and  |   |  |
| LA.7.3.2.3   | - analyzing language techniques of professional authors (including concrete and abstract word choices), and infusing a variety of language techniques to reinforce voice. |   |  |
| English Language Proficiency Standards   |   |   |  |
| <i>Beginning:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- using graphic organizers to organize information into a logical sequence including supporting details</li><li>- developing word choices and voice appropriate to the selected tone and mood.</li><li>- focusing mainly on content rather than grammar and spelling.</li></ul> |   | <i>Intermediate:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- developing main ideas from primary and organizing information in a logical sequence including descriptive language and supporting details</li><li>- enhancing clarity by combining or deleting sentences</li><li>- using appropriate word choice and voice to set the mood and tone for the intended audience or purpose</li></ul>  |  |
|  |   | <i>Advanced:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- using legible cursive or word processing by choosing the appropriate point of view for the mode,</li><li>- analyzing language craft techniques including, denotation, connotation, abstract and concrete word choice, and symbolic language in exemplary professional writing, and effective craft techniques to reinforce voice by writing a report, after teacher directed practice and peer tutoring, on a given topic using electronic data and word processing software application including information presented as a graph or chart.</li><li>- identifying various language techniques of professional authors and recognizing how voice reinforces writing.</li></ul> |  |

| Revising  |  | Standard: The student will revise and refine the draft for clarity and effectiveness.   |  |
|---|--|---|--|
|   | The student will revise by:  |   |  |
| LA.7.3.3.1  | - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;  |   |  |
| LA.7.3.3.2  | - creating clarity and logic by rearranging words, sentences, and paragraphs and developing relationships among ideas;   |   |  |
| LA.7.3.3.3  | - creating precision and interest by using a variety of sentence structures (including the use of participles and participial phrases at the beginning and end of sentences), creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and |   |  |
| LA.7.3.3.4  | - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).  |   |  |
| English Language Proficiency Standards  |  |   |  |
| <i>Beginning:</i> The student will revise by:   |  | <i>Intermediate:</i> The student will revise by:  |  |
| <ul style="list-style-type: none"><li>- checking for clarity on simple sentences regarding a topic or a theme prompted by the teacher.</li><li>- Developing relationships among ideas with assistance</li></ul> |  | <ul style="list-style-type: none"><li>- developing ideas and content and logical organization through supporting details</li><li>- modifying sentence structure and word choices using resources and reference material</li><li>- applying appropriate tools or strategies to evaluate and refine the draft, including peer/teacher review, checklists, and rubrics.</li></ul>  |  |
|   |  | <i>Advanced:</i> The student will:  |  |
|   |  | <ul style="list-style-type: none"><li>- revise by evaluating the draft for the development of ideas and content, logical organization and relationships among ideas,</li><li>- creating clarity by rearranging words, paragraphs and sentence structure,</li><li>- creating interest by using participles and participial phrases and</li><li>- applying appropriate tools or strategies to evaluate and refine the draft, including peer/teacher review, checklist, and rubrics.</li></ul> |  |

| Editing for Language Conventions   |  | Standard: The student will edit and correct the draft for standard language conventions.   |  |
|--|--|--|--|
|  | The student will edit for correct use of:  |  |  |
| LA.7.3.4.1   | - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary;   |  |  |
| LA.7.3.4.2   | - capitalization, including regional names (e.g., East Coast), historical events and documents;  |  |  |
| LA.7.3.4.3   | - punctuation of sentence structures, including participles and participial phrases, colon in introductory lists and to punctuate business letter salutations, semicolon in compound sentences, dash for additional emphasis or information, and apostrophes for plural possessives; |  |  |
| LA.7.3.4.4   | - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and  |  |  |
| LA.7.3.4.5   | - consistency in verb tense in simple, compound, and complex sentences.  |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will edit for correct use of: <ul style="list-style-type: none"><li>- basic grade level words in English</li><li>- use correct capital letters and end punctuation</li></ul> |  | <i>Intermediate:</i> The student will edit for correct use of: <ul style="list-style-type: none"><li>- using peer or teacher assisted editing</li><li>- using a proofreading guide or checklist</li><li>- using a draft for basic grammar and language convention, including correct spelling of basic grade level words, capitalization, including historical events and documents, geographic names and places, and the major words in titles of books, plays, movies, and television programs, punctuation of basic sentence structures, use of the colon in introductory lists, the semicolon in compound sentences, and the dash for additional emphasis or information;</li><li>- improving consistency in correct verb tense usage in simple, and compound sentences.</li></ul>   |  |
|  |  | <i>Advanced:</i> The student will edit writing by: <ul style="list-style-type: none"><li>- using peer editing</li><li>- using a proofreading guide or checklist</li><li>- editing a draft for grammar and language conventions, including correct spelling; capitalization, including historical events and documents, geographic names and places, and the major words in titles of books, plays, movies, and television programs); punctuation of sentence structures, including participles/ participle phrases within a sentence; use of the colon in introductory lists, the semicolon in compound sentences, and the dash for additional emphasis or information; correct use of regular and irregular verbs and correct pronoun agreement</li><li>- improving consistency in correct verb tense usage in simple compound and complex sentences.</li></ul> |  |

| Publishing   |   | Standard: The student will write a final product for the intended audience.  |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.7.3.5.1   | - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);  |  |  |
| LA.7.3.5.2   | - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and |  |  |
| LA.7.3.5.3   | - share the writing with the intended audience.   |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- produce basic final documents, using appropriate technology,</li><li>- use elements of spacing and design for graphics to enhance the appearance of the document</li><li>- share the writing with the intended audience.</li></ul> |   | <ul style="list-style-type: none"><li>- produce final documents, including: narrative and expressive; informative and persuasive; and technical papers using appropriate technology and</li><li>- use elements of spacing and design for graphics to enhance the appearance of the document</li><li>- share the writing with the intended audience.</li></ul>  |  |
|  |   | <i>Advanced:</i> The student will:   |  |
|  |   | <ul style="list-style-type: none"><li>- produce final documents at a near fluent level, using appropriate technology,</li><li>- produce narrative and expressive; informative and persuasive; technical papers; research reports; and critiques of literature and media summaries.</li><li>- use elements of spacing and design for graphics to enhance the appearance of the document</li><li>- share the writing with the intended audience.</li></ul> |  |

