
USD 461 Comprehensive Literacy Plan

Neodesha Public Schools

Developed by K – 12 District Literacy Planning Committee

Developed March 2018

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Executive Summary

This document describes the components of the district literacy action plan, as prepared by Neodesha Public Schools District Literacy Action Planning Committee. There are eight components to this plan:

Section 1: Connection Between the District Literacy Action Plan and Other District Improvement Plans

Section 2: Why a District Literacy Plan is Needed in Our District

Section 3: Literacy Vision Statement

Section 4: District Literacy Improvement Goals

Section 5: Action Plan Maps

Section 6: Plan for Assessing and Reporting District Progress

Section 7: District Expectations and Supports for Schools

Section 8: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation

Section 1: Connection Between the District Literacy Action Plan and District Strategic Plan

We believe that the ability to communicate well runs to the core of the human experience. The English language arts are the vehicles of communication by which we live, work, share and build ideas and understandings of the present, reflect on the past, and imagine the future. The goal of the Neodesha Public Schools is to graduate literate individuals who are competent and confident in using language for both functional and creative purposes. The Neodesha Public School District Literacy Action Plan is comprised of goals, each with a sequence of action steps designed to improve academic achievement for all students. Through the use of systemic assessment and effective teaching practices, the district hopes to improve the reading and writing of students across all content areas.

The goals of the District Literacy Action Plan are aligned with the following goals articulated in the Neodesha District Strategic Plan:

Early Childhood: Provide additional early childhood learning opportunities for all students within the district.

External Collaboration: Create opportunities for all stakeholders to provide additional services for students and staff.

Career Exploration & Preparation: Enhance career exploration and preparation opportunities for students.

Advertise & Showcase: Promote and advertise the district showcasing programs and opportunities.

District Facilities & Equipment: Maintain and improve district facilities and equipment.

Professional Learning Community (ALL N): Ensure collaboration for staff through the “ALL N” process to promote individual growth and success of each student.

Section 1: Why a District Literacy Plan is Needed in Our District

A focus on literacy improvement is necessary in Neodesha in order to ensure that all stakeholders can and will:

- Develop their ability to think and communicate ideas through speaking, listening, viewing, reading and writing.
- Explain, exchange, and refine ideas as they learn to evaluate the effectiveness of oral and written language.
- Explore literature and language across cultures in order to prepare themselves for responsible participation in a global society.
- Build upon prior knowledge and experience to develop a distinctive writing or speaking voice.
- Use reading and writing as tools for lifelong learning.

This focus will allow Neodesha Public Schools to improve literacy skills of all students in all grade levels. English language arts (reading, writing, speaking, and listening) though delineated separately, are in fact intrinsically connected. An effective English language arts curriculum weaves together concepts and skills in order to challenge and support student learning within the ELA classroom and in other disciplines. Students read and write, view and discuss, interpret and perform in order to deepen understanding, communicate meaning, and apply learning to other contexts.

This District Literacy Action Plan establishes goals and sets action steps that ensure the district supports:

- The use of assessment data to drive instruction;
- The use of data to evaluate student learning and instructional best practices;
- The participation of all content area teachers in literacy instruction;
- Consistent instruction and assessment practices across grade levels and schools;
- A core curriculum accessible by new and veteran teachers, as well as parents;
- Communication with parents and the community about literacy practices;
- The development of a common language around literacy for use across the district.

Section 2: Literacy Vision Statement

Neodesha Public Schools Literacy Action Plan will prepare students for the 21st century by emphasizing the systemic use of data to inform curricular and instructional decisions, aligning the district curriculum to the new national standards, adopting a K – 12 writing program across content areas, creating professional development opportunities that ensure that every learner achieves full and equitable literacy for the 21st century, and enhancing community and family partnerships as they relate to literacy.

Our mission is to provide all students with the educational opportunities to succeed now and later in life.

Section 3: District Literacy Improvement Goals

Goal 1: Reading Foundations, Literature, & Information Focused Goal: Develop and enhance birth-grade 12 reading by focusing on reading foundations, literature and informational text.

Rationale: Based on the KSDE needs assessment USD 461 is only emerging in the area of explicit instruction and scaffolding of informational text and presentation of research.

Goal 2: Goal 2 Writing Focused Goal: Develop and enhance birth-grade 12 writing through print concepts, elements of the writing process, text types, and research/analysis.

Rationale: Based on the KSDE needs assessment USD 461 is only emerging in the area of explicit instruction and scaffolding of the writing process for a variety of texts.

Goal 3: Speaking & Listening Focused Goal: Develop and enhance oral communication, listening, and language skills at developmentally appropriate levels.

Rationale: Based on the KSDE needs assessment USD 461 needs more support to explicitly instruct learners in the roles of speaker/listener, dialogue and using complex vocabulary, and critically engaging in collaborative conversations.

Goal 4: Environment & Engagement Focused Goal: Improve collaborative opportunities and relevant/challenging learning tasks at developmentally appropriate levels.

Rationale: Based on the KSDE needs assessment USD 461 needs more support in explicit instruction and use of the Stages of Language Acquisition to guide language objectives.

Goal 5: Interventions Focused Goal: Improve evidence-based interventions at developmentally appropriate levels.

Rationale: Based on the KSDE needs assessment USD 461 needs more support in progress monitoring to re-evaluate the effectiveness of instruction for learners in interventions.

Section 4: Action Plan Maps

Goal Action Map

Goal Statement Reading Foundations, Literature, & Information Focused Goal #1: Develop and enhance birth-grade 12 reading by focusing on reading foundations, literature and informational text.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Create and publish a schedule of current literacy assessments for each school level.	Create meaningful, systemic process for gathering, reviewing and analyzing student literacy data.	Bridge the sharing of student assessment data across grade levels, content areas, and buildings.
1. Timeline	By start of 2018 – 2019 academic year	By end of 2019 - 2020 academic year	By end of 2020 – 2021 academic year
2. Lead Person(s)	Director of Curriculum, Grants; K-12 ELA curriculum committee	Director of Curriculum, Grants; K-12 ELA curriculum committee; District Data Team; District Professional Development Committee	Principals; Director of Curriculum, Grants; K-12 ELA curriculum committee; District Data Team; District Professional Development Committee
3. Resources Needed	Teacher input	Common meeting for time for ELA team; Cooperative time with District Data Team; Professional Development resources and time	Dedicated Professional Development time for cross grade-level and interdepartmental meetings; Dedicated, consistent meeting time throughout the school year
4. Specifics of Implementation	Publish schedule as part of district ELA curriculum guide; Ensure accountability through administrator support; Update and revise as necessary.	Create a template and procedure for collection and review of student assessment data; Include data collection process as part of professional development; Complete district analysis of aggregate data	Include teacher accountability for sharing data as a component of the evaluation process; Creation of action plan template to facilitate the collection and sharing of data, and to drive the use of data to inform instruction
5. Measure of Success	Publication of schedule;	District-wide consistent	Differentiated student

	Submission of applicable student assessment data to administration by assigned deadline	protocol for collection and analysis of data	grouping and instruction based on assessment data; Higher levels of student achievement as measured by assessments, including targeted subgroup populations; Successful student transitions between grade levels, especially at building transition points
6. Check in/review date	May 2018 August 2018 Ongoing	January 2019 May 2019 January 2020	May 2020 November 2020 March 2020 June 2020

Goal Action Map

Goal Statement Writing Focused Goal #2: Develop and enhance birth-grade 12 writing through print concepts, elements of the writing process, text types, and research/analysis.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Align local curriculum with the Common Core State Standards	Establish expectation that all teachers are responsible for improving student literacy outcomes.	Utilize a progress monitor including reading fluency and comprehension.
1. Timeline	August 2018	August 2019	August 2018
2. Lead Person(s)	Director of Curriculum/Grants; ELA Common Core Team; K-12 ELA curriculum committee; Principals	Leadership Team; All district faculty	Leadership Team
3. Resources Needed	Stipends; Planning time; potential – new/additional instructional material; Professional Development in the new	New/additional instructional material; Professional Development; More time for literacy coaching	Access to internet for research and feedback from other districts having success with the progress monitor.
4. Specifics of Implementation	Hold committee meetings to align local curriculum with CCSS; Use of faculty meetings and professional development time to educate/train faculty; Publish newly aligned curriculum; Update and revise enduring understanding and essential questions;	Generate sample lesson plans to demonstrate the inclusion of literacy instruction across content areas; Dedicated literacy coach to help implement effective content area literacy skills into classroom instruction	Research various progress monitors. A team decision will be made for the best progress monitor.
5. Measure of Success	New, aligned, published ELA curriculum guide	Differentiated student grouping and instruction based on assessment data; Higher levels of student achievement as measured by assessments, including targeted subgroup populations; Successful student transitions between grade levels, especially at building transition points	Successfully select a progress monitor.

6. Check in/review date	January 2019 March 2019 August 2019	September 2019 May 2020 September 2020 January 2021 June 2021	September 2018
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Goal Action Map

Goal Speaking & Listening Focused Goal #3: Develop and enhance oral communication,
Statement listening, and language skills at developmentally appropriate
 levels.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Design K-12 writing continuum.	Adopt proposed writing continuum.	Implement use of common, consistent writing rubrics across all content areas.
1. Timeline	June 2019	June 2020	June 2021
2. Lead Person(s)	Director of Curriculum, Grants; K-12 ELA curriculum committee	Director of Curriculum, Grants; K-12 ELA curriculum committee	Director of Curriculum, Grants; K-12 ELA curriculum committee; Principals
3. Resources Needed	Meeting time; sample and pilot materials and resources	Funds for purchase of all required materials; Initial training and ongoing professional development for all staff	Meeting time, Professional Development
4. Specifics of Implementation	Research and review models and programs; Choose one or a hybrid of more than one aligned models or programs to meet district needs; Present design to district leadership and faculty representatives for input and approval; Ensure vertical and horizontal alignment of design, with interdisciplinary input	Implement new program adoption review process; Continually solicit faculty feedback and input throughout adoption period; Offer support, training and coaching throughout adoption.	Create common, consistent writing rubrics across all content areas; Present and publish writing rubrics for all staff; Administrators require submission of rubrics used in class
5. Measure of Success	A new, fully articulated writing continuum	Successful, district-wide adoption of new writing continuum; Higher levels of student literacy achievement	Representative writing samples and rubrics included in student portfolios
6. Check in/review date	May 2018 September 2018 January 2019 March 2019 May 2019 June 2019	June 2019 August 2019 November 2019 January 2020 March 2020 May 2020 June 2020	August 2020 January 2021 June 2021

Goal Action Map

Goal Statement Environment & Engaged Focused Goal #4: Improve collaboration opportunities for students through relevant/challenging learning tasks at developmentally appropriate levels.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Include literacy-related professional development for all teachers in the District Professional Development Plan	Inclusion of professional development-driven best practices in classroom instruction and assessment.	Reflection of the inclusion of best practices in administrative walk-throughs and observations.
1. Timeline	2018-2019 academic year	2019-2020 academic year	2020-2020 academic year
2. Lead Person(s)	Director of Curriculum/Grants; K – 12 Professional Development Committee; Building Administration	Director of Curriculum/Grants; Building Administration; All teachers	Central Office and Building Administrators
3. Resources Needed	Funding; External and internal presenters; Common time; Necessary, identified materials	Necessary, identified materials	Walkthrough protocol
4. Specifics of Implementation	Specific goals and examples for teachers; Sample units	Cooperation of available literacy coaches	
5. Measure of Success	Inclusion of literacy-related PD in academic schedule	Successful walkthrough and formal observations, reflecting inclusion of professional development-driven best practices in classroom instruction and assessment.	Incidence greater than 75%
6. Check in/review date	May 2018, October 2018, May 2019	May 2019, October 2019, May 2020	May 2019, October 2019, May 2020

Goal Action Map

Goal Statement Interventions Focused Goal #5: Improve evidence-based interventions at developmentally appropriate levels.

