

**NEW YORK STATE BOARD OF REGENTS
STANDARDS REVIEW INITIATIVE**

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**Draft Student Learning Standards for English
Language Arts/ English as a Second Language**

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Introduction

The Student Learning Standards address commencement level goals for instruction in reading, writing, listening, speaking, viewing, and presenting. They retain enduring values in English Language Arts while at the same time addressing the demands students will face as learners, workers, and citizens in a rapidly changing global environment. These standards are intended to apply to instruction for all students, including English language learners, struggling learners, and students with special needs, who may require additional instructional support and scaffolding. All students are entitled to a complete education and to the instructional support required to get them there.

Literacy and Literature

- The ELA standards are organized in two main groups: Literacy and Literature.
- Because every content area has discipline-specific literacy demands, literacy should be developed across the curriculum to ensure the teaching and learning of academic language.
- Beyond spoken and written communication, the literacy standards address inquiry, research, critical thinking, and problem solving.
- Students should employ literacy skills both individually and collaboratively.
- Although some literacy skills may be taught and practiced in isolation, in actual use they are more often blended and interwoven.
- The development of all literacy skills requires extensive opportunities to practice, especially with authentic texts and real-life communication situations, including authentic social, cultural, professional, and academic contexts.
- Literature standards address students' ability to read, listen to, and view creative works in various genres and across various cultures. In addition to acquiring knowledge about the history, forms, and artistic craft of the works studied, students are expected to develop informed written, spoken, visual, and digital responses.

Viewing and Presenting

- The word "text" should be construed as encompassing far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.
- The standards include extensive references to digital media. Students must achieve fluency and develop judicious practice in the use of current media and, given the pace of technological development, must be able to adapt quickly to new media as they develop.

English Language Learning and Cultural Competence for all

- Communication is grounded in the networks of social relationships that govern human interactions.

- Students in New York State are multi-lingual and multi-cultural. They enter the school system at all grade levels, with a range of proficiency in English and with varying degrees of literacy in their first language. English Language learners are entitled to the instructional support needed to meet their social, cultural, academic, and professional needs.
- Teachers and students should consider and respect the age, gender, social position, and cultural traditions of writers and speakers.
- The ability to communicate across and among cultures, as well as to communicate competently in a dominant culture, is essential in the contemporary world.
- Students should use their first or dominant native language to acquire proficiency in English.

Technical control

- Effective language choices and technical control contribute to clarity in communication. Although students must learn to avoid errors, the primary goal is to produce texts that support or enhance communication without distracting the reader.
- Students should understand and be able to observe the differences between the form and function of the conventions of Standard American English and features of informal written communication, speech, and electronic communication.

Developing and demonstrating competence

- Performance Indicators introduced and taught at one grade level should be reinforced and continued through graduation.
- Standards must be measurable or demonstrable. For each performance indicator, it is implied—and expected—that students will demonstrate that they perform the item effectively and appropriately; however, that does not mean that each indicator is assessed in isolation or in a decontextualized manner. More often, performance indicators are assessed in the context of complete spoken, written, or digital texts.
- Students with special needs and English language learners are entitled to appropriate instruction to allow them to access the same texts as other students.
- Appropriate assessments include local and formative instruments as well as large-scale standardized instruments which, whenever possible, should use multiple means of assessing the same skill or skills.

Supporting Student Learning with Teacher Knowledge and School Resources

- The Student Learning Standards must be complemented by related Teacher Knowledge Standards and System Infrastructure Standards, which are essential to meeting expectations for student achievement.

DRAFT STUDENT LEARNING STANDARDS AND PERFORMANCE INDICATORS FOR ENGLISH LANGUAGE ARTS/ ENGLISH AS A SECOND LANGUAGE P-12

KEY TERMS

Strands: Major categories of knowledge and skills in the content area

Standards: Cumulative commencement level goals of instruction within the strands

Performance indicators: Measurable or demonstrable evidence of grade level progress toward the commencement level standards

I. LITERACY

Strand 1 / COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.

Strand 2 / INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media to deepen content knowledge and to connect academic learning to authentic applications.

Strand 3 / CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

II. LITERATURE

Strand 1 / LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

Strand 2 / RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

GRADE LEVEL PERFORMANCE INDICATORS

PRE-KINDERGARTEN

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.

By the end of Pre-Kindergarten, students will be expected to:

Reading, Listening, Viewing

Demonstrate a desire to read

- Demonstrate an interest in a variety of texts
- Request read-alouds
- Exhibit curiosity and interest in learning new vocabulary

Recognize print concepts and text features

- Demonstrate an understanding that the purpose of print is to communicate
- Recognize that letters are grouped to form words, and that words are separated by spaces
- Recognize that print material comes in a variety of forms and is used for a variety of purposes

Demonstrate phonological/phonemic awareness and employ alphabetic principles to decode words

- Engage in language play (e.g. alliterative language; rhyming; sound patterns)
- Recognize and match words that rhyme
- Differentiate letters from numerals

- Identify many letters of the alphabet, especially those in own name
- Demonstrate awareness of the relationship between sounds and letters

Read with fluency

- Read own first name
- Read common signs and labels in environment

Demonstrate comprehension skills for narrative and informational texts, including self-monitoring strategies and vocabulary skills

- Demonstrate knowledge and understanding of everyday vocabulary and illustrations encountered in read-alouds
- Retell events that occurred in read-alouds
- Use new vocabulary from read-alouds and group discussions
- Make predictions based on illustrations or portions of read-alouds
- Answer “who” and “what” questions about read-alouds
- Create artwork that shows comprehension of read-alouds

View and listen purposefully

- Develop emerging understanding that pictures and media not only entertain but also communicate
- Discuss how visual elements contribute to a story or to information
- Listen and view for important information and details
- Repeat and respond to the oral messages of others

Writing, Speaking, Presenting

Demonstrate a desire to write

- Show interest in drawing/writing to communicate ideas

Develop handwriting skills

- Write some uppercase and lowercase manuscript letters, especially those that appear in own name

Create text

- Attempt to write own name
- Engage in discussion of drawing/writing work samples of self and others
- Collaborate to write about activities related to content connected to class inquiry and exploration

Use spelling that is developmentally appropriate

- Produce writing that contains a combination of letters and letter-like symbols

Use speech for social and practical purposes

- Use language to communicate and negotiate ideas and plans for activities

- Use language to express feelings and engage in conventional forms of social interaction

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Pre-Kindergarten, students will be expected to:

Acquire information

- With guidance locate and utilize sources in multiple formats in the classroom and library media center
- Make connections between what is known and new information

Communicate information for a variety of purposes

- Share information on a topic

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Pre-Kindergarten, students will be expected to:

Analyze an event or issue for a specific purpose

- Collaborate with others to select and plan classroom activities

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences in oral, written, or visual presentations

- Listen to information and ideas shared by others
- State own ideas or opinions clearly

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Pre-Kindergarten, students will be expected to:

Read, listen to, and view text from a variety of genres and cultures (learn about literature types)

- Identify characters in text
- Identify title of favorite literary text

Create and tell their own stories

- Collaborate with others to write class stories inspired by literature.

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Pre-Kindergarten, students will be expected to:

Create responses to and talk about interpretations of literary text, both individually and collaboratively

- Give general reactions to text, such as “I liked this book because . . .”
- Retell a main event from a story heard
- Ask questions about the important characters, setting and events
- Recreate stories or use symbolic props to support participation in creative drama

KINDERGARTEN

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.