## Grade 7: Writing Applications

| Creative   |  | Standard: The student develops and demonstrates creative writing.  |
|--|--|--|
|  | The student will:  |  |
| LA.7.4.1.1   | <ul style="list-style-type: none"><li>- write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action, and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include effectively developed and complex characters, a clearly described setting, figurative language, and descriptive words or phrases to enhance style and tone; and</li></ul> |  |
| LA.7.4.1.2   | <ul style="list-style-type: none"><li>- write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.</li></ul>   |  |
| English Language Proficiency Standards   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- identify the beginning, middle, and end of a grade level text</li><li>- identify characters and setting</li><li>- identify the basic elements of a poem and the differences between poetry and prose</li><li>- compose a narrative on a topic appropriate to age and language level containing a defined beginning, middle, and ending</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- identify narrative plot devices (rising action, conflict)</li><li>- write narratives that contains identifiable plot devices</li><li>- write narratives that contain figurative language, dialogue, or other linguistic devices</li><li>- write narratives that contain definite settings and characters</li><li>- write poetry that shows rhyme and/or meter</li></ul> |
|  |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- correctly use figurative language, such as similes and metaphors, in writing,</li><li>- write text that contains major plot elements</li><li>- write text that contains dialogue, figurative language, personification, and other linguistic devices</li><li>- write poetry that uses rhyme and/or rhythm, and meter</li></ul>  |

| Informative  |  | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.   |  |
|--|--|--|--|
|  | The student will:  |  |  |
| LA.7.4.2.1   | - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);   |  |  |
| LA.7.4.2.2   | - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;   |  |  |
| LA.7.4.2.3   | - write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;                         |  |  |
| LA.7.4.2.4   | - write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and |  |  |
| LA.7.4.2.5   | - write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.  |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- mark locations on a map according to given directions</li><li>- write basic correspondence</li><li>- write simple essays that include a topic sentence, details, and a conclusion</li><li>- take guided notes from teacher during lecture or from a book</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- follow oral directions, marking locations on a map</li><li>- give directions according to destination</li><li>- write correspondence according to purpose following prescribed format with correct headings</li><li>- write essays that explain or narrate that have a definite thesis statement, body paragraphs, and conclusion</li><li>- use organizational strategies to arrange information</li><li>- take notes and record during lectures or from movies and reading material</li></ul>  |  |
|  |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- give and follow directions either with or without a map</li><li>- can create a map based on given directions</li><li>- write correspondence according to purpose following prescribed format with correct headings</li><li>- write essays containing a thesis statement with introduction, body, supporting details and conclusion paragraphs</li><li>- take notes during a lecture, movie, or from reading material</li><li>- use organizational aids to arrange and record information</li><li>- write essays in a variety of informational/expository forms, including procedures experiments assembly instructions.</li></ul> |  |

| Persuasive   |  | Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.   |  |
|--|--|--|--|
|  | The student will:  |  |  |
| LA.7.4.3.1   | - write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establish and develop a controlling idea and supporting arguments for the validity of the proposed idea with detailed evidence; and |  |  |
| LA.7.4.3.2   | - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony).  |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will explain orally the value of an object or place and why someone else should value the object or place using appropriate vocabulary |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- write essays that contain a topic sentence or controlling idea and include supporting details or arguments for the validity of the proposed idea</li><li>- use common persuasive techniques including varied word choice repetition, and emotional appeal</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- write essays that contain effective persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony)</li><li>- write text that develops a controlling idea and supporting argument for the validity of the proposed idea.</li></ul> |

## Grade 7: Communication

|  |   |  |   |
|--|---|--|---|
| <b>Penmanship</b>  |   | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.   |   |
| LA.7.5.1.1   | The student will use fluent and legible handwriting skills. |  |   |
| English Language Proficiency Standards   |   |  |   |
| <i>Beginning:</i> The student will write by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words or sentences. |   | <i>Intermediate:</i> The student will write simple sentences in legible print that used common words and that is appropriate to age, developmental and language proficiency levels | <i>Advanced:</i> The student will demonstrate ability to use fluent and legible handwriting skills with minimal assistance. |



| Listening and Speaking   |  | Standard: The student effectively applies listening and speaking strategies.   |  |
|--|--|--|--|
|  | The student will:  |  |  |
| LA.7.5.2.1   | - use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic; |  |  |
| LA.7.5.2.2   | - analyze persuasive techniques in both formal and informal speech; and  |  |  |
| LA.7.5.2.3   | - organize and effectively deliver speeches to entertain, inform and persuade, demonstrating appropriate language choices, body language, eye contact, gestures, and the use of supporting graphics and technology.    |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- listen and gain information by following simple directions or commands about school activities and classroom procedures;</li><li>- after listening to a story, respond to the story by drawing pictures and explain the drawings at the appropriate grade level, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.</li></ul> |  | <ul style="list-style-type: none"><li>- listen and gain information by following simple directions or commands about school activities and classroom procedures;</li><li>- after listening to a story, respond to the story by orally giving details, and explain the drawings at the appropriate grade level, developmental and language proficiency levels and in terms of details that were understood, including sequence of events.</li></ul>   |  |
|  |  | <i>Advanced:</i> The student will:   |  |
|  |  | <ul style="list-style-type: none"><li>- use effective listening strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic by following and giving directions or commands about school activities, classroom procedures, and classroom rules;</li><li>- after listening to a story, organize and effectively deliver a speech to inform and/or persuade, demonstrating appropriate body language, eye contact and gestures by asking classmates what would happen if the elements of the story had occurred in a different order or sequence.</li></ul> |  |

## Grade 7: Information and Media Literacy

| Informational Text   |  | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.  |  |
|--|--|---|--|
|  | The student will:  |   |  |
| LA.7.6.1.1   | - explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding;  |   |  |
| LA.7.6.1.2   | - use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and |   |  |
| LA.7.6.1.3   | - create a technical manual or solve a problem.  |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- give an appropriate caption or title to a picture</li><li>- draw an appropriate picture that matches a caption or title</li><li>- explain orally how the student arrived at the picture or caption</li></ul> |  | <ul style="list-style-type: none"><li>- identify how text aids help in finding information</li><li>- identify which text aids would be most appropriate to display certain information</li><li>- answer questions from text using text aids</li></ul>       |  |
|  |  | <i>Advanced:</i> The student will:  |  |
|  |  | <ul style="list-style-type: none"><li>- draw text aids to help a reader understand text</li><li>- identify which text aids are most appropriate for the information provided</li><li>- explain how the student used text aids to find information</li></ul> |  |