	Action Step 1	Action Step 2	Action Step 3
Action Step	Include information related to literacy, including literacy goals, in school and district open houses and parent nights.	Include District Literacy Action Plan and literacy information on the district Web site.	Send periodic information home related to literacy and literacy goals.
1. Timeline	2018-2019 academic year	June 2018	2020-2021 academic year
2. Lead Person(s)	Building administration; Teachers; District Parent Liaison	District Webmaster; Director of Curriculum	Building administration; Teachers
3. Resources Needed	NA	NA	NA
4. Specifics of Implementation	EHS: Literacy Presentation WBMS: Literacy Presentation Elementary: Literacy table, individual teachers	Post and update District Literacy Action Plan as necessary	Establish schedule for communicating with parents/caregivers re: literacy
5. Measure of Success	Inclusion of literacy information in open house/parent night schedules	Successful posting of plan to Website	Successful
6. Check in/review date	Sept 2019, May 2020	June 2018	Sept 2019, May 2020

Section 5: Plan for Assessing and Reporting District Progress

The district will establish a monitoring and reporting structure that includes the district-wide K – 12 English Language Arts Committee as the primary leads. The committee meets four times throughout the academic year. A focus of the meeting agenda will be to monitor the District Literacy Action Plan action steps, including all benchmarks, timelines, and measures of success. The committee members serve as liaisons to individual school buildings. ELA team members will gather information and input regarding all goals and action steps, including requests for resources, materials, and professional development. The ELA team members will be among the first to alert the district team if impediments to the successful attainment of literacy goals present themselves. The ELA team will consult with the Director of Curriculum to create solutions to these problems or issues as they affect student achievement in literacy.

The Director of Curriculum will serve as the liaison from the K – 12 English Language Arts Curriculum Committee to the District Leadership Team. The Director will meet with the Superintendent, the Director of Technology, the Director of Special Education and building-based leadership to communicate information and measures of success related to the District Literacy Action Plan. The District Leadership Team meets twice each month.

Any anecdotal information will be supplemented with applicable data reports. Student assessment data includes MCAS, Benchmark Assessment System reports, common summative and formative assessment data, Advanced Placement scores, PSAT and SAT scores, and any other student assessment data as required. Student assessment data will be available as dictated by assessment schedules. The District Data Team will work with the K – 12 English Language Arts Curriculum Committee to create effective data presentation models.

Section 6: District Expectations and Supports for Schools

The district expects that individual School Improvement Plans are aligned with the District Literacy Action Plan. Individual building-based professional development should be aligned with the district professional development plan and include workshops and training reflective of the District Literacy Action Plan.

K – 12 English Language Arts Curriculum Committee members will serve as the primary liaisons from the grade level and content teams to the central district leadership. The ELA team will continue to monitor and advise on all Action Plan goals and action steps, including requests for materials, resources and professional development.

Support for the successful attainment of goals will be provided by the district in the form of adequate professional development, required resources, and any other materials.

Section 7: District Literacy Team Membership, Development Process, and Plan for Monitoring Implementation

District Literacy Team Membership

Name	Title/Role	School (if school based)	Email
Mrs. Juanita Erickson	Superintendent	Central Office	jerickson@usd461.org
Mrs. Melissa Johnson	Elementary Principal PreK-3 rd Grade	Heller Elementary	mjohnson@usd461.org
Mrs. Heather Newton	Preschool Teacher After School Program Director	Heller Elementary	hnewton@usd461.org
Mr. Chad Dozier	1 st Grade Teacher ELA Chair	Heller Elementary	cdozier@usd461.org
Mrs. Tricia Kelly	2 nd Grade Teacher	Heller Elementary	tkelly@usd461.org
Mrs. Hannah Wright	Elementary Principal 4 th -6 th Grade	North Lawn Elementary	hwright@usd461.org
Ms. Tracy Edwards	SFA Facilitator/District Testing Coordinator	Heller & North Lawn Elementary	tedwards@usd461.org
Mrs. Christina McCleary	4 th Grade Teacher CCC Representative	North Lawn Elementary	cmccleary@usd.461.org
Mrs. Bridget Hallett	6 th Grade Teacher ELA Chair	North Lawn Elementary	bhallett@usd461.org
Mr. Nathan West	Principal 7 th -12 th Grade	Neodesha Middle/High School	nwest@usd461.org
Ms. Cindy Henry	HS Language Arts Teacher Department Chair	Neodesha Middle/High School	chenry@usd461.org

Appendices

ENGLISH LANGUAGE ARTS CURRICULUM GUIDES

English Language Arts - Kindergarten

Strands	Topics	Skills	Standard
Language	Discussion Questioning, Listening, and Contributing	<input type="checkbox"/> Follow the rules	1 and 2
		<input type="checkbox"/> Listen to others	
<input type="checkbox"/> Ask relevant questions			
Oral Presentation		<input type="checkbox"/> Contribute information or ideas	3
		<input type="checkbox"/> Give oral presentations	
<input type="checkbox"/> Listen and respond to directions			
	Vocabulary, Structure and Origins of Modern English	<input type="checkbox"/> Identify and sort common words into categories	4, 5, 6
		<input type="checkbox"/> Describe common objects	
		<input type="checkbox"/> Understand related words (up, down)	
Reading and Literature	Beginning Reading	<input type="checkbox"/> Understand that print carries text meaning	7
		<input type="checkbox"/> Know parts of a book and their functions	
		<input type="checkbox"/> Understand that reading/writing moves left to right, top to bottom	
		<input type="checkbox"/> Have voice/print match on a familiar text	
		<input type="checkbox"/> Understand that sentences are made up of Words	
		<input type="checkbox"/> Understand that printed words are separated by spaces	

	<input type="checkbox"/> Understand that words are composed of letters	
	<input type="checkbox"/> Identify and generate rhyming words	
	<input type="checkbox"/> Understand that a sound is a phoneme	
	<input type="checkbox"/> Understand that words are made up of one or more syllables	
	<input type="checkbox"/> Blend individual sounds to form words	
	<input type="checkbox"/> Segment individual sounds in spoken words	
	<input type="checkbox"/> Identify initial and final sounds in words	
	<input type="checkbox"/> Recite alphabet	
	<input type="checkbox"/> Recognize and name upper and lower case letters	
	<input type="checkbox"/> Understand letters represent sounds	
	<input type="checkbox"/> Identify letter/sound correspondence for most consonants	
	<input type="checkbox"/> Recognize some high frequency words	
Understanding a Text	<input type="checkbox"/> Make predictions using prior knowledge, pictures, and text features	8
	<input type="checkbox"/> Generate questions about important characters, settings, and events in stories	
	<input type="checkbox"/> Make connections between story and personal experience	
	<input type="checkbox"/> Retell important information from stories	
	<input type="checkbox"/> Retell information from non-fiction text	
Making Connections	<input type="checkbox"/> Respond to text verbally, in pictures, or in writing	9
	<input type="checkbox"/> Choose appropriate books for classroom activities	
	<input type="checkbox"/> Recognize and appreciate some authors and their books	
	<input type="checkbox"/> Use books to tell or write about a topic	
	<input type="checkbox"/> Share information from books in group settings	
Genre	<input type="checkbox"/> Distinguish among common forms of literature (fiction, non-fiction, poetry).	10
Theme	<input type="checkbox"/> Relate themes in fiction and non-fiction read aloud to personal experience.	11
Fiction	<input type="checkbox"/> Identify the elements of plot, character, and setting in stories read aloud.	12
Nonfiction	<input type="checkbox"/> Identify and use knowledge of common graphic features (<i>illustrations, type size</i>).	13
	<input type="checkbox"/> Identify and use knowledge of common textual features (<i>title</i>).	
Poetry	<input type="checkbox"/> Identify a regular beat and similarities of sounds in words in responding to poetry.	14
Style and	<input type="checkbox"/> Identify the senses implied in words appealing to the senses in literature and spoken	15

	Language	language.	
	Myth, Traditional Narrative, and Classical Literature	<input type="checkbox"/> Identify familiar forms of traditional literature read aloud (<i>Mother Goose rhymes</i>).	16
	Dramatic Literature	<input type="checkbox"/> Not addressed in Kindergarten	17
	Dramatic Reading and Performance	<input type="checkbox"/> Rehearse and perform stories, plays, and poems for an audience.	18
Composition	Writing	<input type="checkbox"/> Draw pictures and use letters or phonetically spelled words to tell a story and/or give information <input type="checkbox"/> Dictate sentences for a story, letter, and/or directions then collaborate to put sentences in order	19
	Audience and Purpose	<input type="checkbox"/> Use a variety of forms or genres when writing for different purposes.	20
	Revising	<input type="checkbox"/> After writing, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.	21
	Standard English Conventions	<input type="checkbox"/> Print upper- and lower-case letters of the alphabet	22
	Organizing Ideas in Writing	<input type="checkbox"/> Arrange events in order when writing or dictating <input type="checkbox"/> Arrange ideas in a way that makes sense.	23
	Research	<input type="checkbox"/> Generate questions and gather information from sources in a classroom, school, or library.	24
	Evaluating Writing and Presentations	<input type="checkbox"/> Support judgments about classroom activities or presentations.	25
Media	Analysis of Media	<input type="checkbox"/> Identify techniques used in television and use knowledge of these techniques to distinguish between facts and misleading information.	26
	Media Production	<input type="checkbox"/> Not addressed in Kindergarten	27

English Language Arts - Grade 1

Strands	Topics	Skills	Standard
Language	Discussion Questioning, Listening, and Contributing	<input type="checkbox"/> Follow agreed-upon rules for discussion (<i>raising one's hand, waiting one's turn, speaking one at a time</i>). <input type="checkbox"/> Contribute knowledge to class discussion in order to develop a topic for a class project.	1 and 2
	Oral Presentation	<input type="checkbox"/> Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. <input type="checkbox"/> Maintain focus on the topic.	3
	Vocabulary and Concept Development	<input type="checkbox"/> Identify and sort common words into conceptual categories (opposites, living things). <input type="checkbox"/> Identify base words (look) and their inflectional forms (looks, looked, looking). <input type="checkbox"/> Identify the relevant meaning for a word with multiple meanings using its context (saw/saw). <input type="checkbox"/> Determine meanings of words by using a beginning dictionary. <input type="checkbox"/> Use language to express spatial and temporal relationships (up, down, before, after).	4
	Structure and Origins of Modern English	<input type="checkbox"/> Identify correct capitalization for names and places. <input type="checkbox"/> Identify appropriate end marks (periods, question marks). <input type="checkbox"/> Identify formal and informal language in stories, poems, and plays.	5
	Formal and Informal English		6
Reading and Literature	Beginning Reading	<input type="checkbox"/> Know the order of letters in the alphabet <input type="checkbox"/> Understand that spoken words are represented in written English by sequences of letters <input type="checkbox"/> Match oral words to printed words <input type="checkbox"/> Recognize that there are correct spellings for words <input type="checkbox"/> Use correct spelling of appropriate high-frequency words <input type="checkbox"/> Recognize the distinguishing features of a sentence (<i>capitalization, end punctuation</i>). <input type="checkbox"/> Make and blend sounds to make words.	7