By the end of Kindergarten, students will be expected to:

Reading, Listening, Viewing

Demonstrate a desire to read

- Engage in choral reading of a variety of texts
- Re-read a variety of short, predictable texts introduced by the teacher
- Engage in independent book exploration of fiction and informational texts

Recognize print concepts and text features

- Follow conventions of directionality such as reading a book from front to back, reading pages from top to bottom, using a return sweep)
- Track print with one-to-one matching by pointing to written words when simple texts are read aloud and during independent reading
- Identify title of story or other text

Demonstrate phonological/phonemic awareness and employ alphabetic principles to decode words

- Count or tap the number of syllables in spoken words
- Produce rhyming words
- Blend the beginning sound (onset) with the remainder of a word (rime), the vowel and what follows it. (e.g. blend /s/ with /it/ to form the word sit)
- Recognize and name most upper and lower case letters
- Produce the common sound associated with most letters
- Name the letter that represents most consonant sounds

Read with fluency

- Read own first and last name

- Read 15-20 words, including names of friends and family and some high-frequency words (e.g., a, the, I, is)
- Read simple, patterned text with 90% accuracy

Demonstrate comprehension skills for narrative and informational texts, including self-monitoring strategies and vocabulary skills

- Self-monitor to determine if they are saying the word they are pointing to
- Self-monitor to determine if what they read makes sense
- Exhibit curiosity and interest in how to connect written language to their own life experiences
- Make predictions and provide justification, based on illustrations or portions of read-alouds
- Retell story sequence in own words following read-aloud
- Respond appropriately to a variety of questions about read-alouds
- Create artwork and written response with invented spelling that shows comprehension of read-alouds
- Identify familiar texts and texts on a particular topic
- Follow simple oral directions to accomplish a task

View and listen purposefully

- Develop emerging understanding that pictures and media not only entertain but also communicate
- Discuss how visual elements contribute to a story or to information
- Listen and view for important information and details
- Repeat and respond to the oral messages of others

Writing, Speaking, Presenting

Demonstrate a desire to write

- Show interest in writing for personal purposes
- Show interest in choosing letters to represent sounds in words

Develop handwriting skills

- Write most uppercase and lowercase manuscript letters

Create narrative text

- Understand that print is used for a variety of purposes
- Use writing as part of creative or cooperative play
- Write text, independently, using letters and letter-like characters
- Participate in group's writing process, including brainstorming, drafting, and sharing

Create procedural and informational text

- Communicate directions using pictures
- Number the steps needed to complete the sequence

Use processes related to writing, presenting, and speaking to communicate ideas

- Look over their writing to see if it says what they want
- Make changes to their writing and presenting

Use spelling that is developmentally appropriate

- Produce writing containing at least a few correctly spelled, high-frequency words
- Attempt to spell using at least one or more letters per word.

Use speech for social and practical purposes

- Ask and answer questions about classroom activities
- Request help when needed
- Know when and how to ask permission

Present with a clear and specific purpose in a format that is appropriate to the intended audience

- Understand that the overall purpose of a presentation is to communicate.
- Use clear and appropriate vocabulary to convey the intended message
- Use a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families and others.
- Use effective oral presentation skills (including appropriate use of gestures and facial expressions, voice, and eye contact)

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Kindergarten, students will be expected to:

Acquire information

- With guidance locate and utilize sources in multiple formats in the classroom and library media center
- Gather information from observation, interviews, and other direct sources
- Make connections between what is known and new information
- Discuss different formats and recognize that they serve different purposes
- Record information using drawings, media, class lists, and other means

Communicate information for a variety of purposes

- Share information on a topic

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Kindergarten, students will be expected to:

Analyze an event or issue for a specific purpose

- Using identified criteria, collaborate with others to choose classroom activity or acquisition
- Collaboratively develop answers to “why” questions and make predictions about science demonstrations, trips, and other classroom activities

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences in oral, written, or visual presentations

- Create presentations to share information gathered from class trips, interviews, or other class activities

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Kindergarten, students will be expected to:

Read, listen to, and view text from a variety of genres and cultures (learn about literature types)

- Describe characters in text
- Understand differences between stories and poems
- Name characters and settings
- Identify author and title of text

Write and talk about literary texts

- Recite simple rhyming poems
- Retell fairy tales using illustrations for support
- Use pictures to make predictions
- Retell story using vocabulary words and story elements

*Strand 2***RESPONDING TO LITERATURE****Standard:**

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Kindergarten, students will be expected to:

Create responses to and interpretations of literary text

- Give specific reactions to text, such as “I liked the part where . . .”
- Compare two books by the same author
- Respond to various types of literature read aloud by drawing, writing, or participating in discussion or creative drama

GRADE 1

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.

By the end of Grade 1, students will be expected to:

Reading, Listening, Viewing

Demonstrate a desire to read

- Choose to read a variety of texts
- Re-read favorite stories
- Read their own writing
- Read voluntarily for at least 15 minutes daily

Recognize print concepts and text and media features

- Distinguish between letters, words, and sentences
- Recognize end marks as sentence boundaries
- Identify role of author and illustrator

Demonstrate phonological/phonemic awareness

- Blend spoken syllables to form words
- Segment one-syllable spoken words into individual phonemes

Use alphabetic principle to decode words

- Name and produce most common letter-sound correspondences, including consonants, short and long vowels, consonant digraphs (e.g., ch, sh, th, ng) and consonant blends (e.g., tr, bl, st)
- Use a variety of strategies (including word families, onset/rimes, and analogy) to decode regular one and two syllable words with short and long vowels

- Decode grade-level words using knowledge of word structure (e.g., verb endings, plurals)

Read with fluency

- Read about 150 high-frequency words, both in and out of context
- Read grade-level text with 90% accuracy and expression (intonation, pauses, emphasis)
- Reread familiar text with appropriate accuracy, rate and expression

Demonstrate comprehension skills for narrative and informational texts, including self-monitoring strategies and vocabulary skills

- Self-monitor to determine if individual words or sentences make sense
- Make sense of unfamiliar words encountered in read-alouds, based on context
- Retell the story including beginning, middle, and ending
- Tell what book or digital media presentation is about
- Describe in own words what new information they gained from text, including digital media
- Make predictions about what might happen after the story's ending
- Follow two-step oral directions to accomplish a task
- State facts learned from informational text
- Use diagrams to acquire new vocabulary from informational text

View and listen purposefully

- Understanding that pictures and media not only entertain but also communicate for varied purposes
- Discuss how visual elements contribute to a story or to information
- Listen and view for important information and details
- Repeat and respond to the oral messages of others

Writing, Speaking, Presenting

Demonstrate a desire to write

- Solicit and provide responses to writing
- Share own writing voluntarily with others

Develop handwriting skills

- Write legibly using manuscript letters
- Use spacing between words

Create narrative text

- Create a narrative text with a beginning, middle, and end
- Use transition words and words that signify conclusions

Create procedural and informational text, including digital media

- Frequently use pictures to illustrate steps in the procedure
- Describe directions using key words

Use processes related to writing, presenting, and speaking to communicate ideas

- Look over their writing to see if it says what they want
- Make changes to their writing and presenting
- Talk about their plan for their writing or presenting

Develop texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- Use common sentence patterns of spoken language
- Vary sentence openers
- Produce writing that incorporates their speaking vocabulary
- Use spelling that is developmentally appropriate
- Produce writing that contains some correctly spelled, high-frequency words
- Use approximate spellings for most sounds in unfamiliar words
- Use capitalization, punctuation and other written language conventions

Use speech for social, practical, and academic purposes

- Express preferences politely
- Ask clarifying questions

Present with a clear and specific purpose in a format that is appropriate to the intended audience

- Understand that the overall purpose of a presentation is to communicate.
- Use clear and appropriate vocabulary to convey the intended message
- Use a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families and others.
- Make use of effective oral presentation skills (including appropriate use of gestures and facial expressions, voice, and eye contact)

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 1, students will be expected to:

Use texts, media, and interviewing purposefully to acquire information and gather opinions

- Use teacher or collaboratively developed questions to guide search
- Make inferences and draw conclusions based on information from a variety of sources
- Distinguish between factual and fictional information
- Comprehend and think critically about visual media

Communicate information for a variety of purposes

- Stay on topic, with prompting
- Sort information into categories
- Answer questions about topic

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 1, students will be expected to:

Analyze an event or issue for a specific purpose

- Collaboratively analyze a classroom or school-based issue or event.
- Establish a purpose (e.g., to identify a problem, determine a cause, predict effects, propose a solution)
- Consider multiple possibilities and determine a basis for choice.
- Reflect on the process to enhance future analysis

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences in oral, written, or visual presentations

- Use visual and digital media to represent information or opinions
- Contribute to the exchange of ideas and opinions within a learning community by sharing knowledge and opinions and showing respect for and responding to ideas of others

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 1, students will be expected to:

Read, listen to, and view text from a variety of genres and cultures (learn about literature types)

- Distinguish between realistic and imaginary stories
- Understand basic story grammar of fairy tales
- Make predictions about story action

Create and talk about a variety of literary texts

- Recite rhyming poems with more than one stanza
- Write stories, songs, memoirs, poetry, and plays, conforming to appropriate expectations for each form
- Create short poems that follow a specified format

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 1, students will be expected to:

Create responses to and interpretations of literary text

- Compare two books by the same author
- Reenact stories, songs, poems, and plays
- Compare story elements through text to text connections.
- Identify characters, settings, problems and solutions in a variety of texts.