| Research Process   |   | Standard: The student uses a systematic process for the collection, processing, and presentation of information.   |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.7.6.2.1   | - select a topic, develop a prioritized search plan, and apply evaluative criteria (e.g., relevance, objectivity, scope of content in print and online sources) to select appropriate resources for research;                           |  |  |
| LA.7.6.2.2   | - assess, organize, and check the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;                             |  |  |
| LA.7.6.2.3   | - write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and  |  |  |
| LA.7.6.2.4   | - understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law. |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- write a simple text based on a topic provided by a teacher</li><li>- use teacher assigned research material</li><li>- include illustrations to clarify meaning</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- research a topic of either the student's or teacher's choice</li><li>- organize, ideas that include a focused topic, relevant and appropriate facts and logical sequence</li><li>- write a paper using available resources in student's own words, listing the sources used</li><li>- describe the kinds of print violations and why it is important to cite sources</li></ul>                          |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- research a topic of the student's choice</li><li>- develop a plan for writing which includes a focused topic relevant and appropriate facts, logical sequence, and concluding statement</li><li>- write a paper in student's own words, citing sources used</li><li>- understand the consequences of slander, libel, plagiarism, and copyright infringement with assistance from peer or teacher.</li></ul> |  |

|  |   |  |  |
|--|---|--|--|
| <b>Media Literacy</b>  |   | <b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.  |  |
|  | The student will:   |  |  |
| LA.7.6.3.1   | - analyze ways that production elements (e.g.,, graphics, color, motion, sound, digital technology) affect communication across the media;                            |  |  |
| LA.7.6.3.2   | - demonstrate ability to select and ethically use media appropriate for the purpose, occasion, and audience; and  |  |  |
| LA.7.6.3.3   | - distinguish between propaganda and ethical reasoning strategies in print and nonprint media.  |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- identify different types of media and what the advantages / disadvantages are of each</li><li>- identify what print and nonprint advertising is trying to sell</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- distinguish ways that production elements affect communication by identifying examples of familiar media that contain information for specific purposes.</li><li>- identify the different types of propaganda used in advertising</li></ul>   |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- distinguish ways that production elements (for example, graphics, color, motion, sound, and digital technology) affect communication across the media by pairing pictures or symbols with words as a reference to complete a task.</li><li>- identify the different types of propaganda used in advertising</li><li>- develop ads that reflect different propaganda types</li></ul> |  |
| <b>Technology</b>  |   | <b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.   |  |
|  | The student will:   |  |  |
| LA.7.6.4.1   | - select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations); and |  |  |
| LA.7.6.4.2   | - evaluate and apply digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.                    |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will demonstrate the ability to access and use simple information such as pictures and graphics from electronic sources such as audio-visual, telecommunications, computers, multimedia, interactive technology.       |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- demonstrate the ability to use word processing skills through use of clip art, charts, and tables</li><li>- demonstrate the ability to evaluate media messages including attempts to manipulate the language,</li><li>- report to the class in written or oral form using information obtained through use of technology.</li></ul>   |  |
|  |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- demonstrate knowledge and ability to use technology through use of clip art, charts, and tables</li><li>- prepare and presenting an oral or written report or project which requires the use of visuals, multimedia, props, and technology.</li><li>- apply digital tools (e.g., word processing, web, tools, graphics organizers) to publications and presentation.</li></ul>      |  |

# Grade 8

|            |           |           |           |           |
|------------|-----------|-----------|-----------|-----------|
| <b>LA.</b> | <b>8.</b> | <b>1.</b> | <b>1.</b> | <b>1</b>  |
| Subject    | Grade     | Strand    | Standard  | Benchmark |

## Grade 8: Reading Process

| Fluency  |  | Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.   |   |
|--|--|---|---|
| LA.8.1.5.1   | The student will adjust reading rate based on purpose, text difficulty, form, and style. |   |   |
| English Language Proficiency Standards   |  |   |   |
| <i>Beginning:</i> The student will read grade level text orally by matching pictures with sounds (e.g. onomatopoeia) and simple phrases using phonemic awareness strategies. |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- read grade level text orally through the use of pre-reading activities based on prior reviews of vocabulary used in grade level text and practice through the use of pre-recorded read aloud tapes/CDs of grade level text.</li><li>- read grade level text with some support.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- read grade level text orally in a manner that sounds like near-fluent speech</li><li>- demonstrate ability adjust reading according to punctuation</li><li>- adjust reading rate by speeding up or slowing down based on purpose, level of difficulty, form, and style with minimal support.</li></ul> |

| Vocabulary Development   |   | Standard: The student uses multiple strategies to develop grade appropriate vocabulary.  |  |
|--|---|--|--|
|  | The student will:   |  |  |
| LA.8.1.6.1   | - use new vocabulary that is introduced and taught directly;  |  |  |
| LA.8.1.6.2   | - listen to, read, and discuss familiar and conceptually challenging text;  |  |  |
| LA.8.1.6.3   | - use context clues to determine meanings of unfamiliar words;  |  |  |
| LA.8.1.6.4   | - categorize key vocabulary and identify salient features;  |  |  |
| LA.8.1.6.5   | - relate new vocabulary to familiar words;  |  |  |
| LA.8.1.6.6   | - distinguish denotative and connotative meanings of words;   |  |  |
| LA.8.1.6.7   | - identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;  |  |  |
| LA.8.1.6.8   | - identify advanced word/phrase relationships and their meanings;   |  |  |
| LA.8.1.6.9   | - determine the correct meaning of words with multiple meanings in context;   |  |  |
| LA.8.1.6.10  | - determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and |  |  |
| LA.8.1.6.11  | - identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Roman mythology.   |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- use simple vocabulary presented in a variety of narrative and visual formats by identifying and associating illustrations with the appropriate words, using realia, flash cards to identify words and major concepts;</li><li>- recognize a variety of text structures, including the use of context clues, multiple meanings and denotative through the use of simple text rich in graphics and illustrations.</li><li>- maintain a list of newly learned vocabulary words with a corresponding picture or short definition</li></ul> |   | <ul style="list-style-type: none"><li>- use of basic interpersonal and academic vocabularies including figurative, idiomatic, and technical meanings in reading, writing, listening, and speaking relating to narrative and visual formats by generating and answering oral and written questions;</li><li>- determine meaning and increase vocabulary using context clues, prefixes, suffixes, root words, multiple meanings, word origins, and word relationships</li><li>- use a dictionary (with definitions or translations) to find more information about unfamiliar words</li><li>- be able to propose synonyms and antonyms for a variety of unfamiliar words</li></ul>                 |  |
|  |   | <i>Advanced:</i> The student will:   |  |
|  |   | <ul style="list-style-type: none"><li>- consistently and effectively use grade-level interpersonal, and academic vocabularies,</li><li>- identify figurative, idiomatic, and technical meanings of words and phrases in reading, writing, listening, and speaking.</li><li>- understand and use vocabulary orally and aurally is at the near-fluent level;</li><li>- determine meaning and increase grade level vocabulary using context clues, prefixes, suffixes, root words, multiple meanings (distinguishes denotative and connotative meanings of words), word origins, and word relationships (analogies).</li><li>- use a thesaurus to look for synonyms and antonyms of words</li></ul> |  |

