

**English Language Arts Curriculum
Cape Girardeau Public Schools
Kindergarten through Twelfth Grade**

Board of Education

Adoption: July 24, 2017

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**Rationale for the Study of English Language Arts
Cape Girardeau Public Schools
Kindergarten through Twelfth Grade**

The study of English Language Arts in the Cape Girardeau Public School district is essential to prepare students to be college and career ready post high school graduation. The ELA curriculum is aligned to the Missouri Learning Standards that set expectations that are focused and developed in order to improve literacy achievement.

The ELA curriculum includes a greater emphasis on reading informational text and writing persuasive/argumentative pieces. Most of the requirement reading in college and in workforce training programs is informational and challenging in content. Likewise, the demand of college and career readiness emphasizes a focus on argumentative and informative/explanatory writing. Teachers across multiple disciplines including history, science, practical and fine arts share the responsibility for literacy development.

Through the student of ELA, students will be college and career ready by demonstrating independence in reading, writing, speaking, listening and language. Students will build strong content knowledge, respond to the varying demands of audience, task, purpose and discipline, comprehend as well as critique, value evidence, and use technology and digital media strategically and capably.

**GOALS FOR GRADUATES IN ENGLISH LANGUAGE ARTS
CAPE GIRARDEAU PUBLIC SCHOOLS
KINDERGARTEN THROUGH TWELFTH GRADE**

The goals for Cape Girardeau graduates in English Language Arts are based on the College and Career Readiness Standards developed by the Chief Council for School State Officers and the National Governors Association which correspond to the Missouri Show-Me Standards in performance and knowledge.

To be college and career ready in reading, students will:

1. read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. assess how point of view or purpose shapes the content and style of a text.
7. integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. read and comprehend complex literary and informational texts independently and proficiently.

To be college and career ready in writing, students will:

1. write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4. produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. draw evidence from literary or informational texts to support analysis, reflection, and research.
10. write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

To be college and career ready in speaking and listening, students will:

1. prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

To be college and career ready in language, students will:

1. prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4. present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

In performance, students in Missouri public schools will:

1. acquire the knowledge and skills to gather, analyze, and apply information and ideas.
2. acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. acquire the knowledge and skills to recognize and solve problems.
4. acquire the knowledge and skills to make decisions and act as responsible members of society.

In English Language Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of:

- CA 1 speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).
- CA 2 reading and evaluating fiction, poetry, and drama.
- CA 3 reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals).
- CA 4 writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).
- CA 5 comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as storytelling, debates, lectures, multimedia productions).
- CA 6 participating in formal and informal presentations and discussion on issues and ideas.
- CA 7 identifying and evaluating relationships between language and culture.