GRADE 2

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.

By the end of Grade 2, students will be expected to:

Reading, Listening, Viewing

Demonstrate a desire to read

- Choose multiple books by the same author
- Re-read parts of favorite chapter books and informational texts
- Read their own writing as well as the writing of their classmates
- Read voluntarily for at least 20 minutes daily

Recognize print concepts and text features

- Distinguish between sentences, paragraphs, and passages
- Identify the parts of a book and the purpose of each
- Differentiate between quotations and narration in text
- Recognize the role of punctuation, including commas, periods, question marks, exclamation points, and quotation marks, in text

Demonstrate phonological/phonemic awareness

- Segment spoken multisyllabic words into individual phonemes
- Identify all sounds in spoken words

Use alphabetic principle to decode words

- Read regularly spelled one and two syllable words
- Decode common irregularly spelled one and two syllable words, including those with diphthongs, special vowel spellings, and common word endings

Read with fluency

- Read grade-level words, both in and out of context
- Read grade-level text with 90% accuracy and expression (intonation, pauses, emphasis)
- Reread familiar text with appropriate accuracy, rate and expression

Demonstrate comprehension skills for narrative and informational texts, including self-monitoring strategies and vocabulary skills

- Self-monitor to determine if a paragraph makes sense
- Use context to make sense of unknown words
- Discuss nouns in terms of function, features, and categories
- Recognize that words can have multiple meanings
- Discuss plot and setting
- Discuss cause and effect relationships
- Discuss how, why, and what-if questions about nonfiction texts
- Follow multistep oral directions to accomplish a task

View and listen purposefully

- Identify purposes of media texts viewed
- Discuss how visual elements contribute to a story or to information
- Listen and view for important information and details
- Repeat and respond to the oral messages of others

Writing, Speaking, Presenting**Demonstrate a desire to write**

- Solicit and provide useful feedback about writing
- Publish own writing voluntarily for classroom or school display

Develop handwriting skills

- Write manuscript letters
- Use consistent spacing between words

Create procedural and informational text

- Identify the topic when writing directions
- Show steps in an action in enough detail that they can be followed

Use processes related to writing, presenting, and speaking to communicate ideas

- Make changes to their writing and presenting
- Follow a plan for their writing or presenting
- Edit writing and presenting based on suggestions

Develop texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- Use sentence patterns typical of spoken language
- Incorporate transition words, such as “then.” “next,” and “also.”
- Use vocabulary from reading and class discussions
- Produce writing that contains a large portion of correctly spelled, high-frequency words
- Use discernible logic to guide spelling of unfamiliar words, resulting in easily read text
- Use capitalization, punctuation and other written language conventions

Present and speak for social, practical, and academic purposes in a format that is appropriate to the intended audience

- Use clear and appropriate vocabulary to convey the intended message
- Use a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families and others.
- Make use of effective oral presentation skills (including appropriate use of gestures and facial expressions, voice, eye contact, body language, and register).

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 2, students will be expected to:

Use texts, media, and interviewing to acquire information and gather opinions

- Use teacher developed or collaboratively developed questions to guide search
- Make inferences and draw conclusions based on information from a variety of sources
- Distinguish between factual and fictional information

Communicate information for a variety of purposes

- Recognize and exclude extraneous information
- Communicate big ideas through facts and details

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 2, students will be expected to:

Analyze an event or issue for a specific purpose

- Collaboratively analyze a classroom or school-based issue or event.
- Establish a purpose (e.g., to identify a problem, determine a cause, predict effects, propose a solution)
- Consider multiple possibilities and determine a basis for choice.

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences in oral, written, or visual presentations

- Use visual and digital media to represent information or opinions
- Contribute to the exchange of ideas and opinions within a learning community by sharing knowledge and opinions and showing respect for and responding to ideas of others

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 2, students will be expected to:

Read, listen to, and view text from a variety of genres and cultures (learn about literature types)

- Describe similarities and differences between fairy tales, folk tales, and fables
- Describe feelings and motivations of characters

- Make predictions about story action
- Infer main idea and supporting details

Create and talk about a variety of literary texts

- Recite grade-level poems
- Write stories, songs, memoirs, poetry, and plays, conforming to appropriate expectations for each form
- Build on a thread of a story by extending or changing the story line
- Identify the elements of dialogue and use them in informal plays
- Create a narrative text that develops setting and characters
- Use a predominance of complete sentences in writing
- Include personal reactions

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 2, students will be expected to:

Identify how the author’s use of artistic craft affects interpretation of text

- Identify how the use of illustrations and font help to convey the author’s message
- Identify features that an author uses in more than one of his/her texts

Create responses to and interpretations of literary text

- Compare two books on a similar topic
- Make connections between the text and their own ideas and lives
- Compare and contrast plots, settings, and characters presented by different authors
- Create alternative endings to plots and identify the reasons for, and the impact of the alternatives
- Compare and contrast different versions of the same story
- Identify the use of rhythm and rhyme in poetry

GRADE 3

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.

By the end of Grade 3, students will be expected to:

Reading, Listening, Viewing

Demonstrate a desire to read

- Choose to read for a variety of purposes and from variety of genres
- Voluntarily read to each other
- Show enthusiasm for and interest in improving reading ability
- Read voluntarily for at least 30 minutes daily

Read with fluency

- Read grade-level words both in and out of context
- Read grade-level text with 90% accuracy and expression (intonation, pauses, emphasis)
- Reread familiar text with appropriate accuracy, rate and expression
- Use alphabetic principle to decode words in grade level texts

Demonstrate comprehension skills for narrative and informational texts, including self-monitoring strategies and vocabulary skills

- Know meanings of roots, prefixes, and suffixes
- Recognize verbs that are “action words”
- Recognize synonyms and antonyms
- Cite important details from text
- Discuss motives of characters
- Follow simple written directions to accomplish a task
- Use the structure of informational text to retrieve information
- Analyze causes, sequences, and results of events in informational text

View and listen purposefully

- Identify purposes of media texts viewed
- Compare the visual elements in two narrative or informative pieces with regard to how they contribute to a story or to information
- Listen and view for important information and details and discuss how they affect or support meaning
- Repeat and respond to the oral messages of others

Writing, Speaking, Presenting**Demonstrate a desire to write**

- Write independently for personal purposes
- Choose to adopt specific elements of a favorite author's craft

Develop handwriting skills

- write using lowercase and uppercase cursive letters

Create narrative text

- Elaborate on setting and introduce characters
- Use a variety of strategies, such as dialogue and transitional phrases
- Create a sequence of events that unfolds naturally
- Use a variety of sentence length and structure

Create procedural text

- Show steps in considerable detail
- Use language that is straightforward and clear

Develop and use processes related to writing, presenting, and speaking to communicate ideas

- Develop and follow a plan for their writing and presenting
- Edit writing and presenting based on suggestions
- Critique their own writing, speaking, and presenting based on established criteria

Develop texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- Vary sentence structure to include long and short sentences
- Embed phrases and modifiers to enhance their writing
- Use specialized vocabulary relating to a topic
- Produce writing in which high-frequency words and words with regular spelling patterns are spelled correctly
- Use capitalization, punctuation and other written language conventions
- Spell names beginning with capital letters

Present and speak for social, practical, and academic purposes in a format that is appropriate to the intended audience.