| Reading Comprehension  |  | Standard: The student uses a variety of strategies to comprehend grade level text. |
|------------------------|--|--|
|                        | The student will:  |  |
| LA.8.1.7.1             | - use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;   |  |
| LA.8.1.7.2             | - analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning;  |  |
| LA.8.1.7.3             | - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;  |  |
| LA.8.1.7.4             | - identify cause-and-effect relationships in text;   |  |
| LA.8.1.7.5             | - analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;   |  |
| LA.8.1.7.6             | - analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;  |  |
| LA.8.1.7.7             | - compare and contrast elements in multiple texts (e.g., setting, characters, problems); and   |  |
| LA.8.1.7.8             | - use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. |  |
| Continued on next page |  |  |



| Reading Comprehension   | Standard: The student uses a variety of strategies to comprehend grade level text.   |  |
|---|--|--|
| Continued from previous page  |  |  |
| English Language Proficiency Standards  |  |  |
| <p><i>Beginning:</i> The student will:</p> <ul style="list-style-type: none"><li>- identify words and phrases in basic grade level text to determine meaning through the use of word structure and multiple meaning, context clues, and clozed questions</li><li>- make and confirm complex predictions of content, purpose, and organization of a reading selection;</li><li>- match written language with picture,</li><li>- identify frequently used words by sight and identify printed words with oral equivalents to analyze words and text, make inferences and generalizations, and draw simple conclusions;</li><li>- use simple outlines in graphic form using words and pictures to clarify or represent a new concept or idea taught in class and to clarify meaning and recognize organizational patterns and compare and contrast similar information contained in grade level text;</li><li>- identify main idea, basic and supporting details using a variety of grade-level texts through use of re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, sequence of steps or events and bulleted lists;</li><li>- determine the main idea or essential message from a text by using drawings or illustrations and guided retelling and identifying supporting details and facts;</li><li>- identify simple organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and using pictures, student will identify things that are the same or different in a simple authentic text;</li><li>- identify the author's purpose and/or perspective (inform, entertain, persuade) in basic grade level text through use of comprehension activities such as viewing illustrations, listening to authentic simple reading selections and re-telling to construct meaning.</li></ul> | <p><i>Intermediate:</i> The student will:</p> <ul style="list-style-type: none"><li>- predict content, purpose and organization of a reading selection using his/her own background knowledge by brainstorming and answering orally pre-reading prompts about the reading selection as it relates to the student's previous experiences;</li><li>- employ phonemic awareness, inference, contextual clues, synonyms and antonyms relationships to decode meaning from simple text, such as newspaper article, paragraphs, simple poems, songs, charts and tables or illustrations;</li><li>- use note taking and complete outlines in written and graphic form to clarify or explain a concept or topic taught in class and to clarify meaning and recognize organizational patterns and compare and contrast similar information contained in grade level text;</li><li>- demonstrate basic comprehension of a variety of grade-level texts by using comprehension strategies, including re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, and clarifying by checking other source;</li><li>- determine the main idea or essential message from a text by using words and occasional short phrases and guided retelling and identifying supporting details and facts;</li><li>- analyze basic organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally how they impact the meaning of text;</li><li>- identify the author's purpose and/or perspective (inform, entertain, persuade) in a variety of passages through use of comprehension activities such as viewing illustrations, listening to authentic simple reading selections and re-telling to construct meaning.</li></ul> | <p><i>Advanced:</i> The student will:</p> <ul style="list-style-type: none"><li>- make and verify complex predictions of content, purpose, and organization of a reading selection by knowing how to activate background knowledge of the subject; extended questioning techniques, pre-reading strategies; graphic representations; and text structure knowledge;</li><li>- context and word structure clues to analyze words and text by knowing how to activate background knowledge of the subject; extended questioning techniques, pre-reading strategies; graphic representations; text structure knowledge, cause and effect exercises, chronological classification of events and compare and contrast strategies;</li><li>- understanding a variety of text at a near fluent level by using graphic organizers and note-taking to clarify meaning and recognize organizational patterns; and compares and contrasts similar information contained in a variety of text selections;</li><li>- demonstrate near fluent level of comprehension of a variety of grade-level texts by using uses comprehension strategies, including re-reading, predicting, note-taking, summarizing, graphic and semantic organizers, questioning, and clarifying by checking other source;</li><li>- after reading a variety of authentic texts determine the main idea or essential message through paraphrasing, summarizing, and identifying relevant details and facts;</li><li>- analyze a variety of organizational patterns (for example, comparison and contrast, cause and effect, and chronology) and explain orally or in writing how they impact the meaning of text;</li><li>- after reading a variety of authentic texts, consistently demonstrates the ability to determine the author's purpose (inform, entertain, persuade) and perspective in grade level text and how they impact the meaning of text.</li></ul> |

## Grade 8: Literary Analysis

| Fiction                |   | Standard: The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. |
|------------------------|---|--|
|                        | The student will:   |  |
| LA.8.2.1.1             | - identify, analyze, and compare the characteristics of various genres (e.g., poetry, fiction, short story, dramatic literature) as forms chosen by an author to accomplish a purpose;  |  |
| LA.8.2.1.2             | - locate and analyze elements of characterization, setting, and plot, including rising action, conflict, resolution, theme, and other literary elements as appropriate in a variety of fiction;   |  |
| LA.8.2.1.3             | - locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;   |  |
| LA.8.2.1.4             | - identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;   |  |
| LA.8.2.1.5             | - develop an interpretation of a selection and support through sustained use of examples and contextual evidence;   |  |
| LA.8.2.1.6             | - compare literary texts that express a universal theme, providing textual evidence (e.g., examples, details, quotations) as support for the identified theme;  |  |
| LA.8.2.1.7             | - locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice is used to appeal to the reader’s senses and emotions, providing evidence from text to support the analysis;                   |  |
| LA.8.2.1.8             | - explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;   |  |
| LA.8.2.1.9             | - describe changes in the English language over time, and support these descriptions with examples of literary texts; and   |  |
| LA.8.2.1.10            | - use interest and recommendation of others to select a balance of age and ability appropriate fiction materials to read (e.g., novels, historical fiction, mythology, poetry) to expand the core foundation of knowledge necessary to function as a fully literate member of a shared culture. |  |
| Continued on next page |   |  |