	<ul style="list-style-type: none"> <input type="checkbox"/> Use letter-sound matches to read words. <input type="checkbox"/> Recognize common irregularly spelled words by sight (<i>is, the</i>). <input type="checkbox"/> Read accurately many irregularly spelled words, special vowel spellings, and common word endings (<i>said, walked, walking</i>). <input type="checkbox"/> Apply knowledge of letter patterns to identify syllables. <input type="checkbox"/> Read aloud with fluency and comprehension at grade level. <input type="checkbox"/> Make predictions about what will happen next in a story and explain whether they were confirmed or not confirmed and why. <input type="checkbox"/> Retell a story's beginning, middle, and end. <input type="checkbox"/> Make predictions about the content of a non-fiction text using prior knowledge and text features and explain whether they were confirmed or not confirmed and why. <input type="checkbox"/> Restate main ideas. <input type="checkbox"/> Identify similarities in plot, setting, and character among the works of an author or illustrator. 	9
Understanding a Text		
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the differences among forms of literature such as poetry, prose, fiction, nonfiction, and plays. <input type="checkbox"/> Relate themes in works of fiction and non-fiction to personal experience. 	10 11
Making Connections		
Genre		
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the elements of plot, character, and setting in the stories they read. 	12
Theme		
	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and use knowledge of common graphic features (<i>illustrations, type size</i>). <input type="checkbox"/> Make predictions about the content of a text using prior knowledge and text and graphic features. <input type="checkbox"/> Explain whether predictions about the content of a text were confirmed or not confirmed and why. <input type="checkbox"/> Restate main ideas and important facts from a text heard or read. <input type="checkbox"/> Identify a regular beat and similarities of sounds in words in responding to poetry. <input type="checkbox"/> Identify the senses implied in words appealing to the senses in literature and spoken language. 	13 14 15
Fiction		
Nonfiction		
Poetry		
Style and Language		

	Myth, Traditional Narrative, and Classical Literature	<ul style="list-style-type: none"> <input type="checkbox"/> Identify familiar forms of traditional literature read aloud (<i>Mother Goose rhymes</i>). <input type="checkbox"/> Identify and predict recurring phrases in traditional literature (<i>once upon a time</i>). 	16
	Dramatic Literature	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the elements of dialogue and use them in informal plays. 	17
	Dramatic Reading and Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Rehearse and perform stories, plays, and poems for an audience, using eye contact, volume, and clear enunciation appropriate to the selection. 	18
Composition	Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Write or dictate stories that have a beginning, middle, and end. <input type="checkbox"/> Write or dictate short poems. <input type="checkbox"/> Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order. <input type="checkbox"/> Write or dictate research questions. 	19
	Audience and Purpose	<ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of forms or genres when writing for different purposes. 	20
	Revising	<ul style="list-style-type: none"> <input type="checkbox"/> After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive. 	21
	Standard English Conventions	<p>Use correct standard English mechanics such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Printing upper- and lower-case letters legibly and using them to make words; <input type="checkbox"/> Separating words with spaces; <input type="checkbox"/> Understanding and applying rules for capitalization at the beginning of a story and for names. <input type="checkbox"/> Using correct spelling of sight and/or spelling words; and <input type="checkbox"/> Using appropriate end marks such as periods and question marks. 	22
	Organizing Ideas in Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Arrange events in order when writing or dictating. <input type="checkbox"/> Arrange ideas in a way that makes sense. <input type="checkbox"/> Generate questions and gather information from several sources in a classroom, school, or public library. 	23
	Research	<ul style="list-style-type: none"> <input type="checkbox"/> Support judgments about classroom activities or presentations. 	24
	Evaluating Writing and Presentations		25

Media	Analysis of Media	<ul style="list-style-type: none"> Identify techniques used in television and use knowledge of these techniques to distinguish between facts and misleading information. 	26
	Media Production	<ul style="list-style-type: none"> Use computer technology in the classroom. Create radio scripts, audiotapes, or videotapes for display or transmission. 	27

English Language Arts - Grade 2

Strands	Topics	Skills	Standard
Language	Discussion Questioning, Listening, and Contributing	<input type="checkbox"/> Follow agreed-upon rules for discussion (<i>raising one's hand, waiting one's turn, speaking one at a time</i>).	1 and 2
		<input type="checkbox"/> Contribute knowledge to class discussion in order to develop a topic for a class project.	
	Oral Presentation	<input type="checkbox"/> Give oral presentations about personal experiences or interests, using clear enunciation and adequate volume. <input type="checkbox"/> Maintain focus on the topic.	3
	Vocabulary and Concept Development	<input type="checkbox"/> Identify and sort common words into conceptual categories (opposites, living things). <input type="checkbox"/> Identify base words (look) and their inflectional forms (looks, looked, looking). <input type="checkbox"/> Identify the relevant meaning for a word with multiple meanings using its context (saw/saw). <input type="checkbox"/> Identify common antonyms and synonyms. <input type="checkbox"/> Use knowledge of the meaning of individual words to predict the meaning of unknown compound words (lunchtime, daydream, every day). <input type="checkbox"/> Determine meanings of words by using a beginning dictionary.	4
	Structure and Origins of Modern English	<input type="checkbox"/> Use language to express spatial and temporal relationships (up, down, before, after). <input type="checkbox"/> Recognize that the names of things can also be the names of actions (<i>fish, dream, run</i>). <input type="checkbox"/> Identify correct capitalization for names and places and correct capitalization and commas in dates. <input type="checkbox"/> Identify appropriate end marks (periods, question marks).	5

	Formal and Informal English	<ul style="list-style-type: none"> <input type="checkbox"/> Identify formal and informal language in stories, poems, and plays. 	6
Reading and Literature	Beginning Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Know the order of the letters in the alphabet; <input type="checkbox"/> Understand that spoken words are represented in written English by sequences of letters; <input type="checkbox"/> Match oral words to printed words; <input type="checkbox"/> Recognize that there are correct spellings for words; <input type="checkbox"/> Use correct spelling of appropriate high-frequency words <input type="checkbox"/> Recognize the distinguishing features of a sentence (<i>capitalization, end punctuation</i>) and a paragraph (<i>indentation, spacing</i>); <input type="checkbox"/> Identify the author and title of a book and use a table of contents. <input type="checkbox"/> Generate the sounds from all the letters and letter patterns, including consonant blends, long-and short-vowel patterns, and onsets and rimes and combine these sounds into recognizable words <input type="checkbox"/> Use knowledge of vowel digraphs, vowel diphthongs, and r-controlled letter-sound associations (as in star) to read words. <input type="checkbox"/> Decode accurately phonetically regular one-syllable and multi-syllable real words and nonsense words <input type="checkbox"/> Read accurately many irregularly spelled words, special vowel spellings, and common word endings <input type="checkbox"/> Apply knowledge of letter patterns to identify syllables <input type="checkbox"/> Apply independently the; most common letter-sound correspondences, including the sounds represented by single letters, consonant blends, consonant digraphs, and vowel digraphs and diphthongs <input type="checkbox"/> Know and use more difficult word families (-ought) and known words to decodes unknown words <input type="checkbox"/> Read words with several syllables <input type="checkbox"/> Read aloud with fluency and comprehension at grade level. 	7
	Understanding a Text	<ul style="list-style-type: none"> <input type="checkbox"/> Make predictions about what will happen next in a fictional story and explain whether they were confirmed or not confirmed and why. <input type="checkbox"/> Retell a story’s beginning, middle, and end. <input type="checkbox"/> Distinguish cause from effect. <input type="checkbox"/> Make predictions about the content of a non-fiction text using prior knowledge and text features and explain whether they were confirmed or disconfirmed and why. <input type="checkbox"/> Restate main ideas. <input type="checkbox"/> Identify similarities in plot, setting, and character among the works of an author or illustrator. 	8
	Making Connections	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different interpretations of plot, setting, and character in the same work by different illustrators (<i>alphabet books, nursery rhymes, counting books</i>). 	9

	Genre	□ Identify the differences among forms of literature such as poetry, prose, fiction, nonfiction, and plays.	10
	Theme	□ Relate themes in works of fiction and non-fiction to personal experience.	11
	Fiction	□ Identify the elements of plot, character, and setting in the stories they read.	12
	Nonfiction	□ Identify and use knowledge of common textual features (<i>title, headings, captions, key words, table of contents</i>). • Identify and use knowledge of common graphic features (<i>illustrations, type size</i>). • Make predictions about the content of a text using prior knowledge and text and graphic features. • Explain whether predictions about the content of a text were confirmed or disconfirmed and why. • Restate main ideas and important facts from a text heard or read.	13
	Poetry	• Identify a regular beat and similarities of sounds in words in responding to poetry.	14
	Style and Language	• Identify the senses implied in words appealing to the senses in literature and spoken language.	15
	Myth, Traditional Narrative, and Classical Literature	• Identify familiar forms of traditional literature read aloud (<i>fairy tales</i>). • Retell or dramatize traditional literature. • Identify and predict recurring phrases in traditional literature (<i>once upon a time</i>).	16
	Dramatic Literature	• Identify the elements of dialogue and use them in informal plays.	17
	Dramatic Reading and Performance	• Rehearse and perform stories, plays, and poems for an audience, using eye contact, volume, and clear enunciation appropriate to the selection.	18
Composition	Writing	• Write or dictate stories that have a beginning, middle, and end. • Write or dictate short poems. • Write or dictate letters, directions, or short accounts of personal experiences that follow a logical order. • Write or dictate research questions. • Use a variety of forms or genres when writing for different purposes.	19
	Audience and Purpose		20
	Revising	• After writing or dictating a composition, identify words and phrases that could be added to make the thought clearer, more logical, or more expressive.	21

	Standard English Conventions	Use correct standard English mechanics such as:	22
		<input type="checkbox"/> Printing upper- and lower-case letters legibly and using them to make words; <input type="checkbox"/> Separating words with spaces; <input type="checkbox"/> Understanding and applying rules for capitalization at the beginning of a sentence, for names and places and, and capitalization and commas in dates. <input type="checkbox"/> Using correct spelling of sight and/or spelling words; and <input type="checkbox"/> Using appropriate end marks such as periods and question marks.	
	Organizing Ideas in Writing	<input type="checkbox"/> Arrange events in order when writing or dictating. <input type="checkbox"/> Arrange ideas in a way that makes sense.	23
	Research	<input type="checkbox"/> Generate questions and gather information from several sources in a classroom, school, or public library.	24
	Evaluating Writing and Presentations	<input type="checkbox"/> Support judgments about classroom activities or presentations.	25
Media	Analysis of Media	<input type="checkbox"/> Identify techniques used in television and use knowledge of these techniques to distinguish between facts and misleading information.	26
	Media Production	<input type="checkbox"/> Create radio scripts, audiotapes, or videotapes for display or transmission.	27

English Language Arts - Grade 3

Strands	Topics	Skills	Standard
Language	Discussion Questioning, Listening, and Contributing	<ul style="list-style-type: none"> • Participate appropriately in class discussion and group work • Contribute knowledge to class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project. • Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation. 	1 and 2
	Oral Presentation	<ul style="list-style-type: none"> • Express an opinion of a literary work clearly with supporting detail. • Use criteria to prepare presentations. 	3