- Present a clearly identifiable, explicit message using basic visual, audio, and graphic effects
- Anticipate potential audience reaction and consider actual audience reaction to improve presentation
- Lead short discussion and respond to audience questions.
- Make use of effective presentation skills (including appropriate use of gestures and facial expressions, voice, eye contact, body language, and register)
- Demonstrate tolerance of cultural differences
- Reflect on presentation to enhance future presentations (including presentation skills)

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 3, students will be expected to:

Use texts, media, and interviewing purposefully to acquire information and gather opinions

- Work with others to develop focus questions
- Locate and utilize sources in multiple formats in the classroom and library media center.
- Retrieve and manage information from print, oral and media sources, using techniques such as bookmarking.
- Demonstrate an emerging understanding of the culture of media and technology
- Make inferences and draw conclusions based on information from a variety of sources
- Explain the difference between factual and fictional information

Communicate information for a variety of purposes

- Communicate big ideas using illustrations, diagrams and charts
- Have a concluding sentence or section
- Contribute to the exchange of ideas and opinions within a learning community by sharing knowledge and opinions and showing respect for and responding to ideas of others

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 3, students will be expected to:

Read, view, and listen critically

- Recognize and discuss the difference between relevant and irrelevant information related to the topic
- Identify how sounds, images and words in media are used to inform, persuade and entertain
- Compare and contrast visual media for purpose and effectiveness
- Begin to understand that there are different points of view, and use critical thinking skills to defend or support choice of sources

Analyze an event or issue for a specific purpose

- Analyze and organize content for various purposes
- Organize notes and information to form responses to questions
- Organize notes in multiple (including digital) formats (i.e. sequential, main idea/supporting ideas, viewpoints.)
- Help to organize and integrate contributions of all group members
- Reflect on and make use of what was read, viewed, or heard, either alone or with others
- Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences in oral, written, or visual presentations

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 3, students will be expected to:

Read, listen to, and view text from a variety of genres and cultures (learn about literature types)

- Identify lessons and morals from fairy tales, folk tales, and fables
- Describe basic features of a play
- Recognize characteristics of different cultures depicted in text

Create and discuss a variety of literary texts

- Recite grade-level poems
- Write stories, songs, memoirs, poetry, and plays, conforming to appropriate expectations for each form
- Analyze and imitate the craft and structure of model texts, including grade appropriate poetry as well as informational and narrative texts
- Explain differences among poems, plays and stories
- Discuss possible meanings of literary texts

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 3, students will be expected to:

Interpret literary texts from a variety of sources and cultures

- Compare and contrast fairy tales, myths, and folk tales from American culture and other cultures
- Compare the genre characteristics of poetry, folktales and fables

Identify how the author's use of artistic craft affects interpretation of text

- Identify how the use of sounds, images, and words are used to inform, persuade, and entertain
- Discuss how author provided clues about character development

Create responses to and interpretations of literary text

- Write letters to the author, telling what they thought or asking questions
- Retell a portion of the text in order to support an opinion or claim
- Compare fictional characters and events to real life experiences

GRADE 4

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students use writing, speech, and visual media fluently and with control for a wide range of personal, academic, and professional purposes.

By the end of Grade 4, students will be expected to:

Reading, Listening, Viewing

Read with fluency

- Read grade-level words both in and out of context
- Read grade-level text with 90% accuracy and expression (intonation, pauses, emphasis)
- Reread familiar text with appropriate accuracy, rate and expression

Demonstrate comprehension skills for narrative and informational texts, including self-monitoring strategies and vocabulary skills

- Describe subtle differences in meaning between synonyms in grade-level texts
- Identify main idea and supporting details
- Explain author's purpose
- Differentiate between fact and opinion
- Use reasoning and information both within text and beyond text to examine opinions and arguments
- Understand implied motivations for key events in a text

View and listen purposefully

- Access digital media for learning as well as entertainment
- Acquire and use vocabulary to identify and describe elements of visual and digital media

Writing, Speaking, Presenting

Create narrative text

- Develop plot by describing actions and emotions of the main characters
- Enrich a story with skillful word choices
- Use rich and varied vocabulary
- Write in first and third person

Create informational and procedural text

- Engage the reader by establishing a context for the directions
- Include relevant detail in directions

Develop and use processes related to writing, presenting, and speaking to communicate ideas

- Develop and follow a plan for their writing and presenting
- Edit writing and presenting based on their own review
- Critique own writing, speaking, and presenting based on established criteria

Communicate information for a variety of purposes

- Introduce topic to provide a context for the audience
- Communicate big ideas using quotations
- Have an organizational structure that is useful to the audience

Develop texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- Use compound and complex sentences frequently in writing
- Use more precise and vivid words in place of common, overused words
- Produce writing in which the majority of words are spelled correctly
- Use capitalization, punctuation and other written language conventions
- Recognize and categorize adjectives and adverbs

Present and speak for social, practical, and academic purposes in a format that is appropriate to the intended audience.

- Present a clearly identifiable, explicit message, using basic visual, audio, and graphic effects
- Anticipate potential audience reaction and consider actual audience reaction to improve presentation
- Make use of effective presentation skills (including appropriate use of gestures and facial expressions, voice, eye contact, body language, and register)
- Evaluate presentation to determine whether or not the purpose was clearly communicated to all members of audience
- Reflect on presentation to enhance future presentations (including presentation skills)
- Lead short discussion and respond to audience questions
- Demonstrate awareness of cultural differences

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 4, students will be expected to:

Use texts, media, and interviewing purposefully to acquire information and gather opinions

- Develop questions to guide search
- Use library media specialist as authoritative resource to enhance student understanding of multiple points of views
- Locate and utilize sources in multiple formats in the classroom and library media center

Reflect on and make use of what was viewed, either alone or with others

- Analyze and organize content for various purposes.
- Organize notes and information to form responses to questions
- Organize notes in multiple, including digital, formats (i.e. sequential, main idea/supporting ideas, viewpoints.)
- Help to organize and integrate contributions of all group members
- Identify how sounds, images and words are used to inform, persuade and entertain

Respond to format and creative elements

- Analyze and evaluate visual qualities for format and creative elements
- Compare and contrast visual media for purpose and effectiveness.
(written/discussed)
- Identify the purpose of visual, sound, and design elements

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 4, students will be expected to:

Read, view, and listen critically

- Demonstrate an emerging understanding of the history and culture of media and technology.
- Discuss different formats and recognize that they serve different purposes
- Recognize and discuss the difference between relevant and irrelevant information related to the topic
- Make inferences and draw conclusions based on information from a variety of sources
- Distinguish between factual and fictional information
- Begin to discuss and understand point of view and bias
- Begin to understand that there are different points of view, and use critical thinking skills to defend or support choice of sources

Analyze an event or issue for a specific purpose

- Collaboratively or individually analyze events or issues from social studies and science to deepen understanding of points of view, causes, consequences, or applications
- Identify a purpose and formulate guiding questions
- Map or outline elements and information
- Present findings
- Reflect on process to enhance future analysis

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences in oral, written, or visual presentations.

- Practice ethical, responsible, civil, and accountable use of personal/social representation, especially in digital media
- Incorporate information from a variety of appropriate sources and platforms
- Credit all sources
- Integrate a variety of elements (audio, visual, graphic, typography, colors) that support the purpose and do not distract from it
- Critically analyze and edit (self-assessment) throughout the process.
- Demonstrate an understanding of the human, cultural, societal issues related to the content in the presentation
- Use information and technology ethically and responsibly
- Practice safe and responsible use of communication in all formats
- Demonstrate an understanding of plagiarism, copyrights, fair use, and peer to peer sharing.
- Develop presentations that can be shared digitally to contribute to a learning community.
- Use clear and appropriate vocabulary to convey the intended message
- Use a variety of developmentally appropriate media to communicate ideas relevant to the curriculum, classmates, families, and others

- Develop an understanding of First Amendment rights in relation to media and technology
- Use prior and background knowledge as a context for new learning

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 4, students will be expected to:

Read, listen to, and view texts from a variety of genres and cultures

- Distinguish and interpret biography and realistic fiction
- Identify elements of dramatic literature, including cast, scenes, acts, stage directions, and narrative
- Identify themes and major issues depicted in text
- Distinguish and interpret poetry with rhymed and unrhymed patterns
- Identify author's craft and techniques for conveying intended message

Write and present a variety of literary texts

- Recite grade-level poems
- Write stories, songs, memoirs, poetry, and plays, conforming to appropriate expectations for each form
- Produce text that incorporates elements appropriate to the genre being studied
- Define figurative language and identify its use in literary works

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 4, students will be expected to:

Interpret literary texts from a variety of sources and cultures

- Describe the culture of the characters in a story and use textual support to back up claims.
- Identify and analyze the elements of character, as presented through dialogue in scripts that are read, viewed, written, or performed

Identify how the author's use of artistic craft affects interpretation of text

- Note how author's choice of words contributes to the tone of the text
- Identify the use of literary devices (such as similes and metaphors)

Create responses to and interpretations of literary text

- Discuss several texts that share a common theme
- Express an opinion or judgment about a literary element of a story (e.g., setting, character, conflict, or theme) and support the position with references to the text
- Make judgments about setting, characters and events and support them with evidence from the text