|   |   |  |
|---|---|--|
| <b>Fiction</b>  | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.   |  |
| Continued from previous page  |   |  |
| <b>English Language Proficiency Standards</b>   |   |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- select materials from the library or classroom collection that are appropriate to age, grade, and reading level (e.g. AR) to read or listen to for pleasure after being shown pictures and illustrated book titles from a variety of reading selections that contain a high proportion of illustrations to text,</li><li>- through the use of grade- appropriate basic literature of merit, identify and compare the main characteristics and defining elements among the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li><li>- through the use of basic literature of merit, identify the basic elements pertinent to fiction, nonfiction and dramatic selections;</li><li>- identify the basic elements pertinent to the study of poetry and distinguish between poetry and drama in read-aloud examples.</li></ul> | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- select basic materials from the library or classroom collection that are appropriate to age, grade, and reading level (e.g. AR) to read or listen to for pleasure after being shown a variety of text selections and will choose a reading selection of his or her liking based on preferred topics and favorite authors;</li><li>- through the use of grade- appropriate basic literature of merit, identify and compare the main characteristics among the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li><li>- through the use of basic literature of merit, understand the elements of plot structure, characterization and theme;</li><li>- compare poetry for the effects of sound, form, language, alliteration, onomatopoeia, graphics, structure, and theme to convey meaning in poetry.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- select materials from the library or classroom collection that are appropriate to age, grade, and reading level (e.g. AR) to read or to listen to for pleasure based on personal preference of a variety of criteria, including text difficulty, recommendations of others, and knowledge of author's styles, themes, and genres;</li><li>- through the use of grade- appropriate literature of merit, identify and compare the main characteristics among the major genres (poetry, fiction, nonfiction, short story, dramatic literature);</li><li>- use grade-appropriate literature of merit to analyze plot development to determine how conflicts are resolved; to contrast points of view; and to draw conclusions about the style, mood, and meaning of literary text based on the author's word choice;</li><li>- evaluate poetry for the effects of sound, form, figurative language, alliteration, onomatopoeia, graphics, structure, and theme to convey mood, and meaning in poetry.</li></ul> |

|  |   |  |  |
|--|---|--|--|
| <b>Nonfiction</b>  |   | <b>Standard:</b> The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.   |  |
|  | The student will:   |  |  |
| LA.8.2.2.1   | - locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words);   |  |  |
| LA.8.2.2.2   | - synthesize and use information from the text to state the main idea or provide relevant details;  |  |  |
| LA.8.2.2.3   | - organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting);  |  |  |
| LA.8.2.2.4   | - identify and analyze the characteristics of a variety of types of text (e.g., reference works, reports, technical manuals, newspapers, magazines, biographies, periodicals, procedures, instructions, practical/functional texts); and  |  |  |
| LA.8.2.2.5   | - use interest and recommendation of others to select a variety of age and ability appropriate nonfiction materials (e.g., biographies and topical areas, such as science, music, art, history, sports, current events) to expand the core knowledge necessary to connect topics and function as a fully literate member of a shared culture. |  |  |
| <b>English Language Proficiency Standards</b>  |   |  |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   | <i>Advanced:</i> The student will:   |
| <ul style="list-style-type: none"><li>- Identify basic parts of a book or reference material, including table of contents, glossary</li><li>- identify the basic uses of reference material and the basic differences between them</li><li>- use graphic organizers to display information</li><li>- identify main idea and items in chronological order</li></ul> |   | <ul style="list-style-type: none"><li>- identify organizational text features of books or reference materials</li><li>- identify where to find information among possible organizational text features</li><li>- organize information using charts, graphs, or Venn diagrams</li><li>- chose non-fiction books to read for pleasure appropriate to age and reading level</li></ul> | <ul style="list-style-type: none"><li>- use with accuracy text features such as table of contents and indices to locate information</li><li>- organize information using a variety of strategies, such as webbing, paraphrasing, note card writing</li><li>- choose and read age and grade level appropriate non-fiction materials</li><li>- identify differences between all different types of non-fiction materials</li></ul> |

## Grade 8: Writing Process

| Prewriting   |   | Standard: The student will use prewriting strategies to generate ideas and formulate a plan.   |  |
|--|---|--|--|
|  | The student will prewrite by:   |  |  |
| LA.8.3.1.1   | - generating ideas from multiple sources (e.g., prior knowledge, discussion with others, writer's notebook, research materials, or other reliable sources) based upon teacher-directed topics and personal interests; |  |  |
| LA.8.3.1.2   | - making a plan for writing that addresses purpose, audience, main idea, logical sequence, and time frame for completion; and   |  |  |
| LA.8.3.1.3   | - using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.                     |  |  |
| English Language Proficiency Standards   |   |  |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:   |  |
| <ul style="list-style-type: none"><li>- plan and generate ideas for writing simple essays/paragraphs appropriate to the topic, audience and purpose</li><li>- use strategies such as storyboarding or brainstorming to identify and group information</li><li>- create a graphic organizer based on ideas from prewriting strategies</li></ul> |   | <ul style="list-style-type: none"><li>- plan and generate ideas for writing simple compositions</li><li>- use a variety of prewriting strategies such as storyboarding and brainstorming to identify ideas and organizational patterns appropriate to the topic, audience, and purpose.</li><li>- create a graphic organizer based on information from prewriting strategies</li></ul> |  |
|  |   | <i>Advanced:</i> The student will:   |  |
|  |   | <ul style="list-style-type: none"><li>- plan and generate ideas for writing by using a variety of prewriting strategies to accommodate individual thinking and writing styles,</li><li>- identify ideas and organizational patterns appropriate to the topic, audience, and purpose.</li></ul>   |  |

| Drafting  |  | Standard: The student will write a draft appropriate to the topic, audience, and purpose.  |  |
|---|--|--|--|
|   | The student will draft writing by:   |  |  |
| LA.8.3.2.1  | - developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience;   |  |  |
| LA.8.3.2.2  | - establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant; and  |  |  |
| LA.8.3.2.3  | - analyzing language techniques of professional authors (rhythm, varied sentence structure) to develop a personal style, demonstrating a command of language with freshness of expression. |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will draft writing by: <ul style="list-style-type: none"><li>- using legible cursive or word processing that conveys a basic organizational pattern that provides for a logical progression of ideas; includes a beginning, middle, and end through the use of teacher generated graphic organizers and practice drafts.</li><li>- supporting the draft with pictures to clarify meaning and intent</li></ul> |  | <i>Intermediate:</i> The student will draft writing by using legible cursive or word processing that conveys a basic organizational pattern that provides for a logical progression of ideas; includes a beginning, middle, and end; and describes characters and events where appropriate; and has varied, complete sentences.  |  |
|   |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- using legible cursive or word processing that conveys a composition with an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, and relevant; demonstrates a commitment to and involvement with the subject;</li><li>- using writer's craft techniques appropriate to the mode and purpose of the paper;</li><li>- demonstrating a near fluent level of language proficiency, with varied, complete sentences, except when fragments are used purposefully.</li></ul> |  |