	Vocabulary and Concept Development	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the meaning of common prefixes (un-, re-, dis-) <input type="checkbox"/> Determine the meaning of unknown words using their context. <input type="checkbox"/> Recognize and use words with multiple meanings (farm, saw). <input type="checkbox"/> Determine meanings of words and alternate word choices using a dictionary or thesaurus. <input type="checkbox"/> Identify and apply the meaning of the terms <i>antonym</i> and <i>synonym</i>. <input type="checkbox"/> Recognize the subject-predicate relationship in sentences. <input type="checkbox"/> Identify the four basic parts of speech (<i>adjective, noun, verb</i>). 	4
	Structure and Origins of Modern English	<ul style="list-style-type: none"> <input type="checkbox"/> Identify correct mechanics (<i>end marks, commas for series, capitalization</i>), correct usage (<i>subject and verb agreement in a simple sentence</i>), and correct sentence structure (<i>elimination of fragments</i>). <input type="checkbox"/> Recognize dialect in the conversational voices in American folk tale. 	5
	Formal and Informal English	<ul style="list-style-type: none"> <input type="checkbox"/> Use letter-sound knowledge, context, and language structure to read written English. <input type="checkbox"/> Read grade-appropriate text with comprehension. <input type="checkbox"/> Read aloud with expression. 	6
Reading and Literature	Beginning Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Identify sensory details and figurative language. <input type="checkbox"/> Identify the speaker of a poem or story. <input type="checkbox"/> Make judgments about setting, characters, and events and support them with evidence from the text. 	7
	Understanding a Text	<ul style="list-style-type: none"> <input type="checkbox"/> Locate facts that answer the reader's questions. <input type="checkbox"/> Distinguish cause from effect. <input type="checkbox"/> Distinguish fact from opinion or fiction. <input type="checkbox"/> Summarize main ideas and supporting details. <input type="checkbox"/> Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author's life. <input type="checkbox"/> Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing. 	8
	Making Connections		9
	Genre		10

	Theme	<ul style="list-style-type: none"> <input type="checkbox"/> Identify themes as lessons in folktales, fables, and Greek myths for children. 	11
	Fiction	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and analyze the elements of plot, character, and setting in the stories they read and write. 	12
	Nonfiction	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary</i>). <input type="checkbox"/> Identify and use knowledge of common graphic features (<i>charts, maps, diagrams, illustrations</i>). <input type="checkbox"/> Locate facts that answer the reader's questions. <input type="checkbox"/> Distinguish cause from effect. <input type="checkbox"/> Distinguish fact from opinion or fictions. <input type="checkbox"/> Summarize main ideas and supporting details. 	13
	Poetry	<ul style="list-style-type: none"> <input type="checkbox"/> Identify rhyme and rhythm, repetition, similes, and sensory images in poems. 	14
	Style and Language	<ul style="list-style-type: none"> <input type="checkbox"/> Identify words appealing to the senses or involving direct comparisons in literature and spoken language. 	15
	Myth, Traditional Narrative, and Classical Literature	<ul style="list-style-type: none"> <input type="checkbox"/> Identify phenomena explained in origin myths. <input type="checkbox"/> Identify the adventures or exploits of a character type in traditional literature. <input type="checkbox"/> Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature. 	16
	Dramatic Literature	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed. 	17
	Dramatic Reading and Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and perform readings of selected texts for an audience, using clear diction and voice quality (<i>volume, tempo, pitch, tone</i>) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations. 	18
Composition	Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Write well-developed stories that have a beginning, middle, and end and contain details of setting. <input type="checkbox"/> Write short poems that contain simple sensory details. <input type="checkbox"/> Write an account based on personal experience that has a clear focus, sufficient supporting detail, and rich language. <input type="checkbox"/> Write a brief interpretation or explanation of a literary or informational text using evidence 	19

		from the text as support.	
		<input type="checkbox"/> Write brief summaries of information gathered through research.	
	Audience and Purpose	<input type="checkbox"/> Use appropriate language for different audiences (<i>other students, parents</i>) and purposes (<i>letter to a friend, thank you note, invitation</i>).	20
	Revising	<input type="checkbox"/> Revise writing to improve level of detail after determining what could be added or deleted.	
		<input type="checkbox"/> Improve word choice by using a dictionary or thesaurus.	21
	Standard English Conventions	<input type="checkbox"/> Write legibly in cursive, leaving space between letters in a word and between words in a sentence.	
		<input type="checkbox"/> Use knowledge of correct mechanics (<i>end marks, capitalization</i>), usage (<i>subject and verb agreement in a simple sentence</i>), and sentence structure (<i>elimination of fragments</i>) when writing and editing.	22
		<input type="checkbox"/> Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	
		<input type="checkbox"/> Spell most commonly used homophones correctly in their writing (<i>there, they're, their, two, too, to</i>).	
		<input type="checkbox"/> Organize plot events of a story in an order that leads to a climax.	
		<input type="checkbox"/> Organize ideas for a brief response to a reading.	
		<input type="checkbox"/> Organize ideas for a personal narrative in a way that makes sense.	
	Organizing Ideas in Writing	<input type="checkbox"/> Identify and apply steps in conducting and reporting research.	
		<input type="checkbox"/> Participate in the development of criteria for evaluating work.	23
	Research		24
	Evaluating Writing and Presentations		25
Media	Analysis of Media	<input type="checkbox"/> Compare and contrast stories in print with their filmed adaptations.	26
	Media Production	<input type="checkbox"/> Use computer technology to create presentations.	27

English Language Arts - Grade 4

Strands	Topics	Skills	Standard
Language	Discussion Questioning, Listening, and Contributing	<ul style="list-style-type: none"> <input type="checkbox"/> Participate appropriately in class discussion and group work <input type="checkbox"/> Contribute knowledge to a class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project. <input type="checkbox"/> Adapt language to persuade, to explain, or to seek information. 	1 and 2
	Oral Presentation	<ul style="list-style-type: none"> <input type="checkbox"/> Give oral presentations about experiences or interests using eye contact, proper place, adequate volume, and clear pronunciation. <input type="checkbox"/> Make informal presentations that have a recognizable organization (sequencing, summarizing). <input type="checkbox"/> Express an opinion of a literary work clearly with supporting detail. <input type="checkbox"/> Use criteria to prepare presentations. <input type="checkbox"/> Identify and use correctly root words and prefixes. <input type="checkbox"/> Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words. 	3
	Vocabulary and Concept Development	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the meaning of common idioms and figurative phrases (raining cats and dogs). <input type="checkbox"/> Identify playful uses of language (puns, jokes). <input type="checkbox"/> Determine the meaning of unknown words using their context. <input type="checkbox"/> Recognize and use words with multiple meanings (farm, saw). <input type="checkbox"/> Determine meanings of words and alternate word choices using a dictionary or thesaurus. <input type="checkbox"/> Identify and apply the meaning of the terms <i>antonym</i>, <i>synonym</i>, and <i>homophone</i>. <input type="checkbox"/> Recognize the subject-predicate relationship in sentences. <input type="checkbox"/> Identify the four basic parts of speech (<i>adjective, noun, verb, adverb</i>). <input type="checkbox"/> Identify correct mechanics (<i>end marks, commas for series, capitalization</i>), correct usage (<i>subject and verb agreement in a simple sentence</i>), and correct sentence structure (<i>elimination of fragments</i>). 	4
	Structure and Origins of Modern English		5

		<ul style="list-style-type: none"> □ Identify words or word parts from other languages that have been adopted into the English language. □ Recognize dialect in the conversational voices 6 in American folk tales. □ Identify formal and informal language used in advertisements. □ Use letter-sound knowledge, context, and language structure to read written English. 	7
Reading and Literature	Formal and Informal English		
	Beginning Reading	<ul style="list-style-type: none"> □ Read grade-appropriate text with comprehension. □ Read aloud with expression. □ Identify and show the relevance of foreshadowing clues. 	8
	Understanding a Text	<ul style="list-style-type: none"> □ Identify sensory details and figurative language. □ Identify the speaker of a poem or story. □ Make judgments about setting, characters, and events and support them with evidence from the text. □ Locate facts that answer the reader’s questions. □ Distinguish cause from effect. □ Distinguish fact from opinion or fiction. □ Summarize main ideas and supporting details. □ Identify similarities and differences between the characters or events in a literary work and the actual experiences in an author’s life. 	9
	Making Connections	<ul style="list-style-type: none"> □ Distinguish among forms of literature such as poetry, prose, fiction, nonfiction, and drama and apply this knowledge as a strategy for reading and writing. 	10
	Genre	<ul style="list-style-type: none"> □ Identify themes as lessons in folktales, fables, and Greek myths for children. 	11
	Theme	<ul style="list-style-type: none"> □ Identify and analyze the elements of plot, character, and setting in the stories they read and write. 	12
	Fiction	<ul style="list-style-type: none"> □ Identify and use knowledge of common textual features (<i>paragraphs, topic sentences, concluding sentences, glossary</i>). 	13
	Nonfiction	<ul style="list-style-type: none"> □ Identify and use knowledge of common graphic features (<i>charts, maps, diagrams, illustrations</i>). □ Locate facts that answer the reader’s questions. □ Distinguish cause from effect. □ Distinguish fact from opinion or fictions. □ Summarize main ideas and supporting details. □ Identify rhyme and rhythm, repetition, similes, and sensory images in poems. 	14
	Poetry		

	Style and Language	<ul style="list-style-type: none"> <input type="checkbox"/> Identify words appealing to the senses or involving direct comparisons in literature and spoken language. 	15
	Myth, Traditional Narrative, and Classical Literature	<ul style="list-style-type: none"> <input type="checkbox"/> Identify phenomena explained in origin myths. <input type="checkbox"/> Identify the adventures or exploits of a character type in traditional literature. <input type="checkbox"/> Acquire knowledge of culturally significant characters and events in Greek, Roman, and Norse mythology and other traditional literature. 	16
	Dramatic Literature	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and analyze the elements of plot and character, as presented through dialogue in scripts that are read, viewed, written, or performed. 	17
	Dramatic Reading and Performance	<ul style="list-style-type: none"> <input type="checkbox"/> Plan and perform readings of selected texts for an audience, using clear diction and voice quality (<i>volume, tempo, pitch, tone</i>) appropriate to the selection, and use teacher-developed assessment criteria to prepare presentations. 	18
Composition	Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Write well-developed stories that have a beginning, middle, and end and contain details of setting. <input type="checkbox"/> Write short poems that contain simple sensory details. <input type="checkbox"/> Write an account based on personal experience that has a clear focus, sufficient supporting detail, and rich language. <input type="checkbox"/> Write a brief interpretation or explanation of a literary or informational text using evidence from the text as support. <input type="checkbox"/> Write brief summaries of information gathered through research. 	19
		<ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate language for different audiences. 	20
		<ul style="list-style-type: none"> <input type="checkbox"/> Revise writing to improve level of detail after determining what could be added or deleted. <input type="checkbox"/> Improve word choice by using a dictionary or thesaurus. <input type="checkbox"/> Write legibly in cursive, leaving space between 22 letters in a word and between words in a sentence. 	21
	Standard English Conventions	<ul style="list-style-type: none"> <input type="checkbox"/> Use knowledge of correct mechanics (<i>end marks, commas</i> for series, capitalization), usage (<i>subject and verb agreement in a simple sentence</i>), and sentence structure (<i>elimination of fragments</i>) when writing and editing. <input type="checkbox"/> Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling. 	