GRADE 5

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 5, students will be expected to:

Reading, Listening, Viewing:

Read, view, and interpret print, visual, and digital texts from a variety of genres, cultures and formats

- Recognize a main idea and identify relevant details
- Identify purposes for reading, listening or viewing
- Recognize how authors use literary devices to create meaning
- Locate and use print and digital resources to acquire and evaluate information
- Work collaboratively with peers, using a common print, visual, or digital text to achieve a collective purpose
- Follow oral, written, or visual directions to complete procedures

Writing, Speaking, Presenting

Create print, visual, and digital texts, at appropriate grade-level, using a variety of genres for specific audiences and purposes

- Establish a focus or main idea and select relevant information or details to explain, illustrate, or support it.
- Organize ideas and material to suit audience and purpose
- Individually and with others, edit effectively for focus, completeness, and correct and expressive language
- Understand and use the conventions of conversation and group discussion

Develop and use processes related to writing, presenting, and speaking to communicate ideas

- Develop and follow a plan for their writing and presenting
- Edit writing and presenting based on their own review
- Critique and revise their own writing, speaking, and presenting based on criteria which they have developed

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- use introductions or leads to establish a focus
- write complete paragraphs
- write sentences that are complete and full

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 5, students will be expected to:

Reading, Listening, Viewing

Locate and organize data, facts, and ideas from multiple sources for a variety of purposes

- Use search strategies to navigate visual and digital media
- Organize and retrieve information and notes
- Understand the purpose and the components of citation

Writing, Speaking, Presenting

Use several sources of information for oral, written, or visual presentations

- Take a position or make a claim, providing evidence and explaining how the evidence supports the claim
- Use paraphrase and quotation

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 5, students will be expected to:

Reading, Listening, Viewing

Analyze an event or issue for a specific purpose

- Identify statements made by the speaker, author, or presenter that communicate purpose explicitly or implicitly.
- Identify different types of presentations by purpose, such as informational or procedural
- Identify the perspective or point of view of an author, speaker, or presenter in source materials.

Writing, Speaking, Presenting

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences in oral, written, or visual presentations

- Summarize oral, written, visual or digital presentations based upon explicit and implied information
- Compare different perspectives in oral, written, visual or digital presentations
- Identify details or language that supports their opinion or judgment.

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 5, students will be expected to:

Read, view, understand and interpret print, visual, and digital literary texts from a variety of genres and cultures

- Identify literary elements in oral, written, visual or digital texts
- Recognize conventions of drama and fiction
- Recognize social, historical, and cultural features in oral, written, visual and digital presentation of literary texts

Recognize how authors create meaning and evoke responses, using literary devices, figurative and expressive language, and other elements of artistic craft.

- Explain how details contribute to the experience, influence meaning, and convey emotion in specific grade-level literary texts.
- Recite, present, and interpret grade-level poems, drama, and stories, including original pieces
- Use literary elements in oral, written, visual and digital presentations
- Convey personal voice or style in oral, written, visual and digital presentations
- Vary the formality of language in their own texts, depending on audience and purpose

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 5, students will be expected to:

Interpret literary texts from a variety of sources and cultures

- Ask and respond to questions to clarify an interpretation or a response to texts and performances.
- Summarize plot, describe the motivation of characters, and explain the significance of setting.
- Find references in a text to explain or support opinions

Identify how the author’s use of formal elements and literary devices affects the interpretation of oral, written, visual and digital presentations

- Compare two authors’ treatments of a common theme or situation.

Create oral, written, visual and digital responses and interpretations, supporting them through specific references to literary texts

- Present an original narrative, poem, play, or literary critique in response to a particular author or theme studied in class.

GRADE 6

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 6, students will be expected to:

Reading, Listening, Viewing

Use a variety of comprehension strategies to support understanding of oral, written, visual, and digital texts and presentations

- Identify social and cultural context and other characteristics of the time period to enhance understanding of oral, written, visual and digital texts or presentations
- Understand purposes for reading, listening or viewing
- Use an approach to reading that matches the reader's purpose
- Evaluate the validity and accuracy of information represented in texts and presentations

Writing, Speaking, Presenting

Employ a process approach in order to develop a variety of texts, both print and digital

- Demonstrate an understanding of a variety of presentational formats and discussion techniques
- Use a variety of tools and formats to publish text, individually and collaboratively
- Develop ideas, using details and examples to illustrate and explain.

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- develop a first paragraph that establishes focus, and engages the reader
- develop focused, full, and lucid paragraphs containing details and supporting evidence
- use transitional words within and between sentences to develop a logical sequence
- bring their writing to closure with a conclusion
- write sentences that are varied and complete
- establish and maintain a notable sense of voice
- edit to remove unnecessary redundancy
- avoid unintentional run-ons and fragments

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 6, students will be expected to:

Reading, Listening, Viewing

Access and organize data from multiple sources

- Develop questions to guide inquiry
- Evaluate sources to identify valid, accurate information.
- Differentiate use of paraphrasing and quotation

Writing, Speaking, Presenting

Use a variety of oral, written, visual, or digital presentations to support a thesis

- State or represent a thesis
- Select information and visual /graphical/ audio elements to explore or present ideas or conclusions to an audience
- Use a consistent method to cite sources of information

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 6, students will be expected to:

Reading, Listening, Viewing

Analyze information from a variety of print and digital media (collaboratively and individually) for validity and reliability

- Analyze the quality of the speaker's presentation using pre-established criteria
- Provide helpful feedback to speakers and presenters

Writing, Speaking, Presenting

Consider and discuss (in writing, speaking, and presenting) a subject from two or more perspectives

- Develop written, spoken, or visual texts which demonstrate multiple perspectives
- Identify the strategies used to achieve an author's purpose

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 6, students will be expected to:

Read, view and interpret texts from a variety of literary genres.

- Identify how an author uses literary devices to create meaning
- Identify a speaker or character’s point of view
- Use awareness of poetic elements to interpret poetry

Identify and compare different perspectives in one or more than one print, visual, and digital text for the purpose of discussion

- Analyze and interpret texts in a variety of genres, collaboratively or individually
- Analyze how a theme can be portrayed in different literary genres and from different cultural perspectives
- Compare and contrast characters, setting, mood, and voice in two or more literary texts or performances

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 6, students will be expected to:

Present a perspective of a literary text or theme, and support it with relevant details from the text

- Identify how the author’s choice of words, use of characterization, and use of other literary devices affect the interpretation of texts
- Identify how the use of repetition and other language patterns affects the interpretation of oral, print, visual, and digital texts
- Recognize social, historical, and cultural features in presentation of literary texts
- Comprehend and interpret oral, print, visual, and digital text from a variety of sources
- Analyze text structures and literary devices

GRADE 7

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 7, students will be expected to:

Reading, Listening, Viewing

Use reading, viewing, and listening strategies to acquire and evaluate information, both individually and collaboratively

- Distinguish between relevant and irrelevant information
- Employ digital media in a responsible, ethical, and accountable manner

Writing, Speaking, Presenting

Select content and choose strategies for written and digital presentations on informational topics, considering audience, purpose, and content

- Use viewing tools/formats to communicate information, individually and collaboratively
- Produce texts that connect ideas and information from a variety of sources

Develop a writing process which includes brainstorming, revising, and editing their own work, as well as providing constructive feedback to peers

- Practice organizational strategies
- Select and limit topics for informational writing and presentations
- Use a variety of media—traditional and digital—to manage, access, analyze, and integrate information

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- write a first paragraph which suggests an organization for the whole work
- maintain a logical sequence of ideas using transitional words or phrases between paragraphs
- bring the writing to closure with a thought-provoking conclusion
- use varied and appropriate vocabulary
- use colorful, vivid, descriptive words, including figurative language
- use compound sentences appropriately
- combine sentences through subordination

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 7, students will be expected to:

Reading, Listening, Viewing

Use a variety of resources and tools to access, retrieve, and organize data

- Follow a system for retrieving information
- Organize data from multiple sources

Writing, Speaking, Presenting

Analyze and organize data and facts to communicate information

- Produce texts and presentations that incorporate information from multiple perspectives.
- Narrow or revise a guiding question based on the results of inquiry.
- Credit sources of information in oral, print, visual, and digital texts, using an appropriate citation format

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 7, students will be expected to:

Reading, Listening, Viewing

Analyze and evaluate oral, print, visual, and digital texts for accuracy, point of view, and bias

- Identify and analyze opposing points of view
- Evaluate the quality of the speaker's presentation style using pre-established criteria
- Recognize persuasive techniques
- Evaluate information in oral, print, visual, and digital texts from culturally and linguistically diverse sources

Writing, Speaking, Presenting

Discuss a subject (in writing, speaking, and presenting) from two or more perspectives

- State hypothesis and predict possible outcomes.
- Ask and respond to questions to clarify an opinion or judgment

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 7, students will be expected to:

Read fiction and nonfiction for multiple interpretations and support conclusions using evidence from the text

- Identify use of narrative techniques in fiction and nonfiction
- Recognize recurring themes in a variety of oral, print, visual, and digital texts across cultures
- Identify poetic elements in order to interpret poetry
- Explain how literary devices contribute to the development of theme
- Explain how the author's use of language influences interpretation

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 7, students will be expected to:

Begin to make well-supported formal, thematic, and cultural, as well as personal, connections within genres

- Explain social, historical, and cultural features of oral, print, visual, and digital literary texts.
- Use a variety of speaking techniques to make effective presentations.