| Revising  |   | Standard: The student will revise and refine the draft for clarity and effectiveness.  |  |
|---|---|--|--|
|   | The student will revise by:   |  |  |
| LA.8.3.3.1  | - evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation;   |  |  |
| LA.8.3.3.2  | - creating clarity and logic by maintaining central theme, idea, or unifying point and developing relationships among ideas;  |  |  |
| LA.8.3.3.3  | - creating precision and interest by elaborating ideas through supporting details (e.g., facts, statistics, expert opinions, anecdotes), a variety of sentence structures, creative language devices, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and |  |  |
| LA.8.3.3.4  | - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).   |  |  |
| English Language Proficiency Standards  |   |  |  |
| Beginning: The student will revise by re-reading and revising grade level compositions by assuring that the work is appropriate to audience and purpose |   | Intermediate: The student will revise by: <ul style="list-style-type: none"><li>- re-reading and revising a composition appropriate to age, developmental and language proficiency level to complete descriptions of the topic, characters, and events, where appropriate;</li><li>- developing appropriate supporting details,</li><li>- improving the organization of related ideas.</li></ul> | Advanced: The student will revise by: <ul style="list-style-type: none"><li>- revising a draft to include descriptive language for clarity; for elaboration of ideas through well-reasoned supporting details;</li><li>- maintaining the central idea, theme, or unifying point; for the coordination of ideas through parallel structure;</li><li>- revising punctuation, subject/verb agreement, spelling, and other related structures of language through use of corrective feedback from peers and teacher.</li></ul> |

| Editing for Language Conventions  |  | Standard: The student will edit and correct the draft for standard language conventions.   |  |
|---|--|--|--|
|   | The student will edit for correct use of:  |  |  |
| LA.8.3.4.1  | - spelling, using spelling rules, orthographic patterns, generalizations, knowledge of root words, prefixes, suffixes, and knowledge of Greek and Latin root words and using a dictionary, thesaurus, or other resources as necessary; |  |  |
| LA.8.3.4.2  | - capitalization, including names of academic courses (e.g., Algebra I) and proper adjectives (e.g., German shepherd, Italian restaurant);   |  |  |
| LA.8.3.4.3  | - punctuation, including commas, colons, semicolons, quotation marks, and apostrophes;   |  |  |
| LA.8.3.4.4  | - the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection), regular and irregular verbs, and pronoun agreement; and  |  |  |
| LA.8.3.4.5  | - subject/verb agreement, noun/pronoun agreement.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will edit for correct use of: <ul style="list-style-type: none"><li>- capital letters for first words of sentences and proper nouns</li><li>- end punctuation</li><li>- basic word order</li><li>- spelling by using a dictionary</li></ul> |  | <i>Intermediate:</i> The student will edit for correct use of: <ul style="list-style-type: none"><li>- by using a reading guide or editing checklist</li><li>- for correct use of subject/verb agreement, noun/pronoun agreement, and possessive forms, and correct textual formatting to support comprehension;</li><li>- for correct use of spelling by using a dictionary</li><li>- for correct use of synonyms by using a thesaurus;</li><li>- for correct use of ending and internal punctuation, including quotation marks for dialogue.</li></ul>   |  |
|   |  | <i>Advanced:</i> The student will edit for correct use of: <ul style="list-style-type: none"><li>- by using a reading guide or editing checklists</li><li>- for correct spelling using dictionaries</li><li>- for correct punctuation of sentence structures, including subordinate clauses and parallel structures, and the use of punctuation, including commas, colons, semicolons, quotation marks, and apostrophes. capitalization;</li><li>- for effective sentence structure, including parallel structure and use of active voice;</li><li>- use correct of subject/verb agreement, noun/pronoun agreement, and possessive forms, and correct textual formatting to support comprehension.</li></ul> |  |



| Publishing  |   | Standard: The student will write a final product for the intended audience.  |  |
|---|---|--|--|
|   | The student will:   |  |  |
| LA.8.3.5.1  | - prepare writing using technology in a format appropriate to audience and purpose (e.g., manuscript, multimedia);  |  |  |
| LA.8.3.5.2  | - use elements of spacing and design for graphics (e.g., tables, drawings, charts, graphs) when applicable to enhance the appearance of the document; and |  |  |
| LA.8.3.5.3  | - share the writing with the intended audience.   |  |  |
| English Language Proficiency Standards  |   |  |  |
| Beginning: The student will produce basic final documents, using appropriate technology, including: narrative and expressive; informative and persuasive. |   | Intermediate: The student will produce final documents, using appropriate technology, including: narrative and expressive; informative and persuasive; and technical papers.   |  |
|   |   | Advanced: The student will: <ul style="list-style-type: none"><li>- produce final documents at a near fluent level, using appropriate technology,</li><li>- produce narrative and expressive; informative and persuasive; technical papers; research reports; and critiques of literature and media summaries.</li></ul> |  |

## Grade 8: Writing Applications

| Creative   |  | Standard: The student develops and demonstrates creative writing.   |  |
|--|--|---|--|
|  | The student will:  |   |  |
| LA.8.4.1.1   | - write narrative accounts with an engaging plot (including rising action, conflict, suspense, climax, falling action and resolution), and that use a range of appropriate strategies and specific narrative action (e.g., dialogue, movement, gestures, expressions) and include well-chosen details using both narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison/contrast of characters); and |   |  |
| LA.8.4.1.2   | - write a variety of expressive forms (e.g., realistic fiction, one-act play, suspense story, poetry) that according to the type of writing employed, incorporate figurative language, rhythm, dialogue, characterization, plot, and appropriate format.   |   |  |
| English Language Proficiency Standards   |  |   |  |
| <i>Beginning:</i> The student will:  |  | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- identify the beginning, middle, and end of a grade level text</li><li>- identify characters and setting</li><li>- identify the basic elements of a poem and the differences between poetry and prose</li><li>- compose a narrative on a topic appropriate to age and language level containing a defined beginning, middle, and ending</li></ul> |  | <ul style="list-style-type: none"><li>- identify narrative plot devices (rising action, conflict)</li><li>- write narratives that contains identifiable plot devices</li><li>- write narratives that contain figurative language, dialogue, or other linguistic devices</li><li>- write narratives that contain definite settings and characters</li><li>- write poetry that shows rhyme and/or meter</li></ul> |  |
|  |  | <i>Advanced:</i> The student will:  |  |
|  |  | <ul style="list-style-type: none"><li>- correctly use figurative language, such as similes and metaphors, in writing,</li><li>- write text that contains major plot elements</li><li>- write text that contains dialogue, figurative language, personification, and other linguistic devices</li><li>- write poetry that uses rhyme and/or rhythm, and meter</li></ul>  |  |