		<ul style="list-style-type: none"> <input type="checkbox"/> Spell most commonly used homophones correctly in their writing (<i>there, they're, their, two, too, to</i>). <input type="checkbox"/> Organize plot events of a story in an order that leads to a climax. <input type="checkbox"/> Organize ideas for a brief response to a reading. <input type="checkbox"/> Organize ideas for a personal narrative in a way that makes sense. <input type="checkbox"/> Identify and apply steps in conducting and reporting research. <input type="checkbox"/> Participate in the development of criteria for evaluating work. 	23
	Organizing Ideas in Writing		
	Research		24
	Evaluating Writing and Presentations		25
Media	Analysis of Media	<ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast stories in print with their filmed adaptations. 	26
	Media Production	<ul style="list-style-type: none"> <input type="checkbox"/> Use computer technology to create presentations. 	27

English Language Arts – Grade 5

		What students will know and be able to do:	Standard
Language	Discussion	<ul style="list-style-type: none"> <input type="checkbox"/> Apply understanding of agreed upon rules and individual roles in order to make decisions. 	1.3
	Questioning, Listening & Contributing	<ul style="list-style-type: none"> <input type="checkbox"/> Gather relevant information for a research project or composition through interviews. 	2.3
	Oral Presentation	<ul style="list-style-type: none"> <input type="checkbox"/> Give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect. 	3.8
		<ul style="list-style-type: none"> <input type="checkbox"/> Use teacher-developed assessment criteria to prepare their presentations. 	3.9

	<input type="checkbox"/> Determine the meanings of unfamiliar words using context clues	4.17
Vocabulary & Concept Development	<input type="checkbox"/> Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.	4.18
	<input type="checkbox"/> Determine pronunciations and meanings of words, as well as alternate word choices and parts of speech, using dictionaries and thesauruses.	4.19
Structure and Origins of Modern English	<input type="checkbox"/> Identify six basic parts of speech (noun, pronoun, verb, adverb, adjective, and preposition).	5.9
	<input type="checkbox"/> Expand sentences by adding modifiers and combining sentences.	5.10
	<input type="checkbox"/> Expand sentences by adding modifiers and combining sentences.	5.11
	<input type="checkbox"/> Identify past, present, and future verb tenses.	5.12
	<input type="checkbox"/> Identify past, present, and future verb tenses.	5.13
	<input type="checkbox"/> Recognize that a word performs different functions according to its position in a sentence Identify simple and compound sentences.	5.14
	<input type="checkbox"/> Identify correct mechanics and correct sentence structure	
	<input type="checkbox"/> Identify declarative, interrogative, exclamatory, and imperative sentences.	
	<input type="checkbox"/> Apply knowledge of subject and predicate.	
	<input type="checkbox"/> Write stories using formal language in prose.	6.5
Formal & Informal English		
Reading & Beginning Reading Literature	*The majority of grade 5 students will have met these standards, although teachers may need to continue addressing earlier standards.	7
Understanding a Text	<input type="checkbox"/> Identify and draw conclusions from the author's use of sensory details.	8.19
	<input type="checkbox"/> Identify and draw conclusions from the author's use of description of setting, characters, and events. <input type="checkbox"/> Identify and analyze story elements including setting, plot, characters, problem, climax and resolution using story maps, story grammar markers and/or other graphic organizers.	8.20
	<input type="checkbox"/> Use comprehension strategies such as previewing, making predictions, and checking them, re-reading passages, generating questions, and summarizing.	
	<input type="checkbox"/> Identify cause and effect, fact and opinion, author's purpose, point of view, and mood.	
	<input type="checkbox"/> Recognize organizational structures such as chronological order, logical order, cause & effect, and classification schemes.	
	<input type="checkbox"/> Identify and analyze main ideas and supporting details.	

Making Connections	<input type="checkbox"/> Relate a literary work to information about its setting.	9.4
Genre	<input type="checkbox"/> Identify the characteristics of the four major genres (fiction, non-fiction, poetry and drama) as well as the subgenres of fiction (mystery, adventure, historical or realistic novels and short stories). <input type="checkbox"/> Use knowledge of the structure of fiction to analyze a short story or novel. <input type="checkbox"/> Use knowledge of the structure of expository text to identify purpose, main idea, and supporting details.	10.3
Theme	<input type="checkbox"/> Apply knowledge of the concept that theme refers to the main idea and meaning of a literary passage or selection. <input type="checkbox"/> Identify the main idea of a selection and provide examples of implied or directly stated evidence. <input type="checkbox"/> Identify the theme and topic of a selection.	11.3
Fiction	<input type="checkbox"/> Identify the elements of setting, characterization, conflict, and plot structure. <input type="checkbox"/> Identify personality traits of characters, and explain how their thoughts, words, and actions reveal their personalities. <input type="checkbox"/> Describe how main characters change over time.	12.3
Nonfiction	<input type="checkbox"/> Identify and use knowledge of common textual features (title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary).	13.13
	<input type="checkbox"/> Identify and use knowledge of common graphic features (charts, graphs, maps, diagrams, captions, illustrations).	13.14
	<input type="checkbox"/> Identify common organizational structures (chronological order, cause and effect).	13.15
	<input type="checkbox"/> Identify and summarize main ideas, supporting ideas, and supporting details.	13.16
Poetry	<input type="checkbox"/> Identify and respond to the effects of sound, figurative language, and graphics in order to uncover meaning in poetry. <input type="checkbox"/> Sound (alliteration and rhyme scheme: free verse couplets ABAB) <input type="checkbox"/> Figurative language (metaphor, simile) <input type="checkbox"/> Graphics (author's use of capital letters at beginnings of lines and throughout for emphasis)	14.3
Style & Language	<input type="checkbox"/> Identify sensory details, figurative language, rhythm or flow when responding to literature.	15.3

	Myth, Traditional Narrative, & Classical Literature	<input type="checkbox"/> Compare different versions of the same story from traditional literature (American folktales).	16.7
		<input type="checkbox"/> Identify common structures of traditional literature (characters or story elements often come in threes, and/or that there are magic helpers).	16.8
	Dramatic Literature	<input type="checkbox"/> Identify common stylistic elements in traditional literature such as repeated refrains, similes, and hyperbole.	
		<input type="checkbox"/> Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast lists, stage directions, narrators) in the plays they read, write, and perform.	17.3
	Dramatic Reading & Performance	<input type="checkbox"/> Identify and analyze the similarities and differences between a narrative text and its film or play version.	17.4
		<input type="checkbox"/> Develop characters through the use of basic acting skills (memorization, sensory recall, concentration, and diction) and self-assess using teacher-developed criteria before performing.	18.3
Composition	Writing	<input type="checkbox"/> Write stories or scripts containing basic elements of fiction (characters, dialogue, setting, plot with a clear resolution).	19.14
		<input type="checkbox"/> Write poems using poetic techniques (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length, and punctuation).	19.15
		<input type="checkbox"/> Write brief research reports with clear focus and supporting detail.	19.16
	Audience & Purpose	<input type="checkbox"/> Write a short explanation of a process that includes a topic statement, supporting details and a conclusion.	19.17
	Revising	<input type="checkbox"/> Make distinctions among fiction, nonfiction, drama, and poetry, and use these genres selectively when writing for different purposes.	20.3
		<input type="checkbox"/> Revise writing to improve level of detail and precision of language after determining where to add descriptive language, vary sentences, and rearrange text. In writing conferences with peers and/or teachers, review and revise to improve the level of detail in writing.	21.4
	Standard English Conventions	<input type="checkbox"/> Improve word choice by using a variety of references.	21.5
		<input type="checkbox"/> Use knowledge of correct mechanics (apostrophes, quotation marks, paragraph indentations), correct sentence structure (elimination of fragments and run-ons), and correct standard English spelling when writing and editing.	22.7
	Organizing Ideas in Writing	<input type="checkbox"/> Decide on the placement of descriptive details about setting, characters, and events in stories.	23.6
		<input type="checkbox"/> Group related ideas together and place them in logical order when writing summaries or reports.	23.7
		<input type="checkbox"/> Organize information about a topic into a coherent	

		paragraph with a topic sentence, sufficient supporting details, and a concluding sentence.	23.8
	Research	<input type="checkbox"/> Apply and use steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects: <input type="checkbox"/> Use an expanded range of print and non-print sources (atlases, databases, electronic, on-line resources). <input type="checkbox"/> Follow established criteria for evaluating information. <input type="checkbox"/> Locate specific information within resources by using indexes, tables of contents, electronic search key words. <input type="checkbox"/> Organize and present research using the grade 5 Learning Standards in the Composition Strand as a guide for writing. <input type="checkbox"/> Provide appropriate documentation in a consistent format.	24.3
	Evaluating Writing & Presentations	<input type="checkbox"/> As a class, use prescribed criteria from a scoring rubric to evaluate compositions, recitations, or performances before presenting them to an audience.	25.3
Media	Analysis of Media	<input type="checkbox"/> Identify techniques used in educational reference software and websites and describe how these techniques are the same or different from the techniques used by authors and illustrators of print materials.	26.3
	Media Production	<input type="checkbox"/> Create media presentations using effective images, text, music, sound effects, or graphics.	27.3

English Language Arts – Grade 6

		What students will know and be able to do:	Standard
Language	Discussion	<input type="checkbox"/> Apply understanding of agreed-upon rules and individual roles in order to make decisions.	1.3
	Questioning, Listening & Contributing	<input type="checkbox"/> Gather relevant information for a research project or composition through interviews.	2.3
	Oral Presentation	<input type="checkbox"/> Give oral presentations for various purposes, showing appropriate changes in delivery and using language for dramatic effect.	3.8
		<input type="checkbox"/> Use teacher-developed assessment criteria to prepare their presentations.	3.9

	Vocabulary & Concept Development	<input type="checkbox"/> Determine meanings of new and unfamiliar words using context clues.	4.17
		<input type="checkbox"/> Determine meanings of unfamiliar words by applying their knowledge of common Greek and Latin roots, suffixes, and prefixes.	4.18
		<input type="checkbox"/> Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses.	4.19
	Structure and Origins of Modern English	<input type="checkbox"/> Identify 8 basic parts of speech (noun, pronoun, verb, adverb, adjective, preposition, interjection and conjunction).	5.9
		<input type="checkbox"/> Reduce sentences through deleting modifiers, elimination of redundant information, combining ideas more succinctly and decombining sentences.	5.10
		<input type="checkbox"/> Identify verb phrases and verb tenses.	5.11
		<input type="checkbox"/> Recognize that a word performs different functions according to its position in the sentence.	5.12
		<input type="checkbox"/> Identify simple and compound sentences.	5.13
		<input type="checkbox"/> Identify correct mechanics (apostrophes, quotation marks, and commas use in compound sentences) and correct sentence structure.	5.14
	Formal & Informal English	<input type="checkbox"/> Demonstrate through role-playing appropriate use of formal and informal language,	6.4
		<input type="checkbox"/> Write stories using a mix of formal and informal language.	6.5
		<input type="checkbox"/> Identify differences between oral and written language patterns.	6.6
			7
Reading & Literature	Beginning Reading	*The majority of students will have met these standards by the end of grade 4, although teachers may need to continue addressing earlier standards listed on pages 29--31 of the 2001 edition of the <i>Massachusetts State English/ Language Arts Curriculum Framework</i> .	8.19
	Understanding a Text	<input type="checkbox"/> Identify and analyze sensory details and figurative language in imaginative/literary text.	8.20
		<input type="checkbox"/> Identify and analyze the author's use of dialogue and description in imaginative/ literary text.	8.21
		<input type="checkbox"/> Recognize organizational structures such as chronological	

	order, logical order, cause and effect and classification schemes in informational/ expository texts.	8.22
	<input type="checkbox"/> Identify and analyze main ideas, supporting ideas, and supporting details in informational/expository text.	
Making Connections	<input type="checkbox"/> Relate a literary work to information about its setting.	9.4
Genre	<input type="checkbox"/> Identify and analyze the characteristics of the main genres of nonfiction, fiction, poetry & dramatic literature as forms with distinct characteristics and purposes.	10.3
Theme	<input type="checkbox"/> Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated.	11.3
Fiction	<input type="checkbox"/> Identify and analyze the elements of setting, characterization and plot (including conflict).	
		12.3
Nonfiction	<input type="checkbox"/> Identify and use knowledge of common textural features.	13.13
	<input type="checkbox"/> Identify and use knowledge of graphic features.	13.14
	<input type="checkbox"/> Identify common organizational structures	13.15
	<input type="checkbox"/> Identify and summarize main ideas, supporting ideas, and supporting details.	13.16
Poetry	<input type="checkbox"/> Respond to and analyze the effects of sound, figurative language, and graphics in order to uncover meaning in poetry:	14.3
	<input type="checkbox"/> Sound (rhyme scheme, alliteration, and onomatopoeia).	
	<input type="checkbox"/> Figurative language (simile, metaphor, personification, and hyperbole).	
	<input type="checkbox"/> Graphics (capital letters, line length, and punctuation). Identify imagery, figurative language, rhythm or flow when responding to literature.	
Style & Language	<input type="checkbox"/> Identify and analyze the importance of shades of meaning in determining word choice in a literature.	15.3
	<input type="checkbox"/> Compare traditional literature from different cultures.	15.4
	<input type="checkbox"/> Identify common structures and common stylistic elements in traditional literature.	
Myth, Traditional Narrative, & Classical Literature		16.7
	<input type="checkbox"/> Identify and analyze structural elements particular to dramatic literature in the plays they read, write, perform,	16.8
Dramatic		17.3