GRADE 8

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 8, students will be expected to:

Reading, Listening, Viewing

Analyze and evaluate the validity of information, ideas, opinions and graphics found in oral, print, visual, and digital texts

- Distinguish between the dictionary meaning and the implied meaning of an author's words.
- Explain social, cultural and historical influences on oral, print, visual, and digital texts
- Analyze and evaluate information for relevance to the author's purpose
- Evaluate design and format elements of a text or presentation for accuracy, point of view, and bias
- Recognize and employ the types of language that are appropriate to social networks
- Identify main ideas and subordinate details in complex texts

Writing, Speaking, Presenting

Develop and adapt a recursive writing/ creative process: brainstorm, revise, improve, and edit their own work, as well as provide constructive feedback to peers

- Develop and maintain a clear focus in writing, presenting, and speaking
- Develop a sense of voice in writing, speaking, and presenting
- Demonstrate an understanding of responsible participation in debates, interviews, and formal speeches

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- organize ideas in a logical and coherent manner with the use of appropriate transitions
- develop paragraphs logically and fully
- use language that demonstrates a sense of voice and audience
- use varied sentence structures including: simple, compound, and complex sentences
- coordinate and subordinate different kinds of phrases and clauses for effective sentence structure
- edit for irrelevancies
- maintain consistent verb tense

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 8, students will be expected to:

Reading, Listening, Viewing

Evaluate data, facts, and ideas from multiple sources of oral, print, visual, and digital texts

- Interpret and analyze textual and design elements to develop a deeper understanding of the messages conveyed.
- Analyze organizational formats in order to assist in the comprehension of oral, written, or visual texts

Writing, Speaking, Presenting

Use several sources of information to develop research

- Compare and contrast information from a variety of oral, print, visual, or digital sources with the intention of drawing conclusions or making inferences
- Revise oral, print, visual, or digital communication for focus, development of ideas, and organization
- Use appropriate citations for print and multi-media texts

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 8, students will be expected to:

Reading, Listening, Viewing

Draw conclusions and make inferences on the basis of explicit and implied information.

- Ask and respond to questions to clarify an interpretation or response.
- Develop criteria for choosing from among several possible solutions to a problem posed by a text or presentation
- Analyze persuasive techniques

Writing, Speaking, Presenting

Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences

- Speak extemporaneously to clarify or elaborate a position or opinion
- Analyze and evaluate presentations in light of the speaker's experiences, qualifications, and possible biases

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 8, students will be expected to:

Read, listen to, and view fiction, drama, and poetry from across cultures, creating multiple interpretations and using evidence from the text to support conclusions

- Analyze how the author’s choice of words, use of characterization, and use of other literary elements affect the interpretation of oral, print, visual, or digital texts and/or performances.
- Explain the influence of social, historical, and cultural features of literary texts
- Evaluate how the author’s use of language creates images or evokes feelings
- Analyze the significance of poetic elements in order to interpret poetry
- Demonstrate how literary devices and visual elements influence the development of theme in print and digital texts

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 8, students will be expected to:

Begin to make well-supported formal, thematic, and cultural connections, as well as personal connections, across genres

- Compare and contrast recurring themes in a variety of literary works
- Read a text related to an event or period studied in social studies and discuss how the text illuminates or raises questions about it
- Create a presentation, art work, or text in response to a literary text with an accompanying commentary that identifies the connections and explains divergences from the original
- Establish and use criteria to classify, select, and evaluate texts

GRADE 9

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 9, students will be expected to:

Reading, Listening, Viewing

Review and synthesize texts to solve problems and to accomplish tasks

- Develop informed opinions and make critical judgments about the accuracy of informational and personal texts
- Recognize the defining features and structures of informational texts
- Evaluate the content and organization of presentations, applying criteria such as point of view, tone, appropriateness and accuracy of reasons, and possible bias
- Skim texts to gain an overall impression and scan texts for specific information

Writing, Speaking, Presenting

Vary strategies, format, and structure according to audience and purpose

- Write and share personal reactions to experiences, events, and observations
- Adjust tone and voice according to speaker's audience and purpose
- Demonstrate cultural and societal sensitivity
- Demonstrate the ability to use interactive technology and social networks to promote and enhance individual and collaborative communication
- Demonstrate responsible digital citizenship through accountable use of personal /social representation

- Identify and appropriately employ the differences between Standard American English and informal features of written communication, speech, and digital communication
- Engage productively in a collaborative work group in order to summarize and paraphrase complex information
- Use newly acquired vocabulary in writing, speaking, and presenting

Prepare and give presentations on a variety of topics to a variety of audiences

- Use a variety of rhetorical techniques and dramatic approaches
- Adjust volume, pace, clarity, and expression according to purpose
- Present arguments from different perspectives.
- Speak extemporaneously to clarify or elaborate a position or opinion

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- develop texts using a variety of organizational strategies
- recognize and avoid the passive voice when inappropriate
- use correct parallel structure
- position modifiers in the proper place
- understand appropriate use of first-person, second-person and third-person points of view

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 9, students will be expected to:

Use several sources of information, with appropriate citations, to develop research

- Take notes from print, digital and oral texts
- Use both primary and secondary sources of information for research
- Use a range of organizational strategies to present information including, but not limited to, graphic organizers, timelines, and technological programs and/or devices
- Pose questions, develop a thesis, and provide supporting evidence, arguments, and details

- Recognize plagiarism and its consequences
- Use charts, graphs, or diagrams and technology to illustrate informational text
- Incorporate quotations and paraphrases appropriately in research
- Interpret and evaluate data, facts, and ideas in informational texts, both print and digital
- Use paraphrase and quotation, and cite appropriately
- Develop a system for retrieving digital information
- Condense, combine, or categorize new information from multiple sources of oral, written or visual sources

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 9, students will be expected to:

Interpret and analyze information from multiple and varied text and digital sources

- Distinguish verifiable statements from hypotheses, and assumptions and facts from opinions
- Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies
- Develop informed opinions and make critical judgments about the accuracy of information

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 9, students will be expected to:

Demonstrate understanding of complex literary texts, both fiction and nonfiction

- Read, view, and interpret texts and performances in a variety of media from a wide variety of authors, subjects, and genres
- Analyze and evaluate poetry to recognize the use and effect of poetic devices
 - rhythm, rhyme, and sound pattern
 - repetition
 - differences between language of the poem and everyday language of readers
- Interpret multiple levels of meaning in text
- Analyze and evaluate fiction, including the development of a central idea or theme, characters and their motivations, the elements of the plot, such as conflict, climax, and, resolution, and the significance of the title
- Compare a film, video, or stage version of a literary work with the written version
- Identify multiple levels of meaning in dramatic presentations
- Recognize historical and contemporary social and cultural conditions in presentations and literary texts

Recognize a range of literary elements and techniques, including, but not limited to allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret a text

- Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode
- Read works with a common theme and compare the treatment of that theme by different authors
- Recognize how the structure of the text achieves the speaker's or writer's purpose
- Use style and rhetorical devices such as voice, tone, volume to create a response
- Use body effective language, including eye contact

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 9, students will be expected to:

Connect literary texts to prior knowledge, personal experience, and contemporary situations

- Present a variety of interpretations of a single literary text
- Read literary texts aloud to convey an interpretation of the work

Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives

- Read and evaluate complex, higher level texts
- Identify and evaluate the use of voice and point of view
- Identify and analyze elements of the various genres of literature
- Demonstrate knowledge of works of recognized literary merit

Write original literary texts

- Use literary devices to achieve depth of meaning
- Use language and sentence structure creatively
- Engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights

Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts

- Express judgments and support them through references to the text, using direct quotations and paraphrase
- Demonstrate awareness of the emotional dynamics in literary texts
- Explain how the author's use of literary devices affects meaning
- Compare and contrast the treatment of literary elements in different genres and by more than one author
- Generate a list of significant questions to assist with analysis of text, considering
 - cultural perspectives
- Analyze and evaluate nonfiction texts, including
 - writer's purposes, and intended audiences
 - reliability and significance of information
 - effect created by author's tone and mood
- Analyze texts, using resources such as knowledge from school subjects, reading,
 - and personal experience
- Develop critical and interpretive texts from a personal perspective
- Create written, spoken and visual texts in a variety of print and digital media
- Debate varying interpretations and responses to texts
- Present interpretations and responses to literary texts and dramatic performances

GRADE 10

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 10, students will be expected to:

Reading, Listening, Viewing

Interpret multiple levels of meaning and subtleties of informational text

- Read and follow written directions and procedures to solve problems and accomplish tasks in workplace documents
- Identify aesthetic qualities of spoken presentations.
- Evaluate the content and organization of presentations or text, applying criteria such as point of view, tone, appropriateness and accuracy of reasons, information, and use of conventions
- Work individually and in teams to interpret texts
- Demonstrate task awareness by employing flexible strategies to solve problems and accomplish tasks

Writing, Speaking, Presenting

Use a range of organizational strategies to present information to a variety of audiences for different purposes, adjusting voice and tone for effect

- Use interactive technology to communicate for social and academic purposes
- Use charts, graphs, and diagrams to support and illustrate informational texts
- Create and present an argument with logical premises and reasoning
- Individually and collaboratively, conceptualize, design, and produce presentations for various purposes and audiences using a variety of media and techniques.
- Incorporate a variety of media production techniques and stylistic elements
- Use appropriate citation for multi-media /technological media

- Evaluate, reflect, and defend strategic choices of medium, language, visual, and graphical elements, voice, content, focus, purpose, and intended audience from both an ethical and an aesthetic perspective
- Use newly acquired vocabulary in writing, speaking, and presenting
- Engage productively in a collaborative work group to develop organizational strategies for presenting information.

Continue to develop a recursive writing process: brainstorm, revise, improve, and edit their own work, as well as provide constructive feedback to peers

- Present content that is clearly organized and based on knowledge of audience needs and interests.
- Select and limit topics for informational writing and presentations
- Use a variety of media—traditional and digital—to manage, access, analyze, and integrate information

Present arguments from different perspectives

- Speak extemporaneously to clarify or elaborate a position or opinion
- Summarize and synthesize information of increasing complexity
- Demonstrate understanding of audience and purpose as a writer
- Publish in a variety of print, oral, or digital formats

Work individually and in teams to interpret, create, and produce texts

- Demonstrate task awareness by employing flexible strategies to solve problems and accomplish tasks
- Discuss ideas, organization, development in the writing of others and self
- Develop and adapt writing process: brainstorm, revise, improve, and edit their own work and provide constructive feedback to peers

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- recognize and use a variety of organizational patterns
- edit for pronoun-antecedent agreement in number, gender and case
- use precise diction
- use colorful and relevant metaphors and similes to enhance meaning
- position modifiers in the proper place

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 10, students will be expected to:

Analyze, synthesize, and evaluate both primary and secondary sources of information for research

- Continue to locate and use school, public library, and internet resources for information and research
- Set purpose by asking questions about what they need to know for their research
- Embed quotations and details from other works to support an argument

Analyze data, facts, and ideas to communicate information and arguments

- Take notes and organize information from written and oral texts, such as lectures and interviews
- Distinguish verifiable statement from those which cannot be verified

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 10, students will be expected to:

Use supporting evidence to express opinions or judgments about information, ideas, opinions, issues, themes, and experiences

- Develop informed opinions and make critical judgments about the validity of persuasive texts
- Summarize arguments on different sides of issues
- Present opinions and judgments in a variety of media and genres

Analyze and evaluate information, ideas, opinions, and issues from multiple and varied oral, digital, and print sources

- Identify information to solve problems and to accomplish tasks
- Analyze information from different sources, making connections and showing relationships to other texts, ideas, and school and professional subjects
- Identify and evaluate the reliability and validity of informational sources
- Evaluate the possible bias of the speaker, writer, or presenter to judge the validity of content
- Analyze speaker’s rhetorical appeals to ethical, logical and emotional perspectives
- Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences using supporting evidence from a variety of sources
- Connect wide variety of media to prior knowledge, personal experience, and contemporary situations
- Recognize sections of a text which challenge pre-existing assumptions

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken, and visual texts in a variety of media and genres.

By the end of Grade 10, students will be expected to:

Read, view, and interpret texts and performances in a wide variety of media (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide range of authors, subjects, and genres

- Read, view, and respond to literary works that represent a range of social, historical, and cultural perspectives
- Read literary criticism to increase comprehension and appreciation of literary texts
- Recognize how authors use tone and voice to express their ideas or an attitude toward subject matter or audience

- Distinguish between different forms of poetry, such as sonnet, lyric, elegy, narrative, epic, and ode, and recognize how authors use poetic form to express an idea
- Analyze and evaluate poetry in order to recognize the use and effect of sensory imagery, figurative language, and verse form
- Analyze and evaluate fiction, including the background in which the text is written
- Recognize and respond to historical and contemporary social and cultural conditions in presentation of literary texts.

Recognize relevance of literature to contemporary and/or personal events and contemporary situations

- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism
- Recognize how format and language are used in presentations to communicate the author's ideas

Use style, rhetorical devices, and body language to create an emotional or aesthetic response

- Compare and contrast interpretations and responses to literary texts and dramatic/creative performances.

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 10, students will be expected to:

Demonstrate knowledge and present interpretations of works of recognized literary merit

- Present a variety of interpretations of a single literary text
- Read and evaluate complex, higher-level texts
- Identify and analyze elements of the various genres of literature

Write original literary texts

- Use literary devices to achieve depth of meaning, including figurative language, allegory, irony, symbolism, and stream of consciousness
- Use language and sentence structure creatively to elicit the reader's response

Use resources such as personal experience, knowledge from other content areas, and independent reading to create written, spoken, and visual texts

- Express judgments and support them through references to the text, using direct quotations and paraphrase
- Explain how the author's use of literary devices affects meaning
- Examine the development and impact of literary elements, such as character, action, suspense, climax, and setting in literary texts and performances
- Engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights
- Generate a list of significant questions to assist with analysis of text, considering cultural and historical perspectives
- Analyze and evaluate nonfiction texts, including
 - the writer's perspectives, purposes, and intended audiences
 - the reliability and significance of information
 - the format and its significance to content
- Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- Develop critical and interpretive texts from more than one perspective, such as historical and cultural
- Respond to literary texts on the basis of an understanding of the genre and the literary period
- Create literary texts that demonstrate an understanding of literary techniques

GRADE 11

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 11, students will be expected to:

Reading, Listening, Viewing

Interpret and analyze information from print, digital, and audio sources

- Share reading experiences
- Identify and apply the meaning of common idioms, as well as literary, classical, cross-cultural allusions
- Analyze aesthetic qualities of spoken presentations
- Evaluate speaker's rhetorical appeals to ethical, logical, and emotional perspectives
- Evaluate the effectiveness of the speaker's use of conventions in public speaking
- Evaluate the impact of the medium on the message

Writing, Speaking, Presenting

Formulate and express opinions, judgments, or positions using supporting evidence from a variety of sources

- Engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations and new insights
- Use a variety of resources to write or present a critical analysis.
- Differentiate between formal and informal language
- Use newly acquired vocabulary in speech and writing
- Summarize and paraphrase information of increasing complexity

- Adjust volume, pace, clarity, and expression appropriate for the purpose
- Formulate appropriate questions in response to a presentation

Present arguments from different perspectives

- Speak extemporaneously to clarify or elaborate a position or opinion
- Compare and contrast varied points of view
- Connect arguments to prior knowledge, personal experience, and contemporary situations