| Informative   |  | Standard: The student develops and demonstrates technical writing that provides information related to real-world tasks.   |  |
|---|--|--|--|
|   | The student will:  |  |  |
| LA.8.4.2.1  | - write in a variety of informational/expository forms (e.g., summaries, procedures, instructions, experiments, rubrics, how-to manuals, assembly instructions);   |  |  |
| LA.8.4.2.2  | - record information (e.g., observations, notes, lists, charts, legends) related to a topic, including visual aids to organize and record information, as appropriate, and attribute sources of information;   |  |  |
| LA.8.4.2.3  | - write specialized informational/expository essays (e.g., process, description, explanation, comparison/contrast, problem/solution) that include a thesis statement, supporting details, an organizational structure particular to its type, and introductory, body, and concluding paragraphs;                         |  |  |
| LA.8.4.2.4  | - write a variety of informal communications (e.g., friendly letters, thank-you notes, messages) and formal communications (e.g., conventional business letters, invitations) that follow a format and that have a clearly stated purpose and that include the date, proper salutation, body, closing and signature; and |  |  |
| LA.8.4.2.5  | - write detailed directions to unfamiliar locations using cardinal and ordinal directions, landmarks, streets, and distances, and create an accompanying map.  |  |  |
| English Language Proficiency Standards  |  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- mark locations on a map according to given directions</li><li>- write basic correspondence</li><li>- write essays that include a topic sentence, details, and a conclusion</li><li>- take guided notes from teacher during lecture or from a book</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- follow oral directions, marking locations on a map</li><li>- give directions according to destination</li><li>- write correspondence according to purpose following prescribed format with correct headings</li><li>- write essays that explain or narrate that have a definite thesis statement, body paragraphs, and conclusion</li><li>- use organizational strategies to arrange information</li><li>- take notes during lectures or from movies and reading material</li></ul>   |  |
|   |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- give and follow directions either with or without a map</li><li>- can create a map based on given directions</li><li>- write correspondence according to purpose following prescribed format with correct headings</li><li>- write essays containing a thesis statement with introduction, body, and conclusion paragraphs</li><li>- take notes during a lecture, movie, or from reading material</li><li>- use organizational aids to arrange information</li><li>- write essays that explain or inform with supporting details or steps</li></ul> |  |

| Persuasive   |  | Standard: The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.  |  |
|--|--|---|--|
|  | The student will:  |   |  |
| LA.8.4.3.1   | - write persuasive text (e.g., advertisement, speech, essay, public service announcement) that establishes and develops a controlling idea, and supports arguments for the validity of the proposed idea with detailed evidence; and |   |  |
| LA.8.4.3.2   | - include persuasive techniques (e.g., word choice, repetition, emotional appeal, hyperbole, appeal to authority, celebrity endorsement, rhetorical question, irony, symbols, glittering generalities, card stacking).               |   |  |
| English Language Proficiency Standards   |  |   |  |
| Beginning: The student will:   |  | Intermediate: The student will:   |  |
| <ul style="list-style-type: none"><li>- explain the value of an object or place</li><li>- explain why someone else should value the object or place using appropriate vocabulary</li></ul> |  | <ul style="list-style-type: none"><li>- write short essays that contain a topic sentence or controlling idea and include supporting details or arguments for the validity of the proposed idea</li><li>- write short essays that contain persuasive techniques</li><li>- use near grade level vocabulary and sentence structure</li></ul>                 |  |
|  |  | Advanced: The student will:   |  |
|  |  | <ul style="list-style-type: none"><li>- write essays that contain a topic sentence and supporting details or controlling idea and include supporting details or arguments for the validity of the proposed idea</li><li>- write essays that contain effective persuasive techniques</li><li>- use grade level vocabulary and sentence structure</li></ul> |  |

## Grade 8: Communication

|   |   |   |   |
|---|---|---|---|
| <b>Penmanship</b>   |   | <b>Standard:</b> The student engages in the writing process and writes to communicate ideas and experiences.  |   |
| LA.8.5.1.1  | The student will use fluent and legible handwriting skills. |   |   |
| <b>English Language Proficiency Standards</b>   |   |   |   |
| <i>Beginning:</i> The student will write by filling in blanks of missing letters in words, or missing words in simple sentences to articulate complete words, sentences and essays or paragraphs. |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- write simple sentences in legible print that uses common words and that is appropriate to age, developmental and language proficiency levels,</li><li>- retell a complete story that includes beginning, middle and end.</li></ul> | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- write neat and legible compositions at a near fluent level by revising and redrafting a previously written piece, with peer and/or with teacher using the writing process.</li></ul> |

| Listening and Speaking  |   | Standard: The student effectively applies listening and speaking strategies.  |  |
|---|---|---|--|
|   | The student will:   |   |  |
| LA.8.5.2.1  | - demonstrate effective listening skills and behaviors for a variety of purposes, and demonstrate understanding by paraphrasing and/or summarizing;   |   |  |
| LA.8.5.2.2  | - use effective listening and speaking strategies for informal and formal discussions, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others when identifying bias or faulty logic; |   |  |
| LA.8.5.2.3  | - select and use a variety of creative oral language techniques for clarity and effect (e.g., connotation, denotation, hyperbole, understatement);  |   |  |
| LA.8.5.2.4  | - research, organize, and effectively deliver speeches to entertain, inform, and persuade; and  |   |  |
| LA.8.5.2.5  | - demonstrate language choices, body language, eye contact, gestures, and appropriate use of graphics and available technology.   |   |  |
| English Language Proficiency Standards  |   |   |  |
| <i>Beginning:</i> The student will:   |   | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize through the use of coaching or prompting;</li><li>- research and organize information and present information orally based on re-telling, speech drafting and teacher prompting/coaching.</li></ul> |   | <ul style="list-style-type: none"><li>- listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize through the use of coaching or prompting;</li><li>- research, organize and effectively deliver a basic speech to inform, demonstrating appropriate body language, eye contact, and gestures.</li></ul>                      |  |
|   |   | <i>Advanced:</i> The student will:  |  |
|   |   | <ul style="list-style-type: none"><li>- at a near fluent level, listen and gain information by following simple directions or commands for a variety of purposes, and demonstrates the ability to paraphrase and/or summarize;</li><li>- research, organize and effectively deliver a speech at a near fluent level to inform, persuade, or defend, demonstrating appropriate body language, eye contact, and gestures.</li></ul> |  |