	Literature	and view.	
		<input type="checkbox"/> Identify and analyze the similarities and differences between a narrative text and its play or film version.	17.4
	Dramatic Reading & Performance	<input type="checkbox"/> Develop characters through the use of basic acting skills.	18.3
Composition	Writing	<input type="checkbox"/> Self-assess using teacher-developed criteria before performing.	
		<input type="checkbox"/> Write stories or scripts containing basic elements of fiction.	19.14
		<input type="checkbox"/> Write poems using poetic techniques including the use of sound (alliteration, onomatopoeia), figurative language (simile, metaphor), and graphic elements (capital letters, line length).	19.15
		<input type="checkbox"/> Write brief research reports with a clear focus and supporting details.	19.16
		<input type="checkbox"/> Write a short explanation of a process that includes a topic statement, supporting details, and a conclusion (also refer to standards for science lab reports in the science curriculum).	19.17
		<input type="checkbox"/> Write formal letters to business owners, authors, government officials, and newspapers.	19.18
		<input type="checkbox"/> Make distinctions among fiction, nonfiction, dramatic literature, and poetry.	
		<input type="checkbox"/> Use genres selectively when writing for different purposes.	
		<input type="checkbox"/> Revise writing to improve level of detail and precision of language after determining where to combine sentences and add images and sensory detail.	20.3
		<input type="checkbox"/> Improve word choice by using dictionaries or thesauruses.	
	Revising	<input type="checkbox"/> Use knowledge of correct mechanics (specifically comma use in compound sentences) sentence structure and correct standard English spelling when writing, revising, and editing.	21.4
		<input type="checkbox"/> Decide on the placement of descriptive details about setting, characters, and events in stories.	21.5
	Standard English Conventions	<input type="checkbox"/> Group related ideas and place them in logical order when writing summaries or reports.	22.7
		<input type="checkbox"/> Organize information about a topic into a coherent multi-	
	Organizing Ideas in Writing		23.6
			23.7
			23.8

		paragraph essay containing paragraphs which incorporate the use of topic sentence, sufficient supporting details, and a concluding sentence.	
	Research	<input type="checkbox"/> Apply and use steps for obtaining information from a variety of sources, organizing & evaluating information, documenting sources, and presenting research in individual and group projects:	24.3
		<input type="checkbox"/> Use an expanded range of print and non-print sources. <input type="checkbox"/> Follow established criteria for evaluating information. <input type="checkbox"/> Locate specific information within resources by using indexes, tables of contents and electronic search key words. <input type="checkbox"/> Organize and present research using the grade 6 Learning Standards in the Composition Strand as a guide for writing. <input type="checkbox"/> Provide appropriate documentation in a consistent format.	25.3
		<input type="checkbox"/> Use prescribed criteria from a scoring rubric to evaluate compositions, recitations or performances before presenting them to an audience.	
		<input type="checkbox"/> Identify techniques used in web sites and in educational reference software.	26.3
	Evaluating Writing & Presentations	<input type="checkbox"/> Describe how these techniques are the same or different from techniques used by authors and illustrators of print materials.	
Media	Analysis of Media	<input type="checkbox"/> Create a media production using effective images, text, music, sound effects or graphics.	27.3
	Media Production		

English Language Arts – Grade 7

		What students will know and be able to do:	Standard
Language	Discussion	<input type="checkbox"/> Know rules for formal discussions.	1.4
	Questioning, Listening & Contributing	<input type="checkbox"/> Integrate relevant information gathered from group discussions and interviews for reports.	2.4

	Oral Presentation	<input type="checkbox"/> Present an organized interpretation of a literary work, film, or dramatic production.	3.10
		<input type="checkbox"/> Create a scoring guide based on a teacher-developed rubric.	3.13
	Vocabulary & Concept	<input type="checkbox"/> Use contrast and cause and effect context clues to determine the meanings of unfamiliar words.	4.20
	Development	<input type="checkbox"/> Determine the meaning of unfamiliar words by using knowledge of common Greek and Latin roots, suffixes, and prefixes.	4.21
		<input type="checkbox"/> Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	4.22
	Structure and Origins of Modern English		5.15
		<input type="checkbox"/> Recognize the basic patterns of English sentences (noun-verb, noun-verb-noun, noun-verb-noun-noun, and noun-linking verb-noun).	5.16
		<input type="checkbox"/> Distinguish phrases and clauses.	5.17
		<input type="checkbox"/> Identify prepositional phrases.	5.18
		<input type="checkbox"/> Identify simple, compound, and complex sentences.	5.19
		<input type="checkbox"/> Recognize appropriate use of pronoun reference.	5.20
		<input type="checkbox"/> Identify correct mechanics.	5.21
		<input type="checkbox"/> Identify past, present, and future verb tenses.	
	Formal & Informal English	<input type="checkbox"/> Identify the language styles of different characters in literary works.	6.7
Reading & Literature	Beginning Reading	*The majority of grade 7 students will have met these standards, although teachers may need to continue addressing earlier standards.	7
	Understanding a Text	<input type="checkbox"/> Use knowledge of genre characteristics to analyze a text.	8.23
		<input type="checkbox"/> Interpret mood in a text and give supporting evidence.	8.24
		<input type="checkbox"/> Interpret a character's traits, emotions, or motivation and give supporting evidence from a text.	8.25

	<input type="checkbox"/> Identify evidence used to support an argument.	8.27
	<input type="checkbox"/> Distinguish between the concepts of theme in a literary work and author's purpose in an expository text.	8.28
Making Connections	<input type="checkbox"/> Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	9.25
Genre	<input type="checkbox"/> Identify how an author uses the characteristics of various genres (for example, poetry, fiction, nonfiction, short story, dramatic literature) to accomplish a purpose.	10.4
Theme	<input type="checkbox"/> Identify and supply evidence for a theme in a selection.	11.4
Fiction	<input type="checkbox"/> Analyze the connections among setting, characterization, conflict, plot and /or theme.	12.4
	<input type="checkbox"/> Analyze characters' personality traits, motivations and interactions with others and give supporting evidence from their words, actions, or thoughts.	12.5
	<input type="checkbox"/> Analyze the way characters change or interact with others over time and give supporting evidence from the text.	12.6
Nonfiction	<input type="checkbox"/> Identify and use common textural features.	13.18
	<input type="checkbox"/> Identify and use common graphic features.	13.19
	<input type="checkbox"/> Identify common organizational structures.	13.20
Poetry	<input type="checkbox"/> Identify and respond to the effects of form, sound, figurative language, and graphics in order to uncover meaning in poetry. *Sound (alliteration, onomatopoeia, rhyme schemes) *Figurative language (personification, metaphor, simile, hyperbole) *Graphics (capital letters, line length, word position)	14.4
Style & Language	<input type="checkbox"/> Identify and analyze imagery and figurative language	15.5
	<input type="checkbox"/> Identify how an author's use of words creates mood.	15.6
Myth, Traditional Narrative, & Classical Literature	<input type="checkbox"/> Identify conventions in epic tales.	16.9
	<input type="checkbox"/> Identify and analyze similarities and differences in mythologies from different cultures.	16.10
Dramatic Literature	<input type="checkbox"/> Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed.	17.5
	*Setting (place, historical period, time of day),	17.6

		*Plot (exposition, conflict, rising action, and falling action), and		
		*Characterization (character motivations, actions, thoughts, development).		
		<input type="checkbox"/> Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films.		
	Dramatic Reading & Performance	<input type="checkbox"/> Develop characters through the use of basic acting skills and describe the artistic choices in their development.	18.4	
		<input type="checkbox"/> Use a scoring guide with teacher-developed categories.	18.5	
Composition	Writing	<input type="checkbox"/> Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	19.19	
		<input type="checkbox"/> Write poems using poetic techniques, figurative language, and graphic elements.	19.20	
		<input type="checkbox"/> Write stories or scripts with well-developed characters, dialogue, clear conflict and resolution, and sufficient descriptive detail.	19.21	
		<input type="checkbox"/> Write stories or scripts with well-developed characters, dialogue, clear conflict and resolution, and sufficient descriptive detail.	19.23	
		Audience & Purpose	<input type="checkbox"/> Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	
			<input type="checkbox"/> Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.	20.4
		Revising	<input type="checkbox"/> Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of 21.	21.6
			<input type="checkbox"/> Improve word choice by using a variety of references.	21.7
		Standard English Conventions	<input type="checkbox"/> Use knowledge of types of sentences, correct mechanics, sentence structure, and standard English spelling when writing and editing.	22.8
		Organizing Ideas in Writing	<input type="checkbox"/> Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	23.10
	<input type="checkbox"/> Organize ideas for writing comparison-and-contrast essays.			
	Research	<input type="checkbox"/> Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects;	24.4	
		*Differentiate between primary and secondary source materials,		
		*Differentiate between paraphrasing and using direct quotes in a report,		

		<p>*Organize and present research using the grade 7 Learning Standards in the Composition Strand as a guide for writing,</p> <p>*Document information using proper in text and parenthetical citations of sources.</p> <p>*Use standard bibliographic format to document sources.</p>	
	Evaluating Writing & Presentations	<p>□ As a group, develop and use scoring guides or rubrics to improve organization and presentation of written and oral projects.</p>	25.4
Media	Analysis of Media	<p>□ Analyze the effect on the reader’s or viewer’s emotions of text and image in print journalism, and images, sound, and text in electronic journalism distinguishing among the techniques used in each of the above to achieve these emotional effects</p>	26.4
	Media Production	<p>□ Create media presentations and written reports on the same subject and compare the differences in effects of each medium.</p>	27.4

English Language Arts – Grade 8

		What students will know and be able to do:	Standard
Language	Discussion	<p>□ Plan, organize, and conduct a formal meeting and know and apply rules for formal discussions such as debates.</p>	1.4
	Questioning, Listening & Contributing	<p>□ Integrate relevant information gathered from interviews and group discussions, respond logically and appropriately to conclusions drawn by other speakers, and Synthesize the above to prepare presentations and written reports.</p>	2.4
	Oral Presentation	<p>□ Demonstrate appropriate changes in delivery of presentations according to the audience and the purpose (e.g., choice of vocabulary and pace),</p> <p>□ Present an organized interpretation of a literary work (book, film, play, or video),</p> <p>□ Create a scoring guide based upon categories regarding content and presentation style provided by the teacher.</p>	3.10 3.11 3.12
	Vocabulary & Concept	<p>□ Determine meanings of new and unfamiliar words by applying contrast and cause and effect context clues.</p>	4.20

	Development	<input type="checkbox"/> Determine meanings of unfamiliar words by applying their knowledge of common Greek and Latin roots, suffixes, and prefixes,	4.21
		<input type="checkbox"/> Determine pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words using dictionaries and thesauruses.	4.22
	Structure and Origins of Modern English	<input type="checkbox"/> Demonstrate correct and consistent usage of verb tenses (past, present, and future).	5.16
			5.17
		<input type="checkbox"/> Recognize the makeup and function of prepositional phrases.	5.18
		<input type="checkbox"/> Identify simple, compound, and complex sentences.	5.19
		<input type="checkbox"/> Utilize appropriate pronoun referents.	5.20
		<input type="checkbox"/> Identify correct mechanics.	5.20
		<input type="checkbox"/> Employ grammar and usage rhetorically by combining, including, reordering, and reducing sentences.	5.21
			5.22
		<input type="checkbox"/> Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in English.	
	Formal & Informal English	<input type="checkbox"/> Analyze the language styles of different characters in literary works.	6
Reading & Literature	Beginning Reading	*The majority of students will have met these standards by the end of grade 4, although teachers may need to continue addressing earlier standards listed on pages 29--31 of the <i>Massachusetts English/ Language Arts Curriculum Framework</i> (June 2001 edition).	7
	Understanding a Text	<input type="checkbox"/> Use knowledge of genre characteristics to analyze an imaginative/ literary text,	8.23
		<input type="checkbox"/> Interpret a character's traits, emotions, and/ or motivation and give supporting evidence from the text.	8.24
		<input type="checkbox"/> Interpret mood and tone and give supporting evidence in the text,	8.25
		<input type="checkbox"/> Distinguish between and analyze the concepts of theme in a literary work and author's purpose in an expository text.	8.28
		<input type="checkbox"/> Distinguish between and analyze the concepts of theme in a literary work and author's purpose in an expository text.	8.26
		<input type="checkbox"/> Recognize organizational structures and use of arguments for and against an issue in an informational/ expository text, and	8.27
		<input type="checkbox"/> Identify and analyze evidence used to support an argument in an informational/ expository text.	
	Making	<input type="checkbox"/> Relate a literary work to artifacts, artistic creations, and/ or historical sites of the period	9.5

Connections	of its setting.	
Genre	□ Identify how an author uses the characteristics of different genres.	10.4
Theme	□ Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.	11.4
Fiction	□ Interpret a character’s personality traits, motivations, emotions, changes, and interactions with others and give supporting evidence from their words, actions, or thoughts (as portrayed in a text or a movie).	12.4
Nonfiction	□ Identify and use knowledge of textural features, graphic features, and organizational structures.	13.18
	□ Recognize and use arguments for and against an issue	13.21
	□ Identify and use evidence to support an argument.	13.22
	□ Distinguish between and analyze the concepts of theme in a literary work and author’s purpose in an expository text.	13.23
Poetry	□ Respond to and analyze the effects of figurative language, form, graphics and dramatic structure of poems and the sound techniques of alliteration, assonance, consonance, onomatopoeia, and rhyme scheme.	14.4
Style & Language	□ Analyze imagery and figurative language.	15.5
	□ Identify and analyze how an author’s use of words and imagery creates mood and tone.	15.6
Myth, Traditional Narrative, &	□ Identify and analyze conventions in epic tales.	16.9
Classical Literature	□ Identify and analyze the similarities and differences in mythologies from different cultures.	16.10
Dramatic Literature	□ Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed.	17.5
	□ Identify and analyze the similarities and differences in the presentation of setting characters, and plot in texts, plays, and films.	17.6
Dramatic Reading & Performance	□ Develop and present characters through the use of basic acting skills, explain the artistic choices made, and create a scoring guide based upon categories supplied by the	18.4

		teacher to prepare and assess their presentations.	
Composition	Writing		19.4
		<input type="checkbox"/> Write stories and/ or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	19.19
		<input type="checkbox"/> Write poems using poetic techniques.	19.20
		<input type="checkbox"/> Write research reports that include bibliographies of various reference materials, footnotes or endnotes, and quotations with citations.	19.21
		<input type="checkbox"/> Write and justify a personal interpretation of literary informational (e.g., a critique) or expository reading that includes a topic statement, supporting details from the literature, and a conclusion,	19.22
		<input type="checkbox"/> Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	19.23
	Audience & Purpose	<input type="checkbox"/> Select and use appropriate rhetorical techniques for a variety of purposes, such as to convince or entertain the reader.	20.2
	Revising	<input type="checkbox"/> Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of writing.	21.6
		<input type="checkbox"/> Revise their writing by making improvements in word choices using a variety of references.	21.7
	Standard English Conventions	<input type="checkbox"/> Use knowledge of types of sentences, correct mechanics, correct usage, and standard English spelling when writing and editing.	22.8
	Organizing Ideas in Writing	<input type="checkbox"/> Organize information into a coherent essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion.	23.10
		<input type="checkbox"/> Organize ideas for writing comparison/contrast essays.	23.11
		Integrate the use of organizing techniques that break up strict chronological order in a story (e.g., starting in the “middle” of the action, then filling in background information by using flashbacks).	23.9
	Research	<input type="checkbox"/> Apply steps for obtaining information from a variety of sources, organizing information, documenting sources, and presenting research in individual projects:	24.4

		<ul style="list-style-type: none"> *differentiate between primary and secondary source materials; *differentiate between paraphrasing and using direct quotes in a report; *organize and present research using the grade 7-8 Learning Standards in the Composition Strand as a guide for writing; *document information and quotations using the consistent MLA format for footnotes and endnotes; and *use the standard MLA format to document sources. 	
	Evaluating Writing & Presentations	<ul style="list-style-type: none"> □ Develop scoring guides or rubrics as a group and use them to improve the organization and presentation of written and oral projects. 	25.4
Media	Analysis of Media	<ul style="list-style-type: none"> □ Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects. 	26.4
	Media Production	<ul style="list-style-type: none"> □ Create written reports and media presentations on the same subject and compare the differences in the effects of each medium. □ Use criteria to assess the effectiveness of media presentations. 	27.4 27.5

English Language Arts - Grades 9/10

		What students will know and be able to do:	Standard
Language	Discussion Questioning, Listening, and Contributing	<ul style="list-style-type: none"> • Establish group dynamic rules to increase productivity. 	1.5
		<ul style="list-style-type: none"> • Summarize in a coherent and organized way what they have learned from a focused discussion. 	2.5
	Oral Presentation	<ul style="list-style-type: none"> • Deliver formal and informal presentations for particular audiences with clear enunciation, appropriate organization, gestures, tone, and vocabulary. 	3.14

	<input type="checkbox"/> Analyze effective speeches for a variety of purposes and prepare and deliver a speech with these purposes in mind.	3.15
	<input type="checkbox"/> Create an appropriate scoring rubric to evaluate final presentations.	3.16
Vocabulary and Concept Development	<input type="checkbox"/> Identify and use correctly idioms, cognates, words with literal and figurative meanings and word changes that denote different meanings.	4.23
	<input type="checkbox"/> Use knowledge of Greek, Latin, and Norse mythology, the Bible and other works alluded to in American and British Lit. to understand new words.	4.24
	<input type="checkbox"/> Determine the meaning of unknown words using their context clues.	
	<input type="checkbox"/> Use general dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.	4.25
Structure and Origins of Modern English	<input type="checkbox"/> Identify simple, compound, complex, and compound-complex sentences.	5.23
	<input type="checkbox"/> Identify nominalized adjectival and adverbial clauses.	5.24
	<input type="checkbox"/> Recognize the functions of verbals.	
	<input type="checkbox"/> Analyze the structure of a sentence.	5.25
	Identify rhetorically correct sentence structure (i.e. parallelism).	5.26
	<input type="checkbox"/> Identify correct mechanics, correct usage, and correct sentence structure.	5.27
	<input type="checkbox"/> Describe the origins of meanings and common or foreign words and phrases and show their relationship to historical events or developments.	5.28
		5.29
Formal and Informal	<input type="checkbox"/> Identify content-specific vocabulary, terminology, and jargon in speech, language, and literature. Identify and apply the meaning	

	English	of the terms <i>antonym</i> , <i>synonym</i> , and <i>homophone</i> .	6.8
		<input type="checkbox"/> Identify the differences between voice, tone, diction, and syntax used in media presentations and informal speech.	6.9
Literature	Understanding a Text		
		<input type="checkbox"/> Identify sensory details, figurative language, imagery, and symbolism.	8.29
		<input type="checkbox"/> Identify and interpret themes and tone and give supporting evidence from a text.	8.30
		<input type="checkbox"/> Analyze setting, characters, and events and support them with evidence from the text.	8.31
		<input type="checkbox"/> Evaluate and analyze authorial intentions and evidence.	
	Making Connections	<input type="checkbox"/> Relate a literary work to the seminal ideas of its time.	9.6
	Genre	<input type="checkbox"/> Identify and analyze characteristics of overlapping genres that occur in poetry, prose, drama, short story, and essay.	10.5
	Theme	<input type="checkbox"/> Analyze and compare texts that express a universal theme, or a view or comment on life providing evidence to support ideas.	11.5
	Fiction	<input type="checkbox"/> Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.	12.5
	Nonfiction	<input type="checkbox"/> Analyze the logic and use of evidence in an author's argument.	13.24
		<input type="checkbox"/> Analyze and explain the structure and elements of nonfiction works.	13.25
	Poetry	<input type="checkbox"/> Identify, respond to, and analyze the effects of sound, form, figurative language, graphics, and structures of poems.	14.5
	Style and Language	<input type="checkbox"/> Evaluate how an author's choice of words advances the theme or purpose of a work.	15.7
		<input type="checkbox"/> Identify and describe the importance of sentence variety in the overall effectiveness of a work.	15.8
	Myth, Traditional	<input type="checkbox"/> Analyze the characters, structures, and themes of classical Greek drama and epic poetry.	16.11

	Narrative, and Classical Literature		
	Dramatic Literature	<input type="checkbox"/> Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.	17.7
	Dramatic Reading	<input type="checkbox"/> Develop, communicate, and sustain consistent characters in formal and informal productions and create scoring guides for assessment.	18.5
Composition	Writing	<input type="checkbox"/> Write well –organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.	19.24
		<input type="checkbox"/> Write poems with a range of forms and techniques using figurative language	
		<input type="checkbox"/> Write well organized essays that have a clear focus, logical development, effective use of detail, and variety in sentence structure.	19.25
		<input type="checkbox"/> Write well-organized research papers that prove a thesis statement using logical organization, effective supporting evidence, and variety of sentence structure.	19.26
		<input type="checkbox"/> Use different levels of formality, style, and tone when composing for different audiences.	19.27
	Audience and Purpose	<input type="checkbox"/> Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.	20.5
	Revising	<input type="checkbox"/> Use all conventions of Standard English when writing and editing.	21.8
	Standard English Conventions	<input type="checkbox"/> Integrate all elements of fiction to emphasize the theme and tone of the story.	22.9
	Organizing Ideas in Writing	<input type="checkbox"/> Organize ideas for a critical essay or research paper that flows from a thesis statement to an appropriate conclusion, <input type="checkbox"/> Formulate a plan and carry out research while evaluating and documenting sources for the construction of a term or research paper.	23.12
	Research	<input type="checkbox"/> Participate in the development of rubrics for evaluating work.	23.13
	Research	<input type="checkbox"/> Identify the aesthetic effects and techniques of a media presentation.	24.5
	Evaluating Writing and Presentations		25.5
Media	Analysis of Media		26.5

Media Production	<input type="checkbox"/> Create coherent media productions that synthesize information from several sources.	27.6
	<input type="checkbox"/> Develop and apply criteria for assessing the effectiveness of media productions.	27.7

English Language Arts - Grades 11/12

	What students will know and be able to do:	Standard	
Language	Discussion	<input type="checkbox"/> Evaluate participation in group discussion	1.6
	Questioning, Listening, and Contributing	<input type="checkbox"/> Analyze differentiated responses in group discussion	2.6
Oral Presentation	<input type="checkbox"/> Deliver formal presentations for particular audiences with clear enunciation, appropriate organization, gestures, tone, and vocabulary.	3.17	
	<input type="checkbox"/> Create an appropriate scoring rubric to evaluate final presentations.	3.18	
Vocabulary and Concept Development	<input type="checkbox"/> Identify and use correctly, new vocabulary and relate to previous word knowledge. Determine the meaning of unknown words using their context clues.	4.26	
	<input type="checkbox"/> Use general dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed.	4.27	
Structure and Origins of Modern English	<input type="checkbox"/> Identify, describe, and apply all conventions of Standard English.	5.30	
	<input type="checkbox"/> Identify and apply the meaning of the terms <i>antonym</i> , <i>synonym</i> , and <i>homophone</i>		
	<input type="checkbox"/> Describe historical changes in conventions for usage and grammar.	5.31	
	<input type="checkbox"/> Explain/evaluate the influence of the English	5.32	

	language on world literature and cultures.	5.33
	□ Analyze and explain how the English language has developed and been influenced by other languages. Identify the meaning of common Greek and Latin roots to determine the meaning of unfamiliar words	
Formal and Informal English	□ Analyze the role and place of standard American English in speech, writing, and literature.	6.10
	□ Analyze how dialect can be a source of negative or positive stereotypes among social groups.	6.11
	□ Identify formal and informal language in conversation, text, and media.	
Literature		
Understanding a Text	□ Identify and analyze the point(s) of view in a literary work.	8.32
	□ Analyze patterns of imagery or symbolism and connect them to themes and/or tone and mood.	8.33
	□ Evaluate and analyze authorial intentions and evidence.	8.34
Making Connections	□ Relate a literary work to the seminal ideas of its time.	9.7
Genre	□ Identify and analyze characteristics of overlapping genres that occur in poetry, prose, drama, short story, essay, and editorial.	10.6
Theme	□ Apply knowledge of the concept that a text can contain more than one theme.	11.6
	□ Analyze and compare texts that express a universal theme, providing evidence to support ideas.	11.7
	□ Analyze, evaluate, and apply knowledge of how authors use elements of fiction for specific rhetorical and aesthetic purposes.	
Fiction	□ Analyze and evaluate the logic and use of evidence in an author's argument.	12.6
Nonfiction	□ Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.	13.26
		13.27
	□ Analyze and evaluate the appropriateness of diction, imagery, figurative language, understatement, overstatement, irony, and	
Poetry		14.6

		paradox in poetry.	
	Style and Language	<input type="checkbox"/> Identify, analyze, and evaluate an author’s use of rhetorical devices in persuasive argument. <input type="checkbox"/> Analyze and compare style and language across significant cross-cultural literary works.	15.9 15.10
	Myth, Traditional Narrative, and Classical Literature	<input type="checkbox"/> Analyze the influence of mythic, traditional, and classical literature on later literature and film.	16.12
	Dramatic Literature	<input type="checkbox"/> Identify and analyze types of dramatic literature. <input type="checkbox"/> Identify and analyze dramatic conventions. (monologue, soliloquy, chorus, aside, and dramatic irony)	17.8 17.9
	Dramatic Reading	<input type="checkbox"/> Demonstrate understanding of the functions of playwright, director, technical designer, and actor by writing, directing, designing, and/or acting in an original play.	18.6
Composition	Writing	<input type="checkbox"/> Write well –organized stories or scripts with an explicit or implicit theme using a variety of literary techniques.	19.28
		<input type="checkbox"/> Write poems with a range of forms and techniques. <input type="checkbox"/> Write coherent compositions with a clear focus, objective presentation of alternate views, rich detail, well-developed paragraphs, and logical argumentation.	19.29 19.30
	Audience and Purpose	<input type="checkbox"/> Use effective rhetorical techniques and demonstrate understanding of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing assignments.	20.6
	Revising	<input type="checkbox"/> Revise writing to improve style, word choice, sentence variety and subtlety of meaning to address purpose, audience, and genre. <input type="checkbox"/> Use all conventions of Standard English when writing and editing.	21.9 22.10
	Standard English Conventions		
	Organizing Ideas in Writing	<input type="checkbox"/> Organize ideas for emphasis in a way that suits the purpose of the writer.	23.14
<input type="checkbox"/> Craft sentences in a way that supports the underlying logic of the ideas.		23.15	

	Research	<ul style="list-style-type: none">• Formulate a plan and carry out research while evaluating and documenting sources for the construction of a term or research paper.	24.6
	Evaluating Writing and Presentations	<ul style="list-style-type: none">• Participate in the development of rubrics for evaluating work across the curriculum.	25.6
Media	Analysis of Media	<ul style="list-style-type: none">• Identify the aesthetic effects and techniques of a media presentation and determine the techniques used to create them.	26.6
	Media Production	<ul style="list-style-type: none">• Create coherent media productions that synthesize information from several sources.	27.8

ENDURING UNDERSTANDINGS AND ESSENTIAL QUESTIONS

In 2016 USD 461 members began a study of Learning by Doing: A Handbook for Professional Learning Communities at Work™ by Richard Dufour. In 2016 committee members brought this work to the ongoing process of refining the district curriculum by adding enduring understandings and essential questions.

Enduring understandings and essential questions are the thread that links units, lessons, and year-to-year teaching. They provide powerful tools for focusing daily classroom activity on meaningful goals. They are a way to think about our curriculum that helps us answer the question: Why does it matter? We include these samples of enduring understandings and essential questions as a model for what we strive to incorporate in all curricula throughout the district.

Enduring Understandings are important ideas that have lasting value beyond the classroom.

Essential Questions are questions that probe for deeper meaning and promote inquiry.

Vocabulary and Concept Development

Enduring Understandings Students will

understand that...

- Words are composed of parts that help us understand their meanings.
- How a word or phrase is used determines its meaning.
- A dictionary and a thesaurus are resources for finding, understanding, and using words.
- A rich vocabulary enables us to understand and communicate more effectively.
- Words become part of our language in many ways.
- Vocabulary is acquired through reading, writing, listening, and speaking.

Essential Questions

- How do word parts help us understand meaning?

- How does context help us understand word meaning?
- Why do we use the dictionary and thesaurus as resources?
- Why is vocabulary development important?
- Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated?
- How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Beginning Reading

Enduring Understandings

Students will understand that...

- Proficient readers use the relationship between letters and sounds of speech and spelling patterns to problem solve, read fluently, and comprehend.
- Proficient readers use print cues to solve unknown words while still focusing on meaning and structure.
- Proficient readers develop and use a variety of strategies to attend to information from different sources.
- Readers use both text features and the features of written English to comprehend.

Essential Questions are questions that probe for deeper meaning and promote inquiry.

- What do readers look for to help them read?
- What do we think about when we read?
- How does what we think about help us comprehend?

Understanding a Text

Enduring Understandings

Students will understand that...

- Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.
- Readers continually monitor and check their interpretations of the author's intent and meaning.

- Background knowledge supports understanding of text.
- Informational and expository text is written differently than imaginative and literary text and makes different demands on the reader.

Essential Questions

- How does what you know help you understand text?
- How does thinking about the author's purpose and message deepen understanding?
- How do text features and characteristics of informational and literary text influence reader interpretation?

Making Connections

Enduring Understandings

Students will understand that...

- Our perceptions of those close to us can be altered by large events.
- The world we live in is reflected in literature.
- What we read affects how we make sense of our own world, the world around us, and of others.

Essential Questions

- Which connections help most to increase understanding of a text?
- How does literature reflect the time period in which it is written?
- Do literary and non-literary pieces reflect our culture or have helped to shape or make changes to it?

Genre

Enduring Understandings

Students will understand that...

- Different genres have different structures and conventions.
- Authors choose a particular genre for a specific purpose.
- Characteristics of genre may overlap or cut across lines of genre.

Essential Questions

- How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text?
- How do you classify a piece of literature as a certain genre?
- How does the selection of genre shape the author's message?
- How does the form chosen by an author accomplish his/her purpose?

Theme

Enduring Understandings

Students will understand that...

- Theme represents a view or comment on life.
- Authors may use various writing techniques to power their themes.
- A well-written piece of fiction or non-fiction can make any theme seem new again.
- Using analysis to compare and contrast texts to discover similar themes will further understanding of literature.
- Locating themes and providing textual support develops more thoughtful readers.

Essential Questions

- Why is theme important?
- Is the theme of a story always interpreted in the same way?
- How does a reader identify the theme in a piece of writing?
- How does comparing and contrasting themes from various pieces of literature increase understanding?

Fiction and Nonfiction

Enduring Understandings

Students will understand that...

- Although stories of fiction may vary greatly in degree in terms of subject matter, the structure of fiction remains relatively consistent.

- In the same way that a math equation produces an answer, if one follows the structure of fiction, while implementing elements such as irony, symbol and setting, one can compose an original piece of writing that will be considered fiction.
- By providing evidence from the work of fiction to support their understanding, students' opinions and arguments will be validated by the work, and therefore more sound in judgment.
- Knowledge of the organizational structures in nonfiction deepens reader understanding.
- Understanding the textual and graphic features of nonfiction provides powerful tools when reading and writing.
- Authors use the structures and elements of nonfiction for specific purposes.

Essential Questions

- How do readers recognize a nonfiction piece versus a fiction piece?
- Why is it important to differentiate between fiction and nonfiction?
- How do readers approach different types of text?

Poetry

Enduring Understandings

Students will understand that...

- Poets share feelings, experiences, or thoughts through well-chosen words, formats, techniques, and poetic elements.
- Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.

Essential Questions

- What is poetry?
- How is poetry different from prose?
- What are the elements and structures of poetry that deepen the understanding of poetry?
- How does a reader identify, respond to, analyze, and compare the elements of poetry?

Writing

Enduring Understandings

Students will understand that...

- Writing is a powerful tool for communicating.
- Effective writing is coherent, logical, and effective.

Essential Questions

- Why is writing important?
- What makes writing coherent, logical, and expressive?

Consideration of Audience and Purpose

Enduring Understandings Students will

understand that...

- The key to quality writing is to know audience and purpose.
- Audience and purpose impact a writer's style.
- Word choice conveys a level of formality, sense of style, and tone.

Essential Questions

- How do writers know their audience?
- How does knowing your audience and purpose contribute to effective writing?
- How do writers tailor their writing for a specific purpose and audience?

Revising

Enduring Understandings

Students will understand that...

- Writers know that although their initial ideas may be good, their work will be vastly improved by careful revision.
- Revising is an ongoing process that involves thinking about (rethinking) language, organization, audience, and purpose.
- The smallest changes to elements of writing can change the meaning of the work.

Essential Questions

- Why revise?
- How is revising a piece of writing as essential as the initial effort?
- How does a writer know when and how to revise?

Standard English Conventions

Enduring Understandings

Students will understand that...

- Conventions are rules that have been established to standardize written communication.
- A writer needs to use Standard English conventions to get his/her message across effectively in terms of intended meaning.

Essential Questions

- What are the Standard English conventions?
- Why is it important to use correct spelling and grammar?
- How important are Standard English conventions?

Organizing Ideas in Writing

Enduring Understandings

Students will understand that...

- Ideas in writing can be organized in many different ways depending on the author's purpose.
- There is a direct correlation between organization and effectiveness of writing.
- Working on organizing ideas in writing develops more logical ways of reasoning.

Essential Questions

- How can organization influence meaning and clarity in a piece of writing?
- What does it mean to be organized in writing?