Engage productively in a collaborative work group to achieve common goals of increasing complexity

- Use strategies designed to influence or persuade
- Give and respond to constructive suggestions

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- use original and precise language and vocabulary that is stylistically sophisticated and demonstrates an awareness of audience
- use varied and sophisticated sentence structures including periodic and compound/complex sentences
- choose the appropriate verb for compound subjects
- establish and maintain a clear and appropriate focus with a smooth progression of ideas

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 11, students will be expected to:

Analyze and integrate data, facts, and ideas to communicate ideas and information

- Identify and evaluate the reliability and validity of a variety of informational sources
- Use both primary and secondary sources of information for research
- Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large

- Develop a research project/product which synthesizes research from a variety of sources

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 11, students will be expected to:

Challenge or support a point of view with supportive facts and opinions

- Compare differing points of view in order to draw conclusions
- Determine the validity of both sides of an argument, supporting or refuting one or both sides of the argument
- Defend an argument using more than one source

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 11, students will be expected to:

Read, view, and interpret texts and performances in various media from a wide variety of authors, subjects, genres, and historical and cultural perspectives

- Interpret and respond to texts from a variety of genres and authors

- Interpret and respond to texts and performances by writing reviews and critiques
- Read, discuss and create literary criticism to increase comprehension and appreciation of literary texts
- Interpret multiple levels of meaning and subtleties in text
- Explain how the author's use of literary devices affects meaning
- Identify and evaluate the writer's craft and purposes in literary texts
- Connect literary texts to prior knowledge, personal experience, and contemporary situations

Analyze and evaluate nonfiction and fiction

- Recognize how presentation style affects the emotional response of listeners
- Recognize how format and language are used in presentations to communicate the author's message and evoke a response
- Discuss literary texts in the context of historical and contemporary social, political, and cultural conditions
- Demonstrate an understanding of why an author uses or does not use conventions
- Develop informed opinions and make critical judgments about literary works, by analyzing and evaluating texts from more than one critical perspective
- Select appropriate presentation styles, body language, and rhetorical devices such as diction, voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional and aesthetic response
- Interpret and analyze literary texts and dramatic/creative performances
- Use a variety of written responses to integrate new concepts with existing knowledge
- Use literary devices and elements to enhance writing
- Write, discuss, and present a variety of texts
- Write in the manner of recognized authors
- Write a variety of genres

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 11, students will be expected to:

Write original literary texts

- Use literary devices, including figurative language, allegory, irony, symbolism, and stream of consciousness, to achieve depth of meaning,
- Use language and sentence structure creatively to elicit a response from the reader or audience

Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts

- Write complex interpretive and responsive essays that express judgments, supporting them through references to the text, using both direct quotations and paraphrase
- Compare and contrast the treatment of literary elements of texts in different genres
- Use literary criticism to expand personal analysis of the literary text
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis

Grade 12

I. LITERACY

Strand 1

COMMUNICATION

Standards:

Students read and view a wide range of print, visual, and digital texts, as well as listen skillfully, in order to create solutions to problems and to achieve personal, academic, and professional goals.

Students communicate effectively, using writing, speech, and visual media for a wide range of personal, academic, and professional purposes.

By the end of Grade 12, students will be expected to:

Reading, Listening, Viewing

Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large

- Interpret multiple levels of meaning and subtleties in text, speech, and presentations

- Use acquired vocabulary to interpret and respond to different genres

Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer’s perspectives and purposes

- Interpret and analyze information from multimedia sources
- Judge written, digital and oral content for value, truthfulness, completeness, aesthetic quality, audience-appropriateness, logic, validity, use of rhetorical appeals, speaker’s credibility, emotion, objectivity, and relevance

Acquire information to solve problems, accomplish tasks, and gain new understandings

- Evaluate the effectiveness of voice, tone, syntax, word choice, and diction on a writer’s or speaker’s audience
- Identify and evaluate varied points of view to clarify positions and draw informed, independent judgments and conclusions
- Compare written and oral traditions across regions and cultures and identify how language use reflects regions and culture
- Model social skills and traits that help a team identify issues and problems as well as work together on solutions and products

Writing, Speaking, Presenting

Construct and give presentations to a variety of audiences for different purposes on a range of informational topics using appropriate rhetorical techniques and dramatic approaches

- Use newly acquired vocabulary in writing, speaking, and presenting
- Engage productively in a collaborative work group to achieve common goals of increasing complexity
- Summarize and paraphrase complex information
- Adjust volume, pace, clarity, and expression appropriate for the purpose
- Present arguments from different perspectives
- Demonstrate creative and innovative thinking through development of written and multi-media presentations and performances
- Produce and share digital presentations that demonstrates comprehensive use of media and performance techniques
- Demonstrate technological adaptability

Develop whole and finished texts, both collaboratively and individually, in which they demonstrate knowledge of language structure and language conventions, including grammar, spelling, and punctuation

- develop texts that are consistently clear and coherent, with strong organizational patterns and vivid and engaging language
- develop texts that meet academic, professional, and workplace expectations

Strand 2

INQUIRY AND RESEARCH

Standard:

Students acquire, evaluate, and synthesize information and opinions from a variety of texts and media across cultures to deepen content knowledge and to connect academic learning to authentic applications.

By the end of Grade 12, students will be expected to:

Use a variety of traditional and digital media to manage, access, analyze, and integrate information

- Use digital tools to create, manage, and retrieve information
- Reference primary and secondary resources in research
- Analyze the accuracy, usefulness and point-of-view of information by evaluating the expertise, biases, and timeliness of the sources of that information
- Demonstrate the use of effective strategies for selecting, acquiring, and organizing relevant information
- Independently and systematically use an inquiry-based problem solving process for deepening content knowledge and connecting academic learning with authentic applications

Strand 3

CRITICAL THINKING AND PROBLEM SOLVING

Standard:

Students use their knowledge of language, logic, and rhetorical structures to think analytically, address problems creatively, and advocate persuasively.

By the end of Grade 12, students will be expected to:

Present and logically defend opinions, judgments, or positions, in written, spoken and digital presentations, using supporting evidence from a variety of sources

- Formulate appropriate questions in response to a presentation
- Respond to audience inquiries
- Give and respond to constructive suggestions
- Incorporate assessments of a sources validity into presentations and writing

II. LITERATURE

Strand 1

LITERARY FORMS AND ARTISTIC CRAFT

Standards:

Students employ their knowledge of literary language, textual features, and forms to comprehend and interpret literary texts from a variety of genres and cultures.

Students create written, spoken and visual texts in a variety of media and genres.

By the end of Grade 12, students will be expected to:

Read, view, and respond to literary works that represent a range of social, historical, and cultural perspectives

- Read and interpret literary texts that represent a range of authors, genres, and subjects, including literary criticism
- Analyze and evaluate poetry in order to recognize the use and effect of sensory imagery, figurative language, and verse form
- Make informed judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism
- Analyze and evaluate the intellectual and emotional impact of specific texts on the reader
- Understand and anticipate the author's use of tone, diction, and language in a variety of texts and genres
- Analyze and evaluate the impact that a medium's design and delivery have upon the message
- Analyze, evaluate, interpret, and appreciate the visual images and performances in such media as live performance, film, television and visual arts
- Evaluate content from a range of print and digital sources
- Evaluate aesthetic and social value of text

Recognize and analyze the relevance of literature to contemporary and personal events and situations

- Develop informed opinions and make critical judgments about literary works by analyzing and evaluating texts from more than one critical perspective
- Evaluate how an author uses presentation styles and language to communicate a message and to affect emotional responses from readers or listeners

- Critically view and understand the cultural differences and influences represented in historical and current media from a variety of global regions

Evaluate, interpret, and analyze literary texts and dramatic performances through print and digital formats

- Select appropriate presentation styles, body language, and rhetorical devices such as diction, voice, tone, volume, pitch, rate, rhyme, rhythm, and repetition to create an emotional and aesthetic response

Strand 2

RESPONDING TO LITERATURE

Standard:

Students make personal, cultural, formal, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations.

By the end of Grade 12, students will be expected to:

Using resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text

- Write interpretive and responsive texts of approximately 1200 words to express judgments and support them through references to the text, using direct quotations and paraphrase
 - explain how the author’s use of literary devices, such as allegory, stream of consciousness, and irony, affects meaning
 - engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights
- Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts
- Use and integrate a wide range of organizational strategies to present information and ideas

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