## Grade 8: Information and Media Literacy

| Informational Text   |  | Standard: The student comprehends the wide array of informational text that is part of our day to day experiences.   |  |
|--|--|--|--|
|  | The student will:  |  |  |
| LA.8.6.1.1   | - explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader's understanding;  |  |  |
| LA.8.6.1.2   | - use information from a variety of consumer (e.g., warranties, instructional manuals), workplace (e.g., applications, contracts) and other documents to explain a situation and justify a decision; and |  |  |
| LA.8.6.1.3   | - create a technical manual or solve a problem.  |  |  |
| English Language Proficiency Standards   |  |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- give an appropriate caption or title to a picture</li><li>- draw an appropriate picture that matches a caption or title</li><li>- explain orally how the student arrived at the picture or caption</li></ul> |  | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- identify how text aids help in finding information</li><li>- identify which text aids would be most appropriate to display certain information</li><li>- answer questions from text using text aids</li></ul>   |  |
|  |  | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- draw text aids to help a reader understand text</li><li>- identify which text aids are most appropriate for the information provided</li><li>- explain how the student used text aids to find information</li></ul> |  |

| Research Process   |   | Standard: The student uses a systematic process for the collection, processing, and presentation of information.  |  |
|--|---|---|--|
|  | The student will:   |   |  |
| LA.8.6.2.1   | - select a topic and develop a search plan with multiple research strategies, and apply evaluative criteria (e.g., scope and depth of content, authority, reputation of author/publisher, objectivity, freedom from bias) to assess appropriateness of resources; |   |  |
| LA.8.6.2.2   | - assess, organize, synthesize, and evaluate the validity and reliability of information in text, using a variety of techniques by examining several sources of information, including both primary and secondary sources;  |   |  |
| LA.8.6.2.3   | - write an informational report that includes a focused topic, appropriate facts and relevant details, a logical sequence, a concluding statement, and a list of sources used; and  |   |  |
| LA.8.6.2.4   | - understand the importance of legal and ethical practices, including laws regarding libel, slander, copyright, and plagiarism in the use of mass media and digital sources, know the associated consequences, and comply with the law.                           |   |  |
| English Language Proficiency Standards   |   |   |  |
| <i>Beginning:</i> The student will:  |   | <i>Intermediate:</i> The student will:  |  |
| <ul style="list-style-type: none"><li>- explore the process of research by using appropriate computer software and demonstrates an understanding by developing simple inquiry questions;</li><li>- develop and apply criteria to select appropriate resources to conduct basic research through the use of cooperative groups;</li><li>- record information into useful components by sequencing basic facts and through the use of flash cards, semantic webs and outlines;</li><li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li></ul> |   | <ul style="list-style-type: none"><li>- select simple topics, determine questions for inquiry, revise questions throughout the process, and develop a basic search plan with clear research strategies from several sources to write a report that includes information presented as a graph or charts;</li><li>- develop and apply evaluative criteria to select appropriate resources to conduct research by reading basic grade-level appropriate selection and identifying what is factual and/or fictional within and among the selections;</li><li>- record, evaluate and organize simple information into useful components by sequencing data, facts and through the use of flash cards, semantic webbing and outlines;</li><li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li></ul> |  |
|  |   | <i>Advanced:</i> The student will:  |  |
|  |   | <ul style="list-style-type: none"><li>- select a topic, determine questions for inquiry, revise questions throughout the process, and develop a search plan with clear and critical research strategies from several sources;</li><li>- develop and apply evaluative criteria to assess appropriateness of resources by reading multiple appropriate selections and writing a report identifying what is factual and/or fictional within and among the selections;</li><li>- assess, organize and synthesize collected information into useful components using a variety of techniques (for example, source cards, note cards, and outlines) to answer search questions;</li><li>- demonstrate an understanding of accurate and factual research and the importance of producing grade level written work without use of plagiarism.</li></ul>   |  |

|   |   |  |  |
|---|---|--|--|
| <b>Media Literacy</b>   |   | <b>Standard:</b> The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.  |  |
|   | The student will:   |  |  |
| LA.8.6.3.1  | - analyze ways that production elements (e.g., graphics, color, motion, sound, digital technology) affect communication across the media;                                     |  |  |
| LA.8.6.3.2  | - demonstrate the ability to select and ethically use print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation; and |  |  |
| LA.8.6.3.3  | - distinguish between propaganda and ethical reasoning strategies in print and nonprint media.  |  |  |
| <b>English Language Proficiency Standards</b>   |   |  |  |
| <i>Beginning:</i> The student will: <ul style="list-style-type: none"><li>- select simple print and non-print media that affect communication.</li><li>- identify different types of media and what the advantages / disadvantages are of each</li><li>- identify what print and nonprint advertising is trying to sell</li></ul> |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- select basic print and non-print media by identifying examples of familiar media that contain information for specific purposes.</li><li>- identify the different types of propaganda used in advertising</li></ul>   |  |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- select print and non-print media appropriate for the purpose, occasion, and audience to develop into a formal presentation by using a familiar source (person, picture, symbol, or word) to communicate needed information in familiar activities.</li><li>- identify the different types of propaganda used in advertising</li><li>- develop ads that reflect different propaganda types</li></ul>   |  |
| <b>Technology</b>   |   | <b>Standard:</b> The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.   |  |
|   | The student will:   |  |  |
| LA.8.6.4.1  | - use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and  |  |  |
| LA.8.6.4.2  | - evaluate and apply digital tools (e.g., word, processing, multimedia authoring, web tools, graphic organizers) to publications and presentations.                           |  |  |
| <b>English Language Proficiency Standards</b>   |   |  |  |
| <i>Beginning:</i> The student will access simple information such as pictures and graphics from electronic sources, including audio-visual, telecommunications, computers, multimedia, interactive technology.  |   | <i>Intermediate:</i> The student will: <ul style="list-style-type: none"><li>- access simple information from electronic sources, including audio-visual, telecommunications, computers, multimedia, interactive technology and uses the information to increase communication skills;</li><li>- demonstrate the ability to evaluate media messages including attempts to manipulate the language</li><li>- report to the class in written or oral form using information obtained through use of technology</li></ul>                             |  |
|   |   | <i>Advanced:</i> The student will: <ul style="list-style-type: none"><li>- strengthen communication skills through the use of software applications, including spreadsheets and digital multimedia presentations, including online communications and database management;</li><li>- prepare and analyze oral or written reports or projects which require the use of visuals, multimedia, props, and technology</li><li>- apply digital tools (e.g., word processing, web, tools, graphics organizers) to publications and presentation</li></ul> |